

# MAINE STATE LEGISLATURE

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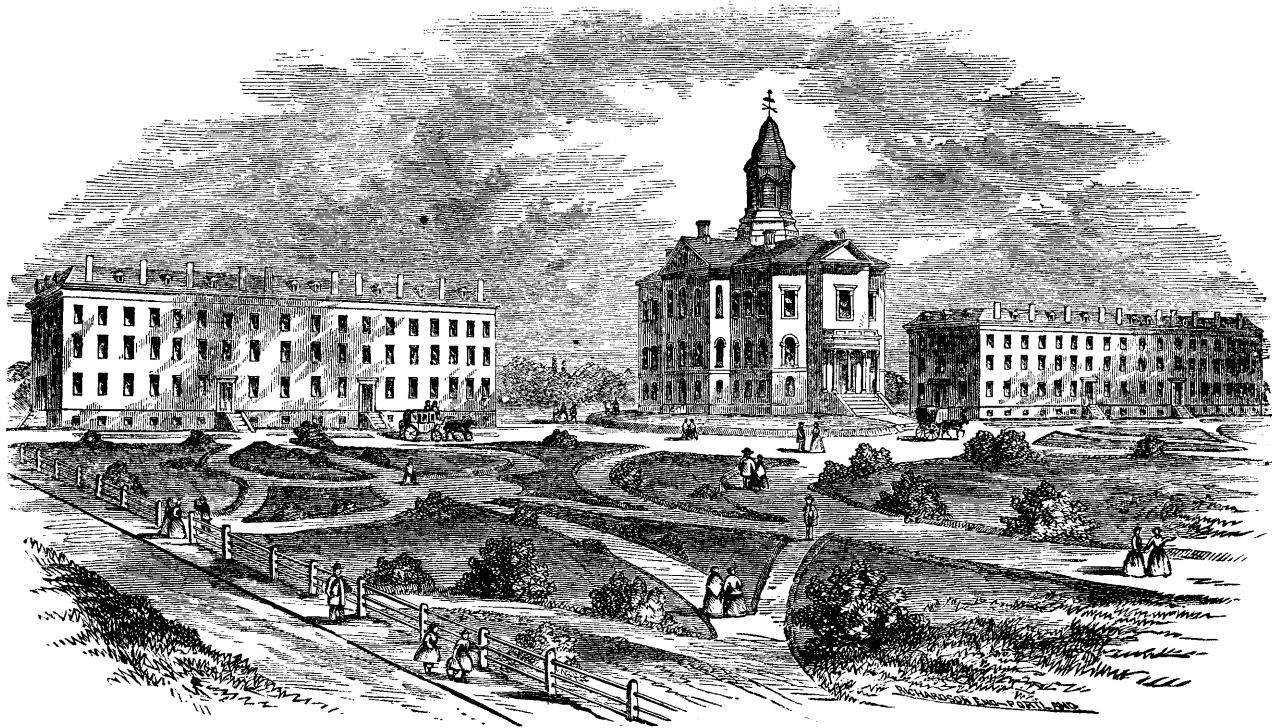
OF THE

STATE OF MAINE.

1862.

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AUGUSTA:  
STEVENS & SAYWARD, PRINTERS TO THE STATE.  
1862.



MAINE STATE SEMINARY, Lewiston. ERECTED IN 1858.

EIGHTH ANNUAL REPORT

OF THE

Superintendent of Common Schools

OF THE

STATE OF MAINE.

DECEMBER 1861.

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Published agreeably to a Resolve approved March 16, 1855.

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AUGUSTA:

STEVENS & SAYWARD, PRINTERS TO THE STATE.  
1861.



## SUPERINTENDENT'S REPORT.

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*To His Excellency, Governor Washburn,  
and the Honorable Council.*

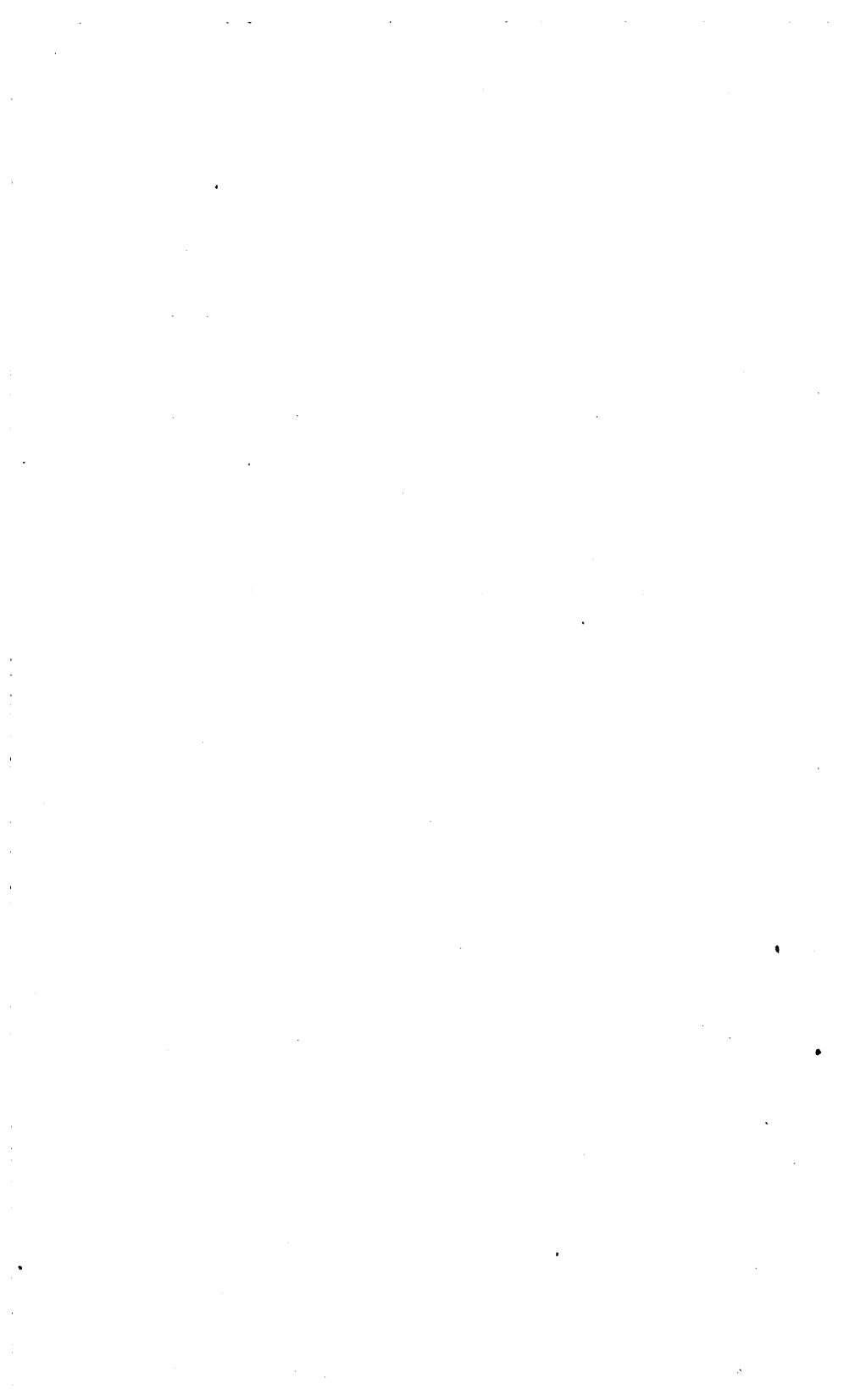
GENTLEMEN:—In compliance with a provision of the Statute, I submit herewith my Second Annual Report as Superintendent of Common Schools; it being the eighth of the series, and the Fourteenth Annual Report upon the condition of our Public Schools, including those of the Board of Education.

Very respectfully,

Your obedient servant,

EDWARD P. WESTON.

GORHAM, December 1, 1861.



## REPORT.

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GENTLEMEN :—In submitting another Annual Report of the condition of our schools, I am happy to know that the education of the people is among the public interests duly considered in the intelligence and wisdom of the Council Chamber. Even in the pressure of unusual duties which engross your attention in connection with the national defense, I am well assured that you are not forgetful of those institutions which have contributed so largely to the intelligent patriotism of the people, and which constitute so important an element of the Free State system which our loyal citizens are now engaged in defending against the assaults of lingering barbarism. It cannot have escaped your notice that the *free schools* of the North have ever been an object of dislike to the aristocratic citizens of the South, who have looked upon them as tending to elevate the common people to an ungracious equality with the lords of the plantation, and who would reserve all places of honor and emolument in social and political life, to men of “patriarchal” wealth and ancient family. In the early history of Virginia, Sir William Berkley, Governor of that Province, said in one of his official communications, “I thank God there are no free schools nor printing presses here, and hope we shall have none these hundred years; for learning hath brought in disobedience and heresy, and printing hath divulged them. \* \* \* God keep us from both.” In a recent convention of rebel Virginians, called to revise the State constitution, a report was presented by a committee of the convention in which they say: “This tendency to a conflict between labor and capital, has already manifested itself in various forms. It may be seen in the system of free schools, by which the children of the poor are educated at the expense of the rich; in the various forms of homestead and exemption bills; in the popular cry of ‘land for the landless,’ and ‘homes for the homeless,’ etc. In the opinion of



your committee, no system of government can afford permanent and effectual security to life, liberty and prosperity, which rests on the basis of unlimited suffrage and the election of officers by the direct vote of the people. The tendency of such a system is to demoralize the masses; to encourage the habit of office-seeking; to foster corruption at the polls, and to place unworthy and incompetent men in positions of trust and responsibility. These, however, are the vital principles of the social organization of the North, and as before stated, their bitter fruits are already in a course of rapid development." Thus does "old Virginia" to-day maintain her ancient hostility to free votes, free schools and free labor. The founders of New England, on the other hand, were actuated at the very outset by quite another spirit. Men of liberal culture themselves, they were anxious that their own children and the children of their neighbors alike, should be instructed in the rudiments of learning, for the common good and at the common expense. An early Legislature of a Massachusetts colony enacted that "forasmuch as the good education of children is of singular behoof and benefit to any commonwealth, and whereas many parents and masters are too negligent of their duty in that kind, the Selectmen of every town, in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbors, to see that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach, by themselves or others, their children or apprentices, so much learning as may enable them perfectly to read the English tongue, upon penalty of twenty shillings for each neglect therein." And "to the end that learning might not be buried in the graves of the fathers," they provided for the support of teachers, "that each town might never be without a sufficient school-master." The same spirit has actuated their sons through successive generations. The differing results of these different principles are to-day known and read of all men. Bitter, by their own confession, as are the "developing fruits" of our free institutions to the taste of Southern exclusives, they are at once the pride and the strength of our Northern people. More than anything besides, they have imparted to our citizens the *animus* which moves the arm of patriotism; and their preservation and extension constitute one of the noble objects of the great sacrifice which our people are now making. Whatever else,

then, may suffer in consequence of this rebellion against the progress and power of free institutions, surely these institutions themselves, and chief among them our free schools, will receive the most careful protection of their authorized guardians. In war and peace, alike, they claim a high place in the intelligent regards of government, in all its departments, and will, without doubt, receive such measure of consideration as may be consistent with other public interests.

The Superintendent's Report, although by Statute presented to your Honorable Body for the use of the government, is also printed by order of the Legislature, for circulation among the people. You will therefore allow me to use any arguments and suggestions, and any style of presentation, which may seem to adapt it to the two fold purpose of its preparation.

However important the relations existing between the government and the schools, it is the people, after all, who are more especially concerned in their welfare. So that while we look to the officers of State, naturally and by right, for any action proper for them to take in the premises, upon the citizens themselves must still rest the chief responsibility of making our schools, in a higher degree than ever before, the defense and the ornament of society. I ask, then, from the people, an earnest and careful attention to the statements and recommendations herein contained. I have been compelled with much regret to decline frequent invitations to visit schools and talk to the citizens of towns and villages. The pressure of specified duties has made it impossible for me to do as much of miscellaneous lecturing and general school inspection, as would have been agreeable to myself. Thus denied the pleasure of a larger personal intercourse, I will endeavor to communicate, through the medium of this report, such facts and suggestions as may possibly be of service to you in considering this great subject of our mutual concern,—*the education of our children*; a theme whose importance is obvious to the least comprehension, and whose magnitude the largest cannot grasp.

A report, such as the Statute contemplates, divides itself, by the very terms of the requirement, into two parts. It must contain a statement of "facts derived by the Superintendent from the school returns," and such "suggestions and recommendations,—the result

of his inquiries and investigations,—as in his judgment will best promote the improvement of Common schools.” I have noticed the very different degrees of regard in which different persons hold these unlike portions of such reports. While one calls for the “facts and figures,” and rejoices in statistical tables, another counts them an utter abomination, and wonders why we burden our pages with such an array of figures,—calculations, reductions, divisions and summaries,—which, he assumes, nobody will ever examine. He prefers to be entertained with pleasant suggestions, in easy-going periods; pictures of truth, or visions of fancy even; with essays upon the beauty and excellence of our institutions, methods of improvement, signs of progress, and exhortations to duty. Now the “facts from the returns,” on the one hand, and the “suggestions and recommendations” on the other,—the figures of arithmetic and the figures of rhetoric,—have each their proper place and value in the making up of such a document; and we pray those who dislike the one to turn for instruction or entertainment to the other, if they cannot do still better, by giving to each its proper attention. You are invited then to notice, first, the

### STATISTICAL TABLES.

These Tables, occupying a large portion of the Appendix, have been prepared with much labor and care, from the town returns. The want of completeness and entire accuracy in these returns, renders the Tables somewhat imperfect.

The *Summaries* of Tables I and II, include some items obtained from school officers by special inquiry, or drawn from late returns, received after the tables were printed. The results thus reached are very nearly accurate.

Table III contains the comparative rank of towns and plantations in three important respects.

Table IV contains a list of chartered literary institutions in the State, with their “standing and condition” as reported in 1860. Many names on the list presented last year, have been omitted in this Table, as having not even a name to live. No reports have been received from them, and no organization is known to exist.

For more convenient reference, the leading facts of the tables, with a few items drawn from other sources, are presented in the

## GENERAL SUMMARY

*Of the Returns for the year ending April 1, 1860. April 1, 1861.*

Population of the State,	628,300	628,300
Extent in square miles,	31,766	31,766
Valuation of the State,	\$164,714,168	164,714,168
Number of towns in the State,	397	399
Number that have made returns,	394	395
Number of organized plantations,	98	116
Number that have made returns,	63	68
Number of children between four and twenty-one years,	243,375	249,061
Number registered in summer schools,	134,624	138,924
Average attendance in summer schools,	102,959	105,381
Number registered in winter schools,	141,747	148,571
Average attendance in winter schools,	118,399	116,557
Average attendance for summer and winter,	110,679	110,969
Ratio of average attendance to whole number of scholars,	.46	.45
Average length of summer schools, in weeks,	10.6	10.8
Average length of winter schools, in weeks,	10.4	10.6
Sum of the average for summer and winter,	21.0	21.4
Number of school districts in the State,	4,146	4,151
Number of parts of districts,	387	360
Number of school houses in the State,	3,945	4,010
Number reported in good condition,	1,889	2,157
Number of school houses built within the last year,	121	119
Cost of the same,	\$59,135	92,358
Estimated value of all the school houses in the State,	\$1,164,006	1,250,000
Number of male teachers employed,	2,776	2,995
Number of female teachers,	4,632	4,926
Wages of male teachers per month, besides board,	\$21 31	22 01
Wages of female teachers per week, besides board,	\$2 03	2 19
School money raised by taxation in 1860,	\$405,337 25	478,017 76
Excess above requirement of law,	\$56,388 98	64,626 00
Average amount raised per scholar,	\$1 60	1 62 1-2
Amount of public school fund,	\$150,767 02	154,760 36
Interest of same apportioned to schools,	\$9,045 02	9,280 62
Bank tax distributed to schools,	\$73,971 09	76,128 30
Amount derived from local funds,	\$16,677 73	19,210 31
Contributed to prolong public schools,	\$12,867 44	12,483 22
Amount paid for private schools,	\$27,330 43	43,517 68
Paid for repairs, fuel, &c.,		\$57,013 41
Average cost of board per week,		\$1 45
Estimated amount paid for board,		\$134,390 93
Amount paid for school supervision,	\$13,714 47	12,053 13
Aggregate expenditure for school purposes,	\$616,879 41	742,952 01
Number of towns that raised less than the law requires,	47	76
Number of towns that raised at least \$4 per scholar,	1	1
Number that raised \$3 and less than \$4 per scholar,	1	3
Number that raised \$2 and less than \$3 per scholar,	54	42
Number that raised \$1 and less than \$2 per scholar,	349	357
Number of towns that have their schools graded in part,	126	137

—For details consult the Tables.—

## POPULATION AND TERRITORY.

The population of our State, 628,300, shows an increase in the last decade of 45,065; a growth but small in comparison with that of new States in the West, but indicating a steady and healthful progress. This population, with such an extent of territory—31,766 square miles—nearly as large as all the rest of New England together, shows that many parts of the State must be thinly peopled. As a consequence, our public schools in those portions of the State must be less prosperous than in more populous communities. While, then, we may justly plead this consideration, in partial excuse for the less favorable condition of schools so situated, it becomes a motive with the State authorities and with such communities themselves, to make the more earnest endeavor to devise in their behalf the most liberal things. The unsettled townships in the northern part of the State are yet to swarm with a dense population, whose character for intelligence and enterprise will depend in great measure upon the educational advantages secured to the pioneers of to-day. Next to the well known richness of the soil, nothing will attract settlers into this portion of Maine more surely than good schools. A portion of these unsettled lands, so far as they are still within the control of the State, would be wisely devoted to the interests of popular education.

## TOWNS AND PLANTATIONS.

The number of our towns is slowly increasing by division, and by the incorporation of plantations. At the same time new plantations are organized, as settlers in sufficient numbers push their way into the forests. We have now more than five hundred cities, towns and plantations, whose schools draw a portion of their support directly from State funds, and whose educational interests are in some sort under State superintendence. The utter impossibility of one man's taking special cognizance of school matters in each of these towns, is apparent upon the slightest consideration. A remedy for this difficulty will be suggested in another part of this Report.

## NO RETURNS.

The number of towns which have made no returns during the past season is only four; one more than last year, but all differ-

ent towns. This failure seems doubly inexcusable, since they were not only supposed to receive the notice required by law, from the Secretary of State, but the Superintendent took pains to inform them a second time that their returns had not been received. These towns are *Ashland*, *Smyrna*, *Kingsbury* and *Lebanon*. A still larger number of plantations are at fault in the same way; a fault extenuated perhaps by the fact of their less perfect organization, or by the want of competent school officers. From some of the towns, I am sorry to say, the returns received are not worthy of the name. Some of them give only the number of scholars in town, apparently with the sole object of securing their portion of the school funds. Such are those received from *Maysville*, *Deer Isle* and *Howland*. Others are deficient in more or less of the items required, or are filled, as it would seem, by aid of the Yankee faculty of guessing. To some of the inquiries contained in the blanks last issued, full and exact replies were not expected. Approximate answers only were asked. It is the neglect to return the ordinary items required in years past, of which this complaint is made. I am well aware that the fault in this matter often lies behind the Supervisor or Committee, with the School Agents; as the town reports, farther over, will abundantly show. To aid agents in the accuracy and uniformity of their returns to the school officers, *blanks* for agents were issued to all the towns in March last, which if carefully used will prove very convenient to both parties. But I know of no effectual cure of this remissness, save the entire forfeiture of their portion of the State school funds, by towns whose returns are not promptly and fully rendered, as the Statute requires. The present forfeiture of ten per cent. of the money apportioned to them, does not prove, in all cases, a sufficient stimulus to fidelity.

#### NUMBER OF SCHOLARS.

The number of school children in the State on the first day of April last, according to the returns, was 249,061; an increase, in one year, of 5685. I am sorry to suppose that the returns from some towns represent the number of children entitled to draw money from the State, greater than it actually is. We must infer a very peculiar state of society, where the number of children bears so large a ratio to the whole population. It would seem very proper

that the *right of investigation* should be lodged with some person or persons, in cases of apparent inaccuracy in this regard; and that the State Treasurer should withhold payment of any school moneys from such towns, until the number of scholars is properly ascertained. As the number of scholars in several towns and plantations is not entered in the Tables, at all, the aggregate given above, is no doubt very nearly the number of school children in the State. And a great army it surely is; whose march to the battles of life, and whose preparation for coming conflicts, should be watched and guarded with the utmost solicitude.

#### REGISTERED SCHOLARS.

Of these 249,061 scholars, only 138,924, scarcely 56 per cent., are registered as attending the summer schools, and 148,571, or about 60 per cent., the winter schools. That so large a proportion of our young people, who are reckoned as scholars, are not connected with public schools at all, is explained in part by the fact that many parents are too wise to send their children to the school room during the first two or three years of the legal age, and many of our young men and women become too wise, themselves, to attend school after reaching the age of seventeen or eighteen years. Many indeed are necessarily engaged in labor or settled in business before the age of twenty-one, and should not properly be reckoned as school children. Hundreds of others are in select schools, or academies, because the public free school is not regarded as sufficiently reputable, or because the means are not there afforded for securing such an education as they wish to obtain. This evil will be remedied only when our towns are wise enough to grade and elevate their schools to meet this higher demand. In this way also, other hundreds who need a better education, but have not the means of obtaining it by attending academic schools, would be induced to remain longer at the public schools. Our friends in other States, who compare our statistics with theirs, will please notice that the limits of our legal school-going age are four and twenty-one years. The reported non-attendance is therefore greater than if the limits on which the Tables are based, were five and fifteen, or four and sixteen, as in some other States.

## IRREGULAR ATTENDANCE.

The attendance of those actually registered as members of schools is quite another thing, and is the point of which teachers are required to take cognizance in their daily reckoning. Of the whole number returned as registered in the summer schools, 138,924, the average attendance was 105,381; of the 148,571 registered in the winter schools, the average attendance was 116,557. Such an amount of irregularity on the part of registered pupils, is unaccountable on any other supposition than that of gross indifference and carelessness. In the practical operations of the school room it is a far more serious evil than that of entire non-attendance. This frequent absence, tardiness and truancy, constitute the grand hindrance to the success of our schools. Such is the testimony of teachers and school officers, as their reports elsewhere in these pages, so abundantly show. The burden of responsibility in this matter rests evidently with parents.

## LENGTH OF SCHOOLS.

The average length of our country schools remains about the same as in former years. The slight increase is due mainly to the greater length of schools in the larger villages. There is no doubt that the schools in some places might be lengthened with advantage. But the great question should be, how shall we make our schools *better*. In most of our towns the quality of the schools is quite inferior to the quantity. Probably twelve weeks of study, vigorously pursued, will be found as long a term in most country districts, as is profitable at one time. Let the effort be to make the school for that length of time orderly, thorough and earnest, and the results will be far happier, than if the session were protracted to a much greater length, in a dragging, spiritless routine. The circumstances of many families, moreover, require the labors of their children at home, during certain portions of the year. Nor is this fact an obstacle to the attainment of such an education as our boys and girls require, to make them energetic and efficient men and women. They should be trained to *act* as well as to *think*. They should acquire a knowledge of practical life, in the various departments of industry, as well as discipline of mind and stores of knowledge. This alternation of work and study, which our system compels,—not wholly omitting



the play,—is the grand recipe for producing the genuine Yankee character. Seek then to make your schools stronger, rather than longer, and to carry the system and discipline of the school-room into the practical operations of the farm, or other home labors, during the intervals of school.

#### THE NUMBER OF DISTRICTS.

It is much to be regretted that the number of our school districts should be increased by subdivision. They are already far too numerous to sustain the most efficient schools. When a school becomes too large to be well instructed by one teacher, let the division be made by grading, not by dividing the district. Two schools, made by dividing the district, are in some respects worse than one. Divide your schools horizontally, rather than vertically, and make two or more good schools of different grades, rather than increase the number of miscellaneous schools, in which must be taught “every thing by turns, and nothing long,” nor well. The total abolition of the district system is one of the lights in educational progress which we shall attain, when we shall have grown wise enough to estimate the advantages of the municipal arrangement. As yet, most persons suppose it practicable only in cities, or in towns of compact population. A discussion of this subject, intended for this Report, is omitted in the pressure of other matters.

#### SCHOOL-HOUSES.

Of the 4,010 houses returned, only 2,157 are reported in good condition. With the varying standards of the different judges, it is difficult to form from their returns, an exact estimate of the actual condition of these “temples of science.” No doubt the number of “good” houses reported, is sufficiently large. But while so many remain which are a disgrace to the districts which suffer them, there is marked evidence of improvement in this respect in all parts of the State. In the year ending April 1, 1861, there were built 219 new school-houses, at an aggregate expense of \$92,328. These vary in style and cost from the plain and inexpensive country school-house, to the elegant and costly city structure. Note for example, in Androscoggin county, one new house in

Durham, costing \$300, and one in Lewiston, costing \$6,000; in Cumberland county, one in Gray, costing \$219, and one in Westbrook, built at an expense of \$3,000; in Hancock county, one in Mt. Desert, costing \$350, and one in Ellsworth, reported at \$5,000; in Kennebec county, one in Benton, at a cost of \$150, and one in Readfield, costing \$2,500; in Penobscot county, one in Webster plantation, costing \$75, and one in Bangor, at an expense of \$6,000; in Sagadahoc county, one in Bowdoinham, reported to cost \$150, and one in Bath, \$20,710; in Washington county, one in plantation No. 19, costing \$200; and one in Machias, at a cost of \$6,000. Find others in the Table. These expenditures, in plantation, town and city, for the comfort and progress of the schools, show at once a liberality, a regard for the health of the children, and an increasing taste for things beautiful and good, which we recognize with the liveliest pleasure. Let them be multiplied on every hand, as most potent educators in themselves, and as sure indices of the intelligence and taste of the people who erect them. Under the influence of such examples, the poor, ill-contrived, unventilated boxes in which our children have been so often hived and stived, will soon vanish away; leaving no trace of their existence, save in the memories of the past.

#### TEACHERS, MALE AND FEMALE.

Of the 7,926 teachers employed in our schools during the past year, 4,926 are females, being 1,931 more females than males; an excess greater by 79 than that of the year before. This difference in the number of male and female teachers employed, will be found still greater in the returns for the current year. So many of our young school-masters have gone into the service of the country, that more female teachers are likely to find employment in the winter schools. Aside from this temporary consideration, there is evidently an increasing preference for *good* female teachers, as compared with *ordinary* masters. Many districts regard it better to employ in winter, the ladies who have given satisfaction in the summer schools; and thus not disturb the methods of instruction and management under which the scholars have already made good progress in their studies. Again, it is becoming quite clearly demonstrated, that with the decreasing demand for physical force in the government of

schools, a woman's power to control and instruct the young, is fully equal to that of her masculine compeer. She may become as competent and accomplished a *master* in the art of teaching, as he. Our female teachers should find in these considerations an additional motive to qualify themselves for the highest style of service in their sphere of labor. Our young men, moreover, if they would not suffer themselves to be surpassed in the race for excellence as teachers, must do their diligence to add as much as possible, year by year, to their professional attainments.

#### WAGES OF TEACHERS.

The average wages of teachers have been slightly increased in the last year; male teachers receiving \$22 01 per month, besides board; and females \$8.76; or, including board, \$28.00, and \$13.00 per month, respectively. In a comparison of the school statistics of several States, recently made by the editor of an educational journal, Maine is placed at the foot of the scale, in the item of teachers' wages. This error is to be ascribed to the fact that the compiler neglected to reckon cost of board as part of the teacher's compensation. The pay of teachers in New Hampshire, according to their late report, is \$26.65 per month for males, and \$14.12 for females; in Vermont, \$27.44 and \$15.00; in Connecticut, \$31.20 and \$17.34; in Massachusetts, \$50.56 and \$19.98; in Pennsylvania, \$24.20 and 18.11; in Illinois, \$28.82 and \$18.80

While therefore the rank of Maine, in liberality to her teachers, is midway upon the scale of States compared, it is true that we need a class of teachers who will command still higher pay. The truth is not quite fairly expressed in the common remark, "your schools will be better in proportion to the wages you pay." It may be said with more propriety, "select your teachers with more care, and pay them according to their worth." A general increase of wages, in which the competent and incompetent should share alike, would not accomplish the object sought. If agents were intent upon employing the best teachers to be found, the competition necessarily resulting would increase the pay of such teachers, while the incompetent would be driven to the lower figures, or better, would be rejected altogether. In the present want of careful discrimination, while some teachers receive less than they really earn, others get

more than they can justly claim for services rendered. Teachers should not be deterred by this fact, from making every effort to qualify themselves for the most efficient service. In due time they shall reap, if they faint not. The people are learning wholesome lessons upon this point, from bitter experience.

#### LOCAL FUNDS.

There is reason to suspect a misapprehension, in some instances, in regard to the item of "*Local Funds.*" There should be returned under this head only the income of such funds as are held by towns or cities for the benefit of the public schools, in whatever way they may have been established; whether by donations from individuals, or by sale of lots reserved for that purpose, in the original settlement of the towns. It does *not* include the income of any academic funds, or any moneys contributed for immediate expenditure in the schools. According to the returns, the income from such funds during the last year, was \$19,210,31, an increase in one year of \$2,532,58.

The suggestion naturally presents itself at this point, that an excellent service might be rendered to the cause of public education, by gentlemen of wealth leaving a portion of their property in funds for the benefit of the towns in which they have lived; always guarding such bequests with suitable conditions. The names of the donors, legally associated with such funds, or with the Schools sustained by them, would be held in grateful memory by many generations. Of similar service would be an elegant school house, constructed of enduring material, and leaving the giver's name to a coming age, more surely than marble monument or granite shaft.

#### EXPENDED IN PRIVATE SCHOOLS.

In the blanks last issued, this item was explained to include all moneys paid in any town for tuition in Academies and High Schools, as well as the private schools for small children. Hence the increase in this item from \$27,330,46 to \$43,517,68. If there were added to this amount the tuition paid in many large towns and for which no estimate was returned, the total would be very much larger. School officers will much oblige the Superintendent by giv-

ing to this inquiry the best returns possible in the circumstances. It will be found, probably, that a large proportion of the money included under this head is expended for tuition at the "High Schools," so called, which are found in all parts of the State, during the Autumn months. Of these Schools little notice has been taken in our Annual Reports; and yet they constitute quite an important wheel in our educational machinery. They are a sort of connecting link between the "town schools," and the Academy or Seminary. I have visited many of these schools during my Autumn campaign, and am convinced that they are, in many communities, a very important means of education. Many of these towns are not populous; they have no graded schools; there is no Academy near them, and this means of meeting their wants appears to be the most practicable within their reach. Here the expanding ideas of the young gentlemen and ladies of the town or vicinity find ampler room for development, as they become initiated into the mysteries of Algebra and Philosophy and Rhetoric, or get their first taste at classic springs. Young men from college, or public school teachers of the better class, are employed to instruct them, and often accomplish for them a vast deal of good in a single term. True it is that a much greater good might be realized from a system of graded High Schools in these towns, sustained at the public expense and open to all whose attainments warrant their admission. But in the want of these, and until the towns will provide this better way, we are compelled to acknowledge the usefulness of the private High School, and should recognize it as one of our important educational agencies.

#### PAID FOR SCHOOL SUPERVISION.

The amount paid for school supervision during the last year was less, by \$2658,34, than in the year before. This may be accounted for by supposing less labor done by superintending officers, or that more service has been performed without pay. Neither should be true. There was need, surely, of *more* faithful labor in this department, rather than less, and such labor should be paid for cheerfully and fairly, like that of any other town officer. The subject of School Supervision, its deficiencies and the remedies therefor, are worthy of a fuller discussion, at another point.

## TOWNS DEFICIENT.

Credit has been given already to the towns in the aggregate for raising an amount of school money in the spring of 1861, largely in excess of the legal requirement. At the same time, a larger number than usual of individual towns have failed to raise the full amount which the law requires. Please notice the towns marked deficient, in Table II. This deficiency is in most cases not large. But the precedent is a bad one. If towns may allow themselves, this year, to raise less than the amount required by law, they may fall short the next year a still larger amount. The attention of these towns is called to the provisions of the Statute on this subject, and the penalty for its neglect. See sections 5 and 70 of the School law, in the Appendix to this Report. In the probability that the penalty provided for such neglect will not often be enforced, I earnestly recommend that a faithful compliance with the law in this respect be made a condition of any town's receiving its share of the Bank tax and School Fund. It is possible that some towns, in estimating the amount to be raised, based their reckoning upon the census of 1850. In a few instances they probably read the law, as requiring 60 cents *per scholar*, instead of 60 cents per inhabitant. Many of the Returns estimated an excess of money raised, upon that basis, when in fact they were deficient, reckoning 60 cents *per inhabitant*, as the law requires.

## RANK OF THE TOWNS.

Table IV contains a list of the towns with their several ranks, in three respects; first, in the amount of money raised per scholar; second, in the average attendance of scholars; and third, in the percentage of school money raised, in proportion to valuation. As this table is constructed, excellence in the first respect is made to take the precedence, and gives position in the column. Thus Castine, the only town which raised so much as \$4,00 per scholar, has stood "at the head of the class" for several years in succession. Bath, Bangor, Brooks, Howland, Portland and Saco, have disputed each other's claims for the "next best" places. But while we commend these towns for their liberality, it should be noticed that some of them raise far less in proportion to their valuation, than many

poorer towns. Even some of the plantations in their poverty have cast into the children's treasury more than they all. The rank in attendance, again, is worthy of notice, as indicating ordinarily the degree of interest taken in school affairs. Those towns evidently deserve most credit, whose rank is highest in the three respects together.

#### GRADED SCHOOLS.

It is a gratifying evidence of progress, that a larger number of towns than ever before report their schools graded, at least in part. The people cannot be too frequently reminded, that by this path our schools will make the surest advances toward the high character which they ought to attain.

#### AGGREGATE EXPENDITURE.

The aggregate of money expended within the State for school purposes during the last year, includes the items of "Money raised by Taxation," "Cost of School Houses," "Income of State School Fund and Bank Tax," "Revenue of Local Funds," "Money raised to prolong Public Schools," and "Cost of School Supervision." The whole reaches the high figure of \$742,052,02, an amount very much larger than is expended in sustaining any other public interest of the State, in time of peace. No argument is needed with men of business, to show that great care and good judgment are necessary to the proper management of so large a pecuniary interest. The direction of this expenditure is mainly in the hands of more than four thousand School Agents; whose office would appear from this consideration alone, if from no other, to be one of the highest responsibility. Any measures necessary to render this large outlay in the highest degree productive, should be cheerfully adopted by legislative and municipal authorities; and they will without doubt be readily sanctioned by the people.

#### NORMAL TRAINING.

In proceeding to the discussion of special topics which demand consideration in this Report, I cannot call your attention to one which is more important than that of Normal Training. If you

will glance at the remarks of School Officers in another part of this Report, you will notice their very frequent reference to the want of competent teachers. If you will listen to the complaints of citizens when speaking of their schools, you will find that the burden of their sorrows is, "Poor teachers." If you will recall your own experience, in various relations to the public schools, you will acknowledge that the grand desideratum has been and still is, a class of teachers more thoroughly qualified for their business. I do not mean, by this assertion to under estimate the qualifications of our teachers. Many of them are faithful, laborious, and efficient. Nor do I intend to excuse other parties for their neglect and remissness in duty. But I am ready to admit the complaints to which I have referred, as fully true. We *do* need more teachers who are thoroughly furnished for their difficult and responsible labors; and the question urges itself upon our attention, *how shall they be obtained?* We have relied, in part, upon the Colleges. They have given us a few scores annually, a portion of whom have proved successful teachers. We have looked to the Academies and Seminaries. They have furnished some hundreds, each year, a larger proportion of them fairly qualified for their work, because in their studies they have had that work more especially in view. We draw largely from the ranks of the "veteran teachers"; men who have "seen service" in the grand army of School-masters. They respond to the call in large numbers, and bring to their professional duties the experience of ten or fifteen or twenty years. Too many of them, however, are satisfied with the reputation gained upon earlier fields, and do not aspire to win fresh laurels. They have not always been careful to keep pace with educational progress, and have neglected to acquire new methods of instruction and management. A still greater deficiency is found in the qualifications of young teachers; the raw recruits who enlist for a campaign, in the laudable ambition to serve their country, in return for the "honor and emoluments"; too often without the slightest fitness for the high responsibilities of the office which they assume. This is not said of young teachers, *because they are young*, nor because they are inexperienced. We accept with pleasure the services of youth and enthusiasm, even without experience, when natural tact and a fondness for the employment are united with the necessary attainments



in knowledge and a careful study of the principles and the art of school management. It is of teachers older or younger, who lack these qualifications, that the public justly complain.

The problem, then, which we have to solve is this: *How to secure a sufficient number of teachers who combine these necessary qualifications.* If the sources to which we have referred above prove inadequate to a full supply, we must open others. And in so doing we shall of course seek to provide such as have the most specific adaptation to the end in view. I need not attempt to prove to intelligent men, that schools whose whole organization, course of study, daily routine, spirit and life, are shaped to this end, must be better suited to furnish such teachers, than schools which are wholly miscellaneous and general in their aims. Your son, destined to the legal profession, seeks the Law School; if he designs to practice the healing art, he repairs to the Medical College. The young Divine pursues his studies in Theology at some school of the prophets, and the military student who aims to excel in the art and science of war, seeks admission to the Military Academy or Naval School. Why should the science of teaching, or the high art of training young minds and hearts, be thought more easily attained, or less important to be acquired with thoroughness and care.

The Normal School is no longer an experiment. Its theories have been carried into successful practice; corrected and adjusted to the wants of different States and communities. It has been tried in the old world and the new, with similar results. The Northern, Eastern, Middle and Western States, have their Normal establishments. It is in the Southern States alone of the American Republic, that the type of civilization admits of no such institutions.

The history of Normal Schools, with arguments to prove their utility, and abundant testimony in their favor, have been presented in former Reports from this office. It is no part of my purpose to repeat them at length. I ought to feel safe in assuming that the friends of education who read this Report, are familiar with the system and objects of Normal instruction, and are anxious to secure for our own State the best results which have been realized from them, elsewhere. Our Legislature, two years ago, yielding to the clearly expressed demand of public opinion, inaugurated a system of Normal Schools, so called, which, though denounced by some as

wholly inadequate and unworthy, was received by others with pleasure, as at least one step in the right direction. The system having been devised before my appointment to office, I had only to make use of it, as the best instrument at hand, toward accomplishing an important end. When at the last winter's session, an attempt was made to overthrow it, I felt bound to ask for its continuance another year, in order that the State might not violate its implied obligations to the Schools which had accepted the duties imposed by the Act, and had made arrangements to comply with its conditions for another year; and that the merits of the system might be more fully and fairly tested.

In developing my views of our present wants in this regard, and of the policy desirable for the Legislature to pursue in the existing circumstances of the State and country, I will first report the operations of these schools for the year past.

#### THE COUNTY NORMAL SCHOOLS.

Of the eighteen Institutions designated in the original Act, to perform Normal School duties, fifteen were in operation in the Spring and fourteen in the Autumn. The Academies designated to perform Normal duty for Franklin and Piscataquis Counties, having declined the service, the Superintendent held a Teachers' Institute in each of those Counties, as authorized by an amendment to the Normal School Act. The Academy at Presque Isle advertised for a Normal class as required by the law, but no pupils offered themselves for that department. The young men of Aroostook, fired with patriotic ardor, seem to have answered the tap of the recruiting drum, more eagerly than the call to Normal training.

Lincoln Academy, at Newcastle, receiving but few applications for Normal instruction, in the fall, the authorities expressed their desire to be released from the arrangement. The table on the following page presents an abstract of Returns from the several schools in which Normal classes were conducted.

#### NUMBERS.

Four hundred and fifty-seven young gentlemen and ladies in the spring term, and four hundred and thirty-eight in the Autumn, enjoyed the advantages of the instruction afforded at these Schools.

ABSTRACT OF NORMAL SCHOOL RETURNS.  
SPRING SESSION.

INSTITUTIONS.	COUNTIES.	LOCATION.				Average Age.	No. who have taught.	Pursuing oth. studies.
			Gentlemen.	Ladies.	Total.			
Maine State Seminary,	Androscoggin,	Lewiston,	44	9	53	20.1	42	51
Bridgton Academy,	Cumberland,	N. Bridgton,	6	19	25	18.3	12	10
N. Yarmouth Academy,	Cumberland,	Yarmouth,	10	18	28	19.	15	12
East Me. Conf. Seminary,	Hancock,	Bucksport,	6	17	23	20.	15	5
Maine Wesleyan Seminary,	Kennebec,	Kent's Hill.	74	44	118	20.8	99	117
Thomaston Academy,	Knox,	Thomaston,	2	11	13	20.	8	7
Lincoln Academy,	Lincoln,	New Castle,		10	10	18.6	1	
Paris Hill Academy.	Oxford,	Paris,	12	13	25	17.3	9	19
Hampden Academy,	Penobscot,	Hampden,	12	20	32	18.1	16	2
Richmond Academy,	Sagadahoc,	Richmond,	9	10	19	18.5	3	3
Bloomfield Academy,	Somerset,	Skowhegan,	5	23	33	18.	9	1
Freedom Academy,	Waldo,	Freedom,	12	6	18	19.6	11	5
Calais Academy,	Washington,	Calais,	3	8	19	19.5	4	10
Eliot Academy,	York,	Eliot,	4	14	18	19.	6	
Limerick Academy,	York,	Limerick,	17	14	31	19.2	14	12
<b>Total, Spring,</b>			<b>216</b>	<b>241</b>	<b>457</b>	<b>19.</b>	<b>264</b>	<b>264</b>

FALL SESSION.

Maine State Seminary,	Androscoggin,	Lewiston,	38	16	54	18.6	43	52
Bridgton Academy,	Cumberland,	N. Bridgton,	10	17	27	19.9	12	15
N. Yarmouth Adademy,	Cumberland,	Yarmouth,	3	8	11	20.	9	8
East Me. Conf. Seminary,	Hancock,	Bucksport,	28	22	50	20.4	20	44
Maine Wesleyan Seminary,	Kennebec,	Kent's Hill,	73	54	127	20.2	88	111
Thomaston Academy,	Knox,	Thomaston,	3	9	12	17.8	3	4
Paris Hill Academy,	Oxford,	Paris,	16	11	27	18.2	10	15
Hampden Academy,	Penobscot,	Hampden,	10	7	17	20.9	10	3
Richmond Academy,	Sagadahoc,	Richmond,	5	13	18	18.7	8	9
Bloomfield Academy,	Somerset,	Skowhegan,	23	10	23	20.2	20	25
Freedom Academy,	Waldo,	Freedom,	11	10	21	19.5	10	11
Calais Academy,	Washington,	Calais,	2	7	9	19.1	3	6
Eliot Academy,	York,	Eliot,	3	10	13	18.3	4	10
Limerick Academy,	York,	Limerick,	13	3	16	19.4	10	8
<b>Total, Autumn,</b>			<b>238</b>	<b>197</b>	<b>435</b>	<b>19.9</b>	<b>250</b>	<b>321</b>
<b>Agg. for the two Sessions,</b>			<b>454</b>	<b>438</b>	<b>892</b>	<b>19.5</b>	<b>514</b>	<b>585</b>

Many of these pupils were present at both sessions; so that the aggregate of 892, represents the number of terms of instruction received, rather than the number of different persons attending.

COMPARATIVE ATTENDANCE.

The numbers connected with the different schools vary from nine, at one place, to one hundred and twenty-seven at another. This is the result of circumstances independent of the Normal arrange-

ment. Institutions of established character and widely extended patronage would of course furnish more material for Normal classes than schools whose influence and patronage are merely local. While this fact reflects no discredit upon the smaller schools, it shows the importance of employing for this purpose the agencies which can render most service to the State, in return for assistance given.

#### AGE OF PUPILS.

The average age of these students is nineteen years and a half; showing that persons of considerable maturity, and not mere children, have constituted the classes. Five hundred and fifteen have had some experience in teaching.

#### COURSE OF STUDY.

The studies prescribed for the Normal course were the branches usually pursued in the public Schools of the State. Many of the pupils, however, attended to other studies, in the regular Academic course. But while a leading object of Normal instruction is to make the young teacher very familiar with the elementary branches of the common school, the more important, the *peculiar* design of such a course, is to impart a knowledge of the best methods of instruction and government, and skill in using them; in other words, to teach the teacher how to teach. With this object in view, a daily exercise in the art of teaching, was prescribed; including the examination of educational authors, a familiar discussion of the best methods of conducting recitations, the proper order of taking up the different branches, and the relative time to be given to each; as also the most successful modes of discipline and management, with a comparison of experiences, and suggestions for mutual benefit. These exercises were found to contribute essentially to the interest and profit of the teachers' classes. Several of the schools secured a course of lectures upon teaching or allied topics, from gentlemen interested in education. The Superintendent visited all these schools twice, and several of them oftener in the course of their two sessions, and endeavored to discharge toward them the duties required.

## RESULTS.

It is not necessary to report in detail the operations and the comparative success of the different schools. In most of these schools there has been a manifest interest in the specific instruction of the Normal department—and of course a corresponding benefit—which could not have existed without the effort made under this arrangement of the State. Small as was the pecuniary consideration offered, it was a stimulus to effort on the part of the teachers, and called forth exertions more than equivalent to the compensation received. In other schools the results were less satisfactory; but as a whole, I am free to say that the system has rendered important service to the cause of education. This, however, is not to acknowledge that it has accomplished, or can accomplish, all that is required in this direction. On the other hand my opinions as expressed in the last year's Report, have not been essentially modified. While the scheme need not be pronounced a failure, it may be safely charged with a fatal incapacity to meet the demands of the age and the State. The appropriation, when divided among so many Counties, is not sufficient to employ the teachers and furnish the other means which are essential to full success. And if the State were disposed to quadruple the amount appropriated to each County, there would not be for a long time to come, in most of the Counties, a sufficient number of Normal pupils to give such Schools the highest vigor and efficiency. We need, then, institutions of ampler means and more commanding character to educate the teachers of our public Schools. Many of our young men and women who have chosen this important sphere of labor, anxious to secure most thorough preparation for their duties, have left the State to find facilities for this purpose, which they could not find at home. In visiting various Normal institutions in New England, the last Summer, I found pupils from Maine in each of the four Massachusetts schools. By recent inquiry I find that there have been connected with those schools alone, during the past year thirty Normal pupils from Maine; and that too in the face of the fact that we have had fifteen Normal Schools at home! The aggregate cost of supporting these students abroad, during one year, is not far from \$4000,00 which might have been saved within the State, had we schools of a similar kind for their education. Another disadvantage which

arises from the necessity of their going abroad, appears in the fact that favorable situations to teach in other States are opened to them through their connection with these schools. Thus we lose the advantage of their newly acquired professional knowledge,—gone to supply the demands of a foreign market. How long shall Maine continue to be a mere “Province of Massachusetts” in this respect? With the North star shining upon our Coat of Arms, how long shall we grope our way without the best guiding lights of the age to direct our educational system? Within the last fifteen years, the Canadas have caught the spirit of New England’s free schools, and with a marvelous stride forward, have established schools for the training of teachers, which surpass most of our Normal Schools in the magnitude and liberality of their material arrangements. The new States in the West,—even Iowa and California,—are practically alive to this grand necessity; and our children on the prairies and across the mountains, are becoming in this respect “wiser than their fathers.” A generous and far-seeing policy will secure for our own State like advantages in due season.

#### HOW MAY IT BE DONE?

The general features of the plan suggested in my last Report I still believe to be practicable, economical, and well adapted to our wants and circumstances. If our treasury were full, and the means at hand for erecting such institutions as we need, upon entirely new and independent foundations, there might be some advantages in so doing. But in our present circumstances there is a better way to secure the desired end. We have in different parts of the State institutions already established and partially endowed, which in years past have rendered important service in the education of teachers, and need only a moderate addition to their means to do it thoroughly and well. On the one hand, 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 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. Their

buildings, apparatus, and income of funds, may be put under the control of the normal school authorities, for a period of years and on reasonable conditions. The selection of schools for this purpose, not less than two nor more than five in number, may 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 improper delay in acquiring a knowledge of elementary branches. 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 immediately required in the instruction of common schools; it being quite evident that a large portion of the normal 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, would command the 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. Candidates for the teacher's office, moreover, who might be satisfied with very limited qualifications, need the stimulus of better models and the contact with persons 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 common English branches, it was found that students, while they became very familiar with the important elementary principles of knowledge, 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 qualifications. 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 might 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 of course is 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 unhesitating support. The appropriation for this purpose, divided among so many schools, must be small for each, the attendance small, and the results small. On the other hand, a single school for the whole State, however excellent in itself, would 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 such advantages.

With the means furnished by the selected institutions, or by the



citizens of any town whose offers might be accepted, together with the moderate tuition fees which students would pay, I estimate that the annual appropriation of one thousand dollars to each would enable them to give a suitable course of normal training to at least one hundred pupils in each school. If tuition were made gratuitous, the amount named would not be sufficient.

The normal schools of Massachusetts are conducted at an annual expense of about four thousand dollars each. But I am confident that our young teachers of energy and enterprise would not hesitate to pay a reasonable charge for tuition, if the State would but open the way to a system of instruction such as they require.

I therefore recommend that measures be adopted at the approaching session of the Legislature, inaugurating such a system as I have recommended, instead of that now in operation. A bill for this purpose will be submitted at the proper time; with the distinct understanding, however, that in view of the present condition of public affairs, no appropriation for normal schools will be expected for the coming year. In course of the year details of the system may be matured, and proposals received from the parties choosing to make them; with the expectation that if satisfactory arrangements can be made, one such school at least shall go into operation the following season, if the state of the public finances shall warrant the Legislature in making the necessary appropriation.

#### EDUCATIONAL INSTITUTES.

But in order that the interests of education in this respect may not be wholly neglected,—that the State may not seem to be taking a long step backward, by suspending its normal schools,—that teachers may be encouraged and assisted in preparing themselves for more efficient service, and that the attention of our people may not be drawn entirely from their great home interests by the distractions of the Union, I earnestly recommend the holding of a series of economical Teachers' Institutes, not exceeding ten in number, and that the sum of one thousand dollars be appropriated for that purpose. This will be a reduction of two thousand and six hundred dollars from the sum expended under the existing system. The amount asked is only half the amount formerly appropriated for the County Conventions; but I have assurances from active

and experienced teachers that they will co-operate with the Superintendent in sustaining such Institutes by their own voluntary services, thus diminishing the expense otherwise necessary.

I base this recommendation on the well-known wishes of practical teachers in all parts of the State, and on the acknowledged value of such Institutes, as attested by the best educators in the land, and as drawn from my own observation.

In selecting from the testimony of others, I can adduce no higher authority than that of the Hon. Henry Barnard of Connecticut, who has devoted himself with singular success to the work of popular education during the last quarter of a century. While acting as Chancellor of the University of Wisconsin, in an address to the "Board of Regents of Normal Schools," he used the following language upon this subject:—

"By the designation, a Teachers' Institute, is now understood a gathering of teachers, old and young, experienced and inexperienced, of both sexes, and of schools of different grades; in such number as will develop the sympathies and power of a common pursuit, and yet not so large as to exclude the freedom of individual action;—for a period of time long enough to admit of a systematic plan of operations, and yet not so protracted as to prove a burdensome expense, or an interruption to other engagements;—under the direction of men, whose only claim to respect and continued attention must be their experience and acknowledged success in the subjects assigned them;—and in a course of instruction, at once theoretical and practical, combined with opportunities of inquiry, discussion and familiar conversation.

The Teachers' Institute so appointed, organized and conducted, as to enlist the co-operation and attendance of School officers and parents, and by the almost universal practice of welcoming Teachers to the hospitalities of the place where the Institute is held, and assigning for the evenings lectures and discussions upon topics of general interest, has proved an educational agency of the most extensive, permanent and unobjectionable character.

"During nearly a quarter of a century's study and observation of schools, school systems, and educational agencies, in different States and countries, I have tried, seen or read of nothing so universally applicable or so efficient in awakening and directing rightly

both professional and parental interest in the broad field of popular education, as a well attended and wisely conducted Teachers' Institute. A single educational lecture or address, or a convention in which a number of addresses are delivered, may occasionally move a sluggish community into sudden and vigorous action, but generally it is only after years of effort, by a few individuals, against all sorts of obstacles, that a good school house is built, a proper classification of studies secured, and well qualified teachers employed and adequately paid, in schools of different grades. But I cannot recall a town where I ever held a well conducted Institute, where the teachers were distributed through all the principal families, and the evenings were devoted to public addresses and discussions on topics connected with the organization and administration of the school system, and the classification, instruction, and discipline of public schools, where the work of educational improvement did not at once begin, and begin too, where all improvement in the education of children must begin, in the heads and hearts of parents, in the enthusiasm, enlarged knowledge and practical skill of teachers, and in the well considered and liberal action of school officers and the public generally. \* \* \* \* \*

A Normal School organized in connection with other parts of the school system, and other agencies for the professional improvement of teachers, would be an unmixed blessing to the State, and improve at once, and largely, both the quality and quantity of instruction given in the public schools.

“But in the present state of wide spread financial embarrassment, such a Normal school cannot be looked for; and even if it could be established at once, the Teachers' Institute, under your general direction, and the educational lecture, in connection with the operations of the Superintendent of public instruction, can do more to create a demand for, and appreciation of the services of well qualified teachers, and at the same time, in connection with the State University, the Colleges, Academies and High Schools, contribute more largely to the better qualification of such teachers as the districts will employ for the present to teach their schools, than even such an institution, unless under the favorable conditions above supposed. The men employed to conduct Institutes and examine Normal classes, must be men capable of giving Normal instruction;

and if such men can be employed, they will constitute, if not a Normal school, an itinerating Normal agency, which will, every year, be felt directly in every county, and indirectly through the teachers, on a majority of the public schools and children of the State."

The leading educators of Massachusetts and the States where the experiment has been most fully tested, agree with Dr. Barnard in this estimate. The Hon. Geo. S. Boutwell, late Secretary of the Board of Education of Massachusetts, says in his last report, "The value of the Institute is well established by experience, and it only remains to make its influence more general and beneficial." Thousands of teachers in Maine can testify to the benefit received by themselves personally, from the institutes and conventions of former years. Those which were held the last autumn, in place of the Normal schools for Franklin and Piscataquis counties, are said to have been not inferior in interest and profit to those of any former year.

#### NEW SHARON AND GUILFORD.

The Institute for Franklin county was held at New Sharon during the week commencing Sept. 30th. That for Piscataquis was held at Guilford during the following week. The number in attendance as members, at New Sharon, was a little less than one hundred; at Guilford more than that number. In both counties, unfortunately, agricultural exhibitions were held at the same time in adjoining towns. The attendance upon the institutes was very gratifying in the circumstances; and a spirit of earnestness, enthusiasm and decorum was manifest throughout.

The Superintendent was assisted in the instruction and management of the Institute at New Sharon, by Messrs. B. G. Northrop, of Massachusetts, Charles Northend, of Connecticut, and Walter Wells, of Portland, all gentlemen of large experience in this kind of professional labor. Mr. Northrop having been providentially called home, Mr. R. A. Rideout, Principal of Monson Academy, supplied his place, at Guilford, in one department of instruction. Mr. Josiah Rogers, of Boston, rendered gratuitous service at both the Institutes, in the department of physical training. The evenings were occupied by discussions and lectures upon important

educational topics ; the lectures being given by the members of the Board of Instruction in turn, and the discussions being sustained by school officers, citizens of the neighborhood, and other gentlemen present. These exercises of the day and evening were highly instructive and properly appreciated by the members and others who were present.

To persons who have not observed such institutes in actual operation, it would be difficult to convey an exact impression of their management, interest and value.

A hundred young ladies and gentlemen seeking to improve their qualifications for the teacher's office, many of them having had more or less experience already, and all of them eager to know more of their duties and the best methods of discharging them, are gathered from all parts of a county, waiting to catch any suggestions which may aid them in their work. As the exercises progress and new ideas are unfolded, in the discussion of the great principles of school discipline and instruction, they appropriate the lessons of every hour with eagerness and satisfaction. They take notes of the lectures and remarks and make them their own property. They participate in the "colloquies"; they propose difficulties; they propound questions of law and right; they relate their experience, giving and receiving many valuable hints therefrom, and drawing from the institute-conductors a kind and quantity of information which cannot fail to prove of great value to them in their subsequent labors. Even a single week is thus sufficient to show them that a successful "instructor of youth," according to the highest modern standards, must combine in his preparations, more knowledge, more acquaintance with methods, in management and discipline, and a higher style of cultivation in manners, head and heart, than was dreamed of in the philosophy of the old regime.

No young teacher, especially, can participate in such exercises without receiving a benefit, far surpassing the expense of sustaining them. They cannot, of course, supply the place of well established Normal schools. Neither these nor any other means, can supply an aptitude for teaching to those who are destitute of it; but they have an office and sphere of their own, and in the absence of Normal schools, constitute a very valuable agency in the work of public education.

The testimony of teachers who attended our autumn institutes, as expressed in resolves passed at the close of the several sessions, would be in place at this point; but want of space compels their omission.

### SCHOOL BOOKS.

The following Resolve was passed by the Legislature of 1861: "Whereas, the inhabitants of this State are subjected to a heavy expense and to various other inconveniences by the frequent changes made in the text books used in our public schools; and whereas, this want of uniformity and permanency interferes with the best progress of public education, therefore

*Resolved*, That the Superintendent of Common Schools be instructed to make special examination of this whole subject, and present the result of his inquiries in his next Annual Report, with a view to such future legislation as may be deemed expedient."

The first clause of the preamble on which this Resolve is based, assumes that great expense and inconvenience are caused to inhabitants of the State, by the frequent changes referred to. This point requires no "special examination" to prove its correctness. Parents must expect to be at some expense each year to supply the ordinary loss of books by wear and tear, and to purchase such new books as are really demanded from time to time to keep up with the actual progress and improvement made. But everybody knows that great unnecessary expense is caused by the introduction of new books, when they are not required. It is not necessary to fortify this position by any arguments. The second clause of the preamble assumes that this want of permanency and uniformity interferes with the progress of public education. By this "interference with the progress of education" is doubtless meant the interruption, delay and confusion caused by the variety of text books in the school room, rendering all attempts at suitable classification and recitation an utter failure. This evil is really much greater than the other, although perhaps less obvious to parents than is the burden of expense. To a person conversant with the operations of the school room, this point needs no illustration. With a single kind of books in the hands of scholars whose attainments will allow them to be classed together in any branch, the teacher can so reduce the number

of his classes as to secure more nearly the time required for the recitation of each. He may have comparative order, system and thoroughness, where otherwise he would have only confusion and haste, and their necessary results. It is not uncommon to find in some of our country schools several kinds of grammars, two or three authors in reading, and as many in geography, for the same grade of pupils. It requires no arithmetical genius to reckon the number of minutes which can be allowed to a class,—given the length of time in the school session, and the number of classes to be attended to; and to see that if the number of classes is increased, the time allotted to each must be diminished. Frequent reference is made to this subject, by school officers in their town reports, as may be seen by examining the “extracts.” Besides these, I have received various communications from Supervisors and others, which contain numerous expressions of opinion on this subject. I give below a few specimens indicating the nature of the difficulty experienced.

#### OPINIONS OF SCHOOL OFFICERS.

There is a serious obstacle to the progress of our schools, and that is the multiplicity of school books used. Hardly a school is kept in the rural districts where there is a uniformity of books; much less in the different towns. Teachers and School Committees have their favorite authors. Consequently, when a scholar leaves one district or town and enters another, he must have a new set of books, or recite alone. As a remedy for the above, the undersigned would respectfully recommend that some action be taken by the Legislature whereby a uniformity of school books may be secured throughout the State, for a specified term of years. Could some such course be adopted, the interest and value of our common schools would be greatly increased.”

J. G. L.

“When a change of books is made, school officers should see that none of the old ones remain to multiply classes.”

J. V. H.

“Uniformity in text books is the great desideratum in our common schools. I see no way of bringing about a general uniformity, except through the action of the State authorities. Permit me to throw out a few crude suggestions on this point. Let the State Superintendent be empowered to act conjointly with the Committees of towns and Supervisors in deciding what text books shall be

used in the public schools. Let no change in Readers be made oftener than once in ten years. When it becomes necessary to make a change in any text book, let the *towns* where the change is made, pay for the first purchase, and let the change be made simultaneously and thoroughly. Afterward let individuals supply themselves as their wants require. Make it the imperative duty of school officers to see that every scholar is supplied with the proper books."

H. H. S.

"We have nothing to complain of, if we except the great variety of text books imposed upon our school, in spite of us, by 'enterprising' book publishers. It is a great evil. Can there not possibly be something done to remedy it?"

W. L. G.

"It would be well to allow towns one year to select a series of books to be used in their schools, and then prohibit further change for a term of at least four years. Towns should be compelled to have a uniformity of books used in their schools."

W. L. H.

"From what I learn by observation and by information, I judge there is a greater variety of books used in the schools, of which I have just been elected Supervisor, than is indicated in my Return. I gather them from the teachers' registers. One of the teachers, under the head of 'difficulties' mentions 'a great multiplicity of school books.' I should like to know what is my duty in relation to this perplexing subject, as well as in regard to the importunities of rival publishing establishments. What rules or directions are there to guide me in these particulars?"

A. P.

These are a few indications of the sentiments of school officers in all parts of the State. The last extract contains allusion to a point which should be noticed in connection with the Table of school books found on the following page. That Table contains a list of school books drawn from the town returns, in answer to the query "What text books are used in the schools *by your authority?*" I have occasion to know that the books used *without* the Supervisor's authority would greatly increase the list. The fact is, that the authority of the Supervisor or School Committee is too often rendered practically null and void, by the counter authority of parents and the almost necessary yielding of teachers to the circumstances in which they are placed. In the larger towns, less difficulty is experienced in enforcing the authority of the school officers, and this



*A Table showing the number of towns, in the several counties, in which the following text-books are used.*

	Androscoggin.	Aroostook.	Cumberland.	Franklin.	Hancock.	Kennebec.	Knox.	Lincoln.	Oxford.	Penobscot.	Piscataquis.	Sagadahoc.	Somerset.	Waldo.	Washington.	York.	Total.
<i>Arithmetic.</i>																	
Greenleaf's,	15	30	25	21	28	29	16	18	35	50	19	10	27	24	39	23	409
Colburn's,	8	7	3	—	4	3	—	1	1	6	5	—	5	1	12	12	60
mith's,	—	1	—	4	3	—	—	—	1	3	—	—	1	—	—	—	20
<i>Grammar.</i>																	
Weld's,	3	27	8	18	15	—	5	7	13	27	2	5	5	12	28	7	182
Brown's,	7	—	4	3	8	14	7	10	15	11	11	3	17	4	3	1	118
Weld & Quacken-																	
bos's,	3	—	7	2	1	11	—	3	11	6	2	—	3	5	2	15	71
Tower's,	5	1	6	3	4	9	1	—	3	7	5	2	7	9	9	5	76
Smith's,	—	1	—	1	—	—	1	—	—	—	—	—	—	—	—	4	7
Wells's,	—	1	3	2	2	4	1	—	7	2	—	—	—	1	6	1	30
<i>Geography.</i>																	
Colton & Fitch's,	13	5	20	20	16	27	12	6	23	11	3	9	25	17	26	12	245
Cornell's,	3	—	—	—	1	—	—	—	2	4	—	—	2	—	5	—	17
Mitchell's,	—	15	1	1	11	1	1	2	4	10	4	—	—	4	7	2	63
Smith's,	—	8	2	—	5	1	2	—	7	30	14	—	3	1	8	12	93
Warren's,	—	—	1	—	2	—	1	8	—	—	—	—	—	—	1	1	14
<i>Readers.</i>																	
Town's,	1	18	9	4	12	1	5	7	14	30	9	3	8	10	13	7	151
Progressive,	6	7	15	5	14	22	6	10	7	10	6	2	16	12	21	12	169
Sargent's,	8	2	1	—	3	5	3	—	9	2	1	4	—	—	7	1	46
Sanders's,	—	—	—	14	—	1	—	—	—	1	4	—	4	—	—	—	24
Hillard's,	—	9	1	—	—	—	3	—	—	10	2	1	—	—	—	5	31
Holbrook's,	—	—	1	—	2	1	—	1	4	—	—	—	1	5	1	—	16
<i>History.</i>																	
Goodrich's,	4	4	16	6	5	14	15	8	10	24	4	7	11	13	10	18	169
Willson's,	3	—	—	1	—	—	—	—	1	—	2	—	—	1	1	1	10
Quackenbos's,	2	—	—	1	2	1	1	—	1	4	—	1	—	1	1	3	18
<i>Dictionary.</i>																	
Webster's,	14	12	23	18	21	25	11	13	27	41	13	5	24	19	20	20	306
Worcester's,	6	10	3	2	5	7	6	2	9	12	4	2	9	4	17	14	112
Smyth's Algebra,	10	3	16	6	5	18	4	7	15	17	8	4	12	5	7	14	151

matter of school books is adjusted with comparative ease. It is for the country towns, more especially, that legislation upon this subject is felt to be needed and is demanded by the citizens themselves.

This list includes only the text books used in teaching the more common branches; and of these, only such as are used in a considerable number of towns. From this table it may be seen that Greenleaf's arithmetics are in very general use throughout the State. The grammars of Brown, Weld, Weld & Quackenbos, and Tower, divide the field. In Geography, Colton & Fitch, Mitchell, and Smith, are the leading authors. In the department of Reading books, Town's, and Town's Progressive, far outnumber their rivals;

Sargent, Sanders, and Hillard, making a respectable competition. Goodrich's is the principal U. S. History, and Smyth's the Algebra, almost universally used, while Webster and Worcester are the only rivals in their department.

Besides these authors the following are reported as used in a few towns; probably none of them exclusively, in any place. In Arithmetic, we have Eaton, Collins, Davis, Jackson, Emerson, Holbrook. In Grammar, Clark, Bullions, Bailey, Green. In Geography, Parley, Pelton, Goodrich, Morse, Woodbridge, Monteith & McNalley, Olney and Camp. In Reading, Lovell, Worcester, and Tower. In History, Willard, Barbour, and Frost. Spellers are not included in the tabular list. Of these, the Progressive, Worcester's and Sanders' are most used; Emerson's and Town's, more rarely.

The number of authors reported as used to a greater or less extent, may be summed up as follows: In Arithmetic, nine; in Grammar, ten; in Geography, thirteen; in Reading, nine, and in History, six. Most of these authors have a *series* of books in their several departments, making the number of individual kinds very much larger. I have made no list of books used in the study of the higher branches. They are quite "too numerous to mention," and it is of less importance to name them, since the difficulty so much complained of, and which we are anxious to relieve, is found mainly among the lower schools. Where schools, graded or otherwise, have come to require books for the study of the sciences and languages, there is ordinarily no difficulty in determining the kinds of books to be used, and in securing the necessary compliance with the arrangements made.

#### IS LEGISLATION NEEDED.

The Resolve requires this "examination" and "report," with an avowed reference to "such future legislation as may be deemed expedient." I have presented sufficient evidence of the "various inconveniences" declared in the preamble. Is there any power in the system as it now exists, to work itself clear of the evils experienced? I see none. On the other hand, as text books multiply and competing publishers issue new editions of "enterprising agents,"—as long as Supervisors are fond of novelties, and love to

do something noticeable to mark their accession to office, these changes will continue to be made, not only for good reasons, but without reason and contrary to reason. I am convinced then, that "*something should be done.*" Several of the extracts given on a preceding page indicate the direction which the public mind is taking. The only feasible plan seems to be, to authorize the selection of a list of books to be used in all the public schools of the State for "a term of years;" a change to be made at the end of that time in a part or whole of them—or none,—as may seem desirable. I am well aware that objections will arise in many minds. Difficulties have been already suggested. One is, that Supervisors and Committees will feel that their prerogatives are invaded,—perhaps some of their perquisites removed. If this should prove true of a few individuals, I am satisfied that a larger number of these officers would be relieved with pleasure, from their responsibilities in this matter, and that they would rejoice in the good which must result from such an arrangement. Others anticipate opposition from the traders in the county towns, who might suppose that such a movement would derange their business. On the other hand, a uniformity in the kinds of books used and in the prices of them, would render their book business safe, regular, and comparatively permanent. Again, it is said that the publishing houses would be in arms against any and all persons who should do anything to endanger "their craft," or any portion of it. With all due respect for worthy and honorable publishers, I have no hesitation in saying that their interests, merely as such, are not for a moment to be weighed against the interests of the community. But the interests of publishers, as a whole, would be promoted rather than damaged by any fair and honorable arrangement which should be made, in the direction intimated. It would save to publishers thousands of dollars now expended in sustaining bickering agencies, often as unprofitable to them, as they are offensive to the people. Such terms could be readily made with the publishers of books which should be selected,—and as a condition of their selection,—that while they would receive a moderate and fair profit from their sales, they could not establish an exacting monopoly, wronging the people and filling their own pockets by extravagant prices.

Some persons apprehend that a heavy expenditure would be inev-

itable, in making the changes required to initiate the new plan. This is not necessary. By a glance at the Table of books now used, it will be seen that in several branches of study, there is already an approximation to uniformity, which would doubtless guide in making the selection. And any publishers who should be assured that their books could be used for a term of five or six years, would make very satisfactory terms for their introduction.

It ought to be remembered that the *dictionary* is not a text book in the ordinary sense, and no single book of this kind should be *prescribed* for the schools by any authority. The fact is that *both* Worcester and Webster are necessary to a complete understanding of current and well authorized usage, and a *compelled* uniformity in the use of dictionaries would be a wrong to the people.

#### THE EXPERIMENT MADE.

Aware that an experiment in this matter had been made in Vermont, I wrote to the Hon. Joseph Adams, Secretary of the Board of Education for that State, and received the following reply :

“The enactment of our law providing for an authorized selection of school books, caused in the first instance some excitement, but has worked well, and has continually gained favor with the people, as it has been gradually understood.” Referring to his Annual Reports, he says, “In the extracts at the close of the Reports and from the reports of town Superintendents, will be found ample proof of the good effects of the law, and of the increasing favor which it has received. The difficulties which have attended similar attempts heretofore, as I think, arise less from any defect in the principle involved, than from carrying it out in practice.” \* “In making our selection, special reference was had to the primary object of the law, to *avoid the continual change of books* ; and we selected several books which were already in the schools rather with the view of avoiding any unnecessary shock of public opinion, than from an appreciation of their intrinsic worth. We also so selected as to distribute the necessary expenditure among *several* of the large publishing houses, thus giving each a partial interest in the permanence of the arrangement. Then, having at the time of the selection obtained the prices at which all the books offered should, if selected, be furnished to the trade in the State, we communicated

to the booksellers in the State, these prices; thus turning the trade through the legitimate channels, and so forestalling any opposition from the trade. The whole plan has worked well. All opposition has now ceased; and while the law is made binding upon 'teachers, superintendents and the Board,' the largest liberty is in theory left to parents, who are under no compulsion in the premises, while practically a uniformity of books without any sudden change and with no unusual expense, is establishing itself in the schools."

This testimony of Mr. Adams, is certainly from a competent witness, and is corroborated by a large mass of agreeing testimony from those who have observed most closely the working of the plan,—the school officers of the towns. The terms of the law are very simple, as follows:

"The Board of Education is hereby directed to select, or procure to be selected, a list of grammars, geographies, arithmetics, readers, and spellers, to be used in the district schools in this State, limiting the text books in each of said branches to one or more, in their discretion. Such selection shall be made previous to January first, A. D., 1859, and shall be published in all the newspapers in the State in said month of January, 1859, and also inserted in each school Register; and said list of books when thus made and published shall become authoritative and binding upon the Board of Education, Superintendents and Teachers, until January first, 1864; and Teachers and Superintendents shall recommend for use in the district schools, as new books shall become necessary for instruction in the branches named, no other than books included in said list, so established."

I quote this Act to show its simplicity and comprehensiveness, and not as an exact model for our imitation. It is not necessary to dwell longer upon its substance or its working; the testimony already advanced, establishes conclusively the success of the experiment in that State. I know of no circumstances in our own school affairs, or in the state of public opinion among our people, which should lead us to doubt the success of a similar experiment with us. Here, as there, we feel the need of some law which shall effectually "rid the State of the crowd of book agents, who by almost forcing their various books upon the teachers, superintendents and parents, have contributed so largely to the diversity of books complained of."

And sure I am that a similar measure, put into successful operation in our own State, would be hailed by our people with unmingled satisfaction, as the dawn of peace after the long and wasting war of books, which has cost us so much treasure and "bad blood."

I will add that a different plan has been proposed which would accomplish in part the objects to be secured by the measure which I have suggested. It is this: Let the school officers of the several towns have one year in which to make a selection of books to be used in these towns, independently of each other, and forbid any change to be made in the list thus selected, during a term of five years afterward. But the use of the same books in all the towns of the State would be a great convenience to the large number of families which in course of a year remove from one part of the State to another. Again, it would be of no inconsiderable advantage to teachers, to know, that wherever they were employed to instruct, the same books would be used. Still again, the Academies, Seminaries and Normal schools required to give instruction to teachers' classes, could do it with much more system and success, if they knew from what books those teachers would be required to teach. I am aware that it may be said in reply, that teachers should be qualified to instruct their classes from any books offered, and even without any text books at all. But however excellent this theory, the fact is that most of our teachers will succeed best in the use of text books from which they have been carefully and thoroughly taught.

### SCHOOL SUPERVISION.

There is nothing more essential to the well-working of our school system, than a judicious and efficient supervision. It would seem that this must be apparent to men of business on the briefest reflection. No private individual allows any important business, involving the expenditure of his money, to be transacted by other persons or parties without proper oversight. The same is true of towns, cities or any other corporation. How happens it then that our schools should be regarded as an exception? Do not teachers need competent overseers as really as men in any other sphere of labor? Is the machinery of our schools so much better than that of all other operations, that when once in motion it will run perpetu-

ally without derangement or the need of adjustment? I can account for the opposition manifested in many places to the discharge of this duty, only on the supposition that it has been undertaken, in those places, by indifferent or incompetent persons, and very carelessly and imperfectly performed.

But without dwelling on the importance of the subject, and assuming that it will not be denied by intelligent men, I wish to call attention to the necessity of a more uniform and permanent arrangement for the election of superintending officers. As the law now stands, a town may elect one man as Supervisor of schools or a Committee of three. The same town may the next year, change its system, and so alternate from year to year. In fact this is frequently done. Thus whatever advantages either system might possess in itself, are lost in the perpetual vacillation between the two. The desire has been often expressed, in petitions to the Legislature and in letters to the Superintendent, that a uniform system may be adopted. Some express no choice between the two systems; indifferent whether a Supervisor or a Committee be required, provided the towns may be obliged by law, to abide by some one policy. Some express a preference for a Committee, and others prefer that the work should be done by one man. In favor of the latter system they urge, economy, simplicity of management, and greater efficiency. On the other hand it is claimed that cases of difficulty are constantly arising, where the judgment of three men and the decision of three men, would prove more satisfactory to parties interested, than the opinion and decision of one man. This would be true, in difficulties arising between teachers and pupils or parents; in the location of houses, and the selection of text books. One man often shrinks from the responsibility of an unpopular or delicate duty, or if he "takes the responsibility," his action is much more liable to be criticised than the concurrent action of three men. Again any system of school management or improvement which may be adopted, can be carried forward much more successfully by a Committee of three persons, only one of whom is withdrawn each year, than by a succession of Supervisors, each of whom may have a policy and system of his own, quite unlike that of his predecessor. Again: The Supervisor sometimes takes a school in his own town. However incompatible the two relations may seem, there is

nothing in the law as it now stands to prevent it. He may examine himself, sign his own certificate and superintend his own school; and there seems to be no power beyond himself to inquire into his methods of procedure, or to adjust any difficulties which may arise.

Another difficulty exists in our present system for which some remedy must be provided. A dispute often arises between the old Supervisor and the new, upon the question whose duty it is to fill the blank returns required to be made on the first of May, for the year preceding. Although *properly* the duty of the man who has superintended the schools during the year and who must be most conversant with the facts required, it is *legally* the duty of the man just elected,—the only Supervisor existing at the time when the duty is required to be performed.

#### A MODIFICATION SUGGESTED.

To obviate the difficulties referred to, and to meet this evident demand, allow me to submit a modification of the existing law, which I have suggested to hundreds of persons interested, and which has met their approval with scarcely a dissenting voice. It is this: Let each town be required to choose a Superintending Committee of three persons, in the manner in which Committees are now elected. Let the Committee select one of thier own number to perform the duties of Supervisor; such as visiting the schools, advising with teachers and parents, making the annual repert to the town and the required returns to the State. Let the Committee act as a whole, in cases of difficulty or discipline which either party concerned may desire to refer to the full Board; in selecting text books, locating school houses, etc. This arrangement would combine the advantages of the two systems and avoid most of the objections made against both. We should thus retain the efficiency of the one-man system and the safer counsel of the three. It would not of course affect the municipal arrangements of cities and villages, by which they conduct their schools after such methods as are adapted to their special circumstances.

I recommend such a modification of the law as I have indicated above, with entire confidence in its successful working. This change would involve a slight amendment of section 8 of the school law, and a repeal of section 9. See Appendix, page 4.



## OTHER AMENDMENTS.

Frequent changes in the statutes, except for the most urgent reasons, are very much to be deprecated. But in the school laws, as elsewhere, defects are sometimes discovered which a slight alteration would remedy; rendering their operation more simple and satisfactory. Most of the points named below have been suggested by school officers or other persons who have learned from their practical working, the need of changes in the laws or sections referred to.

## CALLING OF SCHOOL MEETINGS.

According to the existing law, section 17, school meetings can be called only on "the written application of three or more legal voters, stating the reasons and objects thereof." This is a very proper method of calling unusual or extraordinary meetings, but seems wholly unnecessary in calling the regular annual meeting required by law. I recommend such a change of the statute, as to authorize the agent without any application, to call such meetings, by giving notice thereof in the manner required by the existing law.

## TIME OF THE ANNUAL MEETING.

By the present law, section 53, Appendix, p. 15, the annual district meeting may be called in March or April. By same section, items *fifth* and *sixth*, the agent is required to return to the town officers,—select men or assessors,—prior to the expiration of his term of office, an account of his official expenditures, and in the month of April, a certified list of the children in his district between four and twenty-one years of age. These two returns might be made in one, if the annual meeting were held sometime after the first of April, or if the list of the children could be made near the first of March, before the district meeting. As it now is, the old agent is often required to make one return and his successor the other.

## NOTICE TO COMMITTEES.

Item *fourth* of the same section requires the Agent to give written notice to some member of the School Committee, when each term of school is to commence, etc.

Section 55 prescribes a forfeiture of one dollar a day for each day the school is kept before such notice is given; and Section 70 points out the method of recovering the amount forfeited, for the benefit of the schools. Not one Agent in a hundred complies with this requirement. And yet I have never known a case of prosecution for neglect of this duty. The statute upon this point is a dead letter. Now, I suggest, in favor of Agents, that this clause of Section 53 be so amended as to require each Agent simply to notify the School Committee or Supervisor, *in person*, or in some other reliable manner, when the school will commence and when it will probably close. I would then make it the duty of the Municipal Officers to enforce the collection of the penalty, as the law requires. There should be a similar penalty for neglecting to make their returns to the Assessors, as prescribed in the statute. Allow me to suggest, further, that districts should be authorized to instruct their Agents, at any regular meeting, when to have their schools commence; a point in regard to which there is often a variance between the Agent and a majority of the district.

At the same time it is earnestly hoped that a regard for the higher law of duty, and for the true interests of their several districts, will urge these important officers to a more vigilant and faithful discharge of their high responsibilities.

#### A DUTY OF TEACHERS.

Complaint is made that teachers often fail to deposit their registers with the School Committee as the law requires. I suggest that Section 56 be so amended as to require the Supervisor's or Committee's *certificate* that the teacher has properly filled, signed and deposited his register before he shall receive his wages. And a moment's thought will be sufficient, I am sure, to convince teachers of their obligation to comply with every requirement of the law, which is designed to promote the systematic management of our school affairs. The Teacher, the Agent, and the Supervisor, have their several parts to perform with promptness and fidelity, in order to ensure the harmonious working of the system. This is as really true of the registers, returns, and business affairs generally, as of the weightier matters of school discipline and instruction.

## QUERIES AND REPLIES.

The "correspondence with teachers, School Officers, and others," which the law enjoins upon the Superintendent, and which every year increases in amount, if not in importance, brings up a great many topics to which attention might be profitably called in this Report. Not to occupy space unnecessarily by this correspondence, in form, I will present a few of these points as briefly as possible.

## SCHOOL VISITING.

Several Supervisors have represented the importance of requiring three visits in each term of school, instead of two; urging the impossibility of knowing from the first visit whether the school will be profitable, and that the second visit near the close of the school is too late to remedy any evil which may exist.

*Reply.*—The law does not limit the number of visits which the Supervisor may make; but, on the other hand, both the letter and the spirit of the law require that the School Officer shall know what are the "regulations and discipline of the school," and the "proficiency of the scholars"; which cannot be done, ordinarily, by two brief visits. If the town objects to paying for such labor, as some towns do, Supervisors in their larger liberality will often perform such extra work, as a labor of love, finding a higher reward in the satisfaction of having discharged an important duty.

## CERTIFYING THE RETURNS.

Many school officers have inquired why they should be obliged to give oath to the correctness of their returns, when they have already sworn to perform their duties with fidelity. The expense and trouble are urged as reasons why this should not be required. One Supervisor assigns as an excuse for not attending to this duty, that there is no "swearing man" in his town.

*Reply.*—The blank returns which I found in use when I came into office, required the oath and the certificate of the justice before whom it was made. I have simply continued what I thus found in existence. But on examination of the law, section 51, item 9, it will be seen that no such additional oath is required. The Supervisor is simply to "certify that such statement is true and correct."

In the new blanks about to be issued, no place will be provided for the name of a "justice of the peace." The Superintendent will be abundantly satisfied, if each school officer will carefully regard the obligations imposed by the *one* oath which he takes on assuming his office. No unnecessary swearing shall be required hereafter.

#### CAN AN AGENT DISMISS?

Agents in some districts have assumed the whole authority to dismiss their teachers as well as to employ them. The mode of accomplishing this is to make a bargain with the teacher to leave the school whenever his services are not satisfactory to the Agent. The Agent has only to say the word, and the teacher must leave, according to his agreement, no matter how acceptable to the majority of the district his labors may be. The question is upon the Agent's right to make such an arrangement.

*Reply.*—Any such a mode of procedure is clearly an evasion of law and an invasion of the rights of the superintending officer. The statute has wisely placed the duty of determining the qualifications of teachers, their success or failure, and their removal, in the hands of a third and independent party. Any such a bargain, therefore, is in its very nature iniquitous, and ought to be held null and void. We advise teachers never to make such engagements and assure Agents that by so doing they transcend their proper duty and authority.

#### ILLEGAL USE OF SCHOOL MONEY.

Another important question raised by the Committee of a certain town is this. "Have the inhabitants of any district a right to draw the money appropriated for schools in that district, to send their children to the Academy?" This is said to be done frequently in that town.

*Reply.* Such doing is clearly without law, and contrary to law. If one man may draw his proportion of the money, as he improperly calls it, for the purpose of sending his children to the Academy, another may do the same to send his to a singing school, or a dancing school,—or to pay their doctor's bill. The tendency of such a practice would be to defeat the whole intent of the public free school. Money raised by taxing the property of the whole people for the public good, would pass in this way into private families, not

in proportion to the property taxed, but in proportion to the number of children in the several households. The absurdity of the whole thing is apparent at a glance. No man has a claim to any portion of the school money,—neither one dollar nor one mill,—neither according to the number of his children of legal school age, nor the amount of his tax paid; except as he may claim it in the form of instruction for those children, in the district school room, if they behave well, or in the shape of “correction and reproof,” if they do otherwise than well. Assessors and Committees should guard against any such perversion of school moneys from their legitimate uses.

#### SECESSION TEACHERS.

A Supervisor writes, under recent date, that the teacher in one of the districts under his supervision, is accused of expressing his sympathy with the leaders of the Southern rebellion, claiming for them the character of patriots, and endorsing the rectitude of their position. Waiving other grounds of dissatisfaction which he names, he submits the question whether this sympathy with the secessionists, and the open utterance of treasonable language, constitute in themselves a sufficient cause for his removal.

*Reply.* When a Supervisor is summoned to investigate charges made against a teacher, he should endeavor to discharge the duty with all fairness and patience. In mere matters of opinion a wide liberty should be allowed, as also in the expression of opinions not incompatible with the moral safety of the community. Especially should great care be taken lest any prejudice against a teacher on the ground of ordinary differences of political opinion should operate to his injury in the action of the district. If on investigation it is clearly and fully proved that the teacher does approve the principles and position of the rebels in arms against our government and has maintained, as is charged, that their course has been patriotic and honorable, like that of Washington and his compatriots of the Revolution; and by so doing has exasperated the feelings of the loyal citizens of the district, then the line of duty seems very clear. The statute provides that all teachers “shall use their best endeavors to impress upon the minds of the children and youth,” along with numerous “other virtues which are the ornaments of human society, a sacred regard for truth and *love of country.*” Such a teacher is evidently “incapable or unfit to teach” such a patriot-

ism as these times demand, and may be dismissed as one "whose services are unprofitable to the school." The loyal and liberty-loving people of Maine cannot afford to pay for such instruction, another day longer.

#### CHILDREN IN WINTER SCHOOLS.

Ought children between four and six years of age to be allowed to attend the winter schools?

*Reply.* This question refers of course to the ordinary district schools in the country taught by masters. I believe that it is exceedingly unprofitable to all parties, to put children of that age into the common schools in summer or winter. And especially should they not be allowed in the miscellaneous winter schools, where older scholars have need of more than all the attention which one teacher can give to them. Wherever the district is large enough to warrant it, the difficulty may be obviated by employing a female teacher for the younger pupils, even in winter. But if no provision is made for some such arrangement, and parents *will* send such children to school, neither teacher nor committee can exclude them, by the present laws.

#### THE RIGHT TO COMPEL.

Difficulty has occurred in one of our towns between the Committee and certain parents, in regard to the right of the Committee, or the teacher under their direction, to compel the children to *read* in school. The parents in question were dissatisfied with a change made in the Reading books, and forbade the children to read from the new author. The Committee submit the inquiry whether they have any authority to require the children to read, if parents for any reason object to it. The parents contend that the selection of studies for their children is left by right with them, and neither Committee nor teacher can require them to pursue any branch of study, which they prefer to omit.

*Reply.* Our statute is defective in this regard. While teachers are required to be examined in certain branches, it is no where required that scholars *shall* attend to all or any one of them. And the voluntary system practically allowed has always been the source of loss to a certain class of scholars. In the case referred to above, this opposition to reading was "factious and disorganizing," and interfered with the proper discipline of the school. The Committee

had provided suitable books for the pupils to use in reading, and the refusal was of the nature of open opposition to the authority of the school officers. In my opinion they should be obliged to comply with this reasonable regulation or be removed from the school. But the difficulty suggests the propriety of so amending the statute as to *require* all pupils to read, spell, write, and study arithmetic, geography and some other elementary branches, as their capacities may allow; not leaving it to their option to study them or to refuse, as they prefer.

#### PENMANSHIP.

I am informed that penmanship has been so habitually neglected in some districts, that it becomes necessary to employ a writing master to teach penmanship in the evenings. This State of things is due in part to teachers, who are either incompetent to instruct in this art or have no taste for it, and in part to a notion current among the people that it is an economical arrangement. What policy ought to be encouraged?

*Reply.* It is a departure certainly from the faith and practice of the fathers to neglect this important "R" in the common school. The objection that it "takes time" holds equally against every other branch which is taught. The time required to prepare for this exercise, is far less than when it was necessary for teachers to "set copies," "mend pens" and rule the scholars' foolscap with leaden plummet. With the modern facilities in this regard, there seems to be no good reason why all the children should not have the privilege of learning to write in school. More than this, it should be taught with so much skill, on scientific principles, that the scholars would engage in the exercise with interest and enthusiasm. More pains should be taken by teachers to qualify themselves for this duty, and committees should examine them with more care upon this point. Let penmanship be restored to its rightful place in all the schools; lest a really handsome chirography, now fast disappearing, come to be reckoned soon among the "lost arts."

#### PRINTING THE REPORTS.

Several correspondents have urged the propriety of obliging all towns to procure the printing of their school reports. I have not recommended an alteration of the law, to this effect, lest the towns

should feel it an unwarranted burden imposed upon them. But I earnestly recommend the measure to the consideration of citizens, as one of the important minor means of creating an interest in the community, and awakening a spirit of generous rivalry among the teachers and pupils of different districts. Committees, too, would perform their visiting and prepare their reports with more exactness and fidelity.

Other topics of correspondence, of more or less importance to the parties concerned, are not perhaps of sufficient general interest to occupy our space in reporting them.

### THINGS NEW AND OLD.

There are other "suggestions and recommendations," falling under the head neither of correspondence nor of amendments, which I desire to present in the few pages which I may venture further to occupy, in this Report. Some of them are, perhaps, old themes; others may be regarded as novelties, and not therefore entitled to much consideration. No ideas, however, should be rejected in educational or other matters, simply because they are old, nor adopted too eagerly because they are new. On the other hand, the age of a system does not insure its wisdom, nor is the newness of a method a good reason for its rejection without trial. We make truest progress in any department of human thought or action, not by casting away the wisdom of the past, but by combining whatever of truth and knowledge was found before, with such as may be evolved from the conflict of daily opinions and experiments. We find in matters of education as elsewhere, a tendency in different minds to these opposite extremes. Both should be avoided in the school-room, and in school affairs outside the school-room. The maxim applies here in its full force; *in medio tutissimus*, — you go safest in the middle course. In the school-room, young teachers are more likely to err toward the novel and untried; old teachers, in abiding too doggedly by methods which savor of antiquity. A true philosophy aims to treat all ideas, systems and methods upon their merits. This is at once true conservatism and genuine progress. Prove all things; holding fast only that which is good. This test should be applied to all notions and methods of school management and instruction, and to any suggested modifications of our school system.



## APPORTIONMENT OF SCHOOL MONEY.

Each town is required to raise by taxation for the support of schools, an amount of money equal to sixty cents for each inhabitant. This is assessed upon every man's property in proportion to its value, and not according to the number of his children of school-going age. This money thus collected is apportioned to the districts according to the number of scholars therein. If that number is small, no matter how much of the tax may have been paid by the property-holders of that district, they receive but a small share of the divided school money. If the number of scholars is large, no matter how little of the tax was collected there, they draw a large share of the money. This is clearly one of those cases where the rights of individual citizens are in a sense invaded for the public good. But no right is hereby conferred upon any district to draw a portion of the school money greater than its wants require, as compared with the wants of other districts. The numerical basis of the apportionment is just, only so far as the expenses of schools are supposed to be somewhat in proportion to the numbers likely to attend. But this supposition is clearly an error. It costs more to sustain a school of fifty scholars, in the expense of house, fuel, and wages of teacher, than to support a school of twenty-five, — but not twice as much; and there is no justice in giving the school of fifty scholars double the amount which the smaller district receives. Our system claims the right of every child to an education in the rudiments of knowledge, at the expense of the property in town. Fifty children have no well-founded claim to twice the privileges enjoyed by twenty-five children, simply because they are twice the number. This view of the case is the foundation of certain amendments which have been made in the original school law, as seen in Section 7, Revised edition, — Appendix page 4 — and as further seen in the following act, approved March 19, 1860, omitted in the Appendix. "The assessors and superintending School Committees or Supervisors of towns, cities and plantations, shall have the power and may annually apportion ten per cent. of all the money required to be raised by the fifth section of said chapter eleven, among the districts in their several towns, cities and plantations, in such manner as in their judgment shall give to the smaller districts a more equal opportunity of enjoying the benefits of common-school education with the larger districts." This law is evidently based

upon the correct principle, —the same principle in fact,— viz : the duty of the State to each child, — on which is based the whole system of free schools. I refer to the matter here because very bitter complaint has been made in some large districts, against what they have regarded an invasion of their rights by the small districts, under the operation of this new law. In my opinion a still larger percentage of the money should be at the disposal of the municipal officers for the same purpose, unless this accumulation of money in the larger or central districts should be used to support a graded High or Grammar School, to which children from the outside or smaller districts may be admitted.

In accordance with the same general principles, the apportionment should be made to the several districts not in proportion to the number of scholars who have their legal residence in the districts, but in proportion to the number who attend school either in summer or winter. Children at home or away from home, without any expectation of attending school, whether in business or learning trades, or attending academies or other institutions, ought not to be counted. The school-going children alone should constitute the basis of division of the school money. The intrinsic justice of this view will be apparent on examination. I do not name it to propose an immediate change of the law, but to call attention to the subject and invite discussion. It would be a still further improvement, if the average attendance during one year were made the basis of appropriation for the next. It would doubtless operate as a motive to more constant attendance.

#### TIME APPROPRIATED TO DIFFERENT STUDIES.

One of the most important topics to be considered in connection with our public schools, is the relative amount of time properly devoted to different branches of study. I believe that the prevailing practice in this regard is in some points very erroneous. Certain studies occupy the time and attention of teachers and pupils, to an extent quite beyond their intrinsic value and to the damage or exclusion of other branches. Let us bear in mind at the outset that every thing cannot be studied in the common school. The time and the capacities of the children are limited. But the branches which are studied should be those of the greatest value to our children when they shall enter upon the duties of life. Bear in

mind again that the value of any study consists in two things ; first, the information which is derived from it, suited to the wants of practical life ; and second, that discipline of the mental powers by which a man is enabled to acquire other knowledge, to remember and classify facts, to apprehend the relations of things, to reason clearly and to act promptly in all the business of life. Some studies contribute more to our practical knowledge, others to our mental discipline. Nearly all studies of course add something to both. Now the question for us to consider, is whether the ordinary studies of the public school, as commonly pursued, are adapted to secure these two objects in the best proportions.

Let us compare, first, the study of language and the study of numbers, as found in the schools. Every child learns something of reading and spelling. Most of the girls learn something of grammar ; and a smaller number of the boys learn less of it, theoretical or practical. To composition, the most effectual means of learning the language, very little attention is given by either. Arithmetic, on the other hand, engrosses the attention of all, from the beginning of the course, at six or eight years, to the end of it. In a great majority of the schools it is only written arithmetic ; arithmetic by rule and by rote. The high ambition of each seems to be, to "do the sums," — to "cipher through," first the "Common School," and then the "National" ; and no young man thinks his arithmetical character fully established, until he can "get the answers" to all father Greenleaf's questions, practical and unpractical, arithmetical, geometrical, algebraic and nondescript. It is just to say that a vast improvement has been made, within a few years, in the manner of teaching arithmetic. More of the *science* of numbers is learned, along with the art ; and as a consequence, more of both knowledge and discipline is derived from the study. Still it is true that a great part of the time spent over the slate and arithmetic contributes to neither, so much as it ought. More of mental arithmetic should be insisted upon, with reference both to training the powers of memory and analysis, and to the practical uses of arithmetic in every day business. And written arithmetic might well be confined, in ordinary cases, to a thorough explanation of its principles, and a sufficient number of examples for illustration. Arithmetic thus studied would contribute its fair proportion to the two purposes named above. It is doubted whether the mere

intellectual puzzles, the extraneous and super-arithmetical matter contained in some of our text-books, are of much worth in promoting healthful and symmetrical discipline, while as an addition to our practical knowledge they are of none at all.

But allowing that this long dwelling upon arithmetical difficulties may add something of intellectual sharpness to our Yankee boys, would it not add much more to their respectability as scholars and their usefulness as citizens, to spend a portion of the time thus devoted, in learning to read and spell, and speak, and write their mother tongue with more propriety? I claim that the thorough and careful study of language may impart as *much* of mental discipline as the study of arithmetic; and if there is a difference in the kind of training secured by the two, it is not in favor of the latter. But when we consider the value of the two as means of practical usefulness and personal accomplishment, it falls far below that of language.

To read well is an elegant art, rarely attained by our young people. How few of them can take up an evening journal, and read the news of the day, especially from the telegraphic columns, intelligently and without hesitation. This would not be so, if half the time consumed upon the less useful portions of arithmetic were given to the *study* of reading,—newspaper reading with the rest,—with dictionary and gazetteer in hand. Then, again, how few of our children on finishing their course at school, can express themselves with grammatical propriety in ordinary conversation; and how few of our young men can present their opinions in an address or a public debate with fitness and force, simply because they have not learned the ready and accurate use of their mother tongue. Still again, if called upon to communicate their thoughts on any subject through the press, or to draw up a business document, or a series of resolutions, or to indite an important epistle, to what “lame and impotent conclusions” do they often suddenly come, to their utter confusion. And this want of early training in the grammar and composition of the language, is felt in after life, much more seriously than any want of skill in solving arithmetical enigmas. I hope not to be misunderstood. Arithmetic is one of the most valuable and beautiful studies; beautiful in its place and season, but not when it overshadows and dwarfs all other branches of the tree of knowledge. Our conclusion then seems a very safe one, that as compared

with reading, spelling and grammar, — arithmetic has received too large a share of attention in the common schools.

Another branch of study already admitted to a place in the schools, is History. It has not however received the attention which its importance claims for it. At this crisis in our national career it seems especially befitting that our school children should study the history of the fathers; the fathers of the Settlement, and the fathers of the Revolution. Older and younger we should trace anew the steps of the process by which they built up our temple of liberty and law, from the foundation laid in the cabin of the *May Flower*, to the top-stone which crowned it in the Constitution. We should become familiar with their labors and self-denials, their hopes and fears, their struggles and triumphs, as recorded in the pages of our marvelous history, and from the cost of our institutions, endeavor to estimate their value. In this way most effectually can the schools be taught the principles of patriotism which the statute enjoins. If in many schools there is not time for distinct recitations in this study, some properly prepared work in history might be used as a reading book, and combine the two exercises in one. The miscellaneous reading of the ordinary books has its peculiar advantages. So also would the continuous historical narrative. Perhaps for this purpose something might be subtracted from the study of geography; or rather, by the study of history along with that branch, its bleak coast-lines and desert wastes, would freshen and grow green with beauties unseen before.

#### AGRICULTURAL EDUCATION.

Much has been said upon the subject of introducing some textbook of agriculture into the common schools. The question of its practicability has been frequently submitted, and I cannot refrain from answering very briefly. With a very great desire to promote the widest dissemination of agricultural knowledge, I am not prepared to encourage the idea that very much can be accomplished in the ordinary district schools, by an attempt to introduce the study there, requiring new books and additional recitations, where there are already more than can receive proper attention. In well graded schools this might be possible, and in a few of the more advanced miscellaneous schools, something of the kind might be accomplished; particularly, if young men should make up their minds that fifteen

years of their school life are not wisely devoted to the unproductive study of arithmetic. In the Academies and High Schools, a proper place might be found for this study, by the side of Philosophy and Chemistry; and a text-book of Agriculture, prepared by Messrs. Emerson and Flint, has just been issued by Swan, Brewer and Tileston, of Boston, well adapted to this purpose. There is, however, in my own opinion, a more feasible method for the introduction of so much instruction in the science of agriculture, as young people in the district schools may wisely attempt to acquire. This is to connect it with Physical Geography, a study already quite generally introduced into the New England schools. Some of the topics usually embraced in this study are necessarily the same as those which are discussed in treatises on scientific agriculture. Such are the formation and elementary constitution of soils, the influence of the atmosphere, rains, and vegetation, upon the surface of the earth, the relation of climate to various agricultural products, &c.

The work on this science, recently prepared by Mr. Walter Wells, and quite extensively adopted as a text-book in the schools of the State, presents many agricultural bearings of the subject; and a new edition about to be issued, might be still more specially adapted to promote the progress of agricultural science, by a few additional chapters upon this branch of the subject.

Beyond some such arrangement as this, I should prefer to rely, for the dissemination of this kind of knowledge, upon the regular text-books of the sciences on which agriculture rests; such as Botany, Geology, Physics and Chemistry, as taught in the higher schools; and upon popular works of a practical and scientific character in the hands of the people. Besides these means of general information, I would rely upon popular lectures, farmers' clubs,—town, county and State exhibitions, and printed reports of the same,—together with the published doings of the Board of Agriculture and the annual Reports of its Secretary, and the weekly issues of agricultural journals. The question of an agricultural college, or a department of agricultural science in some of our higher seminaries, may as well rest until the sword and spear, and the hands that use them, can be recalled to the pursuits of peace.

#### PHYSICAL TRAINING.

The subject of physical training in school, properly includes all that pertains to the health of teachers and pupils; the structure of

school-rooms, modes of heating and ventilation, the arrangement of seats and desks, the interchange of study and recreation, and the kinds of recreation best suited to promote cheerfulness of spirit and vigor of body. Much has been written and spoken upon this subject, but it needs to be repeated, line upon line, until more satisfactory results are reached in all our towns. Want of space compels me to confine my remarks to a single point. It is very plausibly said that children in the country have exercise enough in the labors and plays in which they almost necessarily engage, without any gymnastic practice at school. But while this may be true so far as the amount of mere muscular exertion is concerned, it is still evident that brief exercises at the school-room,—indoors or out,—which may relieve the monotony of study, and give at the same time pleasurable excitement and healthy motion, may be conducted with great profit. Motion in concert, with apparatus or without, standing or marching, civil or military, may be made conducive to several important ends, not the least of which are promptness and order of movement, and graceful and manly bearing. It has been suggested not unfrequently that military tactics might be introduced as a part of this physical training. This has been done quite successfully in some of our higher institutions, the past year. I have witnessed very excellent practice of this kind at Brunswick and Kent's Hill, Lewiston, Gorham and Skowhegan; serving a double purpose, as a vigorous and manly exercise, and as imparting, no doubt, considerable familiarity with ordinary military movements. Whatever can be done in this way by voluntary drills, may be worthy of encouragement; provided always that it does not interfere with the great object, the intellectual drill and the grand march on the road to learning. But anything like a system of military tactics, as a regular school exercise, required by law, as some have suggested, seems inexpedient.

#### EDUCATIONAL ASSOCIATIONS.

Associations of teachers and others for the advancement of popular education, are not new, and in our own State have not been very highly successful, unless we except some efforts of this kind within a few years. Ten years ago, more or less, several attempts were made to establish a State Teachers' Association, but I think neither of them celebrated a second anniversary. The effort was

renewed in 1859 and a society organized, which held its third annual meeting in November last, with such measure of success as the "times" and the season of the year would warrant us in expecting. Lectures, discussions and other exercises fully and profitably occupied the time for two days and evenings. Arrangements were made to initiate a series of county meetings, which it is hoped will result in the establishment of associations, auxiliary to the State Society. Town conventions or associations were also urged upon the attention of teachers as a means of much profit to themselves and the community. Successful county associations have been organized in Somerset, Piscataquis and Franklin, and I have no doubt they will exert an important influence in quickening the pulsés of educational life in those counties. Should the legislature render the assistance which has been suggested, for a series of institutes, an effort will be made to render the associations and institutes, by a concert of action, mutually conducive to the one grand design.

#### OBJECT TEACHING.

A kind of school exercise somewhat new, at least under this designation, is securing much attention and favor at the present time, as a very attractive and successful means of developing the youthful powers. The teacher takes a few minutes once or twice in the day, to present to the school, or to a class, some common object of nature or of art, seeking by questioning them to bring out all their ideas upon it, and by further explanation to impart a fuller knowledge of the object. On the following day they answer unanswered questions of the day before, and repeat what they then learned, thus fixing the whole carefully in mind. He may assign, for example, a piece of chalk, a slate pencil, a steel pen, a pane of glass, a paper, ink, iron, an apple, or any other object, for the next day, and request the children to learn all they can about it before the time for the exercise. He will find that they have learned many things about it, by observation and inquiry, and are prepared to seize and remember what he has to tell them in addition. Thus they will learn of a piece of chalk, its color, shape, size; approximate weight; its uses, crude or refined; where it comes from, what it costs, at wholesale and retail; and if they are old enough, its chemical composition, etc., etc. These lessons rivet the attention, and the knowledge thus gained is not easily lost. But better



than this, their faculties of observation, comparison and memory are admirably trained by this kind of exercise for future uses. This is one of the means, moreover, by which the tedious hours of the long school-day may be enlivened, and the school room become a place of cheerful attraction, to which they gladly return at the appointed time. The time consumed by these brief exercises, is all saved,—not lost. I have given but a hint of their management. Several treatises upon this subject for the aid of teachers, have been published recently and may be easily obtained.

#### A NEGLECTED STATUTE.

The statute is an old one and the neglect by no means new. I refer to Section 57 of the School Law, Appendix, page 16.

This statute is a nearly literal copy of a similar provision of the Massachusetts Law, and in that form has doubtless existed through several generations. It will doubtless continue to adorn the statute, both theirs and ours, for generations to come. But to what purpose, if it shall remain wholly neglected in the future, as it has been for years past? It is doubted whether Supervisors or Committees, at the present day, once in a hundred examinations, remind teachers of their obligations in this regard. The result is that very little attention is given to this higher law. Very little pains is taken to impress these higher principles and sentiments upon the forming character of school children. The manly proprieties of life, its sweet amenities and noble virtues, are all neglected, in the scramble for intellectual treasures. I submit whether our schools can reach the elevated standard and healthful character which they ought to attain, until more regard is paid to this prime section of the statute.

#### PERSONAL LABORS.

“What has the Superintendent to do?” “How does he employ his time?” I should prefer for obvious reasons to make no mention of my official labors. But these inquiries are so often made, either in the spirit of a laudable curiosity, or from a worthy sense of responsibility to guard well the public interests, that I am disposed to furnish the desired information, so far as may seem necessary for the special enlightenment of persons not conversant with educational affairs.

The general duties of the office are set forth in the statute, sections 62-66, Appendix, pp. 17, 18. Besides these, there are the duties prescribed by the Acts establishing Normal schools and Teachers' Institutes. See Appendix, pp. 23, 24, 25, 26. The duties, thus set forth, might well occupy the whole time and strength of three men instead of one. The corresponding duties in Massachusetts employ at least four times the number of persons, at six or eight times the expense. It is safe to suppose that the time of one man in our larger territory, must be fully occupied, and much work be left undone which ought to be performed. Such has been my experience. My labors have known no cessation from the year's beginning to its end, save the occasional respite of a few days, to gather strength for their renewal. Three fourths of this time has been spent away from home in visiting schools, conducting Institutes, and lecturing upon topics of education, or in examining the Returns made to the Secretary's office and preparing an epitome of the same for my Report. The preparation of the statistical Tables, in itself the work of several weeks for one person, has been done by my own hand or by clerks paid from my own pocket. I do not complain that the State in its spirit of economy, while furnishing to all other departments of the public service any number of clerks which may be needed, provides none for mine.

The examination, sifting, revising and arranging of the town reports is no inconsiderable labor; and the preparation of my own report, proper, involves a larger expenditure of time than persons unacquainted with such labors might at first suppose. The remaining time has been given to the constant correspondence already alluded to, and the other writing necessarily appertaining to my position.

In the lectures and addresses required before various popular audiences, institutes and schools, it has been necessary to present a great variety of topics, really requiring much more time for preparation than it has been possible to find.

In the further "endeavor to disseminate the information acquired, and to awaken a more general interest in public education," I have made such use as I might of the public press; communicating many articles upon educational topics to the "Maine Teacher" and various weekly journals; thus hoping to reach and possibly to stimulate by means of the pen, some persons whom I could not reach by the living voice.

I have thus alluded to some of the methods in which I have sought to comply with the letter and spirit of the statute. It should be reckoned no marvel, if the labors of my department,—if our school affairs generally,—like other great interests of peace, have been somewhat disturbed by the operations of war. And yet it is matter of congratulation, that the attention of our people, teachers and pupils, has been no more diverted from the duties of home and the school, by the excitements of our national strife. True it is that the ranks of the college, the academy and the teachers' corps, have contributed largely to swell the ranks of our patriotic army. But the children remain behind,—a mightier army than they,—and along all our valleys and hill sides, the school rooms and dwellings of our people are as busy as ever before, with the notes of preparation for life's grand campaign. Our armies on the Potomac and elsewhere, may linger and hesitate on the enemy's border, but our grand army of school children is even now marching on, conquering and to conquer, upon the intellectual battle-fields to which they are summoned by daily duty.

The State spares no needed expense to arm and equip, to clothe and shelter her brave sons in the national army. From them no words of encouragement, no acts of sympathy, are withheld in the hour of trial. Let a similar encouragement and sympathy be given to the more youthful soldiers in our army of hope, while they battle with the forces which oppose them, and they will win, ere long, great and glad victories.

EXTRACTS  
FROM THE REPORTS OF  
SUPERVISORS AND S. S. COMMITTEES.

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The annual communications of school officers to their several towns, have furnished, in years past, a very valuable portion of the Superintendent's Report. An amendment of the school law, enacted by the last Legislature, makes it a duty of supervisors and committees to send copies of their reports, printed or in manuscript, to the State Superintendent. As a consequence of this enactment, although a large majority of these officers have failed to comply with the requirement, a greater number of town reports have been received at this office, than ever before.

It has been somewhat difficult to select from this mass of material, just such portions as will prove most profitable for general circulation. Details have been omitted, almost invariably; the extracts being made, in most cases, from the general remarks appended to the more specific statements contained in the reports. If the same suggestions are often made in the remarks of different officers, it has not been thought a sufficient reason for excluding them as repetitions. Let the frequency of their recurrence be regarded as an index of their especial importance. Notice, for example, the frequent reference to "school agents," "text books," and "irregularity of attendance." If there were any curative virtue in the multiplicity of these earnest suggestions, even more of them might be drawn with profit, from the same unexhausted store.

The value of these hints, and the style in which they are presented, are as various as the sources from which they come. It is hardly necessary to say that the selections for this Report could not be made, with propriety, from those writers only, whose thoughts are most original, and whose manner of expressing them is most elegant. Most of our school officers are men of business, in the various departments of practical life, and the value of their suggestions is not to be estimated by the rhetorical excellence with which they may be recorded. The compiler has found it necessary, very often, to abridge and re-arrange the material offered, in order to bring this part of his Report within proper limits. He hopes that any slight changes which the authors may notice, will not be found to impair the value of the thoughts presented.

With the still larger number of town reports which will be received, when all our school officers shall have become aware of the new provision of law, referred to above, it will be necessary for the Superintendent to make an analysis and digest of the material collected, in a manner somewhat different from that hitherto adopted. Some hints having reference to this point, and to the method of preparing school reports generally, may be found elsewhere in these pages.

## ALFRED.

In several cases, certain higher branches have been taught successfully, to some of the more advanced scholars; as algebra, natural philosophy, and astronomy. Your committee are glad to encourage this, so far as may be consistent with due instruction in the more common English branches. And here it may be well to remark, that a large proportion of the scholars, in the two common schools of this village, and some in other districts, are so far advanced as to be in need of better opportunities for education than can be realized in the present system of mixing the scholars of all ages and degrees of attainment, under one teacher, and in one school. It was in view of this state of things that a High School was recommended in Districts No. 1 and 8, by a former superintending committee. We can truly say, that the same need which formerly justified such a recommendation, exists now, with greater force; since there seems to be no reasonable dependence upon what was once known as "the Alfred Academy," to secure to our youth better privileges than can be afforded by the common school system. Here, then, is a great and imperative necessity, which calls for the serious consideration of the people of this town generally. For there are, or are likely to be, youth in every district, who ought to have higher means for education than the present schools of mixed pupils can afford. How, we ask, is this great need to be met, in justice to ourselves, and in justice to those youth scattered through the town, whose native capacities and attainments can only be answered by higher educational privileges? Surely, no mistaken, narrow policy ought to govern us in relation to this grave matter. Such a policy would be a bad one for the most valuable interests of the community. Unless your committee are greatly deceived, there is no single practicable interest, which could insure so great benefit to this town, as a well established High School, or Academy. Let such an institution become a well-settled fact among us, and such become its character as may serve to bring a considerable number of scholars from abroad; then its pecuniary benefit to the

town might prove important. Families often move into the town which can afford their children desirable school privileges, adding to the number of tax-payers, buyers, and consumers. The reverse of this is also true. With such a favorable locality as is here afforded for a good school, we doubt not, that, ere long, it would *pay well* for all the money which might be wisely invested in such an institution. But, above all, the highest reason which should awaken the people of this town upon the present subject, is what no dollars and cents can estimate; it is to meet the great need of furnishing our youth with such privileges of education as may best enable them to attain intelligence, usefulness, and honor. Your committee have thus spoken of this great existing necessity, feeling that it imperatively and justly calls for the sober, earnest consideration of the inhabitants of the town. How shall it be met, in justice to the public welfare? Shall it be met in the spirit of wise forethought, which aims to build up a valuable interest in the town, or shall we remain content with a mistaken, ruinous policy? This is the serious question which is now to have its practical answer. Accordingly, we expect our fellow citizens to ponder it earnestly, and with an enlightened aim to the public good. We expect them to feel that something must be done soon, and done liberally and effectually, to establish and build up such a school as will afford the needed privileges for our youth, and become a valuable interest of the town.

When our citizens generally are fairly awakened to the great importance of the object here recommended, we hope they will take counsel together, and adopt the wisest plans to accomplish it. Your committee would gladly see the best system practicable, adopted. What would serve the most effectually, to rescue our interests from decay; to create an institution which may become an important addition to the means of our prosperity; to insure to youth, in all our districts, the educational privileges which they need, and which our common schools are not expected to afford, seems to be the thing most valuable and desirable, in the present case. Whatever the town may be enabled to do lawfully, to secure such an object, aided, perhaps, by private munificence, we shall regard as a proof of its highest foresight and wisdom. Whatever outlay might thus be made for a neat and convenient building, and for securing as

high and permanent a course of instruction as is needed, would insure us a return of most substantial benefits. The more excellent the character of the institution adopted, the more it will bring profit and honor to the town.

If, however, we fail to aim at the best thing, and which may afford youth, in all our districts, the means of superior instruction, then we deem the plan of grading Districts No. 1 and 8, together with any adjacent districts which may be willing to be united with them, to be highly advisable and important. This plan was particularly recommended a few years since. If nothing better is to be done, then your committee would gladly see this recommendation adopted, and carried out speedily. The districts above named can see to it, if they choose, that the plan of union here mentioned is legally submitted to their consideration, in their approaching annual meetings.

JOHN ORR, *Supervisor.*

#### AUBURN.

While the parents have been apparently quite interested in some of the districts, and have made frequent visits, thus cheering and encouraging both teacher and scholar, in others the schools have been almost entirely neglected, left to their own independence, unnoticed and unknown, save by the often unjust reports and complaints of some offended scholar. Parents, if they expect their schools to prosper, must visit them. He who does not visit the school in his district at least twice, once at the beginning and once at the close, is guilty of a negligence which, in his business affairs, would be almost unpardonable; for what man is there who would employ a laborer on his farm, or a workman in his shop, or a clerk in his store, and not visit him once in six months? The committee can do much, and your board have the satisfaction of believing that they have discharged their duties faithfully, and in many instances have seen their labors and suggestions crowned with success. But, after all, the great work is to be done by the parents themselves, and the progress of our schools will depend very much upon the interest which they take.



We would call the attention of our citizens to a few points, which may not be entirely useless, and especially would we speak of our *School-Houses*.—While there are some good and suitable school buildings in town, there are also a great many poor ones, and perhaps the epithet, mean ones, would not be inappropriate. Time and the jack-knife have made sad ravages with many of them, and what they have not done, fire might very profitably do. Children's minds are formed and molded, to a great degree, by their surroundings. The influence of a good, neat school-room, well painted and swept clean, with white-washed walls, hung with pictures or maps, is incalculable upon the susceptible mind of youth. Besides all this, a school is governed, in such a house, with double the ease and satisfaction. The teacher feels a proud consciousness of his position, and is anxious to have his friends and the parents visit him. Health and convenience demand a speedy renovation of our school-houses. Multitudes of our children are, every summer and winter, confined in rooms not so well ventilated or healthy as our jail, and then sit for hours inhaling the foul and poisonous exhalations. The result is, colds, coughs, sickness, perhaps permanent disease, throat distempers, headaches, and absence from school.

The education of our physical systems is no less important than that of our mental, and our houses should be arranged so as to develop both harmoniously. The floors should be tight, the windows arranged so as to be let down at the top, the walls should be high so that the air may be pure, and the stove should be so placed that it will heat the room uniformly. Every school-room should be supplied with a thermometer, and the temperature should be graduated by it constantly.

On examination, we find that every district is sadly deficient in apparatus. A few dollars expended by the agents, sufficient to buy a good *globe* and a set of hanging maps, would be of great benefit. These, with careful usage, would last many years, and be the means of fixing correct principles in the minds of the scholars. We have endeavored as far as possible to secure uniformity in our text-books, and with one or two exceptions, the same books are used in all our schools. We are opposed to any change at present.

*Higher Branches*.—A most pernicious habit has been steadily creeping into our schools, that of studying the so-called "higher

branches," to the exclusion of the more profitable studies. Reading, writing, and spelling, have been sadly neglected or ignored as unworthy of the attention of larger scholars, while arithmetic, algebra, geometry, and Latin have usurped their places. Though the checking of this evil comes legitimately within the province of the teachers, yet their advice and admonitions have been often frustrated by such replies as these: "Father don't want me to study this," or, "Mother wants me to study that," &c. Scholars and parents should remember that reading, writing, and spelling are the great and fundamental branches, and should be learned first; also, that the classification of a school is very difficult to be performed, and that the benefit derived from the school will depend very much upon the number of classes which the teacher is obliged to hear. Parents should, therefore, counsel their children to yield to the advice and dictates of the teacher with respect to studies and classes. Scholars should not buy new books until they have consulted the teacher, thus often saving much trouble and money.

*School Agents.*—The office of school agent is a very responsible position, affording no pecuniary compensation, subjecting him to a vast amount of labor if he does his duty with the greatest fidelity. The progress and condition of our schools must necessarily depend very much upon the agents. They are the supervisors of each district, and have the general oversight and direction of all the school affairs. They have the control of the money, have the special charge of the school property, the houses with all their furniture, and must see to keeping them in repair and good condition. They number the scholars, and see that they attend. In short, they should exercise a sort of school police over all the district. But beyond this they have a still more responsible duty, that of selecting and engaging teachers. The choice of a school agent is worthy the most serious consideration of every district. Be careful and select your best man, one who will take a warm interest in the welfare of the schools, a living agent, one who is thoroughly qualified for the situation, and knows the importance of having good houses, good teachers, and good schools. Every agent should select the best teacher he can find, regardless of price. We fear the agents do not sufficiently appreciate the importance of good teachers. Better pay to a thoroughly competent teacher fifty dollars per month, than thirty to an

inexperienced, incompetent one, who will drag out your school in an indifferent manner; not poor enough to be discharged, and still not good enough to be retained. The committee are obliged by law to examine those who present themselves for examination, and if found competent to teach the branches required, and to govern the school, must give them a certificate. It is comparatively easy to ascertain the competency of a teacher's literary qualifications, but how are they to determine his capacity for government, which is by far the most important?

In many instances the teachers are entire strangers to the committee, who are obliged to let them go into schools on a sort of probation, where in many instances they drag out a sickly existence. This difficulty can be almost entirely obviated by the agents, who should never allow themselves to engage a teacher till they know his capacity for government. And here we would make a few suggestions, that they go into the districts where the applicants have previously taught, and make diligent inquiries of the parents about them, and if they have taught in this town, to inquire of the committee and obtain their opinion and advice before making any permanent engagements. Again, the agent should engage his teachers as soon as possible after he is chosen. Our best instructors are never obliged to go abroad to seek employment, but are always sought out and engaged, sometimes months in advance. Those teachers who are found in pursuit of schools should be hired with caution. "Third-rate teachers are much like third-rate articles of food for animals—they will carry the school through the winter, but the spring shows them in a bad condition."

F. A. ALLEN,  
ENOS T. LUCE,  
W. M. HARRIS, } *Committee.*

## AUGUSTA.

*School Agents.*—The office of school agent is no desirable position, affording no pecuniary compensation, but often incurring censure—even if a man discharges his duty with fidelity. Every district should elect for its agent a man who will take a warm interest in the school, and use his utmost endeavors to procure competent

teachers, and see that the money entrusted to his charge is properly expended. An agent should employ his teachers as soon as convenient after he has been chosen. If he neglects so to do, the best instructors will be engaged; and no alternative is left, but to hire those who are in pursuit of schools. The best instructors are not compelled to seek for employment, as they are early secured and receive a fair compensation. Some agents, desirous of having as long a school as possible, fix the remuneration of the teacher at so small a sum that no first class instructor will engage, and they are compelled to procure the services of the young and inexperienced. The great secret of success in school teaching is a capacity for government. Any one can acquire the adequate amount of knowledge to instruct a school, but many can never control one. The committee by a thorough examination can easily ascertain whether a teacher's literary qualifications entitle him to a certificate; but as to a capacity for government, the agent can judge as well as they. This difficulty can be obviated by securing the services of those teachers whom we know by trial can control a school. We advise every agent to procure competent instructors, and for as small a compensation as he can; but at all events, secure good teachers, cost what it will. Better pay an instructor who is thoroughly qualified for his vocation fifty dollars per month, than harbor an incompetent one without any remuneration.

Agents have been very prompt in notifying the committee during the past year, and heartily co-operated with them in sustaining and restoring order in the several schools; and in every instance, where there has been trouble, they have been ardent supporters of order and decorum.

*School Teachers.*—We feel called upon, in conclusion, to devote a few pages to the subject of school teaching, and the adaptations, qualifications and requirements of those who assume the responsibilities of this perplexing vocation. It is universally conceded that no one can attain preeminence, or even meet with ordinary success, in that occupation to which he attaches little importance. To no calling does this apply more forcibly than that of teaching. Unless an instructor is devoted to his profession, and feels a deep interest in the welfare of his pupils, and is actuated by a sense of his responsibility, he fails to command respect for himself and for his

school, and must necessarily encounter insurmountable obstacles. Children are very susceptible of impressions, and almost invariably participate in the feelings of their teacher. If he, by his every action sets a low estimate upon his duties; if he is slow, indifferent and stupid, what better can be anticipated of his pupils? Let him enter upon his duties with his whole soul imbued with life, interest and animation, and he will communicate these qualities to almost every pupil under his charge. Another prolific source of perplexity and failure, is a want of system. Many teachers whose literary qualifications are ample, blindly enter upon the arduous duties before them without any well defined plan or rule of action. They plod on in their objectless and aimless routine of stale and sickly exercises, and should an emergency arise, they are lost and bewildered.

If a teacher is entering a school for the first time, he should not be hasty in its organization. Instructor and pupils should clearly understand each other in the outset. This can be most advantageously accomplished by visiting the parents early in the term, thereby acquiring a knowledge of the character and disposition of his scholars, and the motive power at home. He should not go upon these visitations to show his learning, but to counsel with and receive instruction from parents relative to their wishes in the management of their children. By so doing he removes prejudice, comes in direct contact with his scholars and their parents, and avoids errors which if committed would greatly impede the progress of his school.

Let a teacher come before his school without ostentation, knowing what is to be done and executing it with dispatch and decision, and his pupils will yield a willing obedience. Teaching cannot be reduced to a uniform science. Every one must be guided by his own judgment and experience, have a well regulated plan known only to himself; and be very cautious in establishing arbitrary and general rules alike applicable to the entire school. But when an emergency arises, let him act candidly, judiciously and promptly, evincing that he is master of the school, that no one is to trample upon his authority.

In a rural district will be found scholars of every age who deserve very different treatment. Children of six years, whose physical organization is imperfect—whose growth depends upon exercise,

should receive the particular attention of the teacher. Such children should not be required to sit upon their seats, hour after hour, like statues, confined to study. Short and easy lessons should be assigned, which can be learned in a few minutes, and then they should be allowed physical and mental relaxation.

In fact, no scholar should be compelled to sit quietly upon his seat hour after hour in succession. When the time arrives for study, every pupil should concentrate his whole mind upon his books. This should not exceed fifteen or twenty minutes, without cessation. During this time every thing should be quiet and orderly, after which the books should be laid aside, and opportunity afforded for relaxation. The practice of compelling children to study hour after hour without intermission is deleterious to the intellect. It is impossible for them to concentrate their thoughts long at a time. Study becomes irksome, they become restless and uneasy, and their minds and intellects impaired.

In the recitation, the instructor should not deprive the pupil of the inestimable advantage of laboring and thinking for himself, by unfolding, and simplifying every principle in the lesson before the scholar has had an opportunity to investigate for himself. When such opportunity for examination has been afforded, and he does not fully comprehend the lesson, then and not till then, let assistance be rendered. A properly conducted recitation is very advantageous in disciplining the mind, strengthening the memory, and accustoming the scholar to the use of language. But a superficial mode of instruction impairs the intellect, blunts the mental perceptions, and reduces the pupil to a mere automaton. No instructor should attempt to hear a class recite, without having, himself, a thorough critical knowledge of the lesson. He should not be satisfied with a mere knowledge of the text book used, but should familiarize himself with the subject taught, by consulting other authors. If he is not perfectly familiar with the subject of the lesson, let him review it previous to hearing the recitation. Examine the class on the subject of the recitation, and then it will be easily ascertained whether they understand the lesson. An exact amount of time should be appropriated to each recitation, and one class should not encroach upon another. The pupils should be so located and arranged in the school room, that they can quietly and in order

approach the recitation seat. Every thing pertaining to it, should move on without haste or commotion. Under no circumstances, should a teacher practice deception upon his scholars, nor they upon him. If unfortunately, he does not understand what he is called upon to explain, let him unhesitatingly admit the fact, and avail himself of the first opportunity to obtain the requisite knowledge. It is futile for him to attempt to put off the scholar under the plea, "I have forgotten it," or "I cannot attend to it now, I will do it to-morrow," which never arrives; or with a base attempt to hide his ignorance by verbose and unintelligible explanations.

The frequent practice of assisting pupils by anticipating the answer by the fulness of the question—by allowing the scholar to give a fragmentary and incomplete answer—by suggesting the answer by prompting the scholar—or still worse by propounding the question in such a manner that it will only require the assent or dissent of the pupil, should be carefully avoided. Reciting in concert, in which one scholar prompts another, with few exceptions, should be discarded. Asking the questions in regular order induces the pupil to get a portion of the lesson regardless of the rest. In every instance, the question should be so proposed and the recitation so conducted, that each pupil will be compelled to get the entire lesson and rely solely upon himself and his knowledge of the subject, and not the book or teacher; otherwise, he may pursue a course of study, and graduate from school with but very little available knowledge.

In the school room, there must be a standard of order, backed by authority. This potent instrumentality, which requires greater versatility of talent than any other school room duty, is the exclusive prerogative of the teacher. It needs a shrewdness, foresight and penetration, that will anticipate and provide for the difficulties which must necessarily arise. The instructor should be imbued with a spirit of love, and by constant appeals to the moral and intellectual nature of his pupils, so organize and construct his school, that it will have all the sympathies, restraints and encouragements, and all the ennobling purposes that animate every generous impulse of the soul, and subdue and check every unholy desire. One of the most successful methods of accomplishing this and cultivating the powers of self-government and preventing disobedience, is to afford each individual healthy employment for all his powers.

The practice of multiplying commands and establishing arbitrary rules, the majority of which must necessarily be broken, serves as a snare to entrap the wayward into habits of disrespect and deceit; and instead of cultivating the powers of self-control, has an opposite effect. Scolding, fault-finding, and threatening, should never be tolerated in school. They are prolific sources of temptation to stubbornness, treachery and insubordination. In our intercourse with children, we should be controlled by an unbiased judgment and strict integrity. Preferences and prejudices are incident to human nature; but rancor, discord and rebellion, must necessarily spring up in that school, in the administration of whose affairs, favoritism is to be the rule of action. A school should be ruled by love, if possible. We should bring to our aid every earthly device of a moral and intellectual nature; but if these all fail,—if the avenues leading to the affections and will of the scholar are all closed, but one resort is left, viz: corporal punishment. This should never be administered to gratify a vindictive spirit, but to reform the offender, and subdue his refractory and wayward passions. A teacher should not consult his own ease and convenience, or be guided by false theories and pre-conceived notions relative to punishment. He must do right, or ruined souls that he might have saved will rise up in judgment against him for neglecting his duty. He should examine the subject carefully, acquit himself with fidelity, and not be led astray by fallacious opinions and a misguided philanthropy.

WILLIAM GASLIN, JR, }  
 G. T. FLETCHER, } *S. S. Committee.*  
 C. E. HAYWARD, }

The Directors of the Village School District, having concluded their labors, respectfully present herewith their Annual Report for the year ending April, 1861, accompanied by such remarks as their experience and observation may suggest.

The whole number of schools under the supervision of the Directors is twelve; whole number of teachers, fourteen. Of these schools, five are Primary, five Intermediate, one Grammar and one High School. The teachers are distributed as follows: in High School, two; Grammar, two; Intermediate, five; Primary, five.

The primary school, as its name imports, forms the basis of our



system of education. Here knowledge is imparted in its simplest and most elementary form. It aims to put into the hand of childhood the key which will one day unlock the stores of human learning. Here, not only mental discipline and intellectual culture are to be desired in the teacher, but also the possession of those moral qualities and mental traits which tend to make the school room attractive and inviting to the young. The impression is very common and finds expression in the oft-repeated remark that "any one is capable of teaching a primary school." But the fact is far otherwise; for teaching is a word of larger, deeper meaning than that which the dictionary conveys. It requires in a primary school teacher, moral excellence, fondness for children, aptness to teach, firm health, great self-denial, cheerfulness of disposition, large discretion, sound judgment, but above all, an exhaustless stock of patience. The services of a faithful teacher in our primary schools are not generally appreciated as they should be. There are but few positions of greater responsibility than that of those called to direct and instruct the minds of children at the beginning of their school life. The habits there formed and the impressions there received are intimately and permanently associated with all their subsequent life. How important then is it, that this office should be entrusted to those, and those only, who have the natural and acquired qualifications for a work so arduous and responsible.

It gives us pleasure to say that our Intermediate schools are in a prosperous condition. The teachers are all, *without exception*, competent and faithful, and appreciate in a good degree the responsibility of their position. The good order which has characterized these schools during the year is worthy of special commendation. No disturbance of any kind has occurred to interrupt their harmony. The recitations were usually satisfactory and afforded evidence of diligent and patient application on the part of the scholars.

*Grammar School.*—The Grammar school has well sustained the excellent reputation which the reports of previous years have ascribed to it. The principal and assistant are well qualified for the stations they fill, and labor indefatigably to promote the best interests of the school. The annual examination was highly satisfactory and furnished ample evidence that superficial attainments are not the aim nor result of its instructions.

*High School.*—The character of the High school, for excellence in government, discipline and scholarship, has been fully equal to that of preceding years. Here, pupils who have passed through the lower grades, receive instruction in the highest branches embraced in our educational system. The internal character of the school fitly corresponds with the elevated position it holds among our public schools. Mr. Noble has been untiring in his efforts to bring it up to its present high standard. He now retires, after more than five years of faithful service, bearing with him to his new sphere of labor the esteem and good wishes of all our citizens.

In the review of our schools, the directors have good reason to congratulate the citizens of the district upon their excellent condition and prospects. Probably in no year since the graded system of schools was established among us, have they conferred greater benefits than during the past year. With hardly an exception, they have been well attended and remarkably orderly. Truancy and irregularity of attendance have prevailed to a considerable extent, which have had the usual effect to discourage the teachers and retard the progress of the scholars. These evil practices it is in the power of the parents to correct, and they must do so would they have their children receive the advantages of a good education. In two or three instances reports from time to time have reached us that this or that teacher was too strict or severe in government. But inquiry has resulted in establishing the groundlessness of such complaints. *A school must be governed.* It must have its rules and they must be obeyed. To secure order and to teach children to obey are the primary duties of a teacher. Without them, all is discord and confusion and the school a failure. But the government of the school room should always rest upon a moral basis, aiming to secure the cooperation of the scholars in its maintenance and enforcement. It is for their interest chiefly that good order should prevail, and it should be the endeavor of the teacher to make the scholars see and feel it to be so. Where this is done, obedience will ordinarily obtain and a resort to physical force be rendered unnecessary. In these remarks, we would not be understood as *disparaging* the use of the rod or ferule upon incorrigible offenders, for we are not among those who believe that the rod has lost any of its efficacy since Solomon's day, but that it is now as necessary, oftentimes, as it is salutary and effective.

We submit to the consideration of the district, whether the school year should not be divided into three terms instead of four, thereby giving twelve weeks to each term, in the room of nine under the present system, and saving the schools from the interruption, loss and damage, necessarily consequent upon the too frequent recurrence of vacations.

The only difficulty in making this change, would be in so arranging the terms that the spring term should not be too far extended into the heat of summer. This could be avoided by making this ten weeks, and the other two thirteen weeks each.

If the scholars were to be *hardly driven* or *overtasked*, we would not recommend the change; for in such a case the more frequent the vacations the better. But this cannot be charged to our schools at this time; the scholars *are not so enslaved*. They have been required to be diligent in *school hours*, and *they have been*, and have done great credit to themselves and their teachers in what they have accomplished. Still their work has been performed patiently and pleasantly as well as profitably, so that neither their health nor their happiness has been impaired by the process; and at the same time they have had sufficient opportunity for recreation out of school to refresh and invigorate both mind and body. This we think is just as it should be; we also think the schools, as at present conducted would not lose, but rather gain by the change proposed.

S. LANCASTER,	}	<i>Directors.</i>
A. LIBBEY,		
J. F. SANDERS,		
B. E. POTTER,		
D. W. MOSHER,		

## BANGOR.

The whole number of schools in Bangor, kept during the whole or a part of the school year, is sixty-two. Of these, fourteen are Suburban. Of the remainder, nineteen are Primary, sixteen Intermediate, six Grammar, four Select, two High, and one Apprentice.

The whole number of teachers, employed the whole or a part of the year, is eighty-three. Of these, eighteen were employed in the Suburban Schools, sixty-five in the City Schools. Of the latter,

number, fifty-three were employed as principals, and twelve as assistants.

As a general rule, the teachers employed the past year have been competent and faithful; and have succeeded well in satisfying the public, and in gaining the love of their pupils. As I have reason to believe that nearly all have endeavored to do their duty conscientiously, it would be improper, perhaps, for me to bestow especial commendation upon any individually. Teachers are an exceedingly sensitive class of persons. They know that their continuance in office depends on the good will of their employers, and that this good will is won or lost according as they are regarded as faithful or unfaithful to their trust. A word of undeserved censure cuts to the quick; but a word of commendation from the right quarter, consoles them for many a hard day's work. I would not therefore, say aught in public to wound the feelings of any one who has tried, however unsuccessfully, to deserve success. All who attempt to teach do not alike possess the requisite qualities for succeeding; but the failure of success does not necessarily imply a want of effort or of a desire to succeed, which calls for public exposure. In all cases except manifest dereliction of duty, teachers should be treated with kindness, consideration and deference. If, after a fair trial, a teacher gives no promise of proper success, the unwelcome information should be communicated in a spirit of kindness. Many sensitive teachers have been rendered almost broken hearted by the thoughtless and unfeeling manner in which they have been turned adrift. It is quite impossible for committees always to form a correct opinion of the merits of a school, unless they visit the school often, and make themselves acquainted with the circumstances connected with it. In one district, children may be trained at home by judicious and faithful parents. Such children will be orderly and respectful at school. In a school composed of such pupils, a teacher may have eminent success, who would utterly fail in a school composed of scholars brought up in an opposite manner. In judging the merits of the several schools, therefore, we should consider the circumstances of each.

It has been my aim, the past year, to learn as much as the multifarious duties of my office would permit, of the actual condition of our schools. For this purpose, I have made more than six hundred

visits to the different schools, at most of which I have heard one or more recitations. During these visits, I have carefully observed the teachers' method of teaching and governing their schools, and have noted, as far as possible, the deportment of the scholars, and the proficiency made in their studies. The general conclusion to which I have arrived, I have already stated. Many of our teachers are comparatively young, and without long experience in teaching; but most of them give promise, if they continue to teach, of eminent usefulness. Of those who have been longest in the business, it may be sufficient to say that their long experience has been of no disadvantage.

My intercourse with the teachers the past year has been of the most friendly kind. Personally unacquainted with the most of them at the commencement of the year, I have by frequent visits at the school room, and by frequent opportunities of conversing with them in the committee room, been enabled, I think, to form a pretty correct estimate of their worth; and it affords me much gratification to be able to bear testimony to their general competency and devotedness to their occupation. Having had myself no little experience of the trials and perplexities that beset a teacher's life, I cannot but sympathize with them in their joys and sorrows.

If they have derived no benefit from any suggestions or advice I may have given them, nor been comforted by words of cheer when in trouble, or of encouragement when disheartened and perplexed, they will not, I trust, attribute it to any unfriendly disposition on my part.

In my intercourse with scholars, also, I have endeavored to bear in mind that the schools were established and teachers employed for their benefit; and it has been my effort to impress upon them the duty of obedience to their teachers, and of compliance with school regulations, as a means to that end. In cases of insubordination or of any dereliction on the part of scholars, calling for my interference, it has been my aim to convince them of their error, by kind and friendly reasoning, rather than by harsh and ill natured reprimand. By gentleness and kindness even savage beasts may be tamed and rendered docile—much more human beings. Few boys are so depraved, or so lost to all self-respect as to be entirely irreclaimable, if proper appliances are used. All, or nearly all, can appreciate a

kind word; and this, they who most need it, seldom receive. When I consider, as during the last year I have had frequent occasion to consider, the poverty, ignorance, and lax morality of many parents; the wretched squalidness and misery of many homes; the prevalent profaneness, not only of those whom by general consent we call depraved, but of others, regarded by the world as respectable; in short, the manifold temptations to vice, and the various evil influences to which the young and thoughtless are exposed, I cease to wonder why we have so much trouble in our schools from vicious and truant boys; I rather wonder we do not have more. When, therefore, I have occasion, as I have frequently had, to deal officially with the erring young, I have endeavored to gain their confidence by showing myself their friend, and then, by friendly expostulation and admonition, prepare the way for repentance. I have remembered that we have high authority for believing "That there is more joy in Heaven over one sinner that repenteth, than over ninety and nine just persons needing no repentance."

After a thorough discussion of the subject of reconstructing the High, Select, and Grammar Schools for Boys, the superintendent continues:—

The High, Select, and Grammar Schools for Girls continue to maintain their former high reputation for thoroughness and efficiency. The Grammar School on Union Square has exchanged one teacher for another equally good. In the Select School, Miss Fox has made good the loss of the former assistant. With these exceptions, the teachers of these schools are the same as for some years past. The success they have had, and the confidence reposed in them generally, demonstrate the advantages of making as permanent as possible the profession of teaching.

I have not found in these schools, the same necessity for reconstruction as in the schools for boys, of similar grades. They are all so nearly perfect, that I hardly know what changes for the better to propose. If there is any fault, I think it is in having in some of them too many branches, and in the consequent necessity felt by the teachers of urging their pupils to accomplish more than is good for their physical well being. I think that physical education demands more attention, on the part of teachers generally, than it receives. A sound mind in a sound body is the perfection of humanity.

The Intermediate and Primary Schools are, though in a humbler sphere, equal in excellence and usefulness to those of higher pretensions. I have taken as much interest in visiting the schools of these grades as of any others in the city, and I have had as much occasion to commend the persevering industry and devotion to their employment on the part of the teachers of these schools, as of any others. If parents would often visit these schools and observe the self-denials the teachers have often to practice, the perplexing and frequently disagreeable duties they have to discharge, the unceasing labors they have to perform, in short, the unwearied patience they must always practice in the management of children, we should not be likely to hear so many unreasonable and unjust complaints.

The Apprentice School the past winter has not been so fully attended, nor, I suspect, so profitable, as in some past years.

For the accommodation of this school, it seems to me desirable, that some room should be permanently secured. The room occupied for several years past by this school, is badly located, and is very unattractive to scholars. Moreover the rent and repairs form no inconsiderable item of expense.

With a few exceptions, the Suburban Schools have the past year been successful. In several of the districts, the inhabitants have manifested unusual interest in their schools, and in consequence, an addition of several weeks was made to the winter term.

On the whole, the past year, so far as our schools are concerned, has been one of unusual success. Both teachers and pupils have generally acquitted themselves with credit; and I congratulate you, on bringing your labors to so successful a termination. We have a just right to be proud of our schools; they are the noble inheritance received from wise and patriotic ancestors, and they have long been cherished by the citizens of Bangor, as the choicest legacy to be bequeathed to their children.

D. WORCESTER, *Superintendent.*

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#### BATH.

Very few schools in the country afford greater advantages to their pupils, than our own High School. These advantages are equally

within the reach of all, rich and poor. This school takes the place of the old Bath academy. No one can visit this school in its present condition and compare it with the former school, under the direction of the trustees of the academy, without seeing at once the greatly increased advantages of a public, free High school over an academy. These advantages are chiefly owing to the fact that we have a system of graded schools in the city, and, this being the highest school in the grade, the classification can be made much more thorough and complete than in former times.

During the past year, the new High school-house has been finished, and is now occupied. This is probably superior to any other school-house in the State. It is one of the most conspicuous buildings in the city—thoroughly built, ample in its proportions and rooms for study and recitation; and this is at once an object of great interest to our citizens generally, and to those more immediately connected with the schools.

On the 12th day of December, 1860, the new house was formally dedicated to the purposes for which it was erected.

Believing that it may be interesting to those who shall come after us to read an account of the exercises of the occasion, I will here give a report of the addresses and remarks by the several speakers.

Mr. John Hayden, in behalf of the Board of Trustees and as chairman of the building committee, presented the keys of the new building to the mayor of the city, and spoke nearly as follows:

Education has been considered an object of the highest importance by the greatest and best minds in all ages. I use the term education in no narrow and restricted, but in the widest and most comprehensive sense.

Perhaps no better definition can be given than the words of the benevolent donor of the fund which gave life to the Smithsonian Institution—"the increase and diffusion of knowledge among men." To increase and diffuse knowledge has been the desire of those who possessed knowledge, in every period of man's history. But the modes of doing it have been various. Until a time comparatively recent, all modes embraced the idea that a *few* should enjoy the benefits of education personally, and *that* few should be highly educated, with a view to serve the purpose of directors to the great mass who remained in ignorance.



To our Pilgrim Fathers belongs the glory of introducing to the world a new and better mode, by which the whole community could share in some degree in the privileges of education. They established free schools where all the children could obtain the rudiments of education, and probably would have gone farther and established schools of a higher grade had they possessed the means. But with their sparse population, *that* not being feasible, they endowed academies, wherever the community could, with that assistance, maintain a higher school; and founded colleges in every State, by means of which the students of limited means could obtain a liberal education.

In pursuance of this system the legislature of Massachusetts passed, in the year 1805, an act of incorporation for an academy in this place, and endowed it with a half township of land. The academy went into operation in 1825, and continued until 1841, when the present High school was established, which has furnished not only all the facilities for education required by law of the Trustees of the Bath academy, but has extended that privilege to all the children in the town without restriction and without price, and has become an institution of which Bath may justly feel proud.

In August, 1858, the Trustees of Bath academy, thinking it best to place the funds belonging to the institution on a permanent basis, initiated measures which resulted in the erection of this edifice, entering into an agreement with the city of Bath, by the terms of which the expense of a lot and edifice, over and above the amount of funds in the hands of the trustees, should be borne by the city—the trustees leasing the whole to the city for 99 years, on the condition that the city assume all the liabilities of the trustees in regard to students from other towns. In compliance with this agreement, the trustees have expended about \$12,300, and the city, \$6,900. In addition to this, the city has expended \$1,200 for furniture.

The trustees made choice of a building committee who employed F. H. Fassett, Esq., as architect. With his valuable assistance, which they are happy here to acknowledge, they have erected this building, which the trustees have directed me as chairman of that committee to transfer to the city in accordance with their agreement. Now therefore, Mr. Mayor, in accordance with my instructions, I hereby transfer this building and lot to the city, by the delivery of

the keys to you; and trust that the city government will see that it is well taken care of, and devoted to the purpose for which it was designed.

The mayor, Dr. Israel Putnam, took the keys from Mr. Hayden, made a few remarks complimentary to the trustees and building committee for their interest and labors in furnishing so spacious and commodious a building for the city, the pleasure he took in accepting these keys in behalf of the city; and in closing, he delivered the keys to the school committee.

Rev. E. Whittlesey took the keys, and then said:

Mr. Chairman:—In rising to respond to the address of our honored mayor, it becomes me to say that I occupy this position, not because I possess any special fitness for it, the other members of the Board which I represent being both my seniors, and better qualified to perform this duty than myself, but because of an accident of office. It has been discovered by some enterprising antiquarian, that long ago, I was elected President of the Superintending School Committee of Bath. It falls upon me, therefore, acting in behalf of that committee, to receive from the hands of our chief municipal officer the keys of this noble edifice, and to accept the sacred trust that has been imposed upon us. We pledge our earnest efforts to preserve this house from injury, and to devote it to the purposes for which it has been erected. By a solemn act of worship it has been now dedicated to the cause of education. Here the youth of this city having passed through the course of study prescribed for the lower grades of our public schools, will be taught in those higher branches of learning, which will fit them to fill important stations in life. In what better way can wealth be employed, than in furnishing facilities for sound education? This was one of the first objects to which our wise Fathers directed their attention. And the system of public schools which they established, has proved a rich legacy to their descendants. Were there time, Mr. chairman, it would not be difficult to show that, for our commercial prosperity, our civil and social order, and our religious privileges, we are largely indebted to our public schools. Our country has enjoyed from the beginning of its history the blessings of christian education. Not that christianity is distinctly taught in our common schools, but that the whole system is based upon the christian idea that all men are worth educa-

ting, and are capable of being trained and elevated. We aim to instruct, not the few, but the many—not a privileged class, but the people. The ancient pagan civilizations passed by the toiling masses. Christian education is the bringing up of these multitudes, long trodden in the dust. For it sees in the working classes not mere tools, fit only to minister to the luxury of their superiors, but *men*, made in the image of God, and endowed with immortal minds.

For this noble end, then, America exists—not to bind down, but to bring up; not to keep in ignorance, but to educate the millions that till the soil, and build the ships, and carry on the trades and industrial arts; to show that culture and labor may go together, and that the more the workman is educated, the more productive will be his labor.

The experiment has already gone far enough to indicate what the result will be. Facts have been published which prove that education adds greatly to the value of labor. Some years ago, investigations were made by Mr. Horace Mann, which clearly showed that no kind of labor can be so well performed without knowledge in the workman, as with it. "It is," he says, "a fact of universal notoriety, that the manufacturing population of England, as a class, work for half, or less than half the wages of our own. The cost of machinery there, is about half as much as the cost of the same article with us; while our capital when loaned produces nearly double the rate of English interest. Yet, against these grand adverse circumstances, our manufacturers, with a small percentage of tariff, successfully compete with the English capitalists, in many branches of manufacturing business. No explanation can be given of this extraordinary fact, which does not take into the account the difference between the operatives of the two countries. I have been told by one of our most careful and successful manufacturers, that, on substituting, in one of his cotton mills, a better for a poorer educated class of operatives, he was enabled to add twelve or fifteen per cent. to the speed of his machinery, without any increase of damage or danger from the acceleration." Many practical business men have given their testimony in favor of employing elevated, rather than ignorant workmen. "They produce the best work, the most of it, with the least injury to the machinery."

It is equally true that the interests of commerce are promoted by

education. The attention of English statesmen has been attracted to the advantage which our system of popular education has given to the commercial marine of the United States. Papers were presented to the English Parliament, in 1848, which proved "that American ships maintained a decided preference over British ships; that American captains and seamen, are, on the whole, superior to English seamen, and this superiority is mainly attributed to their better education."

With the influence of our public schools on social and religious life, we are all familiar. We know how education enriches a man's life, broadens his field of thought, and multiplies his interests and pleasures; we know how it refines the tastes, and so elevates society, and gives it a higher tone of culture. We know how it fits the mind to grasp moral and religious truth, and so to resist the assaults of error. Our Puritan Fathers, therefore, did wisely in building the school-house beside the church, and in making careful provision for the intellectual training of their children. And we shall do wisely if we follow their example, and devote our wealth and our earnest attention to the support and the improvement of our public schools.

Samuel F. Dike, then made a brief dedicatory address, as follows :

Thirty-three years ago the Trustees of the Bath Academy began to prepare to build the old house which we have just left. Thirty-two years ago, it was in part, finished. Thirty-one years ago, it seems by the records, to have been so far finished, that it could be occupied by a female teacher. The sum appropriated by the Trustees for that house, was two thousand dollars. The size of that house was 38 by 48. That was quite a spacious house for Bath at that day.

We have now assembled in the new house, and you do not need to have me remind you that this latter house is greater than the former. The size of this house is 49 by 75. The main rooms for study are larger than the old building. The cost of the new house is more than twenty thousand dollars. Look at the spacious rooms below this spacious hall, and all the conveniences within and about the house. It gives us all great pleasure, that to-morrow, we shall begin to occupy such a spacious, convenient and beautiful building. We feel as if we were entering upon a new era. In looking back into the past of our city the thought comes very forcibly into mind,

what a change in school-houses, in teachers, in modes of teaching and in the ideas of community on the subject of education, between this day and thirty years ago. Look at our schools to-day, and compare them with those in town thirty years ago. Look at this house, and compare it with the house built thirty years ago, just below us. We do not mean to speak of the difference between to-day and thirty years ago this day, so much in respect to what we have already attained, as in respect to what we shall attain by pursuing the new views of education, which we are now beginning to entertain. We are now just learning that our old methods of instruction are not those best calculated to develope and strengthen all the faculties and powers of mind and body. It is beginning to be seen that the mere attainment of facts in science, language, history, &c., is not education. Education is something more than filling the memory with knowledge. Books and the collection of facts are of value in their proper places; they constitute a part of education.

But, true education does more than merely heap together facts, and gather into our own store-house the knowledges which have been gained by other men. It does more than to impart knowledge; it imparts the ability to make a skilful use of all the powers and faculties of the human mind. True education educates the mind; all its powers and faculties; the whole man.

It educates the senses. It is a part of education which has been hitherto, too much neglected; the education of the senses. The senses may be, and ought to be, much better educated than they usually are: we ought to learn and observe more carefully; to hear more carefully; to see more carefully; and to distinguish the true from the false, more carefully. How much more men might learn from well-formed habits of observation! A thousand facts are attained by the close observer of Nature, where one is attained by the stupid, ignorant and inattentive mind. A man who is deprived of one or two of the senses, is apt to educate much more carefully the other senses of which he is possessed. The blind man educates his sense of hearing, or sense of touch; the deaf, his sense of sight; the dumb, his remaining senses, &c. They do this from necessity. You are acquainted with facts, or persons whose cases will illustrate this point.

Now I believe, it is quite possible for us all to educate these senses as carefully and skilfully, as the man, who is deprived of some one or more, educates his remaining senses. It is said to have been clearly proved that the blind do not hear more acutely or more accurately than others, as far as the sense itself is concerned. But they have acquired a greater skill in the use of those senses, because they have, in a degree, been compelled to do so. They have so educated and disciplined those senses which they do possess, as to be able to use them often with great skill. Their perceptions are sometimes wonderfully quick and certain. True education gives us greater skill and ability to use every power and faculty, given to us by our Creator. It teaches us how to work to the best advantage, and thus enables us to *do more* than we can without it. It not merely makes us wiser men, but also makes us more skilful and able actors, doers and laborers.

Some men think they have education when they are merely possessed of knowledge; when they only know what other wise men know. But, then, they only possess other men's knowledge. They have borrowed other men's tools or implements, probably without their skill in the use of them. This they cannot borrow so easily. They think they see, when they only see how much other men know. They think they have been instructed, when they have only learned that other men know some things. True education gives men more full possession of their own powers of mind. It causes men to arise and stand upon their own feet. It gives them additional strength and ability, and skilfulness and power.

True education makes the men of the day—the great men, the useful men, the active, energetic men. It educates them for their places. It makes statesmen, lawyers, editors of newspapers, financiers, engineers, architects, teachers. The true education of man tends to supply the wants of the age, whether they be to build cities, govern states, command armies, or solve any or all the problems of human life. I care not whether these men are educated in colleges or schools; or in the great school of human life; they are educated men.

George Stephenson, the great civil engineer, was an educated man. Though at eighteen years of age, he could not read his mother tongue, and by practicing "pothooks," even at nineteen could only

write his own name, yet, in a few years afterwards he appeared before committees of parliament, and scientific and learned men, and often got the better of them in argument on scientific subjects; and at last attained the position of one of the foremost men of his day. He was self-educated, but he was none the less an educated man. Men are not fully educated in a single room or a single school, or college, or institution. Life opens many different departments. All the opportunities on earth serve to educate more perfectly, the faithful student, and fit him for a higher state of existence hereafter. We must not reject any of them; but welcome the school, the college, the institutions of learning, the lessons of human life, every mode of promoting the progress and education of man. The school-house has an influence more than mere brick walls. *Virtue goes forth even from the hem of the garments.* The memory, the senses, the powers of observation and reflection, and the rational powers, all need to be educated. And books, and schools, and colleges, and the knowledge of other men, and their wisdom, and accurate observation, and close application,—all contribute their part in perfecting the work of true education. Let us welcome them all. Let us give our sympathies and aid to them all. Let us not believe that the education of the past, or even the education of to-day, is sufficient for the man and woman of the coming days. New times and conditions of the world, new states of human society are pressing closely upon us, and the men must be raised up for the times. Already we see in the distant horizon, dark clouds gathering over our beloved country; and we hear the low murmur of the thunder; but we trust that, through all the agencies which are at work at this day, God will raise up great and good men, who will stand at the helm of the Ship of State, and, under the guiding wisdom and providence of God, direct us safely through all our troubles, and bring us into the haven of peace.

Greece and Rome had their peculiar means of education—their schools of philosophy, their forum, their civil governments and their great men. They educated men in some way, if they had not our educational system; for great men are educated men. They are educated for the times, for the wants of the age in which they live, for the country and the states of civilization. Then great men, like Pericles, Demosthenes, Cicero and Cæsar, meet the people face to

face, and by that means become skilful in controlling and governing. We live in a very different age, and in different states and conditions of the people as to religious, moral, intellectual and physical culture; and the education which was wise and good for those days, must be immeasurably modified for our day, and race, and civilization, and religion. It is for the education of the men and women of to-day, to-morrow and the future, that we need to provide; to work; and to promote which, all our sympathies and best endeavors are needed.

Let us all unite to-day, to dedicate this building and all that belongs to it, however humble the position it shall hold in the great world, to the purposes of true education. Let us foster such an education here, and give it our support,—give of our means, for we all have something to give, though it be but the widow's mite, and then sound learning will be promoted, humanity will be aided, and the christian faith and christian religion will be strengthened and increased among men: and the world will be better for our having lived and acted even the humblest part in it.

Dr. Sheldon then spoke substantially, as follows:

Mr. Chairman:—As I cast my eyes around this spacious hall, the upper story of this High school edifice, my first impulse is to congratulate the trustees and their building committee, on the successful accomplishment of their plan and undertaking. With them also I congratulate the citizens of Bath, and the fathers and mothers among us, whose children are here to be trained, on this important accession to their educational facilities. I am glad to see so many of them now present. We have here a building for our High school, which is second to none of its class in the State. I rejoice with you all, that we to-day see the realized fruit of so much outlay, toil and energy, and of so much well-applied skill. Our city is honored in having such a noble, well-contrived and well-furnished edifice for the accommodation of the teachers and pupils of its High school.

I had not thought, Mr. Chairman, of saying a word about this piece of workmanship; but no sooner had I stepped upon this platform, and looked around on this audience, than these sentences came unbidden to my lips. Excuse me, sir, if they come less fitly from me, than from another.

I have no premeditated speech to make. The few remarks which I may offer will be but a partial analysis and expansion of an idea



which you have just heard from the Rev. Mr. Whittlesey, one of my esteemed associates on the school committee. He has told you that this building was erected to aid in the work of giving to our children a christian education. I heartily reaffirm the declaration. What we should all specially desire for our children is that they may be trained under the presiding influence, and the guiding spirit of christianity.

But here the question suggests itself to me, and probably to many of you: What is a christian education? What do we mean—what ought we to be understood to mean, when we say that the object aimed at in all our schools is to give to the young a christian education? Our city, for instance, makes a yearly appropriation of about ten thousand dollars for the support of its different schools; which is, I suppose, a somewhat greater sum than is raised in all our religious societies, to meet the annual expenses of christian teaching and christian worship. Is it then the wish of the city, that there should be continued, during the six days on which our children gather in the schools, substantially that sort of instruction, which is wont to be imparted on one day to the various Sunday congregations. Is this what any of us intend by giving a christian education? I do not, sir, so understand the matter; and I do not imagine that anybody so regards it. I believe that our city would not appropriate so large a sum for its schools, if the special contents of what we variously mean by christianity were mainly taught in them. The school is unlike the church, and calls for different, though not opposite teachings. It is no place for sectarian drilling and influence. Neither the stricter nor the freer sects would justify any such course. The school, further, must not interfere with the family, as it might do, by making its religious teachings too special, nor can it be relied on to supply the deficiencies of the family, and to perform the whole of its proper work in this respect.

It seems to me that we make the education given in our schools *christian*, so far as this is practicable, and on the whole desirable, when we take care that it be conducted in recognized agreement with the commonly acknowledged sentiments and teachings of christianity. To secure this object, the school committee require that a portion of the scriptures be daily read in each of the schools, and that on the morning of each day they be opened with prayer; the teachers being

at liberty to use either the Lord's Prayer, or such other form, or free utterances of devout address and petition to our heavenly Father, as they may prefer.

It is a remark of Tertullian, one of the eminent fathers of the church in North Africa, and Neander quotes it approvingly, that "the human soul is naturally christian;" and unless we admit an underlying basis of truth in this declaration, I do not see how we are to account for it, that it is possible to give to any of our children a christian training. But in whatever sense or degree "the soul is naturally christian," either in its deepest instincts, or in the ideas which it is fitted to acquire, it belongs to a right education to call forth into greater activity these instincts, and so to develop and guide all its faculties, that it shall gain these controlling ideas. So far as the school is concerned, an honest practical recognition of christianity will suffice for this purpose, provided, especially, that the christian sentiments and teachings are duly exhibited elsewhere.

The main business of school education must always be instruction in language—as the instrument of thought and the vehicle of discourse,—and in the elements of the most common and necessary branches of science. The studies in this High school have been arranged with reference to these two objects. We provide for the teaching of *the English language*; and endeavor to give to all the pupils a knowledge of its structure and powers, and an acquaintance with its use in speech and in writing. Exercises in grammar, rhetoric, and composition are required for this end. The ancient Latin and Greek languages, and the French and German among modern tongues, are also taught to such students as design to learn them, and have time and ability to make a satisfactory progress in them. The use of all these foreign languages is partly to throw light on the English, and partly to exercise the mind, while making available their literary treasures. In addition to this, the study of language is the study of the human mind, and of its thoughts, sentiments, and tendencies expressed in language; and so leads to the study of the intellectual and moral universe, and of God its Father. In its tendency, then, it is *christian*, or may be rendered so; and this is all we claim for it.

The *sciences* here taught are the elements of the mathematics, and of the natural sciences. In the mathematics, we do not go be-

yond algebra, geometry, trigonometry, and their applications. The value of these branches, as supplying the laws and formal expressions, according to which the physical universe is found to be made, and as a discipline of the mental powers, does not here need to be urged. The natural sciences lay open to our intelligent comprehension a portion of God's material creation. They help us to read and understand something of the hand-writing, minutely spread over every accessible part and object of the physical universe.

All our direct school instruction and school studies, then, though lying without the circle of christianity proper, are expected to proceed under its acknowledgement and influence, and to find in it their complement. Education gives the true end of life, and becomes its true guide, only as it is made christian. No man at the present day—certainly no wise believer in the religion of Christ, has any apprehension that true christianity can be in conflict with any of the discoveries of real science, or with any of the results of the broadest and most generous human culture. But, I repeat it, we do not teach, in any formal way, christianity in our schools; and, if we distinctly recognize and honor it in all the schools, as we certainly do, and intend to do, and feel ourselves bound to do, as the appointed school guardians, yet what we thus honor is not the christianity of any particular sect, but its great commanding features and spirit, which are common to all christians of whatever sect; and for myself I have no doubt that what is thus common to all is, for this very reason, the best,—the most christian and the most human. If, however, any think differently, they will never find their peculiar views assailed or spoken of disparagingly in any of the city schools.

Mr. Dunton, principal of the High school, then made remarks, as follows :

Mr. Chairman :—In behalf of the teachers and scholars of the Bath High school, I would tender to the trustees of the academy, and to the city, our grateful acknowledgements of their liberality and public spirit, in providing for us so beautiful and costly a house.

The generosity of the city of Bath toward her sons and daughters, as manifested in her public schools, has been proverbial heretofore ; what then will be said, what ought to be said now !

I am told that this is the best High school building in the State ;

and that it is not surpassed, if indeed it is equalled, in New England. Then, scholars, what is our duty to our friends who have provided it for us? Certainly nothing less than a faithful discharge of our duty to ourselves. And in determining what that duty is, may we not receive a valuable hint from the house itself? Where will you find more pleasant and inviting rooms? Where will you look for better-ordered arrangement than is here displayed? Is there any cheat or deception in the house itself, showing in any way that it is not from cellar to garret just what it seems to be? And was it anything less than the love of learning among our friends, not for themselves, but for their children, that caused the expenditure of so many thousands? Let us, then, dedicate this house, and consecrate ourselves for the time we may remain in it, to cheerfulness, order, truth and learning.

And will these parents pardon me for presenting, to-day a few *practical* reflections? For though you have furnished us a fine house, your work is not done. There are certain continuing obligations, which you can discharge to your children only by a work of time.

The number of notes explanatory of absence and tardiness, that you have compelled us to call for, examine, consider, and determine upon, during the past year, must be counted by thousands. Now I appeal to you, whether, while you continue to impose such a tax upon your teachers, you can reasonably expect that the deepest interest will be awakened, and the highest good accomplished for your children. Then let absence and tardiness be much diminished the coming year.

Another point is worthy of attention. During the past year, with one or two exceptions, the school has not been visited by the parents of a single scholar. Now the importance of encouraging children by your presence and sympathy, you acknowledge in everything else; and why withhold it here? Do you fear you will distract the attention of pupils from their books by an unusual call? But your visits will not be unusual, if you do your duty. I assure you, parents, that your presence in the school-room is not annoying; but on the contrary, encouraging and highly beneficial, both to scholars and teachers. Then let us see you often, for you are always welcome.

I will only add that I pledge all of you the faithful and earnest efforts of the teachers, and invoke the hearty cooperation of committee, parents and scholars, to make this school rank among schools, where this house does among houses, if not the very best, among the best.

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### BETHEL.

As compared with their condition last year, our schools exhibit very few contrasts calling for special remark. That their working, during the year, has been as successful as we desired, is not claimed: nor have many of them done as well as their means rendered practicable. Nevertheless, viewed collectively, it is believed that our schools have, in some respects, made improvements on preceding years. A more particular view would show, that while some schools have done much better than last year, a few others have not, perhaps, done as well.

It is no exaggeration to say, that most of our school-houses are not fit to be occupied as such. In the face of the rapid prosperity of the last ten years, during which the valuation of the town has more than doubled, is it not a shame that most of our school-houses, never what they ought to have been, are what they were, with the reduction of ten years rough usage? Good school-houses, large, well ventilated and warmed, located and finished with taste, and furnished with the necessary apparatus, are worth all, and more than all they cost. They are scarcely second to the competent instructor, and merit more attention than they have received. As it now is, search will be made in vain, in many of our school-houses, for even a *blackboard* or a *chair*. Comment is useless. Until public sentiment is educated to juster views, it is vain to hope for much real improvement in our schools.

We have also labored to improve our schools by insisting on, and attending to, a better *classification*; but we confess that we have but imperfectly performed the duty incumbent on us in this respect. Parents and teachers have not seconded our efforts as they should. Parents too often assume to classify the school before it begins. If they send their children to school with Third or Fourth Readers, and

the committee finds them fit only for the First and Second, there are few instances in which offence will not be taken if the committee do their duty. The same is true of nearly all the heterogeneous books with which children enter the school-room. The teachers too often find it easier to take the pupils on their own, or their parents' whims, and fritter away the time amidst this chaos of books, studies, and diversity of attainments, than to classify the school and reduce it to order in the face of ignorant opposition. In this way, in a few instances, the weakness of teachers has annulled the methods enjoined by your committee. Your committee have proposed to themselves to strive to be more faithful to this duty in the time to come; both in classifying the schools themselves, and in requiring a stricter observance of their directions on the part of teachers.

Efforts to improve our schools have also been made by seeking a higher grade of qualifications in the teachers. It is a common fallacy to infer, that he who has most theoretical knowledge has, therefore, the highest qualifications for a teacher. Teaching is an art, and has its methods, which must be learned by special study, as much as arithmetic or English grammar. Many a trackman on the railroad can drive a spike better than the chief engineer, and many a common joiner can handle the adz more skilfully than the master builder. What is meant is, that something more is required of the *teacher* than simply to understand the lessons of his pupils. He must know how to classify and govern his school, and should be *practically* familiar with the best *methods* of teaching; and these, we have sought to inculcate. That we might elevate the grade of teachers in our schools, we have been more careful in our examinations. We have put them into writing and required answers in writing. Some have complained of this strictness, but it is believed that all who have looked to the interests of education, appreciate and approve it. Certain it is that no mere capriciousness, nor the gratification of curiosity has had anything to do with this matter. We shall persevere in our efforts to secure better and still better teachers, confident not only of your approval, but also that good results will follow. It is believed that more interest would be generally felt in favor of better teachers, if the people could see the comparison and contrasts exhibited by our schools under different teachers. They would then understand what is meant by *methods* of teaching, gov-

erning, &c. We have had several good teachers engaged during the year; good in attainments, and also in *method*; and it is to be hoped that these may not lack employment because they require higher wages;—as compared with some others, they are worth more than double wages. It is a pleasure to visit the school-room of such teachers; everything is in order, the house neat, the pupils studious, and the recitations prompt and correct. But on the other hand, several of our schools have been afflicted with incompetent teachers; some of fair attainments, incompetent in *method*, &c., and others incompetent in both attainments and method. Doubtless we gave certificates of qualifications to some not worthy; certainly our standard has been none too high, and it is in contemplation to raise it for the coming year. It has seemed better, on the whole, to raise the standard gradually, but certainly, rather than abruptly.

It was said, there have been in our schools some teachers who were not competent to their duties. This will not be doubted when it is stated, that eight errors, such as no average school boy of twelve years should make, were counted in the copies of the writing books of a single school. From another school, the report comes that, “the Oriental practice of *reclining*, was much in vogue in this school this winter; and in a modified form, was observed also during recitations,” coupled with which, is the suggestion that the town furnish them with *divans* before another winter. In other schools, this reclining was observed in the reading classes—the pupil spreading his book on his desk, bending over it so as to rest his head on his hand while the elbow rested on the desk, and then drawling in a lazy smothered tone. From another, we hear: “This was an eclectic school. It combined play and study; the play greatly preponderating.” The report from still another is that: “The school served somewhat to save the complexion of the youngsters, and lessened their liability to sun-stroke, and other casualties, to which they might have been exposed by running at large.” Many other illustrative and significant facts could be given, but enough has been said to show that much remains to be done to furnish teachers for our schools capable of wisely classifying, governing, and instructing by the most efficient methods, those committed to their charge. It is also hoped enough has been said to secure your generous cooperation with your committee in their efforts to this end.

Permit a few words in relation to school officers. Many look upon a superintending school committee, as useless and expensive. If this has been true in any case, the fault rests with those who have elected incompetent or indolent men, who either did not know the conditions of good schools, or as hangers on, lacked the decision of character necessary to pursue them with energy. Teachers often know that the superintending committee are incompetent to examine them; and in such cases, it is not surprising that the committee command little respect and exert no influence on the practical working of the schools. The office of school agent involves the interests of our schools much more than has been practically allowed. Through neglect of their duties they do more to embarrass the work of your committee than any other single cause. Cannot something be done to remedy this evil? Will not school districts require that their agents shall understand their duties, and be willing to perform them? Is ignorance of his duties, or unwillingness to perform them, a fit qualification for office? Too often these agents engage relatives of theirs for teachers, and then traduce your committee if they do not approve their action. Too often they cannot or do not distinguish between a *cheap* teacher and a *good* one,—and with a few worthy exceptions, seldom give seasonable notice to your committee, of the beginning and ending of their terms. The effect of this last, often is almost entirely to defeat the classification and supervision we might be able to give. Will not our school districts heed this earnest remonstrance, and see to it that their agents be men having the ability and willingness to do their duty?

Last year, the Legislature passed an act, placing ten per cent. of the school money under the control of your committee and the assessors of the town, jointly, with power to discriminate in favor of small districts. The board thus created, exercised this power in a limited degree. The basis upon which they acted, was that they should be helped who try to help themselves. If a small district showed its appreciation of education by seeking a *good* rather than a *cheap* teacher, and also contributed the *board* and *fuel*, in order to prolong the term; and such a district was deemed worthy of encouragement. At the same time the tendency to subdivide into small and weak districts is to be discouraged. Already this subdivision has gone too far; and nothing should be done adverse to the



advantages properly belonging to the larger and more populous districts. Your committee, therefore, appreciate the delicate duties which this law imposes, and the consequent necessity for wise discretion in their performance.

It is now recommended that the town vote an increase of its school money. That people is wisest and most sure to be prosperous, which most liberally patronizes its schools. Good schools are worth more than they cost. They are indispensable to the freedom and prosperity of republican governments. The elder Dr. Beecher said, many years ago, "We must educate! We must educate! or we must perish by our own prosperity. If we do not, short will be our race from the cradle to the grave. If in our haste to be rich and mighty, we outrun our literary and religious institutions, they will never overtake us; or only come up after the battle of liberty is fought and lost, as spoils to grace the victory. It must not be permitted. And yet, what is done, must be done quickly; for population will not wait, and commerce will not cast anchor, and manufactures will not shut off the steam, nor shut down the gate, and agriculture, pushed by millions of freemen on their fertile soil, will not withhold her corrupting abundance."

Last year the town raised \$1351,80 for the support of schools. This gives a rate of only 2.3 mills on the dollar, on the valuation for 1860. Ten years ago, \$1126,50 were raised, on a valuation of \$266,498, which gave a rate of 4.2 mills on the dollar; or if the sum required by law had been what it is now, the \$1351,80 would have given a rate of five mills on the dollar,—more than double the rate raised last year. In ten years, the valuation has increased from \$266,498 to \$580,330, thus more than doubling; and yet there has been no corresponding increase of school money. Are we not ready to sustain our schools as liberally now as we were ten years ago? It is hoped, that with increasing wealth we have not retrograded in this respect. If, then, we are willing to sustain our schools with only as liberal a per ct. now as we did ten years ago, we must greatly increase our school money. The interests of our schools demand this—the rank and position of the town demand it. At present, 339 towns in the State exceed this in the rate per ct. of school money raised,—a position in which we should be ashamed to remain.

We recommend that the town vote to raise \$2600, by tax, which with the other resources, will give us nearly \$3000 for the support of our schools; a sum sufficient to make gratifying improvements in them. This sum can be raised as easily now, as \$1200 were raised ten years ago. This \$1200 then required a rate of 4 4 mills on the dollar on the valuation of the town at that time. The proposed \$2600 will now require only the same rate of 4.4 mills on the dollar, on the present valuation. At present, our 2.3 mills on the dollar is behind 339 towns in the State. If we raise it to our former rate of 4.4 mills, there will still be 100 towns in the State equalling or exceeding it, which is as low as we should be willing to rank. In our haste to be rich, let us not outrun our literary institutions. It is believed that our citizens have only to see this subject in its true light, promptly to vote more generous means. It is believed that no miserly or short-sighted policy will be permitted to govern our counsels in this respect. "We *must* educate; or we must perish by our own prosperity." And it is urged upon our municipal officers to bring what is here recommended, properly before the town. If it be necessary to name it in the warrant calling the annual meeting, we earnestly beseech them not to neglect it.

*Graded* schools possess many advantages over those not graded; advantages of classification and thoroughness in teaching, of vital importance in education. The population of this town is too scattered to enable us to do much in this respect in the usual way. But there is a method by which many of its advantages *may* be secured; and which *is* practicable; and to it we invite particular attention. Let us increase our school resources to nearly \$3000 by voting a school rate of 3.4 mills on the dollar, according to the foregoing recommendations. Then commit \$500 of it to your superintending school committee, or to whatever other agency you may judge more capable of its wise disbursement, to be expended in keeping schools of a medium grade between our present town schools and the academy. The plan might be as follows: The committee should engage suitable teachers, and open two schools in different parts of the town, to which all the children in town should be eligible, regardless of districts; saving only that the number admitted may be limited by the committee; always discriminating in favor of those pursuing the advanced studies belonging to our common

schools. The *time* for these terms should be in the spring and autumn, alternating with our usual summer and winter terms. This would give the town two such schools in the spring, and two more in autumn; which, as they were alternately located in different districts, would very greatly advance the educational facilities accessible to our youth of limited means. But would it not injure our academy? By no means. It is not proposed to make them classical schools, but a higher grade of common schools. Besides, the more liberally education is diffused among the masses, the more do academies and colleges flourish. Not only are there more academies and colleges in New England than in Virginia, but they are more liberally sustained and patronized; and yet New England has the most efficient common schools in this country, if not in the world.

May our literary and free institutions continue to flourish under the generous culture and liberal patronage of a free and enlightened people!

A. G. GAINES, }  
 S. R. HUTCHINS, } *Committee.*  
 WM. BEAVINS, }

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#### BLUEHILL.

Having reviewed the condition and standing of the several schools, we respectfully call your attention to the following suggestions and remarks:

We deeply regret that through the negligence of agents, we are unable to give a full report of all the schools, and that many of the teachers have failed to return their registers, thereby depriving us of much valuable information, and rendering it impossible for us to give a correct statistical report. Permit us to suggest, that we might with advantage adopt the plan which many other towns now pursue; that is, that teachers shall be required to present the municipal authorities certificates from the committee, stating that they have taught such a number of weeks, in such a district, at such a price per week or month, and that they have returned their registers duly filled and signed. This, we think, would cause teachers to be more prompt and particular in regard to their registers.

The committee would also say a word or two in relation to text books. There is an evil, and a *growing* evil, in relation to this matter, which has claimed our attention during the year. For instance, there are at present in use in this town five different series of geographies; two or three of which are in use in the same schools. This of course makes a great deal of inconvenience for teachers, and is also an injury to our schools.

The same is true, though perhaps not to the same extent, of other books,—grammars, spelling books, &c. Of grammars there are now at least two kinds in use; and facts which have recently transpired render it almost certain that before the year closes the number would be doubled, unless some special means are taken to prevent it. The committee have felt it to be a duty not only to remedy this evil for the present, but to prevent its recurrence in future. We think we have succeeded; and if the town will assist us in carrying out the plan we have adopted, we are confident that it will result in good to the schools, will be an actual saving of dollars and cents, and above all, prevent *any change* in school books for a long time to come. Our plan is simply this: We have carefully and critically examined the different books used, and fixed upon the one which in our judgment was upon the whole *the best* to be used; to the exclusion of all others. This will make a uniformity in each school. Of course those who have the books which are excluded, will have to buy new ones. Thus while in some districts there will be a pretty general change in geographies, for instance, in others there will be but little, the selected book being already in general use.

To prevent the recurrence of the evil alluded to, we have caused a list of all books usually studied, and also of all those which will be *allowed* for more advanced scholars, to be printed. A copy of this list will be posted in each school-house in town, and teachers will be expected to comply with its requirements. This we firmly believe will not only prevent the recurrence of the evil of multiplying books and classes, but will also tend to prevent any further change in school books for a number of years, and thus prove a decided saving to the town.

In doing what we have done, we have been at considerable expense of time, labor and money, which we bear cheerfully, believing that we are laboring for the good of the town. All the return we ask

for this extra labor and expense is that you will give us your sympathy and cooperation in giving this plan a full and fair trial. We would suggest, also, that the town appoint an agent who shall sell school books at a mere nominal advance on the cost, thereby making a great saving to purchasers.

Few offices which the town can bestow, have more responsibility than that of school agent; and yet it is often considered as only a compliment which must be passed round among neighbors. Agents should be appointed for their ability to discharge their duties wisely, rather than for their connection with any particular political party, or religious sect, or because they may be made to serve the designs of some faction or individual in a district. As the existing practice imposes on agents the duty of selecting and employing teachers, they should be men who fully understand what class of teachers their schools require, and who, in employing them, will lay aside every personal preference or dislike, and act for the good of the *whole district*.

The obligations and duties devolving on the office of school committee are not, as many seem to suppose, of a trifling or unimportant character. The law plainly says, it shall be the duty of the committee to prescribe what text books shall be used in schools, to examine the literary qualifications of teachers, and direct the general course of instruction in schools.

Parents and children have weighty responsibilities resting on them also. Their influence on the school for good or ill is almost omnipotent. If parents desire a good and profitable school, let them oversee the labors of the teacher; not with the exacting spirit of taskmasters, but with kindness and cooperation. Let them show by an occasional visit at the school-room, that they duly estimate the work for which the teacher is engaged, and that they wish to lend their influence and aid to support and encourage him. Many parents have a habit of speaking of a teacher's ability, in a disrespectful manner, before their children. This heartless practice cannot be too severely censured. If a teacher is really incompetent, take the proper course to procure his discharge, but never destroy the confidence of pupils, thereby promoting dislike and disobedience.

In conclusion, we are happy to state that our schools have been more ably conducted, and as a whole, have given more general sat-

isfaction than during the previous year. We rejoice in the fact that there appears to be an increasing interest in the cause of education, and that teachers of higher qualifications are demanded, and better schools expected each succeeding year. This is as it should be. The rapid advance of morals, arts, science and literature, imperatively demands that we should advance the standard of our common schools each year to a higher point.

When parents, teachers, and school officers, shall view the great responsibility which rests on them, in its proper light, and cooperate in discharging these sacred obligations; then shall our free schools become what they were designed to be—the foundation and pillars of our free government.

S. H. WOOD,	}	<i>Committee.</i>
E. R. OSGOOD,		
W. H. KELTON,		

#### BOWDOINHAM.

During the session of the school in district No. —, two of the male pupils, aided and abetted by a few others, mounted the roof of the school-house at noon recess, and filled the chimney with snow. This act so offensive to the good citizens,—so insulting to the teacher,—causing injury to the interior of the house, and the dispersion of the school, should have been settled on indictment before a magistrate. But, in consideration of the very near end of the term,—that it was a first offence,—and that the rioters appeared ashamed of their conduct, as they had good reason to be; they were suffered to pass with a cool reprimand. Young rebels against law and order like the above, or such as engage in abstracting and concealing stoves and stove pipes, are, if suffered to go on with impunity, fair candidates for the unenviable distinction conferred on State Prison inmates. Such deeds are too vicious and reckless to be considered sportive; and the actors should, therefore, if proof be attainable, receive a legal correction.

I am constrained to hint at some small incidents which have occurred more frequently, by far, on this, than in any former year, as conveying to my mind a strong meaning. I allude to the con-

gratulations of children, and some of "larger growth," which I have received while in the different neighborhoods; interlarded, generally, with some smart account of their own success, and the pleasure they enjoyed in attending school; and usually including the request to know when their school would be again visited. As one among many; said a young lady, a member of the high school, and of that honored *history class*, "You cannot know, sir, what a good school we have, unless you will come again soon, and stay all day." Observing that these good lads and lasses were among the most forward in their studies and recitations, I apprehend they considered their education a great business, and attached to their own improvement a large, though, perhaps, indefinite importance.

If such notices are thought too childish, very well; but *talking of children* as well as *talking to them* comprises a large part of the work which you have required me to do; therefore, I need not apologize.

On a review of the foregoing statistics, your supervisor is inclined to judge that your schools the past year have, as a whole, fully sustained their former worthy character. If it be admitted that the schools as represented in last year's report, were in a prosperous state, then, abating the two or three instances in which a *falling off* has been noted, and taking into view the fact that quite one-third of the whole number, both winter and summer, have advanced their standing; and that a majority of the residue have maintained a par excellence; a decent margin will be found for notes in favor of the year just closing.

I would also notice the success, or want of it in some particular branches of learning. *In correct reading* there has been a proficiency quite general in all your schools.

Good progress in learning *definitions* has been secured; and *the art of writing* has received considerable attention, but in this branch there is still need of closer application and effort.

*Geography*, being connected in its elementary principles with astronomy, cannot be easily taught, inclusive of all its rudiments, without the aid of *apparatus*, or, at least, of a small globe; but without such helps the classes in nearly all the schools have done laudably in gaining all the radical knowledge that can be derived from maps and explanations. It is an anomaly in the history of

teachers and teaching, that, exclusive of blackboards, but one school district in this town, and no more than four teachers ever employed in the same, have owned or possessed, apparatus of any kind of the worth or cost of one dollar. A movement should, and *will* be made in this direction.

And now, respected patrons, since a right education of the young is a subject of the gravest importance, and you esteem it so; and since it must be principally effected through the agency of your public schools, and you are ready to perform your part, and to a liberal extent have done so; what is still wanting to promote the accomplishment of the great object? That which has ever been, and ever will be needed; teachers of sound moral principles, thoroughly qualified, faithful, energetic, practical, and devoted. With such, and such only you may hope for full success. No teacher can have too much learning,—too much morality and religion, the more of both these the better; too much fidelity; too much activity and industry; nor too much zeal towards his profession, and love for it, and the objects of his charge, to be a good and successful educator. In procuring instructors, those who have it in trust should set their aim so high that their selection may not fall on an object too low, on one so mindless as to care very little for his own fitness, or, any further than to be able to wring a certificate from a careless or indifferent examiner; so unprincipled as to offer himself solely for selfish, or pecuniary advantage; or of morality so doubtful as to be an unfit exemplar, or model, to give direction to the young.

H. CURTIS, *Supervisor.*

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### BUCKFIELD.

We think it time this matter were looked squarely in the face. We feel that we cannot close this report without a few remarks relative to our school-houses. Whilst the law makes it an offence to offer for sale obscure pictures and books, our school-houses are made the *scene* and the *occasion* for all manner of obscure cuts and pictures too vulgar and too low for any man to look upon without bringing a blush upon his cheek. Here in the midst of this deformity, we place the teacher of our public schools, where he is required



by the law of our State, to impress upon the minds of those under his care, "the principles of *morality* and *justice*, *sobriety* industry and frugality, *chastity* and all other virtues that adorn human life." You might as well ask him to teach the principles of peace and love amid scenes of contention and carnage.

A few years since, your committee caused everything of the kind to be erased from every school-house in town. Several of them still remain uncontaminated, doing credit to both the parents and children residing in the districts.

Let the agents in the several districts look to this matter, and cause everything of the kind to be removed, and see that their houses do not become again defaced in like manner.

If there are boys low and vulgar enough to repeat the offence, let them be ferreted out and punished as they deserve.

Parents, also, should remember that they have a duty to perform at home, if they would have their children become respectable and useful members of society.

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### BUCKSPORT.

*Teachers.*—There is no lack of persons offering their services,—indeed, this class is altogether too large, and is multiplying every year; and yet it is found exceedingly difficult to supply the demand except by almost utterly ignoring our standard of qualifications. The rate of teachers is so low, and in some districts the compensation is of necessity so small, that we have felt compelled, though there is apparently no end to the supply, to abate our requirements, sorely against our judgment, and in a few instances, our consciences, we confess, have been a little sore. Employing teachers of low rate, because the compensation will not command better services, is working disastrously. It is putting almost any boy or girl who has an ambition to teach, upon the list of aspirants, though all the essential elements for successful teaching, and especially for salutary discipline, may be wanting. A very large proportion offer their services without appreciating the magnitude of the duties required of a teacher. This state of the case exceedingly perplexes your committee, and we know not where, but to the State, to look for relief. If

this evil is cured at all it must be by the *State*—by *making* or *providing for* making a higher grade of teachers. The fault is unquestionably chargeable to *her*, that there is not by the people, as well as by teachers, a higher appreciation of our well *constructed* and well *adapted*, if *not* well *applied*, system. She has taken the initiative, but we fear not in the right direction; and to get upon the right track, what has been *done*, we apprehend must first be *undone*.

We still hope that some time the *worth* of our public school system will be felt, and so *appreciated*, that the State will provide the now *absolute prerequisite* to its successful and profitable working.

School-houses in town remain as they were. None have been repaired or built during the year. That scholars should love school, or make much improvement in such school-rooms as several in town, would be the world's *eighth wonder*. To do so, they must be *sufficiently* interested in books to *forget* their surroundings.

With some reluctance, your committee call attention to an evil which they think requires a remedy.

The public school is the well instituted initial of popular education. It is here, if at all, that our children and youth get the elementary part without which education is more a show than a reality. It is as true that if they do not get here the requisite discipline, they fail to get it at all. Educators in all classes of schools will tell you that before entering a higher grade, the previous steps should all be taken in their proper order, and that boys or girls should acquire in the public school, all the elementary principles; should know something of the worth of education, and should learn the necessity of study to acquire it, as well as the importance of systematic habits in order to suitable proficiency in the higher grades. Much care should therefore be used, lest a step in advance of the capabilities of our public school system be prematurely taken. A step thus carelessly taken is injurious both to the person taking it and to the grade into which it is taken; and when, after two or three terms, more or less, the error is discovered, and the scholar is sent back to his appropriate grade, he aspires to rank above his merit, and will be either indolent and troublesome or a burden to the classes.

We are very glad to have at hand a seminary to receive and carry forward those who may wish to advance beyond the capabilities of the public school system; but we are entirely satisfied that up to the

ultimatum of capacity of the *system*, the *public school* is the place. Advancement without merit, has done much to cut down all grades in the course of education. The presumption appears to be that nominal rank determines qualification; but no mistake is greater. Many men with high titles require but little more than long ears to entitle them to rank among braying animals.

Your committee call attention to this matter, for the reason that in one district they themselves and the teacher of the Grammar school have been for the last two winters perplexed with several cases of boys spoiled in this way. They have been the hardest cases; not that they have been vicious, but obstinately idle and careless. We think the time has come when parents should give sober thought to this matter.

W. H. PILSBURY,  
THEO. C. WOODMAN, } *Committee.*  
A. F. PAGE,

#### BUXTON.

Such, gentlemen, is the result of our investigations in the respective schools, as they have come under observation the past year; and, while we would return to you our thanks for your co-operation in carrying forward this important and leading branch of our institutions, we would again ask your assistance, personally, as well as collectively.

It is not only necessary that good houses be furnished and competent teachers employed, but that parents should manifest that interest in the schools which we have reason to believe many feel, but do not show by any act of their own, which would have a salutary influence upon the school.

Much good may be done by frequently visiting the school, thus showing by your presence a desire to investigate its affairs and see if you are receiving an equivalent for your money thus expended. Such visits give encouragement to the teacher, and prompt him the more faithfully to perform his duties, awaken an ambitious spirit in the scholars, and thus greatly enhance the value of the school; for where is the scholar who has not a desire to excel in his recitations, in the presence of his parents and those of his classmates.

If any of you should employ the same person to labor on your farm or in the workshop, you would personally superintend his labors; and is the education of your children of less importance?

Again we say visit the school.

Agents should be cautious in the selection of teachers, giving preference to those who are known to possess a capacity for governing as well as teaching; for a teacher should be *master* as well as instructor. Much of the benefit of our schools is not unfrequently lost from a want of this important element in the teacher's qualifications; a point which is not unfrequently beyond the power of the committee to determine when examining a teacher with whom they are acquainted. Two months of an orderly and well instructed school is of more benefit than three or even six of an opposite character. Let us then employ competent and faithful teachers, at a price which their services merit, rather than the cheap superficial pretender, merely because the school can be lengthened thereby.

S. S. MILLIKEN,	}	<i>Committee.</i>
A. K. P. MESERVE,		
N. C. WATSON,		

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### CORNVILLE.

In general, the condition of the schools, the past year, has been prosperous; but few instances of difficulty have arisen to mar the usefulness of any school. Good progress has been made, I believe, in most of the schools; as good, probably, as in any preceding year. But in most of these there might have been better progress; but few came up to the true standard of excellence. And what is needed to attain this, is better teachers. The standard of qualification should be raised. The cause of education demands it.

To the school agents belongs the duty of selecting teachers; and it should be a principle with them to engage the best teacher, not the cheapest, without any regard to his fitness or qualification, as is often done.

Agents have another duty which they often neglect. The law requires that school agents should give a written notice to the superintending school committee, when a school is to commence, whether it is to be kept by a master or mistress, and how long it is expected

to continue. The penalty, if such notice is not given, is one dollar a day, for every day the school is kept before such notice is given.

In this town, the past year, I received *one* legal notice, and half a dozen verbal ones. So it is seen that each agent who has been negligent, is liable to a fine of a dollar, for each day the school has kept in his district.

The first thing necessary in a school, in order to conduct it successfully, is a proper classification. Scholars of the same capacity, and studying the same branch, should of course belong to the same class; and belonging to the same class, should have the same kind of books. Otherwise, more classes must be formed. Now if the number of classes be increased, the teacher will have less time to devote to the recitation of each class, and consequently less progress will be made. Now all will agree with me in saying, that a multiplicity of classes is detrimental to the interest and highest success of a school, and a multiplicity of classes arises, in part, from a multiplicity of text books.

Now it is known, that in this town we have quite a diversity of books. There are three series of readers, three of spellers, grammars by three or four different authors, and geographies of as many kinds.

All are interested, or should be at least, in our common schools; and everything should be done that can be, properly, to make them profitable, and to attain the great object for which they were established,—the education of the people.

It is hoped, if my successor should see fit to make a change in the books of this town, so as to have a uniformity, that there will be a cheerful acquiescence on the part of the citizens.

ALONZO SMITH, *Supervisor.*

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#### DAMARISCOTTA.

The school in district No. 5, was taught by Mr. David S. Glidden, whose long experience, and good success, has justly merited for him, a name among our best teachers.

The school in district No. 6, was taught by Mr. Alonzo Foster, with good success. The irregularity in attendance, detracts much

from the interest of the schools. You will notice that the average number in attendance, in many instances, is far below the whole number of scholars registered; it is not only injurious, and a loss to the scholars, but it is also injurious to the school, and unpleasant for the teacher. It is the duty of the parent, to see that their children are punctual at school every day, unless it is absolutely necessary for them to be at home. If this were the the case, our schools would be much more interesting, and profitable than they now are. Too much caution cannot be used in the selection of teachers. It should be the main object of the agent, to employ good practical teachers, and he should be willing to pay a fair compensation for their services; for it cannot be expected that a good female teacher can afford her time for the small pay of one dollar per week, or a good male teacher for twelve or fifteen dollars per month, when many other kinds of employment will pay them much better. It is impossible for the supervisor in every case to decide with certainty, whether or not, a person is qualified for a teacher; his education may be unexceptionable, and still his method of governing a school, and imparting instruction, be such as to make him but a poor teacher. Let the agent employ none but those who have proved themselves worthy of the name, and soon, many of our poor teachers will be obliged to seek some other calling for a livelihood.

I again urge upon the parents, the importance of visiting the schools, and making themselves better acquainted with the teachers, and with the wants of the schools. I believe if parents knew the effect their presence in the school room would have upon their children, they would make an effort, and we should see them oftener there than we now do. Let the parents interest themselves in the schools and we need have no fears for the children.

I have been pleased to see the interest manifested in district No. 1, on the part of the parents in visiting the school during the past year; a large number were present at the examination of each term, which was really encouraging; and also at the close of the summer term in district No. 3. Aside from these, I have seen no one in any school in town.

When we take into consideration the condition of some our school-houses,—for instance, those in districts No. 2 and 4, I wonder that the improvement is so good as it is. I believe it is of the

utmost importance, that our school-rooms be convenient, and pleasant, in order that the scholars may make the greatest improvement. If the parents in the two districts named, were obliged to sit six hours a day, for three months, upon those hard and inconvenient seats, I think there would be an improvement in this direction, in a very short time. It is almost impossible to keep a school orderly and quiet, where the children are obliged to sit cramped up on tiresome, ill-shaped seats; and especially is this so with regard to small children who are naturally restless, and to whom it is tiresome at best, where good seats are provided. In order to have a sound mind, it is absolutely necessary to have a sound body; and the health of the children should be our first care. In order to do this, our school-rooms should be warm, convenient, and well ventilated. Is it not strange that parents after doing so much to render their children comfortable and happy at home, will oblige them to spend so much of their time, from the age of four years to twenty-one, in a place which more resembles a tomb than a school-house?

JOHN F. HILTON, *Supervisor.*

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### FALMOUTH.

While it is a matter of rejoicing, that so great an improvement has been, and is about to be made, in our school-houses, and that our schools generally are in so prosperous a condition, it should not be forgotten that much remains to be done. The work of improvement should go on in every department of the educational system. But to effect this, the citizens generally must be more interested.

Teachers need more than they receive of their co-operation and support. In almost everything, the child's interest corresponds with the interest manifested by the parent. And what more naturally manifests the interest of parents in their schools than going frequently to the school-room, and observing for themselves what their children and the servants whom they have employed there are doing? Men are not hired and sent into the fields or workshops, without the oversight of their employers. Why should we make an exception to this in the *most noble workshop*, the *workshop* of the mind? Regularity of attendance also deserves to be more strenu-

ously sought. Our schools are many of them short; and then the scholars are so arranged, and made to move along together in classes, with so much dependence on every lesson to aid them in acquiring the next, that loss of time by absence is like the loss of rounds in a ladder—it makes it hard to ascend; if too many are gone, all progress is stopped. A few lessons lost, especially in the discussion of rules and principles, rarely fail to cripple the scholar for the whole term afterward.

In conclusion, I must express the hope that our public schools may receive a larger share of the attention of the whole community. No doubt exists, that a large majority of our citizens take a deep interest in these schools. All, with rare exceptions, are willing to contribute to their support, pleased to hear of their prosperity, and appreciate the privileges they confer.

Everywhere well spoken of, they nevertheless do not occupy that position which they ought. What instrument so potent, so irresistible, for all good, as the universal diffusion of education,—combined intellectual and moral culture,—among the youth of our land? But how seldom is our system of public instruction recognized, even as an auxiliary in carrying forward the great moral enterprises of the day, on which the safety and well being of society depend! The school children of to-day will soon control the destinies of the nation; but whether their rule shall add to the safety and prosperity of our glorious institutions, will depend much on the instruction and influence of the school-room. Our ark of safety is the common school, so conducted as to fulfil its *highest* and *noblest* purposes.

E. H. RAMSDELL, *Supervisor.*

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#### GARDINER.

Before closing our report, we desire to call attention to a fact, which a very casual examination of the school returns renders apparent, to wit: that the percentage of attendance is much too small. Thus upon a return of 1649 scholars for last year, we get for our whole attendance, in the spring and summer term, 959, and an average attendance of only 707, including the High school. In the winter term our whole attendance, including as before the High



school, was 973, and the average only 744, or in other words we get a mean average attendance of 725, which is less than forty-four per cent. of the number of scholars returned. With this fact in view, after making all deductions for those young persons under twenty-one years of age, whose school days are over, or who are engaged in shops and stores, &c., and on that account do not attend school, and also for detentions caused by sickness, the conclusion is forced upon us that there must still remain a large number whose absence is unaccounted for, who should be in the schools, and who there is reason to fear are growing up in ignorance, if not in vice and dissipation.

It is well to foster and cherish our free schools, but if we would do our whole duty, we must exert ourselves continually and earnestly to bring into them all that portion of our population, for whose benefit they are established, who stand in need of the educational advantages they furnish. Those boys who skulk in the stairways, who lounge at the depot, at the steamboat wharf, and at the corners of the streets, should be brought in by the truant committee, and those children of the poor who remain away, not always from inclination and choice, but for the want of fitting apparel to enable them to appear tidy and respectable in the school-room, should be sought out by *somebody*, and clothed and encouraged and induced to come into the school.

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

### GORHAM.

We have spoken from time to time of the kind of teachers to be employed in our schools. Much responsibility rests upon the school agent in this matter. The important trust which he holds demands his highest efforts to obtain a competent teacher, one well adapted for the school in his district.

The agent is too apt to throw off his own responsibility upon the committee. It should be remembered that the power of the committee is very limited in this matter. They are obliged to give certificates to those who pass a satisfactory examination in the several branches required; yet, when called upon to visit the school, they

may find a lack of system, and the teacher unable to infuse into his school the necessary life and spirit. Much may be discerned in the school-room which speaks plainly of an unprofitable term, yet the committee would not be justified in dismissing, except in a *very clear case*. Their authority reaches only to extreme cases. Agents cannot be too careful in selecting teachers. One should be sought who has not only the requisite amount of knowledge, but also an aptness for teaching and governing, one who loves the work and can adapt himself to the capacities and wants of his pupils.

Agents should notify the Committee of the commencement and close of a school. We are sorry to say that some of our agents have been negligent in regard to notification during the past year.

We would once again draw your attention to the fact that the school buildings in town are by no means what they should be. There are very few in town which are worthy the name of "school-house," in a New England community. There are one or two honorable exceptions, but as a general thing they contrast miserably with the private dwellings in town, not only from being ill-contrived and unpleasant, but worse still from their defaced and dilapidated appearance.

Now we would candidly ask if it pays to educate our children in buildings little better than we provide for our dumb animals, and not half as convenient, when it is an established fact that the mind receives impressions from all that surrounds it, and that our ideas are elevated and manly, or low and groveling, as we contemplate that in nature or art which is true and beautiful, or that which is deformed and ugly? If any ask how a change can be easily effected without bringing such an expense as would defeat the whole plan of bettering our condition, we would recommend that the number of districts be so reduced, that a house respectable for size, and pleasant in its arrangements, shall be demanded by each. Then we shall derive the further benefit of having longer and better schools together with the all important advantage of being able to look upon "our school house," without fear for the health, or shame for the neglect of those bound to us so closely.

The only seeming drawback to this arrangement, is the little inconvenience that would result from carrying the schools to a greater distance from some families; but those are not the ones generally

to complain, and the lasting benefits to be derived more than counterbalance this disadvantage.

JOHN M. ALLEN,  
SAMUEL DINGLEY, } *S. S. Committee.*  
ABIAL W. MURCH, }

### GREENWOOD.

Your committee have heretofore adopted the plan of reporting each district and term of school separately; but owing to the neglect of teachers in the matter of forwarding their registers to the committee in season, we are compelled to present our report in condensed form, based upon such data as the committee have in their possession.

In the summer schools, the general success which attended the several terms, was not what your committee could have wished; a majority of the teachers failing to secure that degree of interest which ought to have existed.

The success attending the winter school has been highly satisfactory to your committee. In a large majority of the districts, good teachers were secured, and the result has been most gratifying. The general progress in the several branches of study has been fully equal to that of any previous year. In but one instance has anything like a want of harmony appeared, and that of so slight a nature that your committee do not deem it necessary to refer specially to it in this report.

Your committee feel pleased to see that the poor old school-house which has so long disgraced the pleasant school lot in district No. 2, has at last disappeared, and a more sightly and commodious building taken its place. The house is constructed in accordance with the latest and best models, giving ample room, and a healthy atmosphere. The example set in No. 2 should be speedily followed by more than one district which we might name.

Your committee cannot refrain from alluding to the matter of *text books*. There may be found in the various schools in town almost all kinds of books, old and new. Your committee have thought it advisable to recommend a uniform set of text books for the whole town.

We cannot close this report without saying something of the unlawful practice of teachers' neglecting to leave their registers with the committee or some person designated by them. Had teachers performed their duty in this respect, our report could have been made much more full and interesting. We would be glad to have the aid of the selectmen in this matter, and we would recommend and request that they withhold orders from all teachers until their registers, properly filled, or a writing from some one of the committee, are presented to them. If the selectmen will but do this, we shall know where to find the registers, prior to making our town and State reports.

EDWARD M. YATES, }  
WILLARD HERRIK, } *S. S. Committee.*

#### HALLOWELL.

As a whole, our schools have, during the past year, merited the approbation of those interested. The high reputation of the public schools of Hallowell has been well maintained. Several of the schools have never been under better management; and, with one or two exceptions, all have done well. In supplying ten schools with teachers, it is too much to expect, that, with the utmost care in the selection, those employed will in every instance be equally judicious, well qualified and acceptable. There will necessarily be various degrees of success. Some teachers excel in discipline, and some in instruction; some succeed in one or more branches, and fail in others. Constant effort and watchfulness are required on the part of the committee to make the schools what they ought to be. We have endeavored to do our duty; and, in the employment of teachers, we believe we have met with as much success as could reasonably be expected.

The interest evinced by the community in the city schools, at the recent public examinations, was very gratifying. The attendance on these occasions was probably never greater than at the close of last term. The crowded state of the rooms at the High and Grammar schools and the patient attention of the audience, under circumstances of much inconvenience, and although the exercises were

somewhat protracted, furnished ample proof of their interest. The examination of the Intermediate school, and those of most of the Primary schools, were also fully attended. Those present seemed to be pleased with the appearance of the schools, and with the recitations and other exercises.

We close this report, by commending our public schools to the continued attention and liberality of the city. We have no institutions amongst us more important to be cherished and sustained. On them depends the education of our children and youth. More than five hundred scholars were found in our school-rooms during most of the past year, enjoying the advantages of instruction and training for future usefulness. Nine-tenths of these, and perhaps a larger proportion, will obtain their whole education from this source. It is a noble philanthropy to make ample appropriations for this object. Far be it from us to advocate a wasteful expenditure for this purpose. Such expenditure has been carefully avoided in the management of our city schools. The compensation of teachers has been uniformly lower than in neighboring cities and villages. Instructors have been obtained at moderate rates, by carefully grading our schools, and thereby reducing the labor of the teacher as much as practicable. All our school expenditures have been on a scale as economical as is consistent with keeping our school-houses in good repair and preserving the public property.

The number of scholars in attendance in any one term, is by no means the whole number enjoying the advantages of our schools during the year. Many of the larger scholars attend only during the winter, whilst there are younger children who are present in summer only. Probably somewhat over six hundred different pupils are to be found in the schools in the course of the year.

Whilst other cities and villages are making larger expenditures for erecting school-houses, and going far beyond us in their school appropriations, we have our school-houses built, and it only remains for us to sustain our several grades of schools in a suitable manner. The burden of taxation for this purpose, is far more than outweighed by the benefits of the expenditure.

Our city has thus far distinguished itself, not by extravagant appropriations, but by good schools. It has acquired a character abroad for its excellent system of gradation, and the success with

which it has been carried out. This has been awarded to us by gentlemen who have visited schools in many other places, and have had opportunities for comparison. It is to be hoped that this reputation will be sustained in the time to come. It is well to have the roads well built and cared for, an efficient fire department, a watchful police, the wants of the poor supplied, and a systematic administration of the city government. But none of these are more vitally important to the whole community, to young and old, to rich and poor, to all of every class and condition, and to the standing of the city, at home and abroad, than the public schools. When we cease to sustain these institutions by proper and needful expenditures, we shall lose the enviable position we have heretofore maintained and strike a fatal blow at our own prosperity.

H. K. BAKER,	} <i>Committee.</i>
E. ROWELL,	
J. Q. A. HAWES,	

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### HARPSWELL.

Agents have been very prompt, for the most part, in notifying the supervisor of the commencement and close of their schools; but some have been remiss in the performance of this duty. The result of this was that I failed, in a few cases, to make two visits to each term. I think the teachers throughout the town have generally manifested a good degree of interest in the moral and intellectual welfare of those committed to their charge, and awakened a spirit of laudable ambition; yet, our schools are far from being what they should be; and, in view of this, I beg leave to make a few suggestions respecting the same.

Among the many existing evils throughout our school none retard their progress so much as an irregular attendance, resulting, in most cases, from a want of interest upon the part of parents. It is perplexing to the instructor to behold his labors for the promotion and welfare of his school, opposed and rendered less useful, in this manner, after repeated endeavors on his part, to avoid it. There are cases in which it may, at least, be inconvenient, and, perhaps, impossible, to attend punctually; but these should be the only ex-

ceptions. None feel the effects of this more than the energetic and faithful teacher; it serves to dishearten him and discourage that ambitious and praiseworthy spirit, so characteristic of a true follower of his profession; while nothing, on the contrary, can more effectually incite him to action, than to see all his scholars, every morning, at the school-house in season. Again, I believe it is the duty of all parents to visit their school, once, if no more, during each term: and yet, how few ever enter the school-room for this purpose. It would beget a spirit of emulation in both teacher and pupils. Children desire the approbation of their parents, and, to this end would strive with greater earnestness if an examination in their presence were anticipated. Many unjust opinions concerning the ability of their teacher would thus be avoided. In employing teachers some think, that he who labors cheapest is the cheapest man to hire, but it is not so; a school of six weeks, conducted by a faithful and experienced instructor, is better than one of twelve weeks, taught by one who is inexperienced and has no higher object than to get the money. The agent should never wait for an applicant, but seek the earliest opportunity to engage a competent teacher, and one upon whom he can rely with confidence.

I would earnestly call your attention to the suggestion of my predecessor in regard to the sad state of our school-houses; there are but few in town in good repair. This is not necessarily so. If a dwelling house is to be erected, every convenience adapted to the wants of the builder is obtained; he spares neither his purse nor his labor. Yet, our school-houses are permitted to remain as they are, with unventilated rooms, too small for the wants of the school, a part of which must be heated almost to suffocation, to prevent the remaining portion from being uncomfortably cold. It is impossible for any teacher to maintain, with himself or his pupils, a clearness of mind, or prevent the drowsiness and headache, so prevalent in the school-room, in such a house. Another fault is, I believe, a want of proper classification, arising, in part, from the use of a variety of text-books. In many of our schools I found three different kinds of readers, and grammars by different authors, in use. I have endeavored to impress upon the minds of the several schools, the bad effects of such a course, and am happy to say, that, in most cases, the recommended change has been made.

I am aware, that he who attempts a change in our school system, liable to incur additional expense, must contend with some opposition; but while we at the present day realize the importance and appreciate the value of a sound education, it is our duty to use all honest endeavors for its immediate advancement. In district No. 5 there are too many scholars for the instruction of one teacher. I know of no way in which the difficulty can be so effectually overcome, as by introducing a system of grading, believing the greater benefit would be derived from such an arrangement. I think, also, that the same might be adopted with success in districts No 's 8 and 13, were the inhabitants disposed to make such a change. This plan has been introduced in many towns throughout the State with admirable success.

Much care is necessary in regard to the age at which children should commence attending school. Circumstances alter cases; but, as a general rule, children should not enter the school-room younger than six years of age; the confinement makes them dull and annoying to the teacher, while they learn but little, and accomplish no more in two or three years before that age, than in two or three months afterward.

No person should ever assume the province of teaching, who does not like that profession, and has no higher aim or desire than the pay for his services. It is universally acknowledged that no one can attain pre-eminence in that occupation in which he takes no pleasure. He should be interested in his work, and enter upon his duties with life and a realizing sense of the responsibilities of his station. Children are very susceptible of impressions, and almost invariably learn the manners of their teacher. If he is indifferent and stupid, nothing better can be expected of his pupils; but if, on the contrary, he be active and earnest, his example will awaken a lively interest in his scholars. He should never closely adhere to the text-books; let him lay them aside in explanations, and orally explain to the learner the principles embodied in the operation, calling often upon him to do the same in return. In this way the scholar will be led to think for himself, and the hidden energies of his mind be called forth.

In conclusion, allow me to tender to you my sincere gratitude for



your co-operation, in endeavoring to awaken and maintain an interest in our several schools.

P. A. DURGAN, *Supervisor*.

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### HARTFORD.

As I *anticipated* and *participated* much pleasure in visiting my schools, I will send you a short extract of my report, which was listened to by the fullest house that ever heard a school report in Hartford.

I visited twelve summer, two fall and thirteen winter schools. Since my acquaintance with the schools in this town, which has been many years as a school officer, never has their condition presented more cheering evidence of prosperity than the year past. There is a more general and hearty *interest* exhibited in the cause of education by parents, greater regularity of attendance by the children, and an increasing demand for *live* teachers, instead of cheap, *dead* teachers. It is a matter of gratification, that the *school agents* are interesting themselves in those little seminaries of learning where are more than four hundred children, engaged in the rudiments of that knowledge which will make them useful to themselves, ornaments to parents, and a pride to the town. Employ teachers who have the qualification to reach all the pupils, the *dull* as well as the *active*, so that they can teach them to make the most of themselves. Then will your schools take a rank that shall make them the joy of parents, an honor to Hartford, a pride to Oxford, and a blessing to Maine!

I was pleased to see at the review of a number of schools, many parents and friends of education. It encouraged the instructors and scholars more than volumes of essays upon the subject of visiting schools by parents, without the practice. Whenever I found company, I found an increased interest manifested by the whole school, to the gratification of the teacher, and the pleasure of all. I always intend to give sufficient notice to every district, of my last visit in school, that parents may witness for themselves, the skill of the instructor and instructed. It is not enough to give the certificate and then *peep* into the school-room. Parents and children are fast

learning the duty of teachers and school officers in this town. Where school officers do their duty faithfully, it overcomes much of the opposition which has been manifested by many through ignorance and neglected duty. Let the scholars know that you are their friend, instead of a mere critic, and their presence at the examination will compensate the faithful teacher for the labor bestowed in the review.

My teachers were requested to mark every scholar's rank, from one to five, in punctuality, deportment and improvement. It had a most excellent effect. It assisted the teachers much in government. Pupils twelve years old and upwards, did not wish to have *one* marked against their names and returned to me. It was so in regard to improvement and punctuality. I have taught fifty-three schools. If I could have had the privilege which teachers now have in this respect, it would have saved me hours of mental pain.

Must I go this year four or five miles to swear again? One oath should suffice. Last year was the first time all the schools in town were visited by the same person. I had a glorious time. Teachers and scholars knowing that the same person was to visit all the schools, declared it looked as if justice would be done, which could not be the case, when different schools are visited by different persons.

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### KENNEBUNK.

Although our record does not present any facts of especial interest, still, we think, the brief notices we have given in the preceding pages, will show that the standing and condition of our public schools are such as to afford substantial grounds for satisfaction and encouragement. We find, by comparing the present with the past in their history, that they are, from year to year, steadily increasing in usefulness,—better fulfilling their high purpose. The onward steps are slow, it is true,—but while we can feel confident that their course *is* onward, however gradual the process, we have reason for gratulation and a strong incentive to labor earnestly and unwearyingly in their behalf.

We have been gratified to observe, during the past year, that the remarks in our last report, on the subject of reading, were not wholly without effect. More attention has been given to this branch

of learning than in former years. We trust, however, that what has been done, in this particular, will be regarded as the commencement only of an essential reform,—as merely initiatory steps in a work of incalculable importance. Poor reading, and defective instruction in the art of reading, are still among the weak points in a majority of our schools. We have at times been not a little dissatisfied—and it must be confessed somewhat amused also,—when we have listened to the flimsy excuse, designed as an apology for hearing one or two only of the classes in reading, or witnessed the adroit movement, by which it was intended to omit the exercise entirely; and then noticed the distinct tone and ostentatious manner with which the classes in arithmetic have been called up for examination. Now it is conceded that arithmetic is an essential branch of study, but, contrary to the idea which it might be supposed some teachers entertain, “*ciphering*” is but *one* of the branches which the law requires shall be taught in the public schools. A boy who can perform a problem in partnership, but cannot correctly read a simple contract, or understand the meaning of half the words it contains, is but poorly qualified to enter upon the business of life. The imperfect manner in which the art of reading is taught by some competent teachers, may doubtless be attributed in part to their want of appreciation of its exceeding importance, and in part to indolence,—an unwillingness to “*spend time and breath*” on what they regard as dry and uninteresting details; but whatever may be the cause, the remissness is culpable, and the inexcusable fault of the offending party should not be too long overlooked. To this class may be added another still more reprehensible,—those who cannot read correctly themselves and who are incompetent to teach others to do so. Such should at once vacate, or be made to vacate, a position which they certainly do not adorn.

The teacher, to be successful, must not only possess the necessary literary qualifications, but must consider the school-room as a place of *labor*,—of cheerful, patient, intelligent labor. There is no detail appertaining to any branch of learning too insignificant for notice; from the alphabet to the highest study pursued, there is need of careful attention to “*small things*.” The “*fitness of things*” must also be considered. The child should not be transferred from book to book, or from study to study, until *prepared*

for the change. The calls for the exercise of sound judgment,—of prudent discrimination,—are of hourly occurrence in the school-room, and unless these calls are conscientiously regarded there is a failure in duty. The devoted and true hearted teacher will not measure the progress of scholars, by the number of pages or books that have been studied or looked over,—but only by the number of lessons that have been practically learned,—thoroughly understood.

We are aware that the foregoing remarks are but a repetition of what we have frequently said in previous reports, but we are as well aware, that there is need that these facts should be repeated until heed is given to them.

It is desirable that the course of instruction pursued in our common schools should embrace the moral, as well as the intellectual culture of those who enjoy their privileges. The intellectually well educated man is not always the man of probity, the good citizen or the reliable neighbor. All experience attests to the truth of this remark, and the past exhibits no stronger illustrations in point than are furnished by the present. The boys now attending the public schools will shortly become men, and enter upon the active duties of life. They will become voters. There are those among them who will hold high and responsible offices,—those who will serve as jurymen, and those who will have charge of the business of the towns in which they may reside; and, consequently, to the keeping of all who may be thus honored or confided in must be committed important trusts. In social life, their influence will be even more extensively felt. They will become husbands and fathers, neighbors and friends. And then, too, the myriads of girls who are looking to these schools alone for all the education they are to receive,—what an influence are they to exert! They are to become women, and as they may trustfully perform, or faithlessly neglect, their appropriate duties, they will be,—as the women of other days have been and those of the present are,—elevators and ornaments of civilized society, or its stumbling block and reproach.

In consideration of these truths, so weighty and so undeniable, is it not well that the education of the young should be looked to with the deepest interest, and provided for with unstinted liberality? Regarding it in a pecuniary point of view only,—a mere matter of dollars and cents,—an investment of time and money, which is to

pay a certain per centum of interest,—may we not reasonably expect to be amply remunerated, in the security to person and property derived from a right-minded and well-regulated community? Or, viewing it with the eye of a politician merely, is it not well that our voters should be men of intelligence and integrity,—trained to think, to reason, to inquire and to compare? It has been remarked that “a demagogue would like a people half educated,—enough to *read* what he says, but not enough to *know* whether it is true or not.” In this connection, we may allude to the admonitory lesson which the present crisis in our national affairs is teaching us. How this struggle may terminate, or what struggles of a similar character time may have in store for us, cannot be foreseen. But this we know, it is an hour which demands the exercise of pure and exalted patriotism, and the sacrifice of ambition, selfishness and party ties. It is an hour, too, when we should seek earnestly the best means of preventing a recurrence of events so dangerous to freedom and so humiliating to freemen. On this point there can be but little diversity of sentiment;—it would seem that all must admit that the surer and wisest precautionary measure is, now thoroughly to educate the youth in the land. This subject might be further pursued, and considered in reference to other interests and classes of society. But it is unnecessary. It needs no argument to demonstrate that the great cause of popular education, properly directed and vigorously prosecuted, is our anchor of hope,—whether we seek the stability of our institutions or the prosperity and happiness of the people.

In what manner can our educational system be made so largely to partake of the moral element, that its influence shall be *felt*? In attempting to answer this inquiry, for the present purpose, we shall confine ourselves to a single method, so simple that it can be practically carried out in the smallest of the schools. It seems only to be necessary, first, that the public require this element to be introduced, and then that the right persons be employed for teachers, and that the persons so employed prepare themselves with special reference to this department of duty. And when the teachers are thus prepared, we do not see that more can be required of them, than that they judiciously improve every opportunity to inculcate sound moral sentiments. The story of a good or bad boy or girl, in a reading lesson, for instance, might be made the subject of pertinent

remarks to this end. Indeed there are but few reading lessons that might not be similarly improved, as they may furnish grounds for useful suggestions in favor of temperance, purity of character, truthfulness, &c., and against profane swearing, meanness, prevarication and every deceptive practice. History furnishes abundant topics, and geography even might be made an auxiliary in the same work. The wickedness, as well as the inexpediency, of sacrificing principle for political power or pecuniary advantage:—why is it that a well cultivated mind and incorruptible integrity are of more substantial and endearing value than money or power:—the dangers attending an inordinate love of wealth, dress or pleasure:—the importance of acquiring a habit of reading, thinking, discriminating:—pointing out the degrading tendency of habitually using “slang terms,” of low cunning, of indulging envious or revengeful feelings:—showing the difference between genuine firmness of character,—true independence,—and those entirely opposite qualities, impudence, obstinacy and stubborn adherence to opinion, right or wrong, which are too frequently mistaken for those first named: the nobleness of acknowledging an error, or forgiving an injury, the dignity of labor, and the utter folly of regarding it as degrading, as well as of indulging dreams of obtaining wealth by speculation, or a livelihood by “light work;” the duty of contentment,—the weakness of contrasting our situation with that of those by chance more fortunate, and sighing over our “bad luck,” while time and opportunities are passing, and while those less fortunate than ourselves are forgotten: the importance of aiming to be true men and women,—enlightened, high-minded, respectable, useful and good. Numberless other topics might be suggested, but we have already been too prolix on this point.

We have hinted at a method of inculcating correct moral ideas in the minds of children. It is nothing more than the relating of a pleasant story or the making of a casual remark, while the teacher is going along with his or her routine of daily duties. Properly carried out it could not be ineffectual. The words spoken would doubtless share the fate of the seed in the parable of the sower, but their influence would nevertheless be incalculable for good. This method would add materially to the labor of the teacher, in the

school-room and out of it; but its tendency would be to elevate the character and increase the usefulness of the profession.

D. REMICK, *for the Committee.*

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### KNOX.

I again call the attention of school agents to the fact that the law requires them, before the commencement of a term of school, to give written notice to the S. S. committee or supervisor, when it is to commence, whether it is to be taught by a master or a mistress, and how long it is expected to continue. And the law further provides, that, if any agent shall neglect this duty, he shall forfeit one dollar for each day the school is kept before such notice is given. The law also requires school agents to return to the assessors, in the month of April, annually, a certified list of the children in their respective districts between four and twenty-one years of age, as they existed on the first day of the month. These requirements of law have been wholly neglected by our school agents for the last two years.

I do not feel willing to close, without making a few suggestions in regard to the best manner of elevating our common schools. I know that as a town, we are not wealthy, and that to increase our school tax to any considerable amount above the present standard, would be considered burdensome to a large class of our citizens. Allow me, then, to make a few suggestions upon the manner of improving our schools without materially increasing our taxes.

In the first place, let every school district see to it, that the school-house is in good condition. It should not only be made warm, but it should also be supplied with the means of ventilation. Then it should be well arranged, have convenient and comfortable seats and desks, and be well supplied with blackboard, maps, globes and such other apparatus as the wants of the school may require. Let it be neat and attractive.

Again, let every parent furnish his scholars with suitable books, so that the school may be well classed. There should be no occasion for borrowing books in school, or for two scholars to read or study from the same book. This practice often causes much trouble among scholars, and is a great hindrance to perfect order. Much

time is often lost in school on account of a *diversity* of books for the same grade of scholars; because, with different kinds of books there must necessarily be more classes, and the greater the number of classes, the less time the teacher has to devote to each, and hence the loss to all. It would be better for a district to purchase a few books for delinquent parents, than to suffer a school to go on with a great diversity of books.

In the next place, when school commences, let every scholar who is expecting to attend school at all for the term, commence with the first day, and, if possible, attend every day, and be punctual, till the close of school. It is of little use to send children to school at all, unless they attend regularly when they pretend to go. Scholars are taught in classes; and in every well regulated school, each class has its regular lesson every day and its regular time for recitation. The lessons are, for the most part, consecutive and progressive, and if a scholar is kept out of school a day or two occasionally, while the class goes on, he loses much important instruction, and if he attempts to go on with the class, he cannot do it understandingly, because he has not attended to the previous lessons. Hence many scholars become discouraged, and sometimes give up study in disgust. If you wish to see your children become interested in their studies, and arrive at any degree of eminence as scholars, then you must have them attend school regularly when school is in session.

Again, let every parent sustain the teacher, and cooperate with him in maintaining good order, and in all his endeavors to elevate and advance the school. And if you should ever think your teacher in the wrong, be careful how you speak of his faults or his errors in the presence of your children. You could scarcely do them, or the school, a greater injury.

In the next place, while school is in operation, allow your children the privilege of studying at home, and see to it, that they do thus improve their time. A long winter evening at home spent in study, is about equal to half a day in the school room. And then, when school is over, see that they have frequent recourse to their books, so as not to forget what they have learned.

And last, though by no means least, let school agents employ none but competent and faithful teachers; teachers who are not only qualified as the *law* requires, and who have natural abilities to teach



and to govern, but teachers who love the business of teaching, whose very souls are in the work, teachers who are not satisfied with merely spending their six hours a day in the school-room, but, who feel such an interest for the improvement of their pupils, that they will spend time out of school in setting copies, solving difficult problems, giving instruction to individuals, meeting occasionally with some of the classes for evening schools; or in any other way to interest and benefit their pupils. Better have such a teacher in school six weeks, than ordinary teachers six months. Better pay such a teacher double price, than a common teacher half price; and a *poor* teacher is worse than none. Then let agents seek out the *true* teachers, and, if possible, secure their services.

If these suggestions should be followed out in earnest, by every parent and school agent, I venture the assertion, that our common schools would be doubled in their advantages to our children, and this would be much better in its results, than to raise double the amount of school money that we now do with no improvement in other respects.

H. H. SHERMAN, *Supervisor*.

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### LEBANON.

Parents are responsible in part, for the deportment of their children in school. Generally, those scholars who are disciplined at home, are easily governed in school. Otherwise those who have no other master but the teacher, are morose, stubborn, and not inclined to submit to reasonable government. Parents should also teach their children from their books, and know each day the progress made, thus giving them a double advantage. The fireside is the place for the introductory lessons, preparatory to the school-room.

Again, parents should visit their schools, learn how they are prospering, sympathize and co-operate with the teacher. In this way prejudices which often arise between the parent and the teacher may be kept out. Colorings and misrepresentations of school-room occurrences, give them a wrong and unfavorable opinion of the teacher. This is to be remedied only by parents visiting the schools themselves.

To the inhabitants of school districts Nos. 11 and 12 we would

say, there is a manifest want of interest in the education of your children. You are aware that your houses are entirely unfit for the accommodation of schools. They are old, cold, inconvenient and dilapidated. You are not only a little disrespectful to your teachers, but you are also enfeebling their best efforts by placing them in such houses. Your scholars will suffer both in mind and body, and your school money will be nearly thrown away until you afford your children new houses.

To the agents, we would say, be early on the lookout for good teachers, and be exceedingly cautious whom you employ for teachers. You cannot exercise too much care in their selection. The length of the school is the primary object with some agents. They will employ young and inexperienced persons for teachers, because they can obtain them for little money. Scores of individuals, who are as unfit as infants, to assume the responsibility of teachers, stand ready to apply for your schools. Such individuals in their youthful egotism and inconsideration, will pretend and resolve wonderfully, but execute poorly. Don't flatter such with the hope of obtaining authority from the supervisor, but act from a regard to their feelings and those of the supervisor, and turn them away yourself, rather than to allow them to meet with a greater disappointment. Suffer not yourselves to be deluded by such false pretences. One week of school under good instruction is worth more than a month under poor instruction.

A considerable extra travel and much anxiety has been caused me during the past year, on account of a majority of the *agents* neglecting to afford me the required notice. Will the agents learn what their *duty* is in this respect, and the penalty annexed for a violation of the same, and hereafter manfully fulfil their obligations. Read the school laws, sec. 55.

The wants of our schools are many. Blackboards, maps and charts are needed, to be suspended in the school-room.

There are but very few good readers in our schools, and the attempts to teach reading are nearly all failures. During our supervision, we have endeavored to impress upon the minds of both teacher and scholar, the importance not only of good reading, but also of spelling and penmanship. We do hope that to these and to other elementary branches, much more attention will be given, before pushing scholars forward.

Too little attention is paid to the bodily health of the scholar, nor is he trained in respect to his manners or to his morals as he should be. Teachers seem to regard these as beyond their sphere, but it seems to me a great mistake.

Youth is the age of passion and instability. The youthful mind is generally controlled by surrounding influences; hence, it is of the greatest importance that we throw around them the right kind of influence. It devolves upon us to direct their thoughts,—to awaken and arouse their energies,—to restrain their passions,—to control their ambition,—to inspire and direct their nobler powers. From those who are now in our public schools, are to be selected men who will fill offices of trust and responsibility. These will enter future life with the same stamp which is now impressed upon them. They will be likely to cling to the same principles, advance the same sentiments, and promulgate the same doctrines, as those which are now inculcated into their being. They are soon to control the interests of state and church, and to them we must look for the defence of truth, justice and humanity. The government and preservation of this republic will soon be transmitted to them. May they be so educated, that when we fall, they may grasp the important concerns which we relinquish, and preserve them to the latest posterity.

S. W. COWELL, *Super visor*.

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#### LEWISTON.

We should not lose sight of the object of the establishment of our free schools, and should use every means that may best contribute to accomplish this object. It is evident to all that a good, warm and well constructed room or house, with suitable furniture, is the first thing to be secured. We regret to say that in our town, outside of the village, we have but few good school-houses. We deem it a great wrong to put a teacher and scholars into such rooms as we are now obliged to use in some districts. We hope the time is not distant when we shall be furnished with good school-houses. What impressions the young mind must unavoidably receive in one of our old school-rooms! It is no wonder the scholars prefer good air and the beauties of nature to confinement in one of these rooms.

The next thing to be secured is punctual attendance. Nothing so much tends to throw a school into a disordered and unhealthy condition as irregularity of attendance. If a scholar is absent from school he loses his interest; his mind is diverted, his class broken in upon, and the teacher becomes disheartened. Parents and guardians should look well to this, for on it the interest of the school much depends. Habits of promptness and order contribute much to success in life. The important question for us is, how can the child be best prepared for the future duties of life? It is to see that he is taught to think truly, to calculate accurately, to speak correctly and intelligibly. These are of the most importance, for they must be used in the active duties of life.

What the man or woman first needs and most uses in life, is what the scholar should first learn and thoroughly understand in the school-room. It is a false motion to think that the useful branches should be neglected, or give place to what are called the higher or ornamental.

A. K. P. KNOWLTON, *for the S. S. Committee*

*Village District (No. 2.)*—It will be seen, from the tabular statement, that these schools have been crowded throughout the year. The average attendance, however, has not ranged very high, and it was not to be expected of such little ones as attend these schools; yet it has exceeded the regular accommodations, there being only about fifty seats provided for each school. Believing six hours of daily confinement too much for the pupils in the primary schools, the directors instructed the teachers to dismiss the smallest ones at an earlier season than the hour prescribed for closing the exercises. Perhaps this has not been altogether agreeable to industrious mothers, who wish to be rid of the care of their children as much as possible; but it was deemed best for the little ones thus dismissed, and best for the larger pupils attending the same schools, who, in this way, more fully received what, to them, is a prime necessity—the personal attention of the teacher. Small scholars can do but little by themselves, and therefore require a greater amount of aid than they can obtain from the teacher in the crowded primary school, especially if the school is necessarily divided into many classes. The discipline of some of the Primary schools has been very excellent, and the consequent deportment of the pupils, and

the progress made in their studies, such as to elicit, deservedly, the hearty praise of all visitors. Of others, we cannot speak in terms so flattering. But none have, by any means, proved failures: It is pleasant to visit the best of these schools and see how well the little ones conduct themselves, how promptly they obey the tap of the bell, how great the interest they manifest in their studies, how the eye dances and the whole countenance brightens, as a great idea makes its first entry into the little head, and especially when it makes its exit from the lips, whose thinking and whose speaking are one day, perchance, to give direction to the vast movements of civilization and progress. Childish humanity, under physical and intellectual training, if not too severe, is a pleasant sight to behold.

*The Intermediate schools*—In passing from the Primary to the Intermediate schools, the first things which attract attention are the better order and closer application to study, attributable in a great degree, to the advanced age and previous training of the pupils, which give them readier control of the muscles of the body and of the faculties of the mind. But we must not forget that we also find bigger rogues here as well as rogues of bigger growth, mischief-makers who are apt to thrive as they approach or enter their teens; yet the discipline of each Intermediate school we cannot but regard as most admirable. Nearly perfect subordination, commendable zeal, healthy emulation and good will have characterized each of these schools throughout the year. For several reasons, Intermediate schools are of great importance. They are especially important, because in them the habits of study are, to a great extent, formed. In the Primary school it is instruction without much study; while in the Intermediate school, habits of study must be acquired. If the habits here acquired are loose, the chances are that the scholar will always be superficial; if they are close and critical, the chances are altogether favorable to future thoroughness. Pupils should not, therefore, be hurried out of the Intermediate schools till they acquire a thorough knowledge of the studies pursued there.

*The Grammar School*.—Previous to the present year, there never has been any systematic internal organization of the Grammar school. Each scholar could study what he pleased, provided only that it was within the prescribed limits of the school. Thus it

frequently happened that a scholar wholly neglected some branches of learning, simply because they did not suit his fancy. Caprice regulated his course of study. The Directors, however, believing that the efficiency of the Grammar school would be greatly increased by a classification of the scholars, divided them into three classes, as best they could, aided by Mr. Beverage and his assistant, and established a course of study covering three years. This classification has worked well thus far; but it will be necessary to re-classify in part for the next year, in order to accommodate the school to the advancement of grade fixed upon; and hence some of the scholars who came up from the Intermediate schools last spring, not fully prepared, will be obliged to enter the third, or lowest class, next term, with the few new scholars who will be sent up from the lower schools. It is desirable that the grade of the Grammar school should be yet further raised, but it cannot be conveniently done at present.

*The High school.*—The High school has not been altogether fortunate in its history the past year, though its future prospects now look flattering. For the same reason that had weight with us in the case of the Grammar school, we also thought it highly advisable that this school should be classified and a regular course of study prescribed. If the citizens of the district render the proper aid and encouragement, we cannot doubt that they will, ere long, put our High school among the best in the State, and give to it a permanent character and prosperity. It has seen too many ups and downs, and the time has certainly arrived when fluctuation should yield to stability. Before many more years pass, we hope to see it esteemed an honor to be a regular graduate of the Lewiston High school, with a diploma setting forth the fact, after the fashion of schools of loftier pretensions, but not of higher merit. All that is needed is a little time, good teachers, and proper encouragement on the part of the district.

*Apprentice school.*—As in many other places, cities and villages, so is there in this district a class of boys, and some girls, perhaps, who are either unable or unwilling to attend school more than three months of the year. Some of them, such as apprentices, we know possess only this time for educational purposes. They generally attend school in the winter. These scholars have long been a diffi-

cult element to manage in our schools, especially in the Grammar and High, and more especially so since these schools have been classified. We will endeavor to state wherein lies the trouble: In the first place it is impossible properly to classify these scholars to their own satisfaction or that of their teacher; for quite likely their previous studies have been such, or their present notions are such that it is necessary to put them in all the classes in the school, and then fail of getting even the best of them where they can move along without disturbing the school machinery. As a consequence of this ill classification, it is hard awakening in them sufficient interest to induce thoroughness in their studies. In the second place, they cannot compete successfully with the constantly attending members of the school; to the proper progress of whom they are, therefore, a serious hindrance. In the third place, they interfere with the proper discipline of the school, attending, as many of them do, with no fixed purpose of study or real desire for improvement, but simply to have a "good time," regardless of all the rules and regulations of the school. Hence not only they themselves conduct badly, but their example creates a dislike of restraint and of application to study in those who would otherwise be model scholars. For this class of scholars, other places, where the schools are graded, have established what is termed an "Apprentice school;" and we apprehend that such a school in this district, taught in a suitable room, and by a suitable teacher, would prove highly advantageous to all concerned.

*Special police officer.*—Every day in the year, large numbers of children can be found at play in the streets of our village. To them it makes no difference whether "school keeps" or not. In dirt and independence alone they rejoice. Some of these children are not sent to school at all, and some are truants, requiting, in this way, the love and tender care of parents. But the playing in the street is not the worst. The chances are that some larger boy who has no parents, or might as well have none, leads off a bevy of smaller boys, and teaches them all sorts of evil practices, which quite naturally terminate with an introduction to Judge Smith, if nothing more disagreeable. Go to Portland or Boston, and you seldom find children at play in the streets. During the session of the schools, it is not safe for a truant to show himself within eye-shot of a policeman, or

he will be quite likely to receive an escort to school or to the calaboose, as two Lewiston boys, who recently went on an expedition to Portland, have good reason to remember. Such an officer is needed in this district.

*Conclusion.*—The labors of your directors during the year have not been altogether trifling, the various duties of agent, supervisor and grading committee, devolving upon them by election, while they have assumed the responsibility of looking after truants occasionally. They have endeavored faithfully to discharge their duties, but by no means claim that they have done the best thing at all times. Of the manner in which the teachers have fulfilled the functions of their office, we have already spoken, while we have made an occasional reference to the duties of parents; but upon this latter topic we feel disposed to enlarge a little in this place. We warn you against entertaining the idea that the system of graded schools in district No 2 is a sort of perpetual motion establishment, that will run of itself, when once set going, without any oiling of the machinery or the bestowal of any other care. There is danger of too many misadjustments not to merit and receive your constant attention. You must see that your children are regular in their attendance upon the schools; that you do not listen with too credulous an ear to complaints against the teacher; and that you fail not in the discharge of the thousand little demands that are constantly made of you and which you yourself must discharge as no one can do it for you. We warn you against entertaining the idea that a picayune policy is the cheapest in the end. To be sure, there is no royal road to learning, yet it is not a straight and narrow path, running through the land of starvation. The system of graded schools is, undoubtedly, the best in the world, but it is not the cheapest, so far as dollars and cents are concerned, though it is cheaper than any or all others when we consider the results.

WM. P. FRYE, }  
 C. B. STETSON, } *Directors.*  
 H. H. PACKARD, }

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 LEVANT.

I have here endeavored to give you some general idea of the condition of the schools in the several districts, the proficiency made by



the pupils, and the success attending the instruction and government of the several teachers. And although our schools have been, as a general thing, unusually successful during the past year, they have not arrived at that standard of perfection which it is desirable they should reach, in order to thus accomplish the greatest amount of good. We have still too many incompetent teachers; too many idle and indolent scholars, and by far too many uninterested parents. The latter evil is, in my opinion, the greatest of the three, and should claim the attention of every citizen of the town. It is the duty of every parent to educate his children; and to accomplish this very laudable object we employ teachers, whose duty it is to instruct the youth committed to their care in the various branches of learning taught in our schools, and also in "the principles of morality and justice, and a sacred regard for truth, love of country, humanity and all other virtues which are the ornaments of society." This great duty of educating our children, which the teacher assists us in performing, should be considered one of the most important duties of our lives; and every citizen, whether he has children of his own or not, should do what he can to elevate the standard of our common schools, and should manifest a lively interest in their success. It is a fact, now generally admitted, that it costs less to educate our children, and thus furnish them with means of advancing in society, than to support them when they have grown up in ignorance. It is the education of the people that constitutes the only guaranty for the perpetuation of our Republican form of government. Neglect the education of the masses of the people, and we are no longer capable of self-government.

D. S. FIFIELD, *Supervisor.*

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### LIMINGTON.

The family and school are most intimately connected. One is the true nursery for the other. Plants that are transferred from the nursery to the garden without form or comeliness, will always remain more or less so, however severe the pruning of the gardener may be.

What ought to be done in the nursery cannot be done successfully elsewhere.

The family is the place where principles of obedience, respect, order and decorum are to be engrafted into the very texture of the child's mental being; and when this is not accomplished there, it cannot possibly be done elsewhere; and insubordination, rudeness, inattention to study and general deficiency will be the result.

If there be a loose screw of this kind in our domestic government, let us tighten it at once, and see if the good resulting therefrom may not be of vast benefit to our schools. This being done, what more devolves upon us as parents? We must follow the children to the school-room, and see that they are there betimes, day by day, and not let every little trifling thing take them away from school. We must know what and how they study, and whether the time spent by them in the school-room is of profit.

A little care in the family circle to interest the children in everything that pertains to education, will save parents and teachers a vast deal of trouble and anxiety. When children once become heartily engaged in their studies, their mental appetite will sharpen year by year, and we may then have no fear of idleness or disobedience on their part.

The parents and teachers are both enlisted in one service, although in different spheres, whose aim and object should be the same; and in this copartnership there should be mutual confidence and a free and vigorous co-operation. No idle word or foolish gossip, come from whatever source it may, should lessen the harmony of action.

It is true some teachers, as well as parents, are found to be incompetent to fulfil properly the duties of their respective stations; yet the incompetency of the teacher should be proved from good and sufficient evidence before any disruption should take place. A school broken up from any cause suffers a loss that is not easily repaired, and often retains the sad impress for years.

The early pathway of children is to be guarded with the most scrutinizing care. Their minds are open to every new impression and they are constantly receiving new ideas; and a good moral atmosphere should continually encircle them.

Parents must cease to regard wealth as the best inheritance they can leave their children. They must more deeply realize the importance of training them by a proper moral and mental culture, for the conflicts of active life, for the faithful and intelligent perform-

ance of duty. The home where rudeness of demeanor, harshness of language, neglect of wholesome restraint, are the distinguishing traits in the character of parents, seldom furnishes gentle, courteous, orderly subjects for the school-room; "men do not gather grapes of thorns nor figs of thistles."

Your supervisor is happy to acknowledge the kindness and sympathy of his fellow citizens generally, as also the uniform readiness with which they have listened to any suggestions with reference to the improvement of the schools under their charge.

We indulge the hope, that for time to come, the supervisor, agents and parents, will earnestly co-operate with each other, striving for a common object, the elevation of the masses, in the scale of moral, intellectual and social being.

To this end, see to it, fellow citizens, that all your schools are in fact, what they were designed to be, nurseries of morality and intelligence to the rising generation; then shall their healthful influence go down to the latest time, elevating and ennobling humanity.

S. J. STROUT, *Supervisor*.

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### LITCHFIELD.

In bringing this report to a close, your supervisor will say that the schools have been attended the last year with lights and shades, as usual. That they have not been in all respects what they should have been, or might have been, we know very well. In some instances, we think, they have been attended with more than usual success, while in others, they have not made that proficiency that could be wished. In such cases there has been a deficiency of interest on the part of the district, which is to be deplored, as the co-operation of the parents is essential to the advancement and proficiency of schools.

Another difficulty, too apparent, arises from a lack of exertion, on the part of the agent, in obtaining teachers competent to their positions. But in discharging our duties, we have sought for the highest good of the school. We have not done all we wished to do; the circumstances under which we have been placed, have rendered it impossible; yet we can say, that when any difficulty has

occurred, we have endeavored to learn, from our own observation, the true condition of the schools, and have acted as we thought a regard for the highest interest of the schools demanded. The duty of employing teachers does not come under our supervision. We receive such as are sent to us by the agents. If they pass the informal examination, they then commence the schools and are sustained in them, unless after entering upon their work, they are found incapable of discharging their duties. We think more effort should be made to secure those adapted to the schools they are to teach. The position which every instructor of youth occupies, is one of great responsibility, and may be made one of much usefulness. We want teachers who love their business, and have a tact for it. Effort should be made, as far as possible, to secure those who have had experience, and upon whose capacity we can rely.

These, with many other improvements, which will readily suggest themselves to the minds of all, will insure to us, in the future, a much higher grade of schools.

BENJAMIN W. BERRY, *Supervisor*.

#### MANCHESTER.

Though some of our schools have been, in the opinion of the supervisor, productive of little good, we are gratified and encouraged by the fact that most of them have been eminently successful. And while we know, full well, that they must deteriorate under neglect and indifference, we have ample reason for a confident belief, that, with proper care and encouragement, and a faithful and judicious use of all the means at our command for their improvement, they may be steadily advanced in efficiency and usefulness. They deserve, as they need, our constant care. The Common school is *the* "institution" of New England. It was founded in comprehensive wisdom, and is second in importance to none. Our social, moral and political prosperity largely depend upon it. While some of the American States are ready to incur the guilt, the danger and the calamities of treason, revolution and war, to sustain and strengthen their "institution," fraught as it is with violence, cruelty and abominations, shall we neglect the plain and pleasant duty of contribut-

ing, by all appropriate means, to the extension and perpetuation of the beneficent influences of ours.

H. G. COLE, *Supervisor.*

### MINOT.

The whole amount of days lost by absences—6305—reduced to years, will make 17 years, 3 months and 10 days. What a startling fact! Consider it well! This town has sustained the loss of seventeen years of education during the past year, by the detention, and, in most instances, unnecessary detention of the young from school. Is there a justifiable cause for such a waste? May those who have the power to do it, make a special effort to prevent such an evil in time to come.

I find that most of the districts in town are behind the times in regard to furnishing their school-rooms with necessary apparatus, such as outline maps, cube root blocks and globes. Such things are needful, and every district should see that their school-rooms are supplied with them. Instruction imparted with the aid of such apparatus, makes a more lasting impression on the pupil's mind, than in any other way.

Much depends on the efficiency and faithfulness of the agent. The good of the district should be the controlling motive with him. The good of the district does not always require the agent to employ some personal friend or family connection, son, sister, daughter, cousin or nephew, without special regard to fitness. It never requires him to engage the one who will keep the cheapest. The agent should never wait for applications from teachers. The important trust he holds, demands some effort on his part to find a competent teacher, and one well adapted for the school in his district; and when such a teacher is found, he should be employed at any reasonable expense. It is not every good scholar that is adapted to teaching. Where our schools, the past year, have failed to be what they should be, it may almost wholly be attributed to the fact that teachers have been employed who were not adapted to the business. If there is but little school money in the district, or the scholars are young, or the school is a backward one, let the agent be the more

particular in securing the *very best* teacher that can be obtained. Those schools where the scholars are small or backward, need the most experienced and skillful teachers. *Six weeks* of school, under the direction of one of our best teachers, would benefit the scholars vastly more than *six months* with a cheap and poor teacher. The agent should take an interest in this work, and do all he can, by visiting the school, encouraging the teacher and scholars, and consulting with the supervisor, to promote the interests of the school. The school agent is too apt to throw off his own responsibility upon the supervisor. The most *efficient* supervisor cannot accomplish much, unless he has the co-operation of the agents in the several districts.

Parents should regard the school as a wise institution of the State, designed to promote the improvement of society, and especially to aid them in the proper training of the immortal beings committed to their charge. If parents would secure the full benefits of their schools, they must have interest enough to visit them. The children would thereby be encouraged, would be more ambitious to appear well and do well—more prompt, dilligent and scholar-like in all respects. The teacher would, undeniably, be profited by such visits; animated and strengthened by the assurance that his efforts were appreciated, he would labor more cheerfully, and exert himself to the utmost to deserve the approbation of a community so watchful of its educational privileges.

No one can properly perform the duties of his profession, unless he loves it, and is willing to devote his whole soul to the right and faithful discharge of its arduous and various duties,—and this is especially true of the profession of a teacher. Lay aside, as much as possible, all text-books at the hour of recitation. The most successful teachers in our schools, are those who make the least use of text-books during the recitation. Let me say to teachers, then, study your subjects thoroughly before you enter your school-rooms, so that you may be familiar with them, and ready to impart your knowledge to your pupils in a free and easy manner. Take special pains to adapt your instructions to the capacities of your pupils.

Singing has been taught in some of our schools the past year, with the happiest results. It is very important that our children should acquire some knowledge of music in our public schools, while they

are young and so susceptible of learning in this department ; it is in their nature to sing. If all our teachers were qualified' to instruct, or even to direct, in singing, it would be comparatively easy to have singing of some kind in every school. There is much gained by singing, especially in school discipline. How much harmony of feeling we get with the harmony of song ! It promotes cheerfulness, unites the hearts of scholars and teacher, and assists, in many ways, to make the path of duty pleasant.

In conclusion, I would remark, that, in my observations the past year, I have arrived at very definite conclusions as to the standing of our schools and the success of our teachers ; and have determined very nearly the proficiency made by our scholars. I am pleased that I have been able to report so favorably. With but few exceptions, our schools have been profitable. So far as my knowledge of public schools extends, I am inclined to think that intellectual education is attended to oftentimes to the neglect of the moral and physical. If we would have our children occupy those positions in society and State, that our Creator designed they should, it is evident that they must be educated intellectually, morally and physically. Having spoken upon various topics, I now commend the whole subject to your careful consideration, believing it will be entrusted to impartial judges, and trusting that your increasing interest will prompt you to aid in raising the standard of our public schools, not only intellectually, but morally and physically.

R. R. RICKER, *Supervisor.*

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### MOUNT VERNON.

We would endeavor to impress upon agents, the importance of the utmost care in selecting teachers. The most of our agents have been fortunate in this particular, the past year, while a few have employed teachers, who were of but little benefit to their scholars. We need thorough, efficient teachers.

A teacher may possess the requisite literary qualifications, but unless he possesses also, aptness in teaching, a love of the business, a faculty to interest children, and skill in training them, his school cannot be a profitable one. Teachers should be "sober, discreet

persons, whose examples their pupils may safely imitate." They should be capable of penetrating the mind of every child, ascertaining its wants and imparting to it suitable instruction. "Their manners in the school-room and elsewhere should be dignified and affable, and their language the furthest possible removed from coarseness or vulgarity." A person addicted to the use of profane language, or other habits which conflict with the peace and morality of society, is not suitable to be a teacher of youth, and should not be tolerated in our schools.

"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 his pupils *see* and *feel* this to be right. Government should be administered with a firm and even hand. A teacher who is passionate, and without self-control, may enforce laws, and maintain order, and yet fail to govern well." The teacher should, at all suitable times, impress upon the minds of his pupils, the importance of truth, justice and morality, those qualities which adorn the mind and purify the heart.

We live in an age of excitement, and of great mental improvement; the standard of education has been materially raised in our State within a few years past. Many towns are doing much for the benefit of the cause, and shall Mt. Vernon fall behind her sister towns in the good work? We hope not; we *believe* not. We all have a work to do. Let us do it with a *will*, and good results will be sure to follow.

"An intelligent, cultivated and thinking man, is the better citizen and member of society in *any* occupation of life. His influence for good, is felt in *all his intercourse* with his fellow beings. It is therefore important that we educate all our children, 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." We consider our schools a noble instrumentality and most efficient agent for the promotion of peace and security among our people, and the safe-guard of our liberties. They should, therefore, receive our united protection and support.

Parents should visit their schools, in conjunction with the committee, and there witness the demeanor of their children and the



labors of their teachers. This would prevent much of the discord which arises in our schools, and be of lasting benefit to the parents as well as to the children.

The school books which we have heretofore recommended, are the most approved now in use in our State. We recommend no change at this time, and see no reason why any *material* change for several years to come.

We appeal to agents to notify the committee of the commencement and close of the terms of their schools, as required by law, and then the committee will have no excuse for neglecting to visit each school twice.

JAMES R. MARSTON,	}	<i>Committee.</i>
MOSES R. LEIGHTON,		
JAMES E. MERRILL,		

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### NEW CASTLE.

The foregoing facts, fellow citizens of New Castle, are but a handful of what you ought to know; but the contraction of the public purse forbids a more extended report. It is an often repeated remark,—but not the less true,—that our Common schools are not what they should be. You have asked me to look after them, and, so far as one can, to make them what they should be. My endeavors in that direction must speak for themselves. Hoping that they have not been entirely misdirected, I will give you the benefit of some of the thoughts that have arisen in my mind, in the prosecution of my work.

The evils attaching to our schools, in their present state, are many. Among these, I would mention the want of accurate and sound scholarship on the part of the teachers. The standard should be such that not every young man, or woman, who happens for a season “to have nothing else to do,” could take up teaching as a vocation. Give more wages, and secure better teachers. We want not only those who will do the best they can, but able as well as faithful teachers.

I would mention also, the want of a proper understanding between parents and teachers, as injurious. Their interests are one. Whatever the teacher recommends for the scholar, the parents

should, at least, be willing to consider. If he does not see the propriety of the teacher's suggestion, let him consult that teacher, at the proper time—not in school hours,—and in a proper spirit—not in a passion,—and have a fair understanding on both sides. Parents should purchase no new book, without conferring with the teacher. The opposite course has occasioned great trouble. Take no child's story in any matter, without confirmation, as the basis of severe words, or severe action! The old practice, "Whipped at school, whipped at home," would be better than the incautious espousal of the punished scholar's cause—too common at the present time.

Another evil is the untimely interest of some parents in the school. It comes either just before or just after, the school—sometimes, both before and after. They "hope the agent will get a good teacher." When the school is in session, the most trivial matters suffice to keep the children at home—the interest flags; and when the school is closed,—the interest renewed—they "might just as well have thrown the money away." Keep the children in school; make them punctual; ask about them; and when you want to gossip half an hour with your neighbor, spend that half hour in school, and let your children know that you are interested in their matters. The failing is, too little pride, and too little interest, while the school is in progress; and too much growling, when it is closed.

One more evil—and they grow upon us—is the multiplicity of books. There are in our town, eight varieties of grammar, (many of them in the same school) four readers, five or six geographies, &c. This is a serious evil, and one which you must aid your supervisor in correcting.

I would recommend that a list of authorized text-books be placed in the hands of each of the booksellers, and posted up in the school-house in each district. Such a work, supervised from beginning to end, would diminish the number of classes in each school, and do away with the liability to those nuisances, odd books.

As I commenced my work, I finish it, with a heart interested in the youth of our community.

EDWIN B. PALMER, *Supervisor.*

## NEW GLOUCESTER.

Your committee conclude with a few practical suggestions.

*First*, there should be a better compliance with the laws relating to public schools. In this matter there is a great laxity, leading to great inconvenience. Every agent, and every one of the school committee, and every teacher, should be furnished with a copy of the school laws, and should read them. To specify two cases of disregard to the laws. School registers too often are not promptly returned, nor properly filled. Now, no teacher is entitled to receive pay for his services till he has complied with this section; and the selectmen should not give any order for his salary till they have received satisfactory evidence that he has complied with the law in this particular. This evil, your committee, with the co-operation of the selectmen, have endeavored to remedy, and have succeeded beyond their expectations. Another section, systematically disregarded, is the following: "Before the commencement of a term of school, the school agent is to give written notice to some member of the superintending school committee, when it is to commence, whether to be kept by a master or mistress, and how long it is expected to continue."

*Secondly*, the books should be uniform. It is utterly impossible for a class to make satisfactory progress when the members are using two or three different books. Let the best books of the kind be introduced into every school, and let them be uniform. This is true economy. Parents should be careful to purchase only such books as the committee recommend.

*Thirdly*, let there be proper attention given to ventilation of school-rooms. On a winter's day, if you close every window and make a hot fire in the stove, the scholars will become sleepy and stupid within doors, and as soon as they go out, take cold. Your committee have visited schools where, when they first entered, they could scarcely keep their eyes open; how then, in such ill-ventilated rooms, can scholars be expected to study?

*Fourthly*, more attention should be given to the cultivation of morals and manners. Coarseness should be discouraged; obscenity and profanity should be sufficient cause for expulsion from school. This rudeness is one of the crying evils of our system of public instruction. Everything that has a refining influence on the mind

should be introduced into our schools to counteract this tendency. Your committee are of opinion that a few fine engravings hung up in the school-room would be a powerful auxiliary in this attempt to refine and purify the conduct.

*Fifthly* your committee would strongly urge regularity of attendance on the part of the scholars. Here our registers show a sad deficiency. But matters are even worse than they represent; for, besides those who are absent, many come late to school. Now, this is not only an injury to the particular scholar, but to the whole school. An irregular scholar is a dead weight to his class, retarding their advancement. He is wasting his own time, and robbing others of their time. An irregular scholar had better absent himself entirely from the school. It would prosper far better without him.

*Sixthly*, the parents should co-operate with the teacher. If they encourage their children in insubordination, neither governing them at home, nor assisting the teacher in governing them, they must expect trouble and rebellion in the school-room. Let the parents be in league with the children against the master, and they will ruin the best school that ever was. Let parents never find fault with the master before the scholars; let them encourage the scholars in their studies; let them at home impress on their minds that they go to school to learn, and, as a necessary means thereto, must submit to the rules of the master; let them, as they have opportunity, show their interest in the studies of the children by visiting the schools, and our schools will be much more orderly and profitable than they now are.

*Seventhly*, every school should, without delay, be furnished with a terrestrial globe, at least, and an unabridged dictionary—either Webster's or Worcester's. This has been recommended and urged in the report of your committee for last year, and we would now only call it to remembrance to persuade the different districts to take action thereupon.

J. A. ROSS, {  
S. N. GROSS, } *Committee.*

#### NORWAY.

In conclusion, we would say that we think as a whole there has been a fair degree of improvement in our schools. If some have

fallen below our expectations, others have exceeded them. We have invariably found those schools where the parents make a practice of visiting them, to be in advance of those where no such practice exists. If parents, instead of listening to the complaints of their children, would make it a point to visit the school-room often, witness its discipline and improvement, thus showing that they feel an interest in the matter, we would soon see a greater degree of improvement than at present. Great care, we think, should be taken in the selection of teachers. It is not always the fact that the teacher who can be hired for the least money, is the cheapest. The teacher who is most efficient in the school-room, and who is best adapted to impart instruction to the pupil, is the cheapest, without regard to the wages.

For some years past there has been a gradual improvement in the construction of school-houses. There are now comfortable and convenient houses in all the districts except No's. 1, 4, 8, 10 and 13. In the last named there is no house; in the other four there are miserable apologies for school-houses, which are a disgrace to the districts in which they are located. We hope soon to see them replaced by better houses. There are other points we should like to discuss, but want of space forbids.

B. H. NOBLE, }  
HENRY UPTON, } *S. S. Committee.*

### ORRINGTON.

The average attendance at our schools, the past year, compares favorably with the average attendance for the State, according to the Superintendent's report, yet it should be a matter of anxious solicitude to the citizens of this town that only a small fraction more than half of our scholars receive the direct benefit of our Common schools. In earlier times, as many can bear testimony, this was not so; but young men, even though passed their minority, were anxious to avail themselves of a teacher's instruction in the town school. Other facilities for instruction are so accessible; the academy and higher institutions are so enticing, that older scholars are prone to disregard the lower grades of school as better suited to

younger pupils; and it may justly be said that parents also imbibe the same spirit of infatuation. Your supervisor feels warranted in saying that the system of instruction in the studies pursued in this town, is as thorough and as well calculated to make scholars as in any academy or seminary in the State. There is no reason why the Common school should be undervalued. It will be further noticed that the wages of male teachers are above the average for the county or State. This is attributable in part to the employment of females in three districts where males, if engaged, would necessarily receive a less pecuniary reward than the majority, and therefore lessen the average.

In thus calling your attention to the several schools, it will be noticed that no failures have occurred, and that the supervisor has not been summoned to interpose his authority in the enforcement of discipline in a single instance. If teachers have been obliged to curb the refractory or spur the delinquent, their own judgment has prompted a successful action. This may be the result, in a measure, of experience, as all the teachers—with a single exception—employed during the year, were practitioners in our Common schools previous to their employment here. Their success in this direction will be gratifying to all, and is especially suggestive to incoming district officers. In general, your schools have been prosperous and successful; but in a few instances, among the male teachers, a lack of *heartfelt interest in their vocation*, has been clearly perceptible, and as an inevitable consequence their pupils failed to meet the expectation of friends and of the supervisor; and it is suggested to such that the persistent continuance of any practical or professional study, apart from the immediate want of pupils, is detrimental to the physical and mental activity essentially requisite for a teacher during the hours of school; and it also leaves an impression upon the people of any community that the teachers labor *only* for the money, regardless whether it be faithfully earned or not. If a teacher cannot afford to devote all his time to the interests of his school, a district cannot afford to employ him; but should say "Thou art not for the fashion of these times."

A prominent hindrance to the progress of a few schools, has been caused by a morbid habit among the older scholars of not entering school till after the first examination, or even for two or three weeks

after the commencement of a term. By so doing, they also cause much additional trouble to the teacher, who is often compelled to re-arrange his classes to accommodate their desires, when, otherwise, every class might be permanently organized, and much inconvenience and delay avoided.

J. WYMAN PHILLIPS, *Supervisor.*

### PALMYRA.

Our purpose in the foregoing report has been to represent our schools, their condition and prosperity, as we have found them. Although we cannot give as good an account of them as we wish we could, we have, nevertheless, the satisfaction that their average character, as judged by the ordinary standard, is fair.

Some difficulties have arisen. In the present state of things they may be expected, but with the increasing concern for the prosperity of schools, which we believe exists in the minds of our people, and with a fuller appreciation of their importance, we may expect to witness a corresponding decrease of those difficulties. Every member of a community has a greater and more direct personal interest in the education and proper training of the young than is generally realized or duly considered. For as the happiness of every individual must very largely depend upon the character of the community in which he lives, every individual has a personal interest in the character, the principles, habits and disposition of each and all the individuals who make up the community.

Our schools require the fostering care of parental influence enlisted in their support. There is no subject of a public character but what is effected by "public opinion." Their usefulness depends very much upon the support which they receive from this source. Irregularity of attendance has been in some instances a serious inconvenience, and a positive hindrance to the progress of the school.

STEPHEN HILTON, JR., }  
 JOSEPH F. CLEMENT, } *S. S. Committee.*  
 BENJ. A. SHAW, }

## PARIS.

Committees have in days gone by, taken some pains to set forth, in glowing terms, the state of the houses. That there are many poor school-houses, no one will deny; and the inhabitants of the several districts where such houses are located, know very well the evils of a poor house, and in their own good time will look to their real interests, and remove such hindrance to the spread of education.

The old structure at South Paris, now no more, has been the object of many a blank cartridge. The citizens of this village, while vigorously pursuing every vocation in life, have shown by their acts that they were by no means indifferent to the education of their children. With 233 scholars, which entitles them to more than one-fifth of all the money expended in Paris for the support of public schools, they have provided a house in every way meeting the wants of the district. Whenever and wherever a district undertakes to work a change in the public property of the district, there are sure to be conflicting interests. I will not undertake to discuss with how much shrewdness the district purchased the academy and grounds; but the site, to a flourishing village like South Paris, who were obliged to purchase, cannot be over-estimated.

I have already hinted at the wants of district No. 8. I trust this district will consult their own good, and build a good house before another year completes its round. Should we not take a degree of pride in school-houses as well as in churches and other public buildings?

Next to the duty of furnishing food and raiment, is a parent's duty to supply his children with suitable books. I have used my influence to secure a uniformity of books, as recommended by former committees. Our country is flooded with new school-books, and there are many unscrupulous speculators, who would introduce any works into our schools without regard to their real merits. I have regarded it a part of my duty to stand between the pockets of my constituents and the avarice of book publishers and book agents.

E. W. HAMMOND, *Supervisor.*

## PITTSTON.

Another hindrance in the way of our schools gaining a higher position, is the fear of innovation; or the disposition on the part of



teachers, parents and scholars to reject every new measure in the school-room as unwise. Some teachers never seem to get beyond the old routine of school-room method practiced a long time ago, and the parents and scholars are quite as willing that such should be the case. If anything new, or different from what has before been practiced is attempted, they condemn it at once. Change or innovation is a matter of censure with them. Now this is a fallacy. If the mere novelty of a measure is a sufficient reason to condemn it, the same reason ought to cause *all* that now exist to be condemned. To say that anything is bad because it is new, is to say that all things are bad,—for all that is old was once new, all that is now established was once unusual. Let us for a moment consult our own memories, and we cannot but at once see the immense progress made in our public schools within the last twenty or thirty years.

There is not variety enough introduced in our schools. Teachers seem to be negligent in securing due variety in school hours. No mind can dwell long with comfort upon any one subject of thought, and especially the immatured mind; and the healthful success of both scholar and teacher requires such a proper alternation of tasks. Active recitation should alternate with quiet study; the tasks that try the attention and reasoning powers, such as arithmetic, should wisely accompany those that give play to other powers. It is not easy to carry out the true philosophy of unity and variety in the studies, in many of our town schools, perhaps, although judicious teachers may do much, and many of them are tending toward the true method. The teacher may regulate his own habits of mind, and may so govern himself, even in the most hackneyed duties, as to bring a wide range of faculties into play. The more he is master of his subject, and the less he is the slave of his text-books the better; and nothing is better for the health and spirits of the school than the habit of free and easy conversation, which animates teachers and scholars at once with fresh life, by exchanging the monotonous tones of mere memory for the fresh and stirring language of the living mind and heart.

The teacher, whose mind is disciplined, and whose judgment is matured by comprehensive and discriminating studies, enters upon his teachership with vast advantages over him whose principal aim

has been only to gain an admission to the profession. His preparatory studies may have been more protracted and more expensive, but his future will be far less perplexed, and his instructions much more extensive and various.

W. BENJAMIN, *Supervisor.*

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### POLAND.

I think the schools in town have been of a higher order than in any previous year during my connection with them. With but few exceptions, there has been a good degree of interest with teachers and scholars. Only once have I been called to allay any feeling between them, and then, with the assistance of parents, harmony was soon restored. I have endeavored to visit every school twice, but in a few instances have failed, because agents did not give me notice of the close. Most of the agents fail in their duty in this respect. In all my visits I have made such remarks and suggestions as I deemed proper, urging the scholars to thoroughness, to punctuality, improvement and good deportment; and I have reason to believe my remarks have, in most cases, been heeded.

Parents, need I say a word to stimulate you to action? You have young and immortal minds committed to your care; and for the education and training of them you are chiefly responsible. They are soon to fill the places which you now fill; to go from your own happy firesides and mingle with a busy world. Let your interest, then, be seen and felt in the school-room. Go there and see whether your supervisor, agents and teachers do their work faithfully.

D. P. ARWOOD, *Supervisor.*

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### PORTLAND.

The committee are happy to be able to report the continued zeal and fidelity of the teachers employed. It cannot reasonably be hoped that among so many persons engaged in a pursuit by all recognized as peculiarly fatiguing, and unfavorable to health, none will be compelled by sickness to suspend their labors during the year. As

usual, there have been some cases where absence, on account of impaired health, has been granted. Happily, the leave has been sought seasonably, and in all instances, the sick after a short rest, have been restored to strength and have resumed their labors. When teachers find their task beginning to affect them injuriously, they will do well to take early warning, and avail themselves of the indulgence which the committee are always ready to extend. Too often they delay, till recovery, if possible at all, can be secured only by long rest, when if prompt attention were given to the first symptoms of exhaustion a short season of repose would be sufficient. Any one suited for the responsible office of school teacher is presumed to know the value of health, and something of the means of its preservation. The observance of those means does not fall within the province of the committee, but rests with the individual teachers. When the public has provided houses, and fuel, and apparatus for the schools, and made the best practicable provisions for the physical welfare of those concerned, the attention of instructors, pupils and parents will be required, or the health of some in the school will suffer. To keep the air pure and fresh in a room containing a large number of children will tax the ingenuity, especially at those seasons when a fire is necessary. The most watchful will be likely to fail in doing this. The subject of ventilation has received much attention of late, but it is probable that in very few, if in any, apartments in New England, designed for the use of large assemblies, has the problem of maintaining a suitable temperature and securing pure air been solved. In all new school-houses erected in Portland within the past ten years, endeavors have been made to secure proper ventilation, but as yet the end has not been attained, and upon our instructors falls the responsibility of so managing doors and windows as to remedy the evil. Any one familiar with the labor and care required for governing and teaching a large number of scholars, will not be surprised that sometimes the room remains closely shut till its atmosphere is very foul, or the windows open till the temperature is reduced below the point of safety, in either of which cases the teachers and the children receive injury. This matter is not mentioned because any instances of great harm have occurred this year, but because it is felt to be a subject of great importance, which demands the constant care and effort of all

in charge of the schools. It has a peculiar and forcible application to some of our school-houses. The annual reports of former committees have often directed the attention of the city government, and of the citizens to the buildings in which the High school for boys, the centre Grammar school, and Primary school numbers 1, 6 and 13 are kept. These ill-constructed and tumble-down edifices have been long ago condemned, but they are still daily filled with great numbers of boys and girls, who cannot but suffer, in greater or less degree, in consequence of the unfitness of these school-houses. We would renew the appeal of our predecessors for better accommodations for the boys' High school. Constant complaints are made about the effect of that school-house upon the lads who go there. They feel that they are not as well provided for as other schools. They cannot respect their school, their teacher, nor themselves, in that place, as they would in a cheerful, spacious and commodious apartment; and it is highly creditable to them that they maintain as high rank as they do, under so many discouraging circumstances.

Primary school-houses No. 1, and No. 6, are a disgrace to the city, and ought not to be used another day for school purposes. The residents of the districts in which they are situated are entitled to decent places for their children, and such they have not now. Primary No. 14, is little, if any, better off. The attention of the city government is earnestly invited to these places. No caution in expenditure can make the continued occupancy of such school-houses economical. The health and the lives of the teachers and scholars are wantonly endangered by keeping them in such rooms. The committee consider every dollar applied to the repair and alteration of those buildings little better than wasted, and would urge the importance of at once providing new houses, either upon the present sites, or upon new lots, as in each case may be found expedient.

The subject of physical training in the schools, and as a part of the regular exercises, has engaged the thoughts of the committee. While they would not undervalue or disregard the importance of bodily culture, they have not been able to come to a decision of the question of providing for it in the public schools. The committee are unanimous in the opinion that all young persons should regularly and systematically pursue physical exercises, and that meas-

ures to ensure their so doing should be generally adopted. They have not yet agreed in the conclusion that it would be best for them to take any steps towards making the public schools the instruments for accomplishing this end. The portion of each day that children are in school is so short and so fully employed, the studies pursued demand so strict attention, and each seems so indispensable, and the opportunities in the out-of-school hours for cultivating the bodily powers are so abundant, that some of this board doubt the propriety of introducing calisthenic and gymnastic exercises into the public schools. They are confirmed in these views by the fact that complaints are now made that the children have too heavy tasks imposed on them, and if any of the school hours should be devoted to new and additional duties, the result would be either the abandonment of some study, or more work out of school. Other members of the committee believe the benefits of physical culture in the schools, would more than compensate for all loss.

If our citizens were willing and able to give their sons and daughters more time to acquire their education, many desirable things, now from necessity left undone, might be accomplished. As long as the public expects children to leave school at an early age, the welfare of the scholars and of the community forbids much deduction from the time now given to mental and moral instruction. Whatever may be the final decision of the committee on this subject, it will still be the duty of parents, to require of their children some attention to their physical discipline, during hours that the school-house is closed.

In this connection the committee would protest against the notion that children often injure themselves by hard study. It is not denied that this sometimes happens, but every careful and intelligent observer knows, that in nearly every instance of alleged injury, from too close application to study, the cause of the evil is mistaken. Inattention to exercise, diet, and regularity does the mischief, and the innocent books take the blame. During the years that are spent in school the young should consider their education to be their chief work, and should be taught to surrender cheerfully every inclination interfering with their power to study diligently during the few hours daily set apart for that purpose. When this is done, we shall hear less about over-work at school.

The scholars have manifested generally a commendable regard to regular and punctual attendance upon which their progress in study largely depends. By a little care on the part of parents and guardians, much improvement in these respects might still be made. In the schools of higher grade, the evil of tardiness, though not entirely removed, is greatly diminished. But too many children are often absent for insufficient causes. Parents may think they are responsible to no one for the management of their children, and believe it is no ground of complaint if they see fit to consent to a scholar's remaining out of school a day or half day in a week. This a great error. The advancement of a whole class is often retarded by the frequent absence of some member. In every school the regular classes fully occupy the time of the instructors. They have no opportunity to attend to laggards, and if from any cause one falls behind his fellows, either the whole must be kept back till he can make up, or they go on at a rate he cannot equal, and he becomes a drag on them. If the consequences of irregularity fell alone on the individual it would be bad enough. In fact, all suffer from the failure of one. Due consideration on the part of parents would, we are convinced, reduce to the lowest point attainable this obstacle to the advancement of the schools. Truancy is a decreasing ill. The efforts of Mr. H. G. Cole, truant officer, have been well directed and efficient. The services of such an officer cannot be wisely dispensed with.

For the winter and spring months the rule of one session a day has been established for the schools that are attended by children from the whole city, excepting the Intermediate for boys. This is but an experiment tried by the committee in deference to the expressed wish of the parents and guardians of the pupils of those schools. So far as the observation of the committee and the testimony of the teachers show, the trial has been favorable. Yet the committee would not pronounce any conclusion as to the effect of this change on the schools, nor with regard to the expediency of making the regulation permanent without longer observation and consultation with the citizens whose home arrangements are affected by it. The petitions presented to the committee may not truly indicate the wishes of parents, but are probably often the result of an indulgent disposition towards the desire of the children. Those who

have the guardianship of our scholars are earnestly requested to be careful about putting their signature to any demands upon the school committee, without having maturely reflected upon the matter and become satisfied that what is asked would really be beneficial. It is unpleasant to refuse their request even when its policy is not approved. When to this is added a doubt whether there is any wish for compliance, the embarrassment is greater than any should be willing to impose on those laboring gratuitously for the common welfare. The desires of children can be no guide to the duty of the committee, while the well considered opinions of parents may greatly assist them in arriving at profitable results.

The annual report of last year contained suggestions about singing, and recommended the employment of some competent instructor to give "lessons on the principles and practice of vocal music." Early in the present year a sub-committee of this board was appointed to consider those suggestions and recommendations. After careful investigation, and inquiry of the results of the experiment in other cities, that committee reported in favor of engaging a teacher to give music lessons twice a week in the two High schools, the Willis school, and the Grammar schools. The matter was further discussed in the whole committee, and the report and accompanying plan adopted. Mr. Thurston, a gentleman well known to the citizens of Portland, and of acknowledged qualifications for the work, was employed and entered upon his duty in November. Since that time he has given to the several schools named, two lessons a week, of half an hour each. The scholars during the attendance of Mr. Thurston are under the government of the regular teachers as much as at other school hours. All are required to engage in the exercises and listen to the instruction, and they are questioned as in other studies. It may not be in the power of every one to sing, but all can learn the principles and rudiments of music, and keeping this in mind, the committee decided to excuse no scholar from attention to the music teacher. All are expected to make the trial of learning to sing, and whenever one is found, who, as the phrase is, "has no ear," he will be excused from further practice, but still be required to give heed to the lessons upon the science. This exercise will, it is believed, be as useful, in disciplining the attention, strengthening the memory, and generally quickening the mental

powers, as many other things habitually taught. It is a mistake to look upon school instruction as aiming wholly to impart knowledge. The education of the young must proceed upon the idea of exercising, disciplining, and controlling the intellect and the moral nature, or it will lose its most valuable objects. Already the good effects of introducing musical exercises are exhibited. The wearisome round of tasks is relieved by the appearance of the music master. Children who had become restless and dull, brighten up under his care. Those who cannot join the singing, listen with interest, and answer questions promptly and accurately. It is an exercise relieved from all sense of drudgery, and is a source of pleasure to the scholars. As the regular teachers find time, they allow their schools to practice the lessons given them by Mr. Thurston, and thus have aid in stimulating quickness in recitations. The committee are satisfied that the result will show beyond doubt the value of musical instruction in public schools.

At the beginning of the last summer extensive inquiries were made of the most distinguished scientific men in the country, as to the importance of protecting the school-houses from injury by lightning. Their answers were invariably such as to make it seem inexcusable longer to leave the most exposed school-houses without the security attainable by the application of lightning rods. Accordingly electrical conductors of an approved kind were put upon several of the buildings. The committee took especial care to have them arranged in the best manner for protection, and made secure against being by common accident put out of order. Yet it should be remembered by those who hereafter may have care of the schools, that the best lightning rods are liable to get out of repair, and no confidence in the faithful and skilful manner of their erection can excuse the omission to inspect carefully their condition and to repair damages every spring.

There is evidently a serious error in the popular impression of the character and aims of the High school for boys. The charge is sometimes brought that this school, maintained at considerable expense, is of no use to the majority of the citizens—that the sons of poor men, destined for mechanical or mercantile pursuits, find here no provision for instruction suited to their wants—that the whole time and energies of the master and assistants are given to a small



number pursuing classical studies and fitting for college,—that Latin and Greek classes are the pets of the school, while those who desire to acquire a knowledge of the higher English branches are neglected. This complaint is repeated in many forms, and is believed to be honestly made. If it had any foundation in fact, the committee would deserve the censure implied in it, and could only correct the evil. But the simple truth is, all such accusations are the result of entire misapprehension and ignorance. The High school for boys, since its establishment, has held the double character of an English and a classical High school. The two have at all times been kept equally in view, neither receiving any preference from teachers or committee. Scholars pursuing the English course, have almost always out-numbered those attending to classical studies. Whether in this city it would be wise to maintain the present plan, or to have distinct schools for these two classes of scholars, is not now the question. We only seek to set the public understanding right as to the facts. Until quite recently, there has never been any methodical course prescribed for this school, and the boys fitting themselves for business were put in such classes as convenience designated, while the requirements for admission to college of necessity established to some extent, a line of training for all who intended to go to college. A year or two ago, an order of study for both departments of the school was with great care arranged and established, and everything was regulated as fully as in any university in the land. Text-books may be changed as may be found expedient for keeping pace with the progress of science and improvements in the art of teaching. But the studies themselves are fixed, and the time to be given to each is ordained. Any parent can ascertain on inquiry of the principal of the school, exactly how long his son will be obliged to remain at school to go over a particular course of study, or what to study in order to be admitted to a particular class. In many of the exercises the departments are for obvious reasons united, but in no respect does one department have any advantage over the other. The benefits resulting from these regulations are already manifested in the better order of the school, the reduction of the number of classes, and the direction of efforts to definite ends. It is sometimes said that to complete the course, boys would be compelled to continue at school beyond the age when

they must go to trades and into stores. If this be true, with the committee question, it only proves that they have provided for the youth of the city opportunities for a more thorough and extended education than the majority can find time to acquire, and can occasion no man any reasonable dissatisfaction. Perhaps the best answer to all such objections is the simple statement that a large number remain in the school long enough to go over all the prescribed studies. At any rate, there is nothing in the regulations to prevent lads from entering the High school at the earliest age they are found qualified.

It is yet impossible to dispense wholly with punishment in schools, but the cases requiring it, are, we are glad to say, comparatively few. The nature of the penalty to be imposed in any case must be determined by the teacher upon consideration of the offence, and the age, habits, and character of the offender. Unthinking persons sometimes murmur that the same course is not followed with all scholars who violate rules. If this were the case, punishments would be more unequal than in any other way. A word of rebuke is felt by some more keenly than a severe flogging would be by others. The object of all punishments authorized by the committee is to secure obedience to rules and performance of duty, and everything vindictive is prohibited. No case of excessive or improper punishment during the past year has been brought to their knowledge.

The examinations, had a few weeks ago, afforded gratifying evidence of careful and well directed effort on the part of the teachers, and that the scholars had been diligent and obedient. At the present time the schools are in as good a condition as ever they were. Observations from year to year discover fluctuation in the degree of proficiency in the several studies pursued. At this time, reading seems to have taken the lowest rank. There never has been any uniform method of instruction in reading in the schools of this city. The art of reading is difficult to acquire, and although about the first thing to which the efforts of pupils are directed, and practiced as long as they continue at school, those who become good readers are fewer than those who attain to excellence in any other study. The time that can be given to its cultivation, being limited by the claims of other things, is too small for the accomplishment of all that might

be possible. And the committee recommend parents to encourage in their children the habit of reading aloud in the family. By so doing, they can apply the precepts given in school, and will be more likely to become good readers.

For forty nights in the winter months, an evening school was kept for adult males and boys unable to attend the day schools. It was under the charge of a principal and fourteen assistants. The average attendance was 94. The deportment of the scholars was generally correct, and their progress in study as good as in previous years. The committee trust that the profit of this school will equal its cost.

The schools on the islands have been maintained as usual for a summer and winter term of four months each, and have in a measure realized the hopes for their success. The citizens living on the islands feel the want of school privileges, and many of them co-operate with the committee in the endeavor to improve the scholarship of their children. But the irregular attendance occasioned by the difficulty of getting to the school-house in the winter, and the value of the services of the larger boys and girls in summer, seriously interfere with their success.

*For the committee..*

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### PRINCETON.

The schools of this town have been in better condition during the past year than in any other during our term of office. The teachers, with one exception, have had more or less experience in the business, and, therefore, were far better qualified to instruct and mold the minds of the young than those who have not taught before.

There are many reasons why the youth of our public schools do not make greater improvement. Parents in many instances are not particular to send their children to school with any degree of regularity. If children cannot be sent to school more than two or three days out of the week, they may about as well be kept at home all the time.

Any parent or guardian who has a proper regard for those committed to his care, will make every effort to secure their regularity

and punctuality, without which very little improvement can reasonably be expected.

Another great hindrance to the progress of our schools, is the want of proper text-books. It is not to be expected that the mechanic will perform a piece of work without tools, neither should it be expected of the child to improve without books.

Parents should use all their influence to assist the teacher in sustaining order and suitable regulations in the school-room, by their frequent visits there, and by good advice to the children. Without the co-operation of parents, teachers even of the best qualifications can do but little in promoting the desired advancement. Should any difficulty arise between teacher and children, parents should be very careful to examine both sides of the question before expressing their opinion plainly in their presence.

School agents should be very particular to secure the best teachers even if they are obliged to pay high wages for them. Fifty cents per week on the wages of a female teacher, or two or three dollars per month on the wages of a male teacher is almost nothing, compared with not having a good school. Agents have for the most part neglected to give notice to the committee of the commencement of the school in their district and how long it is expected to continue.

JAS. SPENCER,  
A. H. WOODCOCK, } *Committee.*

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### PROSPECT.

Our schools on the whole have been excellent; yet many of our teachers, long before their schools are done, give evidence of not being equal to their duty. We need *men* and *women* for teachers, who are stronger both mentally and physically; but *how* or *where* to get them is a serious question. All that can be done is to get the best you can and then give them all the assistance in your power. The selection of teachers is the most important duty connected with our schools. The duties of one officer should be as distinct from those of another as possible, but in the selection of teachers, the duties of school agents and school committees are so closely connected, that it would be of great advantage for them to have an

understanding with each other. They should act as a joint committee.

“Harmonious voices produce harmonious feelings,” for this reason, if no other, I think some attention should be paid to vocal music in our public schools. I have recommended it to most of our teachers and in some schools have heard interesting exercises in it. It has a powerful effect to promote good order and good feeling. It also makes the school attractive, the scholars will attend more punctually, and all the lessons will be learned more readily. We read that David took his harp and played with his hands when he would cause the evil spirit to depart from Saul. So good music may drive the unhappy spirits from the school-room. Music and pure air are the best exorcists for the school-room. It will diffuse a spirit of cheerfulness and make pleasant that which otherwise might be monotonous and dull. It strengthens and gives command to the voice. Let it be encouraged until good singing may be heard in all our schools.

The agent is an important school officer ; he is in a position to do more for the interest and benefit of the scholar than any one else ; he more than any one else decides as to the character of the teacher whether good or good for nothing. He determines how the district's money shall be expended, whether wisely or wastefully. No one should be chosen agent unless he is acquainted with the affairs of the school, and is really interested in having the very best school possible. And he who consents to serve in this capacity, should conscientiously resolve to do all in his power to advance the character of the school under his immediate trust. He should hire none but the best teachers, regardless of *party, sect, clique* or *relatives*. He should not take up with the first one he meets, nor wait for one to apply ; but he should search diligently if need be, until he finds a competent teacher, and one that will be generally acceptable to the parents of the district. He should not inquire for a cheap teacher,—a cheap teacher is likely to be *cheap* in every sense of the word ; but he should seek for a *good* teacher ; and when he has secured such a one, he should remember that he will need a convenient and well warmed house, in order to succeed well with his school. He should not fail to see that the house is in readiness for use, that the windows are whole, and so arranged that they may be

lowered at the top, for the proper ventilation of the house,—that there are blinds or curtains for the comfort of the scholars,—that there are places for the scholars to hang up their clothes, and that the water pail and broom are not wanting.

Perhaps these things may be considered trifles, but we are told that “trifles make up the sum of human things,” and no agent who understands the necessities of a school, will consider them too trifling for his attention. He should also visit the school often, to see if the wants of the teacher and pupils are well supplied, and to inquire if there is anything more he can do for their welfare and comfort.

I will now call your attention to two great evils prevalent in our schools.

One is the cutting, marking and defacing propensity which has made some of our school-houses wholly unsuitable to be occupied as places of instruction for children. What connection exists between these obscene decorations of our school-houses and the foul conversation so often heard among our young men, I leave you to determine, as well as to apply the cure.

Another great evil is the use of tobacco, which I fear is increasing. If it is to become general, schools for boys may as well be discontinued, for a boy may as well try to swim with a millstone hung to his neck, as to learn anything from books with a quid of tobacco in his mouth. Until you banish the “weed” you will always find a row of dunces at the foot of your classes, that no book can interest and no teacher can stimulate to study.

S. LITTLEFIELD, *Supervisor.*

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#### READFIELD.

In concluding this report, I wish to express my hearty thanks to the friends in the several districts, who have done so much to make my duties pleasant, by the interest and sympathy manifested and the repeated acts of kindness shown me.

I will not neglect to make especial reference to the liberality of the citizens in district No. 5. During the past season they have, at an expense of more than \$1800, erected and finished one of the

most substantial, convenient and desirable school-houses in the county. A. Gile, Esq., the contractor, has laid the district under lasting obligations to him for his generosity in cheerfully expending on the house more than \$500 from his own funds. I trust the liberality manifested here will not be without its influence in other parts of the town; especially in districts numbered 4, 8 and 12, where new houses should be erected, or the present ones remodeled and thoroughly repaired.

In instituting a comparison between the present and past years, there is good evidence of improvement in our schools. Such should be the case from year to year. In order, however, that this may be realized, there should be a hearty co-operation of all the other friends of education in the town with the committee or supervisor. Especially should agents be careful lest the influence of friends in favor of candidates who are really incompetent should succeed in introducing teachers, upon whom the time and money of the schools are worse than thrown away.

This is an age of progress, of steam and electricity, of political excitement and secession, of planning and executing. May our school interests not be overlooked in the whirl of excitement and the pressure of other cares and duties. May we all, fellow citizens, properly appreciate the importance of our schools and do our full duty to the children and youth of the town, by making liberal appropriations for school purposes and securing the benefit of a good education to all our inhabitants. Our town holds a commanding rank among the towns of the State in agriculture, fruit and stock-growing. May she not fall below others, but take even a more elevated position in her devotion to the cause of popular education.

GEO. C. CRAWFORD, *Supervisor.*

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### RICHMOND.

In taking a review of the schools the past year, your supervisor is inclined to believe that they have fully sustained themselves as to progress and usefulness, in comparison with former years. I have not been called in to quell any disturbance or expel any disorderly scholar from school; nor has anything reached my ears detrimental

to the peace and prosperity of your schools. Teachers have generally been experienced and well adapted to their duties; scholars have been more orderly and respectful than usual, and parents too, have nobly come up to the work in carrying out some recommendations contained in my last year's report.

Your village schools have been under the care of good and competent teachers, those who have taken an interest and labored to make study an agreeable task instead of an irksome one. Parents have not listened so often to their children's complaints, or if they have, have preferred to keep silent and let the teacher govern them while at school. This is commendable and speaks well for any community.

A good warm school-house, well ventilated, is very desirable, if not absolutely necessary for the comfort and convenience of the scholars.

Good and convenient school-houses are not to be found,—but rather *pens*—places where many a farmer would not let even his dumb animals stay these cold winters. Then is it not high time that you should do something in this matter, and atone for your past neglect by erecting new buildings, such as will be an honor to you and to the town? I think every sensible man who wishes to see his children *properly* educated, will coincide with me in this conclusion.

And now, fellow citizens, before closing my remarks, I would urge upon you the necessity of upholding and protecting your public schools to the utmost of your ability. Let no dissensions ever creep in to impair your interest, or destroy your influence in the cause of education. Select good men for agents, those who will look out well for the prosperity and improvement of your schools. Having served you either as one of your committee or supervisor for the past five years, I cannot retire from office without again expressing my thanks to you for the honor which you have conferred upon me from time to time, and for many other acts of kindness shown me. An interest in education I shall ever cherish; whether in or out of office it will be my aim to assist in any way that will be most advantageous in promoting the interests of our Common schools.

D. W. C. CHAMBERLAIN, *Supervisor.*



## ROCKLAND.

The laws of the State require the superintending school committees of the several towns to make an annual report of the condition of the schools under their supervision, the proficiency of the pupils and the success attending the modes of instruction and government of the teachers. As it is the object of the report of the committee to give the people information relative to the points above enumerated, it is of course expected that it shall be a truthful representation of the condition and proficiency of the schools. With this view we shall endeavor, in our remarks upon the several schools, to state all that the interests of education in our city demand should be made public. We conceive it to be our duty to speak in concise terms, and not endeavor to avoid censure by ambiguous language. Indiscriminate praise fosters indolence and inefficiency and destroys the usefulness of a report.

The High school has suffered much of late, from a frequent change of principal. Five different teachers have had charge of it within the last three years. Changes have been so often made, that there is but little system or method in its management. One term of twelve weeks is barely sufficient for a competent teacher to reduce such a school, with so great a variety of recitations, to anything like regularity or system. Every new teacher, bringing to the school a method of instruction and government differing, necessarily, from that of his predecessor, and being entirely unacquainted with the different stages of progress of the several classes, is obliged to organize and arrange the school anew, and thus a large portion of nearly every term is consumed in attempting to produce order out of the confusion of twenty-five different classes, the proper place of no individual being known to the teacher.

Teachers for the High school should not be engaged as are teachers for a country district school for a single term. They should be employed by the year, and great care should be exercised in their selection. Professional teachers should be procured, such as make teaching their whole occupation and study, and not such as will engage only for a single term, and teach only for the money to expend in fitting themselves for another calling.

The High school-house question was so thoroughly discussed last summer that any recommendation may by us be unnecessary. We

think, however, that a subject of so much importance should not be overlooked in this report. Since repairing the Grammar school-rooms, the High school-room is the poorest in the district, with a single exception, that on Portland street. Its only furniture is a rickety table and an old chair or two. Its only apparatus, a black-board and a piece of chalk. It is only distinguished from other school-houses in the district by its name. Every High school in New England, worthy the name, has some or all of the following, which are considered indispensable to correctness in many branches of study that should be pursued therein, viz. :

Mathematical blocks, scale and dividers; apparatus for illustrations in natural philosophy; apparatus for illustrations in chemistry; astronomical charts; celestial globe; geological charts; terrestrial globe.

None of these were ever in our High school, nor is there any place there to keep them. Astronomy, chemistry, botany and geometry, common High school studies, most interesting and ennobling sciences, are not studied here, nor can they be, with advantage. There is but one small ante-room, which is made to serve the purpose of a recitation-room, a wardrobe for the promiscuous deposit of coats, shawls, hats and bonnets, and a general depository for kindling-wood, coal hods, brooms, broken chairs, etc. Whether such accommodations are in keeping with the city's thrift and intelligence, let the people judge.

*School visiting.*—No one thing tends more to excite a healthy emulation, and love of study among scholars, than visits to the school by parents and friends. A single visit by a dozen parents during a term to each school, would be attended with the most beneficial results to the scholars, furnish a powerful incentive to the teachers, and enable the people to judge correctly of the school-room accommodations. We respectfully but earnestly recommend the practice of school visiting.

*Parental influence.*—The co-operation of parents and guardians with the committee and teachers is indispensable to make our schools what they should be. While this is the general rule, throughout the city, yet there are too many exceptions. In some portions of the city we have noticed with regret, that children's representations of the teacher's tyranny and incapacity have been fully believed, en-

dorsed, and encouraged by parents, without inquiry as to the foundation. Children's complaints are not always reliable, especially when they themselves are the aggrieved party. Parents should discountenance such fault-finding, for their children's good if for no other motive. They should be taught to obey until a proper investigation shows the teacher at fault. If parents suffer their children to leave school because they cannot do as they choose, (as was the case in one of the suburban districts,) they will not only destroy the usefulness of their schools, but may, by fostering a spirit of insubordination, ruin their children.

*More schooling needed.*—Our schools suffered much last year from the great length of the vacation from summer to winter term, being about five months. Two terms, of twelve weeks each, are too little schooling for the children of a community like this, and unless more money than was raised last year, be raised for support of schools, they must retrograde. In 1859, Rockland ranked *eleven* in the scale of liberality to public schools, for the whole State; in 1860 she fell to *eighty-nine!* And the standing of her schools will fall in an equal degree, if such action is not promptly taken as will insure more schooling and improved facilities. Three terms of eleven weeks each, is, undoubtedly, the most profitable division of the school year, for the graded district. In an active, money-making community like ours, with a large class of shifting population, it is not to be supposed that interest in the public schools will be so deep and universal as in our country towns. This lack of interest makes backward schools, and must be compensated by larger appropriations, good teachers, and improved accommodations. Only by such means can we expect to compete with rural towns, with less schooling and more zeal.

In conclusion, gentlemen, we earnestly recommend a careful consideration of the importance of our public schools. The Primary school, the nursery of the mind, body, and morals of your children, where are molded the men and women of the future; the High school, where is completed the school education of many of your sons and daughters, where they are fitted for society and the higher associations of life, demand your first and most careful attention. Has your child a comfortable and uncrowded seat? Is he not poisoned by noxious exhalations, which, having no means of escape, are

breathed over and over by the pupils? Has he chance to play in the sunshine and pure air, when released from study? Has he an efficient teacher? Are there not too many scholars under the teacher's charge, to make the school profitable, and are they properly graded? If too many and if not properly graded, can the evil be remedied, with the present accommodations? If you cannot obtain satisfactory information from this report, and the tables subjoined, relative to all these inquiries, a few visits to the schools in your several localities will enable you to judge correctly.

H. PAINE, }  
O. G. HALL, } *S. S. Committee.*

#### SACO.

The Common school has long been regarded as one of the cardinal facts in New England civilization. Second only to the family and the church in important influence, it shares largely in their simplicity of character, and efficiency of operation, as New England institutions.

But while none perhaps may fail to join in this wish, it is as notorious as it is sad, that no part of our social economy, in proportion to the expenditure of time and money, and the magnitude of the interests involved, receives so little attention from the public, and excites so little interest outside the annual meeting of the town, as does this.

If a jail is to be built, its progress from step to step is watched by multitudes, and few are ignorant of its progress, its arrangements, and its fitness for the public wants. If a bridge is to be constructed, spectators are numerous to witness its daily advancement, and to comment upon its strength, permanency, and adaptedness. If the highways are to be repaired, there is no want of interest in those whose estates are to be affected by the change involved.

But on this department,—a department between which, and every family circle, there are so many points of interesting contact; a department from which, influences go forth vitally affecting every part of the social fabric, and to which this wisely considerate community appropriates the munificent sum of \$7000 to \$8000 each succes-

sive year ; on this important department, scarce a notice is bestowed by our citizens, beyond the reading of the report of superintendence, the vote for needed funds, and the election of those who are to serve the public for the current year.

I respectfully submit whether so quiescent a state of the public feeling, does not argue a degree of confidence in public functionaries, or of apathy in their administration, that is quite inconsistent with the interests involved.

In order to the existence of such a degree of interest as the importance of the subject demands, a much larger knowledge of the facts is needed, than can be obtained in the summary view of our public schools presented in the annual report. Such knowledge must be sought elsewhere, and there is no source whence it can be obtained so readily, and be so reliable, as from the schools themselves. By extending your knowledge of these facts, the prospect of educational advancement is greatly increased. The persons best acquainted with the progressive details, will be best fitted to demand a higher standard of excellence. And here, as in other parts of our social economy, demand will challenge supply and the latter will keep pace with the former.

Let it not, therefore, be deemed superfluous, or impertinent, that I again invite attention to the very important influence which will be exerted on all our schools by visits from parents and friends, during, and at the close of the school terms. And I cannot but hope that the few efforts made the past year in this direction, will not only be repeated in the future, but become much more frequent.

It only remains to add a few concluding remarks.

First. In regard to the relation of our schools to the community. They are too detached, and widely separated as objects of sympathy. Parents and guardians are too content with having committed these fundamentally important institutions to a dozen school agents and a supervisor for the year. This isolated position is ruinous to some of the finer feelings of our nature, in both the pupils, and the families whence they come. To whatever extent these feelings may have existed in parent and child at home, they will gradually dwindle and die when separation takes place. To prevent so sad a result, there must be a lively interest in, and sympathy with, the employments of the school-room, either through the

respective school officers and teachers, or by the frequent visits of the parents and guardians to the schools; or, by both, which will be better still.

Second. We would suggest the importance of more frequent, familiar intercourse, concert, and consultation between the respective agents in the several districts and the supervisor. There is much which nearly or more remotely affects the welfare of a school, and which can be known by the supervisor only through the agent of the district; and some things can be made known to the district agent by the supervisor which it is neither expedient nor proper to put into the annual report, or to say to others.

Third. It is hoped that our respected fellow citizens in districts Nos. 6 and 9, will bestir themselves the current year in regard to their school-houses. We think they cannot have sufficiently realized how wisely economical it would be, to put their respective schools into a neat, commodious, tasteful building. We feel persuaded that they have not seriously considered what a paralyzing effect is produced upon both pupil and teacher, by being obliged to prosecute their duties in places so far beneath the standard of civilization. Precisely the same impulse will be given to pupil and teacher, in a commodious and pleasant school-room, that is imparted to the housewife on finding herself in a newly built, or newly painted and papered dwelling. It will awaken every energy. If these districts will only try it, they will certainly find that the same amount of school money now expended, will secure for their children and youth very much larger educational results, and an improved tone of moral feeling.

In approaching the close of our report, we cannot forbear to notice our continued grounds for thankfulness to the God of all goodness, for the favor which has attended our schools another year. These are found in their perpetuity, the results achieved, the preservation of the lives, and with a very few exceptions, the health, of the thirty or forty different teachers employed within the year.

If imperfections discover themselves to you, either in our report, or in the performance of our duties as supervisor, we ought not to complain. We have seen them ourselves, and your judgment of them, will not be more severe than our own.

JOSIAH KEELY, *Supervisor.*

## SEDGWICK.

In the special reports of the several schools, we have been guided solely by our observations in the school-room; and whatever credence we might be disposed to yield to the statements often made to us in other places, and sometimes long after the school has closed, and all means of verifying them gone, it would be obviously unjust to allow them any influence in this report.

We have not thought it expedient to institute any comparison of the actual attainments of the several schools, but have confined our remarks strictly to the improvement made in each, taking into consideration, the length of the school, the description of scholars attending it, and such other things as affect the general results, and the success of the teachers in the circumstances with which they have been surrounded.

We must beg leave to again revert to a topic often discussed in former reports; namely, the necessity of providing more comfortable and commodious school-houses. It would seem that the dilapidated condition of many of these should plead more loudly for reform than any items which we can urge. We are obliged to report to the State only two houses "convenient and in good repair;" and if we cannot say with the old prophet, "the good are very good," most certainly the bad are very bad. We hope the time is not far distant, when these old, worn out, uncomfortable prisons will give place to structures better adapted, in size and construction, to the comfort of the occupants and the purposes for which they are designed.

It must be evident to all, that parents are equally responsible with the teacher, and far more interested in the general good behavior of their children while at school. Now, it is the opinion of all who are conversant with the subject, that the greater part of the trouble and ill feeling arising in schools, has its origin outside the school-room, in the petty jealousies and feuds existing in the district, or the prejudices, whether just or otherwise, entertained against the teacher. All such things, if suffered to appear, cannot fail to impair the usefulness of the school, doing no one the least good, but injuring the whole district. Self-interest, if no higher motive, should lead parents to co-operate with the teacher for the good of the school, by every means in their power, and to this end, to require of their children to obey the rules and regulations of the

school, and to yield them no sympathy or approval in any other course.

Agents should not fail to make the return of scholars required by law, in the month of April, as the same must be returned to the State the first of May, as a basis for the distribution of the school money, or pain of forfeiting our proportion.

R. S. COLE,  
D. MASON ALLEN, } *Committee.*

#### SMITHFIELD.

We have in no school year, to my knowledge, had more good schools than in the past year. But there is still room for more improvement, let agents be still more careful in selecting teachers. Book knowledge is not the only qualification of a good teacher.

The laws of our State require of all teachers "to use their best endeavors to impress on the minds of youth committed to their care, the principles of morality, justice, a sacred regard for truth, love of country, frugality, chastity, moderation and temperance, and all other virtues which are ornaments of human society; and to lead those under their care into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, and promote their future happiness; and the tendency of the opposite vices to slavery, degradation and ruin." We place our children under the care of a teacher, who is to mold the character of our children, in a greater or less degree, and to instill principles into their minds which can never be removed. Hence we see the importance of our teachers being persons of exemplary life and character.

D. J. HAYNES, *Supervisor.*

#### SOLON.

Your committee are much indebted for the good order, peace, and success which have so generally prevailed in our school during this year, to your *school agents* for their care and efforts in procur-



ing competent teachers for their districts, thus cheering our hearts and essentially lightening our burdens. But, while they have so honorably and successfully acquitted themselves in this important item of duty, we have reason to fear that they have not been so particular in regard to another; we allude to the care of their school-houses.

The school-house is public property, committed to the care of the school agent, for the time being, to be cared for as his own. Any injury done to it, in term time or vacation, by a scholar or any other person, should be strictly inquired into, and all damages caused to be made good as the law provides. A few examples of legal process, we think, would essentially prevent this kind of wholesale destruction, and thus save quite a sum now annually expended for repairs. But we are bound to say that, from careful observation, it is our opinion that the great portion of damage done to our school-houses is done by interlopers during the vacations, and but a small proportion by the scholars in term time.

No year since our acquaintance with your schools has nearly equaled this in the literary attainments of your scholars. No school year has closed leaving your younger scholars so admirably advanced in primary reading, grammar and mental arithmetic, as this. This class of scholars, both in the summer and winter schools, have shown themselves deeply interested in their lessons, and the result has been a most gratifying and commendable improvement. In almost every instance where there has been a failure, it has been owing to sickness or other causes of detention from school beyond the scholar's control. In fact, the general good conduct and rapid advancement in the learning of this class of your scholars have rendered the school visits of your committee pleasant and delightful.

Of the older and more advanced scholars, except here and there one who never attended school, and it is feared never will attend but for purposes of mischief and idleness, we have the pleasure to speak in like terms of commendation. Progress in learning seems to have been their watchword, and they appear to have adhered to it to the end. In all our schools, with the before-named exceptions, this class of scholars have made good improvement in all their studies; but the improvement in reading, spelling, grammar and arithmetic, is really most gratifying, and it is with great pleasure

that we have to say that the general deportment corresponds with their literary attainments.

Our teachers generally are evidently becoming better qualified for the discharge of their duties. They have not been faultless this year, but nearer so, we think, than we have ever had before.

In the exercise of that charity which suffereth long and is kind, we pass over those faults more noticeable, and close our report.

G. W. FARGO, *Supervisor.*

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### SOUTH BERWICK.

Unlike my predecessors, I can plead neither diffidence nor reluctance on entering upon the office of supervisor of our public schools. While the responsibility of directing and controlling, to a certain degree, the moral and intellectual education of so many of our youth, rose mountain high, I *sought* the position. I sought it, because I saw its evils in the practical operation of our school system, hitherto untouched, which I believed I could remove; and to the removal of which I have applied myself to the best of my ability—with what actual success, the present and the future conditions of the schools shall testify.

In one district some parents were opposed to the employment of a resident teacher,—and this dissatisfaction, *too publicly expressed*, wrought its legitimate effects upon the children in the form of irregularity of attendance, and a disregard of school-room regulations, either of which is hostile to improvement. And here we would suggest that it is not wise to employ teachers in districts where they have, themselves, been scholars. This, like all general rules, has its exceptions; but so generally has this opinion obtained, that in Rhode Island it is a State law. Our observation convinces us that it is founded in wisdom.

There can be no greater error, than that which is prevalent in all communities, that “*any one can teach small children.*” It is only a living genius, enriched by the experience of years, that can invent methods of instruction, and modes of amusement that shall effectually enlist the childish attention, and remove the monotony and soul-crushing irksomeness of the daily routine of school-room exercises.

If those who have withdrawn their sympathies and support from the public school, because it is not all they could desire,—would return the talent they have abstracted, (and from the want of which the school suffers,) and would exercise a laudable zeal in securing competent teachers, and in frequent *personal* visits to the school-room, a first class school might be supported, mainly, from the public provision, in which their sons and daughters might receive a better mental training than in most private institutions.

In view of these facts which have been stated, your supervisor does not hesitate to say that our public schools are in a prosperous condition. There have been no cases of insubordination to interrupt the peaceable pursuit of knowledge in any school; though in a few there has been a laxity in the government which is to be deprecated. The reason is obvious. The difficulty arises from the *means* employed in attaining the end. Too much reliance is placed upon mere physical force. The strong arm of physical power may *bend the will*, but the words of kindness and love alone *can subdue it*.

The burden of maintaining government is to impress upon the subject the necessity of doing *right* because it *is right*, manly, honorable; and of ignoring *wrong* because it *is wrong*, mean, contemptible; and, until such rules of moral action be inculcated, and principles of unyielding integrity and truthfulness be brought home to the *heart* of the pupil, all correction will be surface work. This has been carefully urged upon the attention of teachers before entering upon their work.

Another evil is the discrepancy in the *modes* of instruction. Educated as our teachers are, in different schools under different systems, or, *no system at all*, each has a way of his own, and that so widely different from his predecessor, that half the time is lost in introducing teacher to pupils. This I have endeavored to remedy by recommending a uniform mode of instruction in all branches; and I intend, whether in public or private capacity, to help this on by the encouragement of "teachers' association" in our village.

But agents can aid very materially in this work by employing the same teachers for a series of years. If you have a poor one, recommend the *itinerant system to him!* But engage, for another year, those who do well. If a man is fit to teach your school one year, he will be far more profitable the second.

One fact peculiarly gratifying in this connection, is, that of twenty successful teachers, twelve were of your own children, educated in your own schools !

If parents would take occasion more frequently to visit the school, much good would result.

Time-serving teachers, aware that their work was to pass the daily ordeal of parental scrutiny, would feel constrained to labor for their reputation's sake, and those who are worthy, would be stimulated and encouraged to greater efforts, by the evident appreciation of what they had done.

To reduce our schools to that uniform system, and to elevate them to that high degree of excellence at which we aim, can be effected, not by the individual efforts of the supervisor alone, but by the willing and zealous co-operation of parents, teachers and pupils. The most efficient action of no one or two of these agencies can consummate the work. Let us, therefore, not complain of poor schools, nor of each other, while we are remiss in our own duty.

S. W. CHADBOURNE, *Supervisor.*

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### STANDISH.

The usefulness and efficiency of a school are commensurate with, and dependent upon, the performance of the duties and obligations of those most directly interested in it, viz. : the teacher, the scholars, and the parents. That it may fulfil the end for which it was established, that it may be prosperous and successful, each agency must perform its appropriate work, and any neglect of duty on the part of either, must necessarily tend to thwart the desirable result.

The teacher, to instruct with good success, must have a thorough and exact knowledge of those branches which he is required to teach, and the ability to use his knowledge to suit the capacities of his pupils. He should take nothing for granted, but should critically examine to ascertain whether his pupils have a clear and correct understanding of the principles of each branch of study. He should encourage a systematic course of study, and to a proper extent throw the pupil upon his own resources. He should be gentlemanly and courteous, that he may predispose his scholars to friendship and re-

spect,—vivacious and energetic, that he may incite to active duty and firm determination—and decided, that he may govern well. There have been in your employ the past year, many teachers who have possessed the above qualifications, and the final examination of their schools showed the good results of their labors. But you should not be unacquainted with the fact, that some of your schools have not received that analytical and systematic instruction which they much need and to which they were entitled. Would you improve the condition of many schools, you must procure better teachers.

Intimately connected with the labors of the teacher are duties which must be performed by parents. Within the family circle, from infancy to manhood, the mind of the child is receiving impressions which shape his character and govern his actions; it is there he should be taught to be virtuous, dutiful and obedient, there, that he should learn the importance of habits of regularity and punctuality. With these principles instilled into the mind of the child, there can be but little doubt that he will be a studious, orderly and respectful scholar; that he will be found in school at the proper hour; that he will have a fixed and appropriate time in which to attend to a given study, and will never appear on the recitation seat without a perfect lesson. Let parents train up their children in the way they should go, and when they are at school they “will not depart from it.” Other duties of a special character must be performed by parents. They should satisfy themselves from information derived from the teacher, that their children are well provided with necessary books. From a neglect to perform this duty, scholars are compelled to be seated in too close proximity to each other, thereby predisposing to whispering and disorder. In some of your schools we have been satisfied, that parents had omitted to perform this duty. Parents delegate to the teacher the right to make suitable laws for the government of their children at school, and they should ever be ready to unite their efforts with those of the teacher in enforcing them when necessary. An insinuation from the parent of his disapproval of any school regulation, will impair the child’s confidence in all the laws of the school, and lead him to trample upon the authority of the teacher.

Your committee cannot too forcibly impress upon you the vast

importance of regular attendance at school. The practice of irregularity of attendance which exists in most of your schools, cannot be too strongly condemned. It not only exerts a blighting influence upon the irregular attendant, but affects the interest of the whole school and is hostile to any progress.

J. E. WALKER,  
S. BAKER,  
WM. H. DRESSER, } *Committee.*

### ST. GEORGE.

Teachers have complained of the trouble caused by the use of different books in the same branch of study, and they cannot be expected to do justice to themselves or to their schools, unless this fault is remedied.

I would call the attention of the town to the disregard of that part of the school law, whereby the agents of the several districts are required to inform the supervisor of the time when the school commences, its probable length of continuance, &c. This part of the agent's duty is either not understood, or almost wholly neglected. This should not be so. The supervisor should not be informed by dame rumor of the commencement of a school, or go about inquiring of every person in the several districts,—when a proper course has been pointed out by law. In those districts bordering upon the main roads of the town, much difficulty in this respect will not arise; for with a little inquisitiveness, the supervisor can learn all he wishes; but in those districts more remote, and away from the general line of travel, the school may commence and nearly complete its course without his knowledge. There is not one district whose agent has *fully* performed this part of his duty, according to law.

I would recommend the union of districts No. 6 and No. 14, into one school district. Each district will soon have to build a new school-house, and by uniting they can build a school-house that will accommodate two schools, which will cost at the most only about two-thirds as much as to build separately. Besides, they could grade their school, and make it more thorough in its course of instruction than it now is, which would more than compensate for a

few more rods of travel. I submit this recommendation to the candid consideration of the citizens of the above named districts.

The schools have not made that amount of progress which they might have made, had the scholars been more punctual and regular in their attendance. These are great and growing evils in our schools, and as the town increases in population and becomes more thickly settled, the attractions seem to grow more numerous, whereby the scholars' minds are diverted from their studies. In a word, they have more "loafing places." As far as my experience goes, I have found that those who were the most remote from the school-house were generally the most punctual and regular in their attendance, and that in sparsely settled districts the ratio of attendance was larger than in other districts. The question now presents itself, how shall these difficulties or evils be corrected? I see but one way. There must be more interest manifested in the welfare and prosperity of schools and scholars on the part of parents. We must press upon the pupils the importance of education, that they must be punctual to the hour, and that no small pretence, either of their own or ours, shall keep them away from their schools.

Some of these matters may be "as familiar to you as household words," but I console myself with the thought that these truths will bear being brought frequently to mind.

The importance of agents procuring teachers whose moral standing is good, cannot but meet the approval of every good citizen of the town; for it is often the case that young minds receive in their school days that bent which governs and rules their character in after life.

H. C. LEVENSELLER, *Supervisor.*

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### TOPSHAM.

Whether all or any part of the difficulty in one of the schools during the year, is to be attributed to any injudicious course on the part of parents, the result of prejudice against teachers, or some other cause, it is certain, we think, that nothing has more to do with the character of our schools than "home influence." To have good schools, we are aware that we must have good teachers and good school-houses.

That some of our districts might have had better teachers during the past year, there can be no doubt. That many of them might have had better school-houses, is equally evident. May it not be that some of them might have had better scholars? And good scholars are as much an essential condition of good schools as good teachers. But we cannot have good scholars unless they are under proper management while away from the school.

It is impossible for the best teacher in the world to accomplish much while parents withhold their co-operation, and in some instances do much to counteract his best efforts. 'Want of punctuality is a great evil in our schools; and it is one which is chiefly in the power of parents to correct. Tardiness is an evil which, without perhaps being always so injurious to the scholar himself, is perhaps even more detrimental to the interests of the school.

Parents should see that their children are punctual in their attendance and always at school at the proper hour, when practicable. And the effect upon our schools of proper home teaching cannot be over-estimated. Children should be early taught, as the mother of Washington taught her son, to be obedient, to be diligent, to be true. Right principles may be instilled into the mind of the child even before school days commence. Some one has said, that the first six years are the most important of a child's life. However this may be, it is certain, that those children who in these early years become wilful and disobedient, addicted to idleness, falsehood and other vicious habits, seldom become good scholars, and acquire, during the remaining years of their youth, those traits of character that secure respect and honor in age.

FRANCIS ADAMS,  
JOSEPH MCKEEN, JR., } *S. S. Committee.*  
A. D. WHEELER,

## UNITY.

There is one prevailing defect in our system of Common school instruction, which, in my opinion, greatly retards the progress of your scholars. It is the practice of pressing your children forward too fast, of transferring them from one book to another before they are properly prepared for such a step.



It is a fact which I presume none of you will question, that comparatively few scholars are masters of the studies they have pursued. The reason, doubtless, to a very great extent, is that through nearly all their schooling, they have studied books too far in advance of their capacities. They are so impatient to go ahead, that they take, or *try* to take, the second step before they are familiar with the first, and the third before they are familiar with the second, making it an up-hill and imperfect business all through their school days. While they have apparently been advancing very rapidly, they have, in fact, made but little real progress. There is a proper gradation in all the departments of learning, and every scholar should fully understand every step he takes.

A large proportion of your scholars are reading in the fourth and fifth readers, who ought to be in the second and third.

This is the effect of that prevailing practice of hurrying scholars too rapidly from one book to another before they are properly prepared for it, of putting them into books, or studies, entirely above the level of their capacities.

The foregoing remarks will apply to arithmetic and grammar, as well as to reading. I have observed scholars in the higher departments of mathematics, who ought to be cyphering in the Common school arithmetic. Thus it will be found in all the studies pursued in our district schools

Any tyro in reading, may learn rules and definitions in arithmetic and grammar, and repeat them correctly and admirably, without having a single correct idea of what is intended to be conveyed. It is folly in ourselves, and worse than useless to the learner, to cram his memory with a medley of words to which he can attach no proper meaning. I repeat then, that no scholar should undertake any study, until he is fully prepared to understand the principles intended to be learned by such study.

As a general thing, I think that children are put into grammar at too early an age. Grammar is a study that tasks the intellect of man; and children under twelve or fourteen years of age can hardly be expected to be much benefited by studying it. Instead of grammar, let them take geography, or history and arithmetic, and their time will be much more pleasantly and profitably employed.

The happiness of no community lies so much in its spirit of enterprise, in the revenue of its farms, its merchandise, and its trades, as it does in the virtue and intelligence of its people. We need the hand of intelligence to guide in the cultivation of our farms; we need its guidance in our manufactories and work-shops; in fine, every department of industry is more successfully carried on in proportion to the intelligence of its operations.

We need intelligence to enact wise and wholesome laws for our government. We need intelligence to uphold and perpetuate our free institutions, our own individual rights and liberties. Then let us keep up with the march of improvement, and secure to ourselves and our posterity, the substantial and permanent means of prosperity and happiness.

R. W. MURCH, *Supervisor.*

#### WINSLOW.

But a very small part of that class of persons calling themselves teachers are readily and fully qualified for the duties they assume. Of not more than half of them can it be said that they can govern themselves, to say nothing of governing a school. And again, a large number of our teachers do not possess the requisite information. In all such cases certificates should be withheld, however unpleasant it may be. That I have been lenient in the exercise of this power, I am well aware, and I hope the one who is to occupy my place, will learn from my errors, and be more exacting. I know sometimes it is impossible to tell whether a teacher is really qualified or not. Some persons appear to possess more information than they really do; while others, owing to diffidence (or something of the kind) appear to a disadvantage; yet as a general thing, a thorough examination proves to them, what fire is to the ore, separating the dross from the pure metal, and refining and purifying that which is true.

I have noticed in some of our districts a disposition on the part of some of the parents to murmur against and find fault with their school. This is a most miserable practice, nor is fault-finding confined to poor schools altogether; even where they have had good schools, this foolish propensity would develop itself. If the "wrong

man" happens to employ the teacher, or if the present teacher deviates from a course pursued by some former one whom they thought perfect, they will commence these "graceless murmurings." It will neither make a poor school a good one, nor a good school better, to find fault with it; but, on the other hand, to magnify a teacher's faults, or to depreciate his good qualities before his scholars, always has a tendency to dissatisfy the scholars and discourage the teacher. Some persons seem to think that by finding fault with others, people will take it for granted that they themselves possess more than ordinary discernment; but this is not the case. It is no mark of a scholar to question or criticise the scholarship of others, while the reverse is almost always the fact.

One thing more I will notice, and that briefly. Knowledge is power, but it is a dangerous power unless guided by the never varying principles of morality and religion, and the man of learning devoid of these principles is like the ship upon a boisterous sea, without a helm, without a faithful pilot. It is with feelings of regret that I see so many of our boys allowed to break the Sabbath with impunity. Show me a boy that is a Sabbath-breaker, and in a few years I will show you a reckless, dissipated youth. Parents, here is the beginning of almost every sin, and unless you can find a remedy, I fear the education of such boys will prove a curse rather than a blessing.

Townsmen, I have spoken plainly of the faults of us all, acting upon the suggestion of Dr. Young, when he says—

" 'Tis greatly wise to talk with our past hours,  
And ask them what report they've borne to heaven."

If I have been too severe, I hope you will overlook it when I tell you *sincerely*, my *aim* is the welfare of our public schools.

JOSEPH P. GARLAND, *Supervisor.*

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**APPENDIX.**

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#### NOTE TO APPENDIX.

The School Laws, as revised in 1857, together with the additions and amendments made since that time, are presented on the following pages for convenient reference in connection with the discussion of the same in the body of the Report, and for the accommodation of School Officers who have no other convenient mode of ascertaining what are the exact provisions of the School Law, as amended. The sections of the law which have been repealed or amended are printed in italics.

# SCHOOL LAWS.

## EDUCATION OF YOUTH.

(CHAPTER XI OF THE REVISED STATUTES.)

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### DUTIES OF TOWNS.

SECTION 1. School districts shall remain as they are, until altered or discontinued. A town, at its annual meeting, may determine the number and limits of school districts therein; but they shall not be altered, discontinued or annexed to others, except on the written recommendation of the municipal officers and superintending school committee, accompanied by a statement of facts, and on conditions proper to preserve the rights and obligations of the inhabitants.

SECT. 2. Any portion of a town too remote to be annexed to existing districts, and not having sufficient population to form a separate district, may be omitted in districting the town.

SECT. 3. A town containing but one district, may transact all business relating to schools and school-houses in town meeting.

SECT. 4. A town, at its annual meeting, may choose its school agents; and vacancies may be filled as in case of other town officers not chosen by ballot.

SECT. 5. Every town shall annually raise and expend, for the maintenance of schools therein, a sum of money, exclusive of the income of any corporate school fund, or of any grant from the revenue or funds from the state, or of any voluntary donation, devise, or bequest, or of any forfeitures accruing to the use of schools, not less than sixty cents for each inhabitant, according to the census of the state, by which representatives to the legislature were last apportioned, under penalty of forfeiting not less than twice, nor more than four times the amount of its deficiency.

SECT. 6. When any school agent fails to return, in the month

of April, the number of persons in his district between four and twenty-one years of age, exclusive of those coming from other places to which they belong, to attend a college or academy, or work in a factory therein, the assessors of the town shall cause an enumeration thereof to be made. They shall annually apportion to each district, and to any inhabitants not embraced in a district, the money so raised, and all funds derived from any source for the support of public schools in their town, in proportion to the number of scholars aforesaid.

SECT. 7. A town raising more money than is required by section five, may, by vote, direct the excess to be apportioned to the several districts as the assessors and superintending school committee determine.

SECT. 8. Every town shall choose by ballot, at its annual meeting, a superintending school committee of three, unless already done, to hold office as provided in section forty-seven, and shall fill vacancies arising therein at each subsequent annual meeting, except as provided in the two following sections.

SECT. 9. A town may choose annually a supervisor of schools, who shall have the power and perform the duties of the committee aforesaid; and his election shall terminate the office of any existing member thereof.

SECT. 10. Any town may choose a committee consisting of not less than three, all or one-third each year, and invest them with the rights, powers and obligations of superintending school 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.

SECT. 11. Any town failing to elect either of the committees aforesaid, or supervisor for any year, shall forfeit not less than thirty, nor more than two hundred dollars.

SECT. 12. Towns may make such by-laws, not repugnant to the laws of the state, concerning habitual truants, and children between six and fifteen years of age not attending school, without any regular and lawful occupation, and growing up in ignorance, as are most conducive to their welfare and the good order of society; and may annex a suitable penalty, not exceeding twenty dollars, for any breach thereof; but said by-laws must be first approved by a judge of the supreme judicial court.

SECT. 13. Such towns shall appoint, at their annual meeting, three or more persons, who alone shall make complaints for violations of said by-laws to the magistrate having jurisdiction thereof by said by-laws, and execute his judgments.

SECT. 14. Said magistrate, in place of the fine aforesaid, may order children proved to be growing up in truancy, and without the benefit of the education provided for them by law, to be placed for such periods of time as he thinks expedient, in the institution of instruction, house of reformation, or other suitable situation provided for the purpose under the authority conferred by section twelve.

#### **POWERS AND OBLIGATIONS OF SCHOOL DISTRICTS.**

SECT. 15. School districts, whether a part of one or more towns, that have exercised the privileges of a district for one year, shall be presumed to be legally organized; and all districts legally organized shall be corporations with power to hold and apply real and personal estate for the support of schools therein, and to sue and be sued. Executions against them may be satisfied as executions against towns are; and in all suits or business, they may be described by their numbers as fixed by the town, by the name which they have assumed; or if they have no certain name, by an appropriate general description.

SECT. 16. Any person, qualified to vote in town affairs, shall be a legal voter in his school district.

SECT. 17. School district meetings may be called by the agent, on the written application of three or more legal voters, stating the reasons and objects thereof. When there is no agent, or when he neglects or refuses, they may be called by the municipal officers, on like application.

SECT. 18. On receiving such application, the agent or municipal officers, as the case may be, shall cause notices specifying the time, place, and purposes of the meeting, seven days before the time appointed, to be posted up in two or more public places in the district, one of which must be on the school-house, if there is any, or published in a newspaper, if any, printed in the town. The certificate of such agent or municipal officers, or of any person required by their warrant to give notice, returned at the time and place of meeting, shall be evidence of the notice therein stated to have been given.



SECT. 19. The district, at a legal meeting, may determine the manner of notifying its future meetings.

SECT. 20. At such meeting, a moderator shall be chosen, and have the same powers and duties as a moderator of a town meeting, but need not be sworn; and at the first meeting every year, a clerk shall be chosen, be duly sworn by the moderator or a justice of the peace, record all votes passed at district meetings during the year, and until another is chosen in his place and sworn, may certify copies from the records of such district, and correct any errors, as provided in section eight of chapter three.

SECT. 21. Every school district, at its annual meeting, shall choose a school agent by ballot, unless chosen by the town; and may fill a vacancy in that office at a meeting called for that purpose.

SECT. 22. A school district, at any legal meeting called for the purpose, shall have power:

*First*—To raise money for erecting, repairing, renting, purchasing and removing such school houses and outbuildings as the wants of the district require; for purchasing or renting land for them to stand upon, and for yards and play grounds; for purchasing a library, utensils, black-boards, globes, maps and other useful apparatus; for providing water for school-houses by means of wells or aqueducts, with necessary conveniences for the health and comfort of teacher and pupils; and for enclosing the grounds and appurtenances of the school-houses.

*Second*—To determine where their school-houses shall be located.

*Third*—To sell and dispose of any school-house or other property, if necessary.

*Fourth*—To determine at what age the youth therein may be admitted into the schools kept by a master or mistress, and whether, and upon what terms, scholars may be admitted into their schools from other districts, towns, or places.

*Fifth*—To instruct the agent, if they think proper, at what time the schools shall commence, if he finds it practicable.

SECT. 23. A district may choose a committee to superintend the expenditure of money legally raised by it, to examine and allow accounts, and to draw orders on the town treasurer for the amount of money raised.

SECT. 24. When at a meeting of a school district legally called for raising money for any particular purpose, a majority of the legal voters present are opposed to raising a sum sufficient, in the

opinion of the minority, for such purpose, the municipal officers, on written application of five or more voters, made within thirty days after such meeting, shall insert in their warrant for calling the next town meeting on town affairs, an article requiring the opinion of the town on the disagreement; and if the town thinks it necessary or expedient, they may require a sum sufficient for such purpose, if exceeding what the district was willing to raise, to be assessed on the polls and estates therein; and it shall be assessed, collected and paid over, as if originally raised by the district; and thereupon the municipal officers shall appoint, in writing, three suitable inhabitants of said district, a committee to superintend the expenditure of the money for such purpose, and they shall have all the powers of a committee chosen by the district, in pursuance of the provisions hereof.

SECT. 25. Two or more districts, by vote at their district meetings, may unite to support a union school for the more advanced scholars, and appropriate therefor a portion of the school money assigned to each district. But if more than one-fourth of the voters present and voting at any meeting, object, only the per capita share of the scholars attending such union school, shall be so appropriated, without the written assent of the superintending school committee.

SECT. 26. Two or more school districts may unite for the purpose of establishing and maintaining a system of graded free schools, when a majority of the voters present and voting at a meeting of each district, legally called for the purpose, so determines; and the clerk of each district shall forthwith furnish the town clerk with a certified copy of such votes, and he shall enter said votes upon the town records; and thereafter such districts shall constitute one district, to be known by the name that the inhabitants thereof adopt; and have all the rights and powers, and be subject to all the liabilities of other school districts; and the town shall not alter or divide it, without the consent of a majority of its voters; and at its annual meeting, it may raise money for the support of its schools, in addition to what it receives from the town, and not exceeding three-fifths of that sum.

SECT. 27. At any district meeting called for the purpose of removing a school-house, or locating one to be erected, if more than one-third of the voters present and voting, object thereto, the clerk shall make a record of the fact; and the municipal officers, on

written application of any three or more of said voters, or any committee of the district, made within thirty days thereafter, shall, as soon as may be, appoint a time and place in the district to hear the parties, and give such notice as is required for a district meeting; and after such hearing, they may decide where the school-house shall be placed; and shall, within ten days, give a certificate of their determination to the clerk of the district, who shall forthwith enter it on his records; and the district shall proceed to erect, or remove the school-house, as if determined by a sufficient majority of the voters present at said meeting; but no such officer residing in the district, shall have any voice in such determination; and when a majority of them reside therein, or do not agree, the superintending school committee shall do all the duties herein required of the municipal officers; and if the district refuses or neglects for sixty days, to carry into effect such determination, the municipal officers or superintending school committee, at the expense of the district, shall, if need be, purchase a lot for said house, and cause it to be erected or removed thereon.

SECT. 28. When a location for the erection or removal of a school-house and necessary buildings, has been legally designated, ten rods at least from any dwelling-house, and the owner thereof refuses to sell, or asks an unreasonable price for it in the opinion of the municipal officers, they may lay out a school-house lot not exceeding forty square rods, and appraise the damages as is provided for laying out town ways and appraising damages therefor; and on payment or tender of such damages, the town or district designating it, may take such lot, to be held and used only for the purposes aforesaid, and when such school-house as is required of the town or district, has ceased to be thereon for two years, it shall revert to the owner, his heirs, or assigns.

SECT. 29. If the owner is aggrieved at the location of the lot, or the damages awarded, he may within one year thereafter, apply to the county commissioners, and have the matter tried by a jury, who may change the location and assess the damages, and the proceedings shall be conducted as in case of damages for laying out highways. If the damages are increased, or the location changed, such town or district shall pay the damages and costs, otherwise the costs shall be paid by the applicant.

SECT. 30. A plan for the erection or re-construction of a school-house voted by a district, shall first be approved by the superintending school committee.

SECT. 31. A school district, at a legal meeting, may determine what proportion of their school money shall be expended for the support of a school taught by a female; and their agent shall expend it accordingly. But if one-fourth of the voters present and voting dissent from the decision of the majority, not more than one-third shall be so expended, without the written assent of the superintending school committee.

SECT. 32. When the school is kept in part by a mistress, and in part by a master, the district may determine by vote, or authorize the superintending school committee to determine, from time to time, what description of scholars shall attend each.

SECT. 33. Each district, where more than one school is kept at the same time, may choose annually, or one-third in each year, a committee to determine what description of scholars shall attend each school, to classify said scholars and to transfer them from school to school; and unless such election is for one year only, at their first meeting, they shall determine their respective terms of office by lot, and certify the result to the district clerk; they or the district shall fill vacancies as they occur; and they shall transmit a copy of their annual report, if printed, to the superintendent of common schools.

SECT. 34. A district may appropriate not exceeding one-tenth of its school money for any year, to purchase a school library and apparatus for the use of the schools therein, and make proper rules for the preservation and management thereof. Adjacent districts may, by vote of each, unite for the purpose aforesaid.

#### **SCHOOL DISTRICTS FORMED FROM TWO OR MORE TOWNS.**

SECT. 35. Two or more adjoining towns may concur in establishing school districts from parts of each when convenient, in determining their limits, and in altering and discontinuing them; and they and their officers, except as herein otherwise provided, may exercise the powers and duties relating thereto, that a town may relating to its own districts. If such district has existed fifteen years, either town may disconnect its part, without the concurrence of the others, by leaving all the district property to belong to what remains.

SECT. 36. The superintending school committee, municipal officers, assessors, treasurer, collector, and constables of the town where the school-house of such district is situated, or has been

located, or where the school is kept; or if there is no such school-house or school, said officers of the oldest town from which a part of such district is taken, shall have all the powers and perform all the duties relating to it, that they have and perform relating to districts wholly in their own town; and such assessors shall assess all taxes, voted by such district, according to a valuation made by them, uniform throughout the district. The powers specified in section twenty-seven, may be exercised in such district by the concurrent votes of said towns, or the joint acts of the municipal officers or superintending school committees thereof, and application shall be made to each of them accordingly. The provisions of sections twenty-eight and twenty-nine shall also apply to such districts.

SECT. 37. The assessors of each town from which a part of such district is taken, shall annually apportion to it a share of the school money of their town, according to the number of scholars in such districts living in their town.

SECT. 38. Such district shall annually choose its agent, and his contracts shall bind each town in proportion to and not exceeding the amount which it is required to pay to him as aforesaid; and all agents and officers thereof shall have the same powers and privileges and perform the same duties as in districts wholly in one town.

#### **ASSESSMENT AND COLLECTION OF MONEY RAISED OR BORROWED BY DISTRICTS.**

SECT. 39. When a district votes to raise money for any legal purposes, its clerk shall forthwith, or within the time prescribed by the district, certify the amount thereof to the assessors of the town; and within thirty days after receiving such certificate, they shall assess it, as they do town taxes, on the polls and estates of the inhabitants of the district whether wholly in their town or not, and on the non-resident real estate within, but not on any real estate without, the district. They shall then make their warrant in due form of law, directed to any collector of their town, or of the district, if any, if not, to a constable, authorizing and requiring him to levy and collect such tax and pay it, within the time limited in the warrant, to the town treasurer; and they shall give a certificate of the assessment to such treasurer, and may abate such taxes as in case of town taxes.

SECT. 40. The collector and constable, and the town treasurer, or treasurer and collector, if one person is both, shall each have the same powers and be subject to the same duties and obligations relating to district taxes, as relating to town taxes; and they and the assessors shall be allowed by the district for the services herein required, a compensation proportionate to what they receive from the town for similar services.

SECT. 41. The money so raised and paid shall be at the disposal of the district committee, provided for in section twenty-three.

SECT. 42. A district, at a legal meeting called for that purpose, by a vote of two-thirds of the voters present and voting, may borrow money for erecting a school-house, and buying a lot therefor, on a time not exceeding ten years, payable in equal annual instalments, but for no other purpose, and in no other manner; and when they do so, the clerk shall forthwith certify such vote to the assessors and treasurer of the town.

SECT. 43. The district may appoint an agent or agents to contract such loan, who may bind the district, and give the necessary security therefor, a copy of which shall be filed by him with the town clerk, and entered on the town records. The money thus procured shall be received by the town treasurer, applied for the purposes aforesaid, and paid out in the same manner as money raised by taxation for the same purposes.

SECT. 44. At each annual assessment of town taxes after such loan, the assessors of the town shall assess the amount of the instalment and interest for that year, on the polls and estates in the district, as if the district had voted to raise it, and it shall, in like manner, be collected and paid to the town treasurer, who shall pay each instalment and interest as it becomes due, on demand of the owner of the security.

SECT. 45. A district voting to raise a sum of money exceeding three hundred dollars under the provisions hereof, may elect a collector by ballot, who shall give bond to the inhabitants thereof, with sufficient sureties approved by the municipal officers; have the same powers and be subject to the same duties and obligations as a collector of town taxes; and receive such compensation for collecting and paying over such taxes as the district vote at the meeting when he is chosen. The district clerk shall file a certified copy of his election with the town clerk, who shall record it, and such record shall be evidence of the collector's election by the district.

**POWERS AND DUTIES OF SUPERINTENDING SCHOOL COMMITTEES.**

SECT. 46. Members of superintending school committees and supervisors shall be duly sworn.

SECT. 47. Superintending school committees at their first meeting, shall designate by lot one of their number to hold office three years, and another, two years, and certify such designation to the town clerk, to be by him recorded. The third member shall hold office one year; and each member elected to fill the place of one whose term expires, shall hold office three years. They shall fill all vacancies in their number until the next annual town meeting. Two members shall constitute a quorum; but if there is but one in office, he may fill vacancies.

SECT. 48. Committees elected under section ten, unless chosen for one year only, shall hold office and determine their terms of office, as provided in the preceding section.

SECT. 49. Superintending school committees shall perform the following duties:

*First*—They shall appoint suitable times and places for the examination of candidates proposing to teach in town, and give notice thereof.

*Second*—On satisfactory evidence that a candidate possesses a good moral character, and a temper and disposition suitable to be an instructor of youth, they shall examine him in reading, spelling, writing, English grammar, geography, history, arithmetic, and other branches usually taught in public schools, and particularly in the school for which he is examined, and also as to capacity for the government thereof.

*Third*—They shall give to each candidate found competent, a certificate that he is qualified to govern said school, and instruct in the branches above named, and such other branches as are necessary to be taught therein.

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

*Fifth*—Examine the several schools, and inquire into the regulations and discipline thereof, and the proficiency of the scholars therein, for which purpose one or more of the committee shall visit each school at least twice in summer, and twice in winter; and use their influence to secure the regular attendance at school of the youth in their town.

*Sixth*—After due notice and investigation, they shall dismiss

any teacher, although having the requisite certificate, who is found incapable or unfit to teach, or whose services they deem unprofitable to the school; and give to said teacher a certificate of dismissal and of the reasons therefor, a copy of which they shall retain, and immediately notify the district agent of such dismissal, which shall not deprive the teacher of compensation for previous services.

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

*Eighth*—Exclude from the public schools, if they deem expedient, any person who is not vaccinated, though otherwise entitled by law to admission thereto.

*Ninth*—Direct or approve in writing the expenditure of school money apportioned to inhabitants not included in any district.

*Tenth*—Prescribe the sum, on the payment of which persons of the required age resident on territory, the jurisdiction of which has been ceded to the United States, included in or surrounded by a school district, shall be entitled to attend school in such district; and when such territory adjoins two or more districts, they shall designate the one where they may attend.

*Eleventh*—Determine what description of scholars shall attend each school, classify them, and transfer them from school to school, in districts where more than one school is kept at the same time, and no district committee is elected.

*Twelfth*—At the annual town meeting, they shall make a written report of the condition of the schools for the past year, the proficiency made by the pupils, and the success attending the modes of instruction and government of the teachers; *and if their reports are printed*, they shall transmit a copy thereof to the superintendent of common schools.

SECT. 50. They shall annually make out a statement, containing the following particulars:

*First*—The amount of money raised and expended for the support of schools, designating what part is raised by taxes, and what part from other funds, and how such funds accrued.

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

*Third*—The number of children between four and twenty-one



years of age, belonging to their town in each district, on the first day of April preceding.

*Fourth*—The number of such children who reside on islands, or in any other part of the town not in any district.

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

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

*Seventh*—The number of male teachers and the number of female teachers employed in the public schools during any part of the year.

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

*Ninth*—They shall give in their returns, full and complete answers to the inquiries contained in the blank forms furnished them under the provisions of law; certify that such statement is true and correct, according to their best knowledge and belief; and transmit it to the office of the secretary of state, on or before the first day of April in each year. When by reason of removal, resignation or death, but one member of the committee remains, he shall make said returns.

SECT. 51. If any parent, master or guardian, after notice from the teacher of a school that a child under his care is deficient of the necessary school books, refuses or neglects to furnish such child with the books required, the superintending school committee, on being notified thereof by the teacher, shall furnish them at the expense of the town; and such expense may be added to the next town tax of the parent, master or guardian.

SECT. 52. Superintending school committees and supervisors shall be paid for their services, on satisfying the municipal officers that they have made the returns to the secretary of state required by law, one dollar a day and all necessary travelling expenses, and no more unless ordered by the town.

#### **POWERS AND DUTIES OF SCHOOL AGENTS.**

SECT. 53. Each school agent elected by the town or district, shall be duly sworn by the moderator, town or district clerk, or a justice of the peace, and continue in office one year, and until another is chosen and qualified in his stead; and his duties and powers shall be as follows:

*First*—In the month of March or April, annually, to call a district meeting for the choice of an agent, and for other business, by causing notice to be given as provided in this chapter.

*Second*—To employ teachers for his district, from the money placed at his disposal for the purpose.

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

*Fourth*—Before the commencement of a term of school, to give written notice to some member of the superintending school committee, when it is to commence, whether to be kept by a master or mistress, and how long it is expected to continue.

*Fifth*—To return to the municipal officers, prior to the expiration of his term of service, an account of his official expenditures with the necessary vouchers therefor.

*Sixth*—To return to the assessors in the month of April, annually, a certified list of the children in his district between four and twenty-one years of age as they existed on the first day of said month, exclusive of those coming from other places, where they belong, to attend any college or academy, or to labor in any factory therein.

SECT. 54. Each school agent within the year for which he is chosen, shall expend the money apportioned to his district, for the support of schools therein taught by instructors duly qualified; and if he refuses or neglects so to do, as far as practicable, the municipal officers, on complaint of any inhabitant of the district, and after due notice and investigation, may appoint a special agent to expend the money; who shall be duly sworn, have all the powers and perform all the duties of school agent for said district. Any money received by a school agent for the use of the district, and not appropriated by him to such use during his term of office, or before the appointment of a special agent, may be recovered from him in an action of the case in the name of the town or district.

SECT. 55. If any agent neglects to give written notice to the superintending school committee, 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.

**DUTIES AND QUALIFICATIONS OF INSTRUCTORS.**

SECT. 56. Every teacher of a public school shall keep a school register, containing the names of all the scholars, who enter the school, their ages, the date of each scholar's entering and leaving, the number of days each attended, the length of the school, the teacher's wages, a list of text books used, and all other facts required by the blank form furnished under the provisions of law; such register shall at all times be open to the inspection of the school committee, and be returned to them at the close of the school. No teacher shall be entitled to pay for his services, until the register of his school, properly filled up, completed, and signed, is deposited with the school committee, or with a person designated by them to receive it.

SECT. 57. The presidents, professors, and tutors of colleges, the preceptors and teachers of academies, and all other instructors of youth, in public or private institutions, shall use their best endeavors to impress on the minds of the children and youth committed to their care and instruction, the principles of morality and justice, and a sacred regard for truth; love of country, humanity, and a universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and all other virtues, which are the ornaments of human society; and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, and promote their future happiness; and the tendency of the opposite vices, to slavery, degradation, and ruin.

SECT. 58. Any person who teaches a district school without first obtaining a certificate from the superintending school committee of the town, shall forfeit not exceeding the sum contracted for his daily wages, for each day he so teaches, and shall be barred from receiving any pay therefor; and no certificate shall be valid for more than one year without the approval of the superintending school committee annually endorsed thereon.

**SCHOOLS IN PLANTATIONS ORGANIZED FOR ELECTION PURPOSES.**

SECT. 59. Plantations organized for election purposes have the same powers and liabilities as towns, for the formation of districts, electing committees or supervisors, treasurers, collectors, and school agents, and for raising, assessing and collecting school

money, not exceeding one dollar for each inhabitant, to be apportioned and expended as in towns; and the districts therein shall elect school district officers, whose powers and duties shall be the same as those of like officers in towns.

SECT. 60. School district meetings shall be called by the assessors of the plantation, on the written application of three or more legal voters in the district, stating the reasons and objects thereof, and notice shall be given as for meetings in town districts.

SECT. 61. Such districts, at meetings called for the purpose, may raise money and choose committees to hire, buy or build a school-house for their use; and the plantation assessors shall make a valuation of the real and personal estate in the district, whether owned by residents or not, exclusive of wild lands, and assess the money so raised on the polls and estates, and commit the tax to the collector, who shall collect it and pay it to the treasurer.

**SUPERINTENDENT OF COMMON SCHOOLS, AND COUNTY CONVENTIONS OF TEACHERS.**

SECT. 62. The governor and council shall appoint a superintendent of common schools, who shall be duly sworn, and continue in office three years or during the pleasure of the executive; and when a vacancy occurs, a new appointment shall be made for a like term.

SECT. 63. 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, and on the methods of ascertaining the qualifications of teachers, and of visiting and examining schools: inquire into the most approved modes of teaching, and the best means of training and qualifying teachers for their duties; examine the returns made by superintending school committees to the office of the secretary of state, and obtain from them such facts and statistics as may be useful, and in general, procure information from every available source for the improvement of common schools.

SECT. 64. 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.

SECT. 65. He shall prepare blank forms for all returns required by law, or deemed by him necessary, to be made by school officers and teachers, which shall be printed and distributed by the secretary of state to the superintending school committees on the *first day of October*, annually.

SECT. 66. He shall annually, prior to the session of the legislature, make a report to the governor and council of the result of his inquiries and investigations, and of the facts obtained from the school returns, with such suggestions and recommendations as in his judgment will best promote the improvement of common schools.

SECT. 67. *He shall receive a salary of twelve hundred dollars, quarterly, and render an account of his traveling and other necessary expenses to the governor and council, to be by them audited and paid out of the treasury of state.*

SECT. 68. *He shall annually hold in each county a teachers' convention, to continue in session one week at least; give due notice thereof to all teachers and persons proposing to become such, and invite their attendance. He shall attend and have charge of each convention, and employ suitable instructors and lecturers to give instruction and addresses, with the view to aid the teachers and qualifying themselves for a more successful discharge of their duties.*

SECT. 69. *To defray the expenses of the conventions, two thousand dollars shall be annually appropriated, to be expended by the superintendent, who shall render an account thereof to the governor and council to be examined and audited by them.*

#### **PENAL PROVISIONS AFFECTING SCHOOLS.**

SECT. 70. All forfeitures arising under this chapter not otherwise provided for, may be recovered by indictment, and shall be paid into the treasury of the town where they were incurred, for the support of schools therein, in addition to the amount required by law to be raised; but the costs of prosecution shall be paid into the county treasury; and if any town neglects for one year, so to expend such money, it shall forfeit a sum equal thereto, to the use of any person suing therefor in an action of debt.

SECT. 71. If any person, whether he is a scholar or not, enters any school-house or any other place of instruction during or out of school hours, while the teacher or any pupil is there, and wilfully interrupts or disturbs the teacher or pupils by loud speaking, rude or indecent behavior, signs, or gestures; or wilfully interrupts a school by prowling about the building, making noises, throwing missiles at the school-house, or in any way disturbing the school, he shall forfeit not less than two, nor more than twenty dollars, to be recovered as aforesaid, or by complaint before a justice of the peace.

SECT. 72. If a minor injures or aids in injuring any school-house, out-buildings, utensils or appurtenances belonging thereto; defaces the walls, benches, seats, or other parts of said buildings by marks, cuts or otherwise; or injures or destroys any property belonging to a school district, such district by its agent or committee, may recover of its parent or guardian, in an action of debt, double the amount of damages occasioned thereby.

#### STATE SCHOOL FUNDS.

SECT. 73. The treasurer of state shall keep a separate account of all moneys received from the sales of lands appropriated for the support of schools in this state, or from the notes taken therefor, and of any other moneys appropriated for the same purpose; and such sum shall constitute a permanent school fund, which may be put at interest as the legislature directs. A sum equal to six per cent. of the amount of such fund, and also all money received by the state from the tax on banks, shall be annually appropriated to the support of common schools, and distributed among the several towns according to the number of children therein between four and twenty-one years of age.

SECT. 74. The secretary of state shall, *on the first day of May*, notify the school committees of any towns, whose returns were not received at his office in *April*; and shall annually ascertain, on the first day of *June*, the number of children between four and twenty-one years of age in the towns from which returns are received, and furnish a list thereof to the state treasurer.

SECT. 75. The treasurer shall, immediately after the *first day of June*, apportion to the towns all state school funds for the year according to such list. The number of scholars belonging to a town from which a return has not been received, shall be reckoned

by taking the number used as the basis of the last apportionment, and deducting all scholars set off to other towns, or incorporated into a new town within a year, and one-tenth of the remainder, and the residue shall be the basis of the new apportionment. Immediately after making the apportionment, the treasurer shall notify each town of its proportion; which shall not be paid to any town that has not made return for the year, until it is made to the secretary of state.

#### **PROVISIONS RESPECTING LITERARY INSTITUTIONS.**

SECT. 76. The presidents of colleges in this state are removable at the pleasure of the trustees and overseers, whose concurrence is necessary for their election.

SECT. 77. No officer of a college shall receive as perquisites any fees paid for a diploma or medical degree conferred by such college, but they shall be paid into the treasury for the use of the college.

SECT. 78. If an innholder, confectioner, or keeper of a shop, boarding house, or livery stable, gives credit for food, drink, or horse or carriage hire to any pupil of a college or literary institution in violation of its rules, or without the consent of its president or other officer authorized thereto by its government, he shall forfeit a sum equal to the amount so credited, whether it has been paid or not, to be recovered in action of debt by the treasurer of such institution, half to its use, and half to the use of the town where it is located; and no person shall be licensed by the municipal officers for any of said employments, if it appears that within the preceding year he had given credit contrary to the provisions hereof.

# SCHOOL LAWS.

ADDITIONS AND AMENDMENTS MADE SINCE THE GENERAL REVISION IN  
1857.

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An act relating to the annual school returns, and the distribution of the state school funds.

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

SECTION 1. The superintending school committees or supervisors of the several cities, towns and plantations, shall make their annual school returns now required by law, into the office of the secretary of state, on the first day of May, and shall give the number of scholars as they existed on the first day of April, preceding.

SECT. 2. The secretary of state shall, on the first day of June, notify the school committees of any towns whose returns were not received at his office in May, and shall annually ascertain on the first day of July, the number of children between four and twenty-one years of age, in the towns from which returns are received, and furnish a list thereof to the state treasurer, and the treasurer shall immediately on the first day of July apportion to the towns all state school funds for the year, according to such list, and in the manner prescribed in section seventy-five chapter eleven of the revised statutes.

SECT. 3. All acts and part of acts inconsistent with this act are hereby repealed.

[Approved February 15, 1859.]

This act amends sections 74 and 75 of the general school law.



An act providing for the distribution of the annual school blanks and registers.

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

SECTION 1. The secretary of state, on the first day of March in each year, shall forward to the superintending school committee of the several cities, towns and plantations, blanks for the annual school return, and registers for the school year commencing on the first day of April following.

SECT. 2. All acts and parts of acts inconsistent with this act are hereby repealed.

[Approved April 2, 1859.]

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#### 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 superin-

tendent of common schools that he believes the money will be faithfully appropriated according to the direction of this act.

SECT. 1. 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.

[Approved March 20, 1860.]

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#### AMENDMENTS TO THE NORMAL SCHOOL ACT.

An act to amend "an act providing for normal schools in the several counties," approved March twentieth, eighteen hundred and sixty.

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

SECTION 1. The two hundred dollars provided by said act to be paid to the agents of the several schools on the first day of January, shall be paid in instalments of one hundred dollars each on the first days of May and November annually, on certificate of the superintendent of schools that said institutions have faithfully complied with the conditions of the act as hereby amended.

SECT. 2. Each term of normal instruction shall continue ten weeks.

SECT. 3. The superintendent shall prescribe such qualifications for admission to these school as shall enable the students to pursue their subsequent course with uniformity and success, and the committee of the trustees shall issue certificates of admission to such applicants as shall sustain a satisfactory examination in the branches required upon the conditions provided in the act to which this is an amendment.

SECT. 4. Each student shall pay for instruction in the normal course the sum of three dollars per term.

SECT. 5. Should the institution designated as the normal school for any county fail to fulfil the provisions of this act, and should no other school in the county be selected in its place, the superintendent is hereby authorized to hold a normal institute not exceeding ten days, at any suitable place in said county; *provided*, he shall receive satisfactory assurances that not less than one hundred students desire to attend the same; and he may draw the amount appropriated for the normal school of such county, to defray the expenses of said institute.

SECT. 6. All parts of the original act inconsistent with this act are hereby repealed.

[Approved February 28, 1861.]

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An act to amend chapter eleven of the revised statutes relating to common schools.

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

SECT. 1. Sections seventeen and eighteen of the eleventh chapter of the revised statutes are hereby amended by inserting in each section after the words "municipal officers," the words, or any justice of the peace.

SECT. 2. Section twenty-six of said chapter is hereby amended by adding to said section the words, and any school district maintaining graded schools may raise money for the support of its schools as provided in this section for districts composed of two or more districts.

SECT. 3. Section forty-nine of said chapter is amended by striking out of the twelfth item of said section the words "if their reports are printed."

SECT. 4. Section sixty-seven of said chapter is amended by substituting for said section the words following: He shall receive a salary of ten hundred dollars, and for traveling and other expenses the sum of five hundred dollars, to be paid quarterly on the first days of April, July, October and January.

SECT. 5. Section six of the normal school act, approved March twentieth, eighteen hundred and sixty, is hereby repealed.

[Approved March 16, 1861.]

An act in aid of schools in the Madawaska territory.

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

SECT. 1. The five thousand dollars retained in the state treasury for the benefit of the inhabitants of the Madawaska territory as their share of the surplus revenue, distributed to the inhabitants of this state in the year eighteen hundred and thirty-seven, shall remain in the treasury as a permanent fund for the support of schools in said territory.

SECT. 2. The governor and council are hereby constituted trustees of said fund, and they are hereby authorized and instructed to pay out and expend in said territory the sum of three hundred dollars annually for the purpose named in the first section of this act, in such sums and at such times as in their discretion they may deem fit and proper.

SECT. 3. The above sum of three hundred dollars annually shall be in full satisfaction for any and all claims which the inhabitants of said territory have upon the state by reason of the aforesaid surplus revenue.

[Approved March 15, 1861.]

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Resolve relating to school books.

WHEREAS, the inhabitants of this state are subjected to a heavy expense and to various other inconveniences by the frequent changes made in the text books used in our public schools, and whereas this want of uniformity and permanency interferes with the best progress of public education, therefore

*Resolved*, That the superintendent of common schools be instructed to make special examination of this whole subject, and present the result of his inquiries in his next annual report, with a view to such future legislation as may be deemed expedient.

[Approved March 7, 1861.]

# 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.	Av. length of summer schools in weeks.	Av. 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.	Expended for repairs, fuel, &c.	No. of female teachers.	No. of male teachers.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Cost of teacher's board per week.	No. of districts in which schools are graded.			
Auburn, . . . . .	1373	828	688	762	627	11.4	10.7	17	3	15	11	-	-	-	14	25	29	50	4	02	1	25	2
Danville, . . . . .	490	251	200	331	246	10.2	11.3	10	1	10	3	1	600 00	106 00	9	11	18	05	1	92	1	75	2
Durham, . . . . .	655	339	263	454	370	9.5	9.8	15	1	15	12	1	300 00	175 00	14	16	15	29	1	68	1	38	1
East Livermore, . . . . .	309	248	184	291	243	10.3	10.	6	2	8	6	1	400 00	81 00	7	10	19	00	1	80	1	50	1
Greene, . . . . .	442	280	217	240	201	10.6	10.7	14	3	12	2	1	-	400 00	7	14	20	00	1	85	1	25	-
Leeds, . . . . .	466	229	181	322	252	9.1	10.8	13	1	13	5	1	565 00	-	13	13	17	47	1	49	1	50	-
Lewiston, . . . . .	2375	1210	884	1101	867	12.4	12.1	12	2	18	12	1	6000 00	861 00	12	23	32	25	3	83	1	75	1
Lisbon, . . . . .	490	320	249	394	274	9.2	9.3	11	1	11	4	-	-	100 00	12	12	19	28	1	69	1	34	-
Livermore, . . . . .	572	392	294	474	383	10.	9.9	18	1	18	14	2	900 00	35 00	16	20	18	62	1	62	1	25	-
Minot, . . . . .	605	453	343	530	420	10.	11.	10	2	8	7	-	-	-	9	9	16	11	2	45	1	75	2
Poland, . . . . .	1090	583	353	699	557	10.3	10.6	22	3	20	10	-	-	175 00	12	24	23	32	2	07	1	58	1
Turner, . . . . .	1019	515	426	670	554	11.	10.9	20	2	19	17	-	-	150 00	18	20	20	05	1	75	1	50	-
Wales, . . . . .	214	143	119	174	130	11.	11.8	7	1	7	2	-	-	85 00	5	9	17	20	1	52	1	25	-
Webster, . . . . .	339	209	164	241	188	11.6	10.2	11	1	11	10	-	-	-	9	10	16	77	1	82	1	52	1

## AROOSTOOK 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.	Av. length of summer schools in weeks.	Av. 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.	Expended for repairs, fuel, &c.	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.	Cost of teacher's board per week.	No. of districts in which schools are graded.
Amity, . . . . .	105	94	68	58	38	9.3	8.	3	2	1	1	-	-	7 55	2	3	15 50	2 50	1 30	-
Ashland, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bridgewater, . . . . .	200	76	68	25	20	13.	12.	4	4	1	1	-	-	28 00	4	4	2 25	1 50	-	
Fort Fairfield, . . . . .	398	257	181	213	151	12.1	10.	9	6	2	2	-	-	30 00	3	9	2 12	1 50	-	
Hodgdon, . . . . .	410	216	173	236	157	11.	9.3	9	8	2	3	-	-	-	6	11	2 20	1 03	-	
Houlton, . . . . .	799	536	327	442	317	14.5	13.	9	8	3	3	-	-	160 00	4	12	2 65	1 59	1	
Linneus, . . . . .	340	196	120	194	120	10.7	8.8	9	1	6	2	-	-	99 62	5	9	2 28	1 15	-	
Littleton, . . . . .	205	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lyndon, . . . . .	117	-	-	71	52	-	7.4	-	-	2	1	-	-	-	2	2	1 15	-	-	
Masardis, . . . . .	72	46	35	-	-	11.	-	3	-	2	-	-	-	-	3	-	1 92	1 25	-	
Maysville, . . . . .	302	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Monticello, . . . . .	188	95	62	20	16	14.	12.	8	4	2	2	-	-	1 80	1	5	1 80	1 00	-	
New Limerick, . . . . .	104	54	36	38	31	12.4	7.5	4	3	2	2	-	-	10 00	-	5	1 80	1 43	-	
Orient, . . . . .	112	84	70	-	-	16.	-	2	1	2	-	-	-	5 00	1	2	2 00	1 72	-	
Presque Isle, . . . . .	307	165	110	146	101	10.	9.5	8	-	4	2	1	750 00	-	4	7	2 35	1 75	-	
Smyrna, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Washburn, . . . . .	146	57	34	85	56	12.	8.9	3	2	-	-	-	-	7 00	3	2	2 50	1 30	-	
Weston, . . . . .	178	92	75	65	50	11.4	12.	4	2	4	2	-	-	14 00	3	5	2 00	1 00	-	

Bancroft pl., . . . . .	107	80	60	42	36	13.2	12.	3	-	2	-	-	-	-	25 00	1	4	16 00	3	11	1	12
Barker, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Belfast Academy, . . . . .	115	91	63	72	54	9.	10.	4	1	3	2	1	414 00	-	2	5	14 00	1	75	1	40	-
Benedicta, . . . . .	101	76	50	61	49	17.	12.	2	-	2	-	2	160 00	-	-	1	-	-	1	50	1	50
Buchanan, . . . . .	44	-	-	-	-	-	-	3	-	1	-	1	300 00	-	2	4	17 00	-	1	92	1	50
Crystal, . . . . .	119	61	45	87	69	8.	9.	4	-	2	2	-	-	-	-	-	-	-	-	-	-	-
Dion, . . . . .	547	-	-	-	-	13.	14.	-	-	-	-	-	-	-	1	1	-	-	1	75	-	75
Daigle, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dayton, . . . . .	37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dyer Brook, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eagle Lake, . . . . .	57	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eaton, . . . . .	164	64	51	70	58	12.	12.	3	-	3	2	1	175 00	-	1	1	20 00	-	1	50	2	00
Fort Kent, . . . . .	275	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Forestville, . . . . .	101	25	17	-	-	6.5	-	3	-	1	1	-	-	-	1	-	15 00	-	-	-	1	25
Fremont, . . . . .	137	36	30	47	36	7.8	8.2	7	-	1	1	-	-	4 32	2	3	17 00	-	1	50	1	50
Golden Ridge, . . . . .	231	36	25	59	35	12.	6.	-	-	1	1	-	-	-	-	3	-	-	2	33	1	50
Grant Isle, . . . . .	261	12	6	-	-	14.	-	6	-	-	-	-	-	9 00	-	1	-	-	1	71	-	85
Hamlin, . . . . .	215	-	-	-	-	-	-	3	-	1	1	-	-	-	-	-	-	-	-	-	-	-
Haynesville, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Island Falls, . . . . .	40	19	11	33	27	10.	9.3	3	-	-	-	-	-	-	-	3	-	-	2	17	1	00
Leavitt, . . . . .	38	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Letter B, R. 1, . . . . .	159	108	57	80	35	12.	11.	3	-	2	2	-	-	-	1	4	15 00	-	2	00	1	00
Limestone, . . . . .	70	18	10	-	-	12.	-	1	-	-	-	-	-	-	-	1	-	-	1	50	1	50
Macwahoc, . . . . .	106	-	-	40	32	11.	11.	2	-	1	-	-	-	5 00	1	-	20 00	-	-	-	1	75
Madawaska, . . . . .	379	47	47	-	-	10.	-	5	-	2	1	-	-	-	1	1	12 00	-	2	50	1	75
Mapleton, . . . . .	115	19	15	-	-	12.	-	7	-	-	-	-	-	-	-	1	-	-	2	50	1	00
Merrill, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Moluncus, . . . . .	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nashville, . . . . .	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



## AROOSTOOK COUNTY, (CONTINUED.)

TOWNS.	No. of districts in which schools are graded											Cost of school houses built last year.	Expended for repairs, fuel, &c.	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.	Cost of teacher's board per week.
	No. of children in town between the ages of 4 and 21 years.	Whole No. registered summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.							
No. 11, R. 1, pl., . . .	84	42	-	45	-	10.	8.	2	-	-	-	-	-	-	-	-	-	-
No. 9, R. 6, . . .	45	35	25	40	30	10.	10.	2	1	1	1	-	-	12 00	1	-	16 00	1 87
Portage Lake, . . .	75	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	1 00
Reed, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sarsfield, . . .	217	156	110	31	25	6.	8.	5	-	4	2	1	60 00	1	2	16 00	1 50	1 50
St. Francis, . . .	105	40	30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Van Buren, . . .	308	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

## CUMBERLAND COUNTY.

Baldwin, . . .	433	250	490	292	234	10.1	9.2	11	1	1	1	-	-	100 00	8	12	18	43	1 84	1 20	2
Bridgton, . . .	1013	547	432	566	431	8.8	8.9	20	2	20	9	-	-	150 00	11	26	12	25	1 80	1 75	3
Brunswick, . . .	1792	1073	890	1076	887	9.8	10.2	25	-	28	26	1	365 00	100 00	21	33	28	75	3 85	2 25	1
Cape Elizabeth, . . .	1212	570	490	860	775	10.9	12.7	12	-	12	8	-	-	180 00	11	17	35	00	3 50	2 00	2
Casco, . . .	443	140	115	139	167	9.3	10.	10	-	9	3	1	300 00	95 00	7	9	18	00	1 75	1 42	-
Cumberland, . . .	632	310	240	403	284	9.4	10.1	12	3	10	8	-	-	-	7	12	27	00	2 50	1 50	-
Falmouth, . . .	692	361	285	493	395	9.7	11.3	13	-	13	8	1	1000 00	148 50	11	10	25	00	2 50	1 87	-

Freeport, . . .	1004	612	462	681	476	10.4	9.8	18	-17	3	-	-	265 00	14	21	23	14	2	30	1	69	1		
Gorham, . . .	1251	619	484	582	458	12.4	11.7	25	-17	5	-	-	25 00	11	18	22	55	2	37	1	50	1		
Gray, . . .	703	427	302	483	368	10.6	11.4	11	-11	7	1	219 00	139 03	12	14	22	32	2	00	1	50	1		
Harpswell, . . .	591	320	255	421	325	10.8	9.5	16	-12	4	-	-	-	12	15	20	00	1	55	1	75	-		
Harrison, . . .	463	271	229	296	257	10.1	10.2	12	2	14	3	-	-	8	14	17	00	2	06	1	28	-		
Naples, . . .	550	327	263	388	302	10.1	9.5	12	1	13	4	-	238 00	8	14	14	50	1	75	1	33	-		
New Gloucester, . . .	626	335	249	411	323	10.5	11.5	13	1	11	7	-	-	12	12	21	20	1	80	1	56	1		
North Yarmouth, . . .	391	-	-	217	174	11.9	10.5	7	3	7	5	-	100 00	5	9	26	00	2	05	1	50	-		
Otisfield, . . .	409	241	185	263	226	10.	12.2	12	1	12	8	-	-	6	7	19	20	1	64	85	-	-		
Portland, . . .	9689	4635	3598	4783	3601	21.	20.	1	*	20	18	-	6130 00	10	74	67	37	5	78	-	All	-		
Pownal, . . .	422	173	29	364	293	8.8	10.5	9	3	12	3	-	74 54	9	9	20	56	1	92	1	62	-		
Raymond, . . .	518	331	172	321	357	9.5	9.	11	-11	2	-	-	-	9	15	19	50	2	70	1	41	-		
Scarborough, . . .	710	342	250	390	274	12.3	12.3	11	1	10	7	-	85 00	10	9	29	70	3	60	1	63	-		
Sebago, . . .	383	208	182	269	210	9.6	7.2	9	1	9	6	1	500 00	49	47	7	8	1	78	1	04	-		
Standish, . . .	776	436	345	441	345	11.9	11.	16	1	16	10	-	-	72	23	12	16	19	66	2	10	1	37	-
Westbrook, . . .	1777	825	637	873	720	11.3	14.8	15	-17	9	1	3000 00	-	10	22	33	59	4	56	2	40	2		
Windham, . . .	950	513	394	657	514	10.7	11.1	19	-19	10	2	1400 00	400 00	14	21	18	02	2	01	1	25	-		
Yarmouth, . . .	701	352	257	443	344	14.9	13.1	7	2	10	8	-	-	125 00	5	16	24	00	2	87	2	50	3	

FRANKLIN COUNTY.

Avon, . . .	327	142	112	257	184	6.5	9.3	13	1	11	8	1	185 00	56 00	13	10	12	00	1	20	1	25	-
Carthage, . . .	167	115	79	137	108	9.8	8.9	7	-	5	4	-	-	-	4	6	14	20	1	26	1	25	-
Chesterville, . . .	382	262	200	300	226	9.9	9.1	12	1	11	6	-	-	-	6	17	18	33	1	96	1	11	-
Farmington, . . .	1095	917	500	900	475	10.	9.	15	5	25	20	-	2000 00	24	30	18	00	2	50	1	25	1	
Freeman, . . .	260	638	80	236	141	10.1	11.	9	-	9	4	-	-	65 00	11	9	15	40	1	34	1	06	-

\*City not divided into territorial school districts.

## FRANKLIN 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.	Av. length of summer schools in weeks.	Av. 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.	Expended for repairs, fuel, &c.	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.		No. of districts in which schools are graded.	
																		1	2		
Industry, . . . . .	298	160	118	251	182	7.7	8.8	13	1	10	6	-	-	25 00	5	15	20	80	1 61	1 05	-
Jay, . . . . .	606	279	246	418	322	9.5	10.5	20	5	14	10	-	-	182 00	11	18	18	00	1 62	1 25	-
Kingfield, . . . . .	223	125	89	171	127	10.4	11.6	6	-	5	4	-	-	74 00	5	5	18	50	1 50	98	-
Madrid, . . . . .	209	92	75	164	126	7.	10.	8	-	5	3	-	-	40 00	5	8	12	60	1 38	1 00	-
New Sharon, . . . . .	641	375	296	550	397	10.	9.5	19	2	18	6	-	-	128 00	9	24	21	88	2 33	1 50	-
New Vineyard, . . . . .	296	156	107	233	172	8.	8.5	12	3	8	5	1	300 00	24 00	4	15	20	25	1 75	1 25	-
Phillips, . . . . .	668	312	248	484	393	8.5	9.3	19	4	16	11	1	250 00	160 00	16	16	15	00	1 75	1 00	-
Rangely, . . . . .	100	51	36	86	61	9.	11.	4	-	4	3	-	-	45 00	3	4	13	00	1 40	1 10	-
Salem, . . . . .	159	64	48	131	100	9.	8.8	5	1	6	-	-	-	27 25	5	2	14	40	2 25	98	-
Strong, . . . . .	297	126	101	260	205	9.6	10.5	9	4	7	4	1	240 00	100 00	5	10	16	55	1 78	1 06	1
Temple, . . . . .	248	126	104	152	124	7.	7.3	10	1	8	4	-	-	40 18	6	10	14	66	1 30	1 00	-
Weld, . . . . .	419	195	135	350	250	9.6	9.9	11	1	11	4	-	-	55 50	9	12	14	50	1 32	1 20	-
Wilton, . . . . .	613	348	252	560	402	9.	11.	15	3	17	8	1	900 00	100 00	15	18	18	15	1 58	1 12	2
Dallas pl., . . . . .	63	27	33	26	44	8.8	11.	4	4	1	1	-	-	14 00	1	2	12	00	1 00	1 00	-
Eustis, . . . . .	123	86	68	52	38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Letter E, . . . . .	47	22	17	22	18	6.	4.	2	-	2	-	-	-	-	1	2	10	00	1 06	95	2
Perkins, . . . . .	45	-	-	35	26	-	8.	3	-	2	2	1	135 00	-	1	1	14	00	1 50	1 00	-
Rangely, . . . . .	22	-	-	11	9	-	10.	1	1	1	-	-	-	5 00	1	-	10	00	-	1 50	-

Sandy River pl., .	76	43	32	35	22	20.	10.	4	-	2	1	-	-	1	3	10	90	1	33	1	00	-
Washington, .	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 6, .	33	10	-	16	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-

HANCOCK COUNTY.

Amherst, . . .	159	115	93	121	87	9.	9.1	4	-	3	3	-	-	-	3	5	21	00	2	48	1	25	-		
Aurora, . . .	107	85	60	46	31	14.	8.	3	-	3	3	-	-	8	00	2	4	22	00	2	33	1	20	-	
Bluehill, . . .	805	488	381	492	437	11.1	7.8	18	-	17	8	-	-	-	11	18	26	50	2	16	1	30	-		
Brookline, . . .	420	262	269	291	208	9.3	7.1	10	-	9	4	-	-	-	6	8	23	22	2	27	1	56	-		
Bucksville, . . .	587	319	242	385	305	10.6	8.4	14	-	13	4	2	400	00	-	7	14	20	00	2	05	1	00	-	
Bucksport, . . .	1477	880	656	865	658	11.	14.2	17	1	21	10	-	-	250	00	11	21	35	25	3	56	1	75	1	
Castine, . . .	520	298	237	323	259	17.2	20.3	4	-	6	6	-	-	200	00	5	6	46	60	5	00	2	25	1	
Cranberry Isles, . . .	169	144	119	128	111	11.5	12	3	-	4	1	-	-	56	00	1	4	28	00	2	19	1	60	-	
Deer Isle, . . .	1666	-	-	-	-	-	-	30	-	-	-	4	2500	00	-	-	-	-	-	-	-	-	-	-	
Dedham, . . .	204	124	29	116	91	14.	7.6	7	-	4	2	-	-	-	3	9	23	00	2	21	1	50	-		
Eastbrook, . . .	91	62	47	58	50	16.	15.	3	-	2	2	-	-	5	00	3	3	24	00	2	00	1	00	-	
Eden, . . .	534	333	246	342	278	10.8	8.	14	-	10	3	-	-	53	30	8	16	27	50	2	43	2	00	-	
Ellsworth, . . .	2280	1145	905	1215	965	10.5	11.5	21	1	24	15	3	5000	00	-	15	26	38	00	4	25	2	00	3	
Franklin, . . .	426	271	213	163	132	10.6	8.2	10	-	6	3	-	-	23	00	5	8	26	00	2	23	1	57	-	
Gouldsborough, . . .	723	406	344	362	324	10.4	9.5	17	2	14	6	-	-	150	00	8	13	20	80	1	90	1	15	1	
Hancock, . . .	433	208	160	263	222	9.4	8.5	7	-	7	4	1	350	00	50	00	6	9	24	70	2	21	1	33	-
Mariaville, . . .	213	159	118	140	122	-	-	5	-	5	4	-	-	-	2	6	26	00	2	50	1	25	-	-	
Mount Desert, . . .	400	156	130	284	242	7.3	8.3	12	-	10	2	1	350	00	75	00	6	11	26	36	2	25	1	25	-
Orland, . . .	800	520	400	600	450	10.7	9.8	18	-	15	8	-	-	175	00	10	18	27	00	2	25	1	75	1	
Otis, . . .	81	38	38	54	54	4.	18.7	3	-	2	2	-	-	6	62	2	3	18	00	1	33	1	27	-	
Penobscot, . . .	694	390	314	489	413	11.1	7.4	13	1	13	3	-	-	75	00	12	14	25	50	1	95	1	30	-	
Sedgwick, . . .	544	342	344	373	300	11.2	10.6	10	-	10	2	-	-	68	08	8	13	26	87	2	28	1	23	-	

## HANCOCK 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.	Av. length of summer schools in weeks.	Av. 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 school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.,	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.	Cost of teacher's board per week.	No. of districts in which schools are graded.					
																						1	2	3	4	5
Sullivan, . . . . .	280	151	97	216	161	11.	9.5	7	—	7	2	—	—	—	—	6	5	24	00	1	75	1	50	—	—	
Surry, . . . . .	556	335	263	415	311	10.3	8.9	8	1	7	5	—	—	—	—	8	11	26	87	2	26	1	27	—	—	
Tremont, . . . . .	765	441	321	550	420	9.7	9.7	14	1	11	6	—	—	—	100	00	11	12	26	29	2	10	1	30	—	—
Trenton, . . . . .	571	330	280	400	340	10.	9.4	12	—	11	—	—	—	—	—	11	11	25	00	2	50	1	00	—	—	
Waltham, . . . . .	163	135	125	127	118	10.5	5.2	5	—	4	3	1	200	00	25	00	2	5	19	00	2	75	1	00	—	—
Hog Island, . . . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Long Island, . . . . .	110	49	40	58	54	13.	12.	1	—	1	1	—	—	—	25	00	1	2	25	00	2	00	1	50	—	—
Swan Island, . . . . .	235	137	104	161	127	8.3	9.3	6	—	6	4	2	700	00	—	5	3	17	60	1	53	1	48	—	—	
Wetmore Isle, . . . . .	191	114	94	111	95	8.	10.	4	—	4	2	—	—	—	—	—	—	23	50	2	23	1	50	—	—	
No. 7, . . . . .	39	18	16	—	—	16.	—	1	—	1	1	—	—	—	100	00	—	2	15	00	1	00	—	—	—	
No. 10, . . . . .	10	—	—	—	—	12.	—	1	—	1	1	—	—	—	—	—	1	—	—	2	50	1	50	—	—	
No. 21, Mid. Div., . . . . .	22	17	14	—	—	7.	—	1	—	1	—	—	—	—	25	00	1	—	—	1	25	1	00	—	—	
Old Harbor, &c., . . . . .	7	—	—	—	—	8.	8.	—	—	—	—	—	—	—	—	—	2	—	—	1	50	1	00	—	—	

## KENNEBEC COUNTY.

Albion, . . . . .	572	335	280	457	428	11.	10.8	14	—	14	6	—	—	—	—	12	12	20	00	1	75	—	—	—	—
Augusta, . . . . .	2738	652	477	864	647	10.8	10.5	24	—	32	25	—	—	—	800	00	14	30	23	28	2	32	1	55	2

Belgrade, . . . . .	597	336	248	500	395	7.6	7.9	18	-18	11	1	225	00	-	16	16	17	75	1	75	1	38	-		
Benton, . . . . .	499	281	211	312	225	10.5	10.6	10	1	10	9	150	00	-	8	12	18	00	1	89	1	50	-		
Chelsea, . . . . .	419	200	156	200	161	11.	11.6	9	-	8	7	-	-	-	5	11	18	50	2	37	1	20	-		
China, . . . . .	1350	640	536	789	651	10.5	11.	23	1	22	19	400	00	150	00	19	25	24	27	2	50	1	37	2	
Clinton, . . . . .	685	471	361	482	358	10.7	10.4	12	-	11	9	300	00	101	00	10	14	23	37	2	40	2	41	1	
Farmingdale, . . . . .	320	164	118	206	158	10.9	10.7	3	1	5	4	-	-	290	00	4	8	21	66	2	09	2	50	1	
Fayette, . . . . .	303	152	114	230	187	9.8	11.2	10	2	9	5	-	-	200	00	3	13	17	00	2	41	1	50	-	
Gardiner, . . . . .	1631	959	707	983	761	15.6	12.	1	-	15	2	-	-	1125	00	9	16	34	63	3	92	1	75	1	
Hallowell, . . . . .	807	503	407	444	376	2.2	12.	3	-	10	10	-	-	400	00	2	8	58	00	3	44	2	12	4	
Litchfield, . . . . .	525	343	273	475	382	9.4	9.3	15	-	15	13	-	-	75	00	15	17	19	37	1	48	1	42	-	
Manchester, . . . . .	253	138	103	151	117	10.	13.	7	-	7	2	-	-	-	-	2	12	33	50	3	16	1	45	1	
Monmouth, . . . . .	636	400	322	422	339	11.	10.2	14	1	13	8	-	-	-	-	8	20	22	31	2	21	1	25	1	
Mt. Vernon, . . . . .	524	290	222	423	351	8.2	9.8	13	-	13	8	-	-	210	00	14	11	18	59	1	87	1	22	-	
Pittston, . . . . .	1050	560	500	594	513	8.9	8.6	19	-	19	10	-	-	150	00	11	27	23	22	2	33	2	00	1	
Readfield, . . . . .	502	245	190	392	307	10.6	11.5	12	-	12	7	1	2500	00	168	00	9	14	18	11	2	09	1	43	1
Rome, . . . . .	395	260	211	288	229	9.3	9.8	8	-	8	7	2	400	00	100	00	9	8	18	66	2	02	1	07	-
Sidney, . . . . .	681	446	352	538	438	9.6	10.2	20	-	19	16	1	200	00	400	00	11	27	19	03	2	25	1	37	-
Vassalborough, . . . . .	1180	689	543	821	635	9.5	8.8	23	-	23	16	-	-	400	00	20	30	20	55	2	24	1	25	3	
Vienna, . . . . .	370	142	100	230	171	9.	10.3	10	-	10	8	-	-	75	00	5	11	17	40	2	09	1	07	-	
Waterville, . . . . .	1672	948	657	1083	671	10.1	10.	16	-	20	17	1	300	00	300	00	16	21	22	00	2	25	1	75	2
Waync, . . . . .	449	291	228	369	295	1.1	10.2	10	2	10	3	-	-	-	-	10	11	17	75	1	90	1	35	2	
West Gardiner, . . . . .	516	297	246	350	281	12.	10.1	9	-	9	5	-	-	105	00	7	11	24	33	1	83	1	09	-	
Windsor, . . . . .	583	434	310	524	402	9.8	10.6	13	-	13	3	-	-	-	-	11	14	21	50	2	25	1	33	-	
Winslow, . . . . .	706	467	351	478	348	9.8	8.7	16	1	14	11	-	-	160	00	12	24	19	73	2	07	1	18	-	
Winthrop, . . . . .	786	374	290	481	386	11.	12.	10	-	10	6	-	-	170	00	10	16	22	37	2	31	2	00	1	
Clinton Gore, . . . . .	90	44	40	81	61	16.	14.	2	-	2	2	-	-	13	00	2	3	21	00	2	00	1	30	-	
Unity pl., . . . . .	17	-	-	16	12	-	7.	1	-	-	-	-	-	4	00	1	-	17	00	-	1	10	-	-	-



LINCOLN COUNTY.

Alna, . . .	285	213	144	210	175	10.8	10.	6	-	6	3	-	-	50 00	6	6	19	67	1	87	1	38	-
Boothbay, . . .	1097	647	507	727	574	10.1	9.3	17	-	16	15	1	475 00	210 00	16	17	27	50	2	96	2	00	1
Bremen, . . .	346	214	170	257	206	11.5	9.5	9	2	9	5	-	-	50 00	7	9	18	22	1	54	1	62	-
Bristol, . . .	1379	674	525	851	675	12.	10.	20	4	18	10	1	600 00	275 00	20	21	23	80	2	03	2	00	1
Damariscotta, . . .	388	287	-	224	-	9.	7.1	6	-	7	5	-	-	-	6	7	24	00	2	32	2	50	1
Dresden, . . .	461	240	180	367	249	10.5	10.6	9	1	8	2	-	-	185 00	6	11	21	35	2	22	1	38	-
Edgecomb, . . .	479	286	229	338	260	10.3	9.8	8	-	8	1	-	-	90 00	8	8	26	80	2	54	1	64	-
Jefferson, . . .	863	516	384	564	447	11.9	11.6	17	-	14	8	-	-	150 00	14	16	22	14	1	98	1	17	1
Newcastle, . . .	658	419	330	435	336	9.9	9.9	14	-	14	7	-	-	200 00	13	13	27	00	2	89	2	00	-
Nobleborough, . . .	590	362	285	409	304	11.6	8.4	12	-	12	-	1	348 00	-	10	13	18	45	1	92	1	50	-
Somerville, . . .	249	104	76	-	-	5.	9.	7	-	4	1	1	252 00	-	5	2	15	00	1	50	1	00	-
Southport, . . .	294	115	85	189	143	11.5	8.5	6	-	5	3	-	-	51 00	3	5	22	36	1	60	2	16	-
Walborough, . . .	2290	1041	790	1020	800	12.3	11.5	31	-	32	20	1	225 00	-	27	31	21	00	1	75	2	00	-
Westport, . . .	340	185	129	255	183	9.	10.7	6	-	6	1	-	-	45 00	7	6	22	17	1	85	1	50	-
Whitefield, . . .	1006	426	339	580	463	9.5	10.4	18	-	18	8	-	-	-	15	18	19	00	1	81	1	50	-
Wiscasset, . . .	825	382	250	450	324	11.	13.3	5	1	6	3	-	-	325 00	6	6	23	33	2	30	2	00	1
Monhegan Isle pl.,	66	31	20	39	25	10.	10.	1	-	1	1	-	-	-	1	1	21	00	2	00	1	50	-

OXFORD COUNTY.

Albany, . . .	340	180	136	203	151	7.9	8.5	10	1	8	4	-	-	50 00	5	11	17	00	1	73	82	-	
Andover, . . .	279	158	118	206	144	8.2	10.3	7	-	6	3	-	-	60 00	5	7	19	80	3	11	1	25	1
Bethel, . . .	956	564	442	708	563	8.7	8.6	24	3	25	5	-	-	-	18	28	17	76	2	27	1	27	1
Brownfield, . . .	556	328	251	410	277	9.5	9.2	16	-	13	4	-	-	109 00	10	18	14	72	2	03	1	25	-
Buckfield, . . .	619	297	233	390	310	9.7	9.9	13	3	13	6	-	-	-	10	18	19	00	1	65	1	33	1
Byron, . . .	126	43	36	89	58	8.1	5.	6	-	3	3	-	-	-	4	5	11	50	1	50	1	50	-
Canton, . . .	368	247	207	273	231	10.	10.	9	1	9	6	-	-	-	6	12	21	00	1	74	1	33	1



## OXFORD COUNTY, (CONTINUED.)

TOWNS.	Number of children in towns between the ages of 4 and 21 years.		Whole No. registered in winter schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	Av. length of summer schools in weeks.	No. of school districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of female teachers.	No. of male teachers.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Cost of teacher's board per week.	No. of districts in which schools are graded.	
	Number of children in towns between the ages of 4 and 21 years.	Whole No. registered in summer schools.																		
Denmark, . . . . .	491	291	224	341	256	8.6	9.4	14	13	1	-	-	-	8	15	16	87	1 89	1 00	-
Dixfield, . . . . .	440	156	148	420	390	8.	10.	10	2	11	8	-	-	10	11	18	00	2 06	1 25	1
Fryeburg, . . . . .	649	310	241	352	274	10.2	9.7	16	-	15	12	-	100 00	11	20	18	66	2 11	1 25	-
Gilead, . . . . .	153	103	83	121	92	7.5	7.7	6	-	6	4	-	-	4	8	16	62	1 75	1 25	-
Grafton, . . . . .	39	17	12	-	-	10.	-	3	1	1	-	-	-	1	1	12	00	1 50	1 25	-
Greenwood, . . . . .	344	203	165	243	182	10.7	8.8	13	1	12	4	1	325 00	6	17	15	66	1 67	1 03	-
Hanover, . . . . .	111	38	32	93	78	9.4	8.9	4	1	4	2	-	9 50	3	3	15	33	2 58	1 25	-
Hartford, . . . . .	450	286	234	373	275	8.9	10.7	13	3	14	8	-	-	10	17	17	05	1 55	1 13	-
Hebron, . . . . .	317	194	164	238	191	9.2	9.	8	1	8	5	-	73 79	6	8	20	41	2 00	1 25	-
Hiram, . . . . .	522	340	257	320	238	8.8	9.4	14	1	14	4	1	100 00	48	29	11	17	1 96	1 28	-
Lovell, . . . . .	580	315	249	343	279	8.9	9.8	14	-	13	9	1	300 00	100	00	10	15	2 05	1 50	-
Mason, . . . . .	66	39	32	34	37	10.	10.	1	-	1	-	-	5 00	1	1	20	00	2 00	1 25	-
Mexico, . . . . .	220	160	130	136	99	8.5	8.6	6	-	6	2	-	-	6	6	18	00	1 90	1 17	-
Newry, . . . . .	208	133	106	188	171	9.	10.	6	2	6	3	-	57 35	3	9	16	00	1 75	1 50	-
Norway, . . . . .	810	469	376	557	438	9.8	10.5	15	-	16	12	1	300 00	175	00	13	16	1 93	1 33	1
Oxford, . . . . .	505	277	201	281	206	8.5	10.7	10	2	11	6	-	116 00	9	12	20	87	1 75	1 31	1
Paris, . . . . .	1012	568	439	699	555	10.9	11.9	18	-	18	9	-	300 00	15	23	20	27	2 29	1 62	2
Peru, . . . . .	472	261	202	306	226	9.7	11.3	10	-	10	4	1	856 00	77	25	9	11	1 72	1 91	-

Porter, . . .	487	316	241	372	279	10.8	10.5	13	3	13	2	-	-	95 00	10	13	17	75	2	10	1	30	-
Roxbury, . . .	75	31	25	59	46	7.	8.5	5	1	2	2	-	-	5 00	1	6	18	00	1	37		92	-
Rumford, . . .	518	361	285	384	300	10.9	10.8	13	-	13	3	-	-	-	11	14	18	00	2	00	1	25	-
Stow, . . .	224	135	109	92	78	7.	7.5	8	-	8	1	-	-	-	4	8	16	00	2	00	1	00	-
Stoneham, . . .	218	131	86	167	104	10.	10.	-	-	-	-	-	-	-	3	7	11	33	2	00	1	25	-
Sumner, . . .	390	254	221	317	252	9.6	10.8	13	3	14	10	-	-	120 00	7	16	15	56	1	78	1	10	-
Sweden, . . .	296	189	153	202	168	9.5	9.3	8	-	8	4	-	-	40 00	5	10	18	40	1	87	1	50	-
Upton, . . .	92	-	-	47	35	-	9.	5	-	3	3	-	-	3 00	1	5	13	00	1	40	1	25	-
Waterford, . . .	520	302	242	344	263	10.5	10.1	14	-	13	8	-	-	-	11	13	19	00	2	04	1	50	-
Woodstock, . . .	343	263	228	297	248	9.2	8.7	10	-	9	3	-	-	32 00	7	11	19	00	1	58	1	27	-
Andover N. Sur. pl.,	33	-	-	20	19	-	8.	1	1	1	-	-	-	10 00	-	1	-	-	1	50	1	50	1
Franklin, . . .	130	89	59	61	47	8.	7.	4	1	5	2	-	-	-	4	5	14	00	1	23	-	-	-
Hamlin's Grant, . . .	23	24	16	28	20	12.	12.	1	-	1	-	-	-	7 60	1	1	16	00	1	66	1	00	-
Milton, . . .	109	58	48	76	55	10.9	10.2	2	2	2	-	-	-	10 00	3	4	16	33	1	94	1	12	-

PENOBSCOT COUNTY.

Alton, . . .	227	148	109	110	76	11.6	8.8	7	-	3	2	-	-	100 00	2	7	16	00	1	56	1	52	-	
Argyle, . . .	137	80	71	55	39	11.	7.8	4	-	4	3	-	-	15 00	-	5	-	-	2	00	1	50	-	
Bangor, . . .	5437	3848	2913	3881	2900	18.5	18.5	1	-	38	37	2	6000 00	3927	00	9	74	74	14	5	08	2	00	-
Bradford, . . .	686	348	270	468	340	9.1	9.2	13	-	12	4	-	-	78 00	10	14	22	70	2	19	1	27	-	
Bradley, . . .	377	210	149	257	174	14.	12.5	4	-	4	2	-	-	-	2	6	27	50	2	45	1	12	1	
Brewer, . . .	1036	549	413	671	513	10.7	12.	7	-	9	4	1	300 00	192	00	4	13	33	48	2	48	1	87	3
Burlington, . . .	276	165	136	130	92	12.	10.	6	-	5	4	-	-	30 00	2	7	20	00	2	50	1	50	-	
Carmel, . . .	542	302	228	369	294	8.	9.4	11	-	10	8	-	-	74 00	9	13	22	33	2	44	1	12	2	
Carroll, . . .	197	129	91	148	108	8.2	10.1	6	1	4	-	-	-	15 00	3	8	16	33	1	79	1	07	-	
Charleston, . . .	551	315	247	357	285	12.	11.6	10	1	10	3	1	300 00	160	00	7	13	20	71	2	19	1	00	-
Chester, . . .	151	103	81	123	94	7.7	8.2	5	-	5	3	-	-	32 84	3	7	14	67	2	07	1	34	-	



Hudson, . . .	355	224	176	230	180	10.	10.2	7	-	7	5	1	300 00	-	5	9	20	00	2	20	1	25	-
Kenduskeag, . . .	353	192	150	220	159	9.1	11.	5	2	6	4	-	-	80 00	5	9	30	50	3	44	1	33	1
Lagrange, . . .	294	193	134	187	133	13.1	12.	4	-	3	1	-	-	24 00	3	4	22	33	1	93	1	17	1
Lee, . . .	397	316	236	259	198	8.5	9.	8	1	9	6	-	-	-	6	11	17	00	2	00	1	50	-
Levant, . . .	586	344	261	367	291	8.	8.9	10	3	10	4	1	310 00	-	8	12	22	12	2	07	1	20	1
Lincoln, . . .	652	463	344	382	299	12.3	13.	11	-	11	1	-	-	-	4	17	23	75	2	55	1	38	2
Lowell, . . .	205	158	119	100	69	12.	9.	7	-	5	3	-	-	-	1	8	20	00	1	72	1	22	-
Mattawamkeag, . . .	101	78	63	25	20	9.8	7.	3	-	1	-	1	1100 00	9 00	1	3	30	00	2	16	1	25	-
Maxfield, . . .	49	47	41	-	-	9.8	-	4	-	2	-	-	-	13 25	-	3	-	-	1	89	1	12	-
Milford, . . .	240	151	97	126	99	11.7	12.	4	-	3	2	-	-	60 00	2	3	25	50	2	50	1	88	1
Newburg, . . .	517	312	257	360	290	10.4	12.6	10	1	10	10	-	-	75 00	8	12	19	55	1	82	1	33	-
Newport, . . .	530	321	251	309	253	10.	9.1	9	-	9	6	-	-	-	6	15	20	33	2	51	-	-	-
Oldtown, . . .	1390	762	606	755	608	10.	10.6	8	-	10	10	1	250 00	250 00	7	22	30	77	1	88	2	00	3
Orono, . . .	782	477	348	318	253	20.8	12.1	1	-	10	8	-	-	300 00	5	10	43	00	4	40	2	40	8
Orrington, . . .	756	460	369	545	438	10.	10.4	12	-	13	9	-	-	97 67	10	16	25	60	1	99	1	75	1
Passadumkeag, . . .	145	95	79	115	94	10.3	11.5	4	-	4	2	-	-	36 73	3	7	19	00	2	36	1	45	-
Patten, . . .	275	132	106	175	129	9.8	12.5	6	-	4	3	-	-	60 00	3	8	18	87	2	56	1	85	-
Plymouth, . . .	417	203	105	348	187	8.2	9.3	9	1	9	6	1	300 00	68 00	5	12	20	70	1	79	1	24	-
Prentiss, . . .	121	56	40	16	13	9.2	10.	6	1	4	1	-	-	-	1	4	12	00	2	00	1	75	-
Springfield, . . .	369	204	142	183	137	9.6	9.5	6	4	6	-	-	-	60 00	5	6	19	00	2	00	1	12	-
Stetson, . . .	235	162	144	211	196	7.5	9.	7	-	7	3	-	-	200 00	3	11	24	00	1	75	2	00	1
Veazie, . . .	286	171	133	200	150	12.	11.5	1	-	3	3	-	-	87 44	1	4	40	00	3	00	1	58	1
Winn, . . .	114	100	80	70	60	12.	6.	3	-	2	1	-	-	-	2	3	15	00	2	00	1	75	-
Drew pl., . . .	29	10	-	10	8	-	4.	2	-	-	-	-	-	-	1	-	8	00	-	1	50	-	-
Medway, . . .	132	97	77	-	-	-	-	4	-	2	2	-	-	40 00	-	2	-	-	2	88	2	50	-
McCrillis, . . .	10	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pattagampus, . . .	41	36	25	-	-	20.	-	2	-	1	-	-	-	-	-	2	-	-	1	45	1	50	-
Webster, . . .	28	15	10	-	-	11.	-	1	1	1	-	1	75 00	-	-	1	-	-	1	50	1	00	-
Woodville, . . .	113	-	-	-	-	-	-	3	-	1	-	-	-	-	-	3	-	-	1	12	1	25	-

## PENOBSCOT COUNTY, (CONTINUED.)

TOWNS.	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.	Av. length of summer schools in weeks.	Av. 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.	Expended for repairs, fuel, &c.	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.	Cost of teacher's board per week.	No. of districts in which schools are graded.
	No. 2, Grand Falls, No. 4, Range 1, .	36 66	19 26	16 13	- 42	- 22	12. 6.	- 9.2	2 3	- -	- -	1 1	- -	- -	- -	- -	2 3	- -	1 37 2 00	1 00

## PISCATAQUIS COUNTY.

Abbot, . . . . .	314	190	147	215	180	9.1	9.5	9	4	8	2	-	-	50 00	5	12	22 00	1 80	84	1
Atkinson, . . . . .	381	219	185	330	265	9.5	9.7	10	8	8	4	1	200 00	105 00	8	10	19 50	2 22	1 20	-
Barnard, . . . . .	80	58	39	15	12	8.4	8.	3	1	2	1	-	-	-	-	4	-	1 62	1 00	-
Bowerbank, . . . . .	45	16	9	29	27	7.	19.7	3	3	-	-	-	-	-	3	-	-	1 91	1 23	-
Blanchard, . . . . .	64	27	18	43	36	10.	11.	1	-	1	-	-	-	13 00	1	1	25 00	1 25	1 25	-
Brownville, . . . . .	325	215	154	166	125	8.5	9.1	9	-	8	1	1	200 00	20 00	1	8	24 00	2 29	1 43	1
Dover, . . . . .	732	506	397	609	443	9.9	10.4	16	3	16	12	-	-	80 00	7	27	22 87	2 30	1 27	1
Foxcroft, . . . . .	390	264	189	213	168	9.2	9.7	11	-	11	5	-	-	-	4	11	20 10	2 38	1 42	1
Guilford, . . . . .	304	182	130	249	173	11.3	9.6	8	-	7	2	1	250 00	60 00	8	7	21 00	2 25	1 25	-
Greenville, . . . . .	109	65	53	72	63	11.5	11.	4	-	3	-	-	-	-	2	3	25 00	1 75	1 75	-
Kingsbery, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medford, . . . . .	171	67	55	123	99	8.	8.1	6	-	4	3	1	350 00	-	3	4	17 34	1 82	75	-

Monson,	231	189	148	115	83	9.	8.3	9	-	6	4	-	-	40 00	3 12	17 67	1 72	1 50	1
Milo,	400	232	186	302	219	8.5	11.	9	-	9	3	-	-	-	4 16	20 75	1 70	1 31	1
Orneville,	207	138	94	78	93	-	-	10	-	6	1	-	-	-	1 9	18 00	1 68	1 17	-
Parkman,	449	281	202	334	240	8.9	9.5	12	3	11	4	-	-	57 00	8 13	17 42	2 02	1 17	-
Sangerville,	593	250	175	359	261	8.7	10.6	10	-	10	4	2	900 00	-	8 11	23 62	1 77	1 10	1
Sebec,	414	248	191	278	230	9.6	10.3	9	-	8	5	1	450 00	-	6 10	22 33	2 00	1 53	1
Shirley,	152	67	50	117	97	9.7	9.1	3	2	3	1	1	100 00	40 00	3 5	18 00	1 60	1 20	-
Wellington,	287	117	95	217	181	6.9	8.1	9	1	8	2	-	-	16 00	9 6	15 30	1 65	1 00	-
Williamsburg,	89	53	50	55	46	10.5	9.	3	-	3	1	-	-	-	1 2	32 00	1 87	1 50	-
Elliotsville pl.,	23	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 00	-
No. 2, Range 5,	16	12	12	-	-	5.	-	1	-	-	-	-	-	-	1	-	-	-	-

SAGADAHOC COUNTY.

Arrowsic,	121	65	39	59	43	10.	10.	2	-	2	1	-	-	20 00	2 2	20 00	2 00	2 00	-
Bath,	3262	1718	1491	1718	1718	20.	20.	1	-	14	12	1	20716 00	3109 00	8 32	48 43	4 10	2 00	All
Bowdoinham,	841	498	405	556	460	11.4	10.4	18	-	18	14	1	150 00	50 00	16 22	22 25	1 86	1 21	1
Bowdoin,	652	352	272	383	301	10.	9.3	18	1	18	7	1	350 00	-	16 20	18 00	1 50	1 50	-
Georgetown,	496	257	175	314	211	11.5	9.6	9	-	7	4	-	-	56 00	6 6	23 50	2 48	1 63	-
Perkins,	22	20	10	22	16	8.	13.	1	-	1	1	-	-	7 40	-	1 -	2 00	1 37	-
Phippsburg,	766	445	315	536	391	11.9	12.	14	-	13	12	-	-	47 00	8 20	23 82	2 03	1 60	1
Richmond,	900	555	429	639	448	10.3	9.6	11	-	13	8	-	-	-	12 15	21 00	2 00	1 50	1
Topsham,	600	383	302	474	371	11.	11.6	10	-	13	6	-	-	187 11	12 15	23 00	1 83	1 76	1
West Bath,	130	60	45	86	73	9.4	10.5	4	-	4	-	-	-	28 51	4 3	21 37	2 00	2 00	-
Woolwich,	484	278	234	349	266	9.8	9.5	9	-	8	2	-	-	160 00	8 10	27 37	2 00	2 00	-



New Portland,	570	332	248	405	337	8.7	9.8	18	2 14	7	1	500 00	100 00	9 14	21 00	1 90	1 10	-
Norridgewock,	663	354	291	409	370	8.9	11.2	16	4 15	11	1	320 00	150 00	6 14	23 50	1 86	1 00	-
Palmyra,	641	384	297	470	364	8.5	9.8	14	2 16	10	-	-	175 00	10 18	18 00	1 81	1 19	-
Pittsfield,	602	370	300	420	330	8.6	10.6	10	4 10	8	1	400 00	75 00	5 15	20 00	2 82	1 12	-
Ripley,	662	179	140	195	138	10.2	10.2	5	- 5	1	-	-	-	4 6	20 00	2 07	99	-
St. Albans,	800	486	373	658	494	10.3	9.5	14	1 14	3	-	-	86 69	11 17	21 61	1 97	1 02	1
Solon,	534	324	273	449	315	8.3	8.7	13	1 13	6	1	234 00	101 43	10 14	20 56	1 89	1 02	1
Skowhegan,	1355	741	547	857	681	9.5	10.1	20	1 25	17	1	350 00	190 00	11 30	23 81	2 68	1 20	2
Smithfield,	320	163	143	240	186	9.	9.2	7	- 7	4	1	400 00	40 00	7 6	20 07	1 55	1 10	-
Starks,	549	283	225	423	316	9.1	9.8	18	2 14	9	-	-	85 00	10 18	17 62	1 76	1 06	1
Dead River pl.,	51	16	14	24	19	8.	9.	1	- 1	1	-	-	5 00	1 1	15 00	2 00	1 00	-
Flagstaff,	29	-	-	21	22	-	10.	1	- 1	1	-	-	4 00	1 -	20 00	-	1 25	-
Moose River,	44	36	30	-	-	6.	-	1	- 1	-	-	-	3 00	- 1	-	2 00	1 25	-
Forks,	66	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
West Forks,	21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jackmantown,	36	10	10	-	-	6.	-	1	- 1	1	-	-	3 00	- 1	-	2 00	1 25	-
No. 1, Range 2,	80	70	65	25	15	5.3	10.	3	2 3	2	-	-	-	- 6	-	1 55	-	-
No. 1, Range 3,	114	72	53	28	20	8.2	8.	3	2 3	2	1	101 00	16 00	1 5	26 00	1 50	1 25	-

WALDO COUNTY.

Belfast,	2273	1058	790	1245	940	15.1	10.7	14	1 18	14	-	-	606 00	19 26	31 00	2 75	1 75	2
Belmont,	270	195	125	190	144	11.6	11.1	5	- 5	1	-	-	-	5 5	22 00	1 17	1 00	-
Brooks,	433	215	158	302	235	11.	10.2	7	- 7	4	-	-	226 00	6 8	30 00	1 50	1 00	-
Burnham,	378	240	186	257	210	8.4	9.1	8	1 6	4	-	-	75 00	2 12	20 00	1 83	1 00	-
Frankfort,	941	625	553	810	647	12.1	11.4	9	5 9	4	-	-	300 00	9 13	35 00	3 50	2 00	2
Freedom,	316	176	120	265	198	8.3	9.4	9	- 9	7	-	-	123 00	10 8	17 00	1 28	1 16	-
Islesborough,	530	306	237	333	331	11.	10.	9	- 8	3	-	-	20 00	8 8	20 75	1 50	1 25	-
Jackson,	303	157	119	221	165	11.	9.5	8	1 8	3	-	-	67 61	7 14	18 86	1 51	1 25	-

APPENDIX.



## WALDO COUNTY, (CONTINUED.)

TOWNS.	Number of children in town between the ages of 4 and 21 years.		Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	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.	Cost of teacher's board per week.	No. of districts in which schools are graded			
	4 and 21 years.	21 years.																				
Knox, . . . . .	414	249	189	313	228	10.2	10.5	9	2	9	-	-	-	7	11	20	58	1	72	1	12	
Liberty, . . . . .	468	225	150	275	200	10.	10.	9	3	8	8	-	40	00	7	10	20	00	1	75	1	25
Lincolnton, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Monroe, . . . . .	666	435	216	550	465	10.3	9.	13	2	13	10	-	200	00	11	16	22	00	1	65	1	50
Montville, . . . . .	633	304	240	475	372	11.1	10.8	18	7	15	6	-	400	00	16	13	18	26	1	52	1	10
Morrill, . . . . .	228	183	126	172	127	10.	9.	5	4	6	-	-	-	5	6	18	25	1	62	1	30	
Northport, . . . . .	460	279	207	325	234	11.	9.7	10	-	9	3	-	50	00	7	11	26	57	2	74	1	50
Palermo, . . . . .	516	192	160	312	281	11.5	12.	13	2	13	7	-	60	00	9	14	18	50	1	96	1	00
Prospect, . . . . .	377	240	188	250	191	12.9	10.1	7	4	7	4	-	150	00	6	8	23	85	1	94	1	44
Searsmont, . . . . .	631	395	316	427	322	12.7	11.5	12	2	12	9	1	33	00	11	12	21	00	1	66	1	31
Searsport, . . . . .	975	530	420	813	576	10.8	10.5	11	2	11	5	-	400	00	8	19	22	54	2	18	2	00
Stockton, . . . . .	695	411	324	568	448	10.6	10.2	10	4	10	7	-	175	00	10	12	33	80	3	04	1	50
Swanville, . . . . .	398	243	184	273	229	9.	9.	7	1	7	4	-	60	00	6	10	23	00	1	83	1	00
Thorndike, . . . . .	409	238	186	326	250	8.3	8.4	10	-	10	4	-	-	11	10	19	40	1	57	94	-	-
Troy, . . . . .	540	380	280	520	390	9.7	10.5	12	2	12	11	-	96	00	11	12	20	00	1	75	1	25
Unity, . . . . .	475	289	218	413	300	11.1	10.5	12	1	9	7	-	100	00	12	10	19	00	1	87	1	12
Waldo, . . . . .	299	180	129	195	149	11.5	10.8	7	1	7	2	-	36	50	6	7	21	20	1	60	1	08
Winterport, . . . . .	963	566	394	695	566	9.8	10.7	15	2	15	8	-	125	00	13	19	23	00	1	92	1	35

WASHINGTON COUNTY.

Addison, . . . . .	524	346	292	386	318	7.7	7.7	13	2	12	5	-	-	100 00	4	19	21	33	2	27	1	04	-
Alexander, . . . . .	210	51	4	70	35	12.	12.	4	2	4	3	-	-	23 50	2	4	22	00	2	50	1	75	-
Baileyville, . . . . .	138	80	70	60	55	-	4.	1	4	-	-	-	-	20 00	2	4	20	00	2	00	1	00	-
Baring, . . . . .	192	133	95	134	102	12.	14.3	1	2	3	2	-	-	16 00	1	5	24	00	1	75	1	50	1
Beddington, . . . . .	65	48	34	45	35	13.	16.	1	-	1	1	-	-	12 00	-	2	-	-	2	25	1	50	-
Calais, . . . . .	2450	1158	909	1252	994	14.8	12.5	8	21	15	11	-	-	-	11	21	41	31	4	00	2	25	2
Centerville, . . . . .	100	89	72	-	-	12.	-	3	1	2	-	-	-	4 16	-	3	-	-	1	63	1	24	-
Charlotte, . . . . .	273	149	106	191	138	7.2	9.5	6	-	6	4	1	-	500 00	8	3	21	75	1	83	1	58	-
Cherryfield, . . . . .	779	506	375	382	288	11.5	9.1	9	1	9	4	-	-	-	1	13	22	00	2	63	1	25	-
Columbia, . . . . .	537	313	241	299	222	9.	11.4	11	-	9	8	-	-	-	4	9	22	67	2	00	1	00	1
Cooper, . . . . .	185	56	39	155	104	8.	9.8	5	-	5	-	-	-	40 00	5	2	21	00	1	87	1	36	-
Crawford, . . . . .	125	80	58	72	53	-	-	3	-	2	1	-	-	30 00	1	3	23	00	2	00	1	25	-
Cutler, . . . . .	400	319	206	260	205	11.3	9.	7	-	7	2	1	300 00	25 00	4	5	19	50	2	00	1	75	1
Danforth, . . . . .	123	24	20	59	42	12.	8.	3	-	1	-	-	-	-	1	2	20	00	2	18	1	43	-
Deblois, . . . . .	51	36	29	32	19	9.5	12.9	1	1	1	1	1	250 00	186 00	-	2	-	-	3	00	1	25	-
Dennysville, . . . . .	206	121	92	141	120	14.6	14.6	2	-	2	2	-	-	30 27	2	3	26	50	2	94	1	75	1
East Machias, . . . . .	904	670	523	441	322	12.2	11.3	8	-	8	6	1	-	-	6	7	29	06	2	42	2	00	2
Eastport, . . . . .	1696	883	533	841	546	21.	19.	1	-	7	7	-	-	500 00	3	11	56	50	3	45	2	50	1
Edmunds, . . . . .	193	82	62	113	82	9.5	13.5	6	-	5	4	-	-	-	3	4	19	33	2	50	1	44	-
Harrington, . . . . .	456	269	211	311	341	11.4	11.5	10	-	9	5	-	-	-	2	14	20	00	2	49	1	25	1
Jonesborough, . . . . .	220	154	114	35	24	17.2	8.	6	3	5	2	-	-	30 00	-	7	-	-	2	63	1	28	-
Jonesport, . . . . .	518	275	247	220	219	10.1	11.	11	-	7	6	-	-	85 00	4	7	22	00	2	00	2	00	-
Lubec, . . . . .	1060	524	460	742	560	12.5	13.2	14	-	12	7	-	-	351 00	12	13	28	00	1	75	1	75	-
Machias, . . . . .	876	561	434	541	431	15.	15.	1	1	11	9	3	6000 00	230 00	4	7	44	46	1	90	2	00	All
Machiasport, . . . . .	625	327	327	159	318	11.5	8.3	9	-	7	5	-	-	-	6	9	20	00	2	50	1	50	1
Marion, . . . . .	74	31	22	24	22	11.5	8.	3	-	1	-	-	-	10 30	1	2	22	00	1	75	1	58	-
Marshfield, . . . . .	148	112	80	89	75	8.7	13.	2	-	2	2	-	-	14 00	2	3	21	50	1	75	1	55	-
Meddybemps, . . . . .	100	85	70	75	65	10.	12.	3	-	2	2	-	-	10 00	2	2	22	00	2	00	1	50	-

APPENDIX.

## WASHINGTON 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.	Av. length of summer schools in weeks.	Av. 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.	Expended for repairs, fuel, &c.	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.	Cost of teacher's board per week.	No. of districts in which schools are graded.	
																					21
Milbridge, . . . . .	546	380	296	284	218	10.4	9.	11	3	7	-	-	-	-	5	12	23	40	1 92	1 28	-
Northfield, . . . . .	123	106	84	110	100	12.1	-	3	-	3	1	-	-	17 00	3	1	19	00	3 50	2 00	-
Pembroke, . . . . .	1062	519	383	471	344	11.3	10.8	11	-	10	6	1	450 00	60 00	5	12	20	25	2 68	1 87	3
Perry, . . . . .	576	313	234	296	219	11.3	12.1	12	-	10	-	-	-	50 00	5	10	25	60	2 13	6 66	-
Princeton, . . . . .	251	181	112	183	147	15.7	10.5	4	1	4	4	-	-	68 68	3	5	21	66	2 31	1 99	1
Robbinston, . . . . .	501	314	197	288	220	10.1	10.7	8	-	8	4	-	-	-	6	9	23	66	2 00	1 53	-
Steuben, . . . . .	506	329	263	200	149	9.5	11.4	11	-	8	4	-	-	6 00	5	15	24	20	2 06	2 00	-
Topsfield, . . . . .	186	119	82	109	80	9.	9.	4	3	4	2	-	900 00	-	3	7	20	00	1 75	1 25	-
Trescott, . . . . .	340	182	155	139	90	9.3	10.	8	-	5	2	-	-	40 00	4	7	30	00	2 95	1 96	-
Wesley, . . . . .	156	111	85	67	56	7.7	4.6	5	-	4	2	1	360 00	21 00	3	3	19	00	3 00	1 42	-
Whiting, . . . . .	196	149	112	112	104	10.1	10.4	6	-	4	4	-	-	50 00	4	5	19	75	2 15	1 42	-
Whitneyville, . . . . .	261	155	100	154	107	3.2	17.	1	-	1	-	-	-	70 00	2	2	29	25	2 25	2 00	1
Codyville pl., . . . . .	32	25	19	-	-	17.	-	1	-	1	-	-	-	5 00	-	2	-	-	3 25	1 00	-
Jackson Brook, . . . . .	42	32	26	-	-	28.	-	2	-	1	-	-	-	5 00	-	2	-	-	1 75	1 43	-
Talmadge, . . . . .	45	33	24	18	8	28.	8.	2	-	1	1	-	-	6 50	1	2	20	00	1 75	1 25	-
Waite, . . . . .	46	13	8	30	19	12.	16.	1	-	1	1	-	-	10 00	1	1	20	00	2 00	1 37	-
No. 7, Range 2, . . . . .	51	32	18	25	17	14.8	14.5	2	-	1	1	-	-	9 12	-	3	-	-	1 67	1 15	-
No. 9, Range 4, . . . . .	39	35	30	-	26	2.	-	2	-	2	-	-	-	-	-	2	-	-	1 81	1 42	-

No. 14,	82	60	50	-	-	14.	3.	3.	2	-	-	-	3	-	1	40	90	2		
No. 18,	12	12	7	-	-	12.	-	1	1	1	1	200	00	-	-	1	25	1	50	-

YORK COUNTY.

Acton,	455	200	155	235	241	8.7	10.6	12	-12	4	-	-	140	00	9	9	18	88	2	08	1	25	-		
Alfred,	472	219	163	289	212	10.	12.	9	-9	4	-	-	96	00	6	9	20	59	2	25	1	68	-		
Berwick,	787	591	493	603	517	14.8	10.6	18	-17	11	-	-	-	-	11	23	19	31	2	44	1	50	-		
Biddeford,	2745	1463	961	1479	1117	13.7	15.	13	-29	26	1	1200	00	-	15	20	40	00	4	00	2	00	1		
Buxton,	1027	576	451	747	554	11.	11.5	17	1	17	8	1	500	00	267	00	16	16	27	07	3	60	1	50	1
Cornish,	443	249	191	241	190	10.	9.7	13	-12	2	-	-	50	00	6	14	12	00	1	88	1	75	1		
Dayton,	234	162	115	105	71	12.5	9.	6	-4	4	1	327	00	10	00	4	6	18	88	2	04	1	55	-	
Elliot,	666	367	245	422	283	10.5	12.	8	-8	2	1	180	00	142	00	8	8	24	25	2	60	1	75	-	
Hollis,	686	394	305	440	341	10.	9.7	13	1	14	5	1	200	00	-	13	14	21	50	3	00	1	50	1	
Kennebunk,	994	592	447	607	466	11.6	10.	12	-14	10	-	-	160	00	9	12	27	06	4	47	1	81	2		
Kennebunkport,	956	511	376	510	367	14.	13.4	13	1	14	6	-	-	-	14	12	30	54	3	51	1	75	1		
Kittery,	1154	625	404	571	449	12.8	12.9	12	-14	6	1	900	00	-	12	15	23	00	2	00	1	75	2		
Lebanon,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Limerick,	501	298	223	321	260	11.1	11.	10	-10	5	-	-	150	00	9	10	24	00	3	12	1	62	1		
Limington,	735	483	432	596	559	10.6	11.8	18	1	17	9	-	163	00	16	17	17	26	2	09	1	29	-		
Lyman,	498	300	242	306	227	9.2	9.7	12	-11	8	-	-	-	-	7	10	16	00	1	90	1	50	-		
Newfield,	520	281	226	315	261	9.5	11.1	10	1	10	4	-	-	-	10	10	17	22	1	96	1	30	-		
North Berwick,	557	370	275	405	282	9.	8.7	16	2	14	14	1	2075	00	300	00	9	18	26	50	3	55	1	50	-
Parsonsfield,	736	405	304	550	434	10.3	11.7	18	2	18	9	1	200	00	150	00	14	18	18	00	2	25	1	25	-
Saco,	2054	1155	855	1179	836	18.3	20.	9	-15	13	-	-	-	-	13	20	38	00	4	25	2	00	1		
Shapleigh,	493	327	255	297	204	10.	10.1	14	1	11	4	-	-	57	44	8	13	19	00	2	50	1	49	-	
Sanford,	831	501	371	490	379	10.5	9.	16	3	16	13	-	-	-	13	19	21	53	2	34	1	51	1		
South Berwick,	969	532	353	550	377	11.6	12.7	13	2	13	11	-	-	-	9	15	29	00	4	51	1	60	1		

TOWNS.	No. of districts in which schools are graded.	Cost of teacher's board per week.	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.	Expended for repairs, fuel, &c.	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.	Av. length of winter schools in weeks.	Av. 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.
	Waterborough, . . . . .	—	1 50	2 00	18 62	10 18	10 18	125 00	500 00	1	4	13	—	14	12.3	11.4	454	627	363	491
Wells, . . . . .	—	1 67	2 41	21 90	15 14	15 14	39 25	—	—	12	16	—	15	12.1	11.	508	700	483	654	1176
York, . . . . .	1	—	2 50	20 90	13 15	13 15	—	—	—	6	14	—	14	13.	12.1	381	567	395	574	1078

## YORK COUNTY, (CONTINUED.)

## TABLE II.

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

### ANDROSCOGGIN COUNTY.

TOWNS.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
Auburn, . . . . .	4,023	923,077	2,500 00	86 20	1 80	448 34	—	325 00	—	120 00
Danville, . . . . .	1,336	301,003	810 10	8 40	1 65	164 00	—	120 00	30 00	30 00
Durham, . . . . .	1,623	459,376	1,200 00	227 20	1 83	235 00	—	150 00	50 00	41 00
East Livermore, . . . . .	1,029	301,703	617 40	—	1 96	102 86	60 06	75 00	—	28 00
Greene, . . . . .	1,225	338,402	808 20	73 20	1 83	175 00	—	—	140 00	30 00
Leeds, . . . . .	1,390	333,035	1,000 00	166 00	2 14	155 47	—	—	—	37 89
Lewiston, . . . . .	7,424	2,426,374	5,000 00	545 00	2 18	738 67	—	300 00	—	235 00
Lisbon, . . . . .	1,377	404,016	900 00	73 80	1 83	80 00	—	125 00	50 00	30 00
Livermore, . . . . .	1,596	430,779	965 00	8 40	1 67	195 00	107 00	425 00	325 00	45 00
Minot, . . . . .	1,799	546,581	1,050 00	10 00	1 73	207 00	—	150 00	—	44 00
Poland, . . . . .	2,747	517,671	1,700 00	27 80	1 55	266 12	—	—	—	66 73
Turner, . . . . .	2,682	748,218	1,650 00	128 00	1 61	326 36	250 00	300 00	75 00	66 00
Wales, . . . . .	602	188,642	450 00	78 80	2 10	74 10	—	30 00	—	14 00
Webster, . . . . .	890	312,015	666 00	132 00	1 80	102 16	—	25 00	110 00	30 00

AROOSTOOK COUNTY.

TOWNS.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
Amity, . . . . .	302	28,884	200 00	18 80	1 90	49 74	—	—	—	9 50
Ashland, . . . . .	606	68,830	—	—	—	—	—	—	—	—
Bridgewater, . . . . .	491	44,372	380 00	16 40	1 90	63 28	—	9 00	26 00	4 00
Fort Fairfield, . . . . .	914	75,975	600 00	51 60	1 50	132 64	24 00	—	25 00	26 00
Hodgdon, . . . . .	963	118,467	600 00	22 20	1 46	135 00	50 00	20 00	43 00	10 50
Houlton, . . . . .	2,035	240,000	1,250 00	29 00	1 50	282 87	—	—	—	45 00
Linneus, . . . . .	785	77,270	400 00	—71 00	1 17	119 96	249 65	15 75	—	8 50
Littleton, . . . . .	543	53,932	—	—	—	—	—	—	—	—
Lyndon, . . . . .	284	26,264	175 00	4 60	—	—	—	—	—	—
Masardis, . . . . .	190	19,801	90 00	24 00	1 25	—	15 00	—	—	—
Maysville, . . . . .	665	57,952	—	—	—	—	—	—	—	—
Monticello, . . . . .	483	54,369	300 00	10 20	1 60	58 27	24 00	—	35 00	13 00
New Limerick, . . . . .	225	26,712	100 00	—35 00	96	36 89	46 32	14 00	—	7 50
Orient, . . . . .	233	17,712	100 00	—39 80	98	36 88	12 00	—	—	6 00
Presque Isle, . . . . .	—	79,874	500 00	315 80	1 62	199 00	—	200 00	—	14 00
Smyrna, . . . . .	165	24,793	—	—	—	—	—	—	—	—
Washburn, . . . . .	318	—	171 00	—19 80	1 17	45 00	—	—	—	—
Weston, . . . . .	394	42,230	282 00	45 60	1 58	63 00	52 87	—	—	9 00

Bancroft pl., . . . . .	304	-	185 00	2 60	1 73	32 00	100 00	-	-	10 00
Belfast Academy, . . . . .	287	-	171 60	-	1 50	36 89	-	-	12 00	9 59
Benedicta, . . . . .	307	-	39 00	-145 20	38	10 00	30 00	-	8 00	-
Buchanan, . . . . .	-	-	-	-	-	-	-	-	-	-
Crystal, . . . . .	249	-	200 00	50 60	1 67	27 07	-	3 75	29 50	5 50
Daigle, . . . . .	-	-	-	-	-	-	-	-	-	-
Dion, . . . . .	1,032	-	-	-	-	-	-	-	-	7 00
Dayton, . . . . .	-	-	-	-	-	-	-	-	-	-
Dyer Brook, . . . . .	-	-	-	-	-	-	-	-	-	-
Eaton, . . . . .	320	-	100 00	-92 00	61	45 34	-	-	-	-
Eagle Lake, . . . . .	-	-	-	-	-	-	-	-	-	-
Fort Kent, . . . . .	679	-	-	-	-	-	-	-	-	-
Fremont, . . . . .	338	-	200 00	-2 80	1 46	35 00	-	-	25 00	1 00
Forestville, . . . . .	179	-	56 00	-51 40	52	33 00	-	-	-	-
Grant Isle, . . . . .	545	-	-	-	-	14 10	-	-	-	1 50
Golden Ridge, . . . . .	486	-	-	-	-	58 33	-	24 60	41 17	-
Hamlin, . . . . .	-	-	50 00	-	23	-	-	-	-	-
Haynesville, . . . . .	169	-	-	-	-	14 88	30 00	-	-	-
Island Falls, . . . . .	132	-	80 00	80	1 74	14 55	-	47 00	-	-
Leavitt, . . . . .	-	-	-	-	-	-	-	-	-	-
Letter B, R. 1, . . . . .	386	-	200 00	-31 60	1 25	53 13	-	3 50	-	2 50
Limestone, . . . . .	161	-	-	-	-	19 20	-	-	18 00	-
Macwahoc, . . . . .	202	-	150 00	28 80	1 44	33 00	-	-	-	-
Mapleton, . . . . .	-	-	159 60	-	1 27	30 12	-	-	-	2 50
Madawaska, . . . . .	585	-	-	-	-	80 19	-	-	-	4 00
Merrill, . . . . .	-	-	-	-	-	-	-	-	-	-
Moluncus, . . . . .	61	-	-	-	-	-	-	-	-	-
Nashville, . . . . .	-	-	-	-	-	-	-	-	-	-
Portage Lake, . . . . .	-	-	-	-	-	-	-	-	-	-



AROOSTOOK COUNTY, (CONTINUED.)

TOWNS.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
Reed pl., . . . . .	—	—	—	—	—	—	—	—	—	—
St. Francis, . . . . .	—	—	—	—	—	—	—	—	—	—
Sarsfield, . . . . .	—	—	—	—	—	—	—	—	—	—
No. 9, R. 6, . . . . .	—	—	—	10 00	—	—	—	—	2 40	—
Van Buren, . . . . .	—	—	60 00	—	—	—	—	—	—	—

CUMBERLAND COUNTY.

Baldwin, . . . . .	1,227	212,918	736 20	20 00	1 70	148 88	71 57	90 00	40 00	25 00
Bridgton, . . . . .	2,558	703,223	1,700 00	165 20	1 67	347 17	610 74	97 75	80 00	77 00
Brunswick, . . . . .	4,723	1,761,904	3,500 00	666 20	1 95	602 98	—	150 00	700 00	94 50
Cape Elizabeth, . . . . .	3,281	757,632	2,000 00	31 40	1 65	377 28	—	—	—	82 00
Casco, . . . . .	1,115	212,695	627 60	—42 00	1 42	151 00	112 00	125 00	—	28 00
Cumberland, . . . . .	1,713	455,540	993 60	—34 20	1 57	212 16	88 79	120 00	50 00	40 00
Falmouth, . . . . .	1,935	621,978	1,298 40	137 40	1 89	233 47	—	—	60 00	51 00
Freeport, . . . . .	2,795	821,460	1,800 00	123 00	1 79	339 39	—	—	—	66 00
Gorham, . . . . .	2,253	1,086,704	2,000 00	48 20	1 59	402 00	—	600 00	—	72 25

Gray, . . . . .	1,768	360,680	1,100 00	39 20	1 56	69 00	-	200 00	36 00	31 00
Harpwell, . . . . .	1,603	446,281	925 00	36 80	1 58	190 80	-	389 00	275 00	32 50
Harrison, . . . . .	1,252	241,072	900 00	148 80	1 94	156 00	44 00	-	-	35 00
Naples, . . . . .	1,218	233,327	700 00	-30 80	1 27	176 63	-	24 00	14 00	28 00
New Gloucester, . . . . .	1,654	665,936	1,110 00	117 60	1 77	205 32	220 00	125 00	25 00	30 06
North Yarmouth, . . . . .	1,076	451,776	675 00	29 60	1 72	141 52	217 66	-	-	6 00
Otisfield, . . . . .	1,201	255,904	725 00	4 40	1 75	141 67	144 15	50 00	-	25 00
Portland, . . . . .	26,342	21,866,000	-	-	-	3258 50	-	-	-	-
Pownal, . . . . .	1,053	345,889	631 80	-	1 50	147 23	-	182 00	110 30	25 50
Raymond, . . . . .	1,229	167,260	750 00	12 60	1 45	170 87	130 64	-	-	30 00
Scarborough, . . . . .	1,811	537,478	1,300 00	213 40	1 83	253 78	-	75 00	-	50 00
Sebago, . . . . .	958	149,623	580 00	5 20	1 51	132 98	-	20 00	39 00	7 00
Standish, . . . . .	2,067	451,689	1,375 00	134 80	1 77	282 53	43 60	105 00	71 15	68 31
Westbrook, . . . . .	5,114	1,834,050	3,500 00	431 60	1 95	604 67	120 00	-	-	109 00
Windham, . . . . .	2,635	786,758	1,500 00	81 00	1 58	340 74	146 40	250 00	50 00	91 14
Yarmouth, . . . . .	2,028	930,841	1,292 20	75 40	1 84	236 18	-	400 00	100 00	41 00

FRANKLIN COUNTY.

Avon, . . . . .	802	129,977	466 80	5 60	1 42	103 00	-	15 00	25 00	25 00
Carthage, . . . . .	502	63,557	302 00	80	1 80	51 60	30 12	50 00	-	2 00
Chesterville, . . . . .	1,313	236,446	787 80	-	2 06	136 70	36 64	-	50 00	33 00
Farmington, . . . . .	3,106	998,814	1,650 00	-213 60	1 50	347 17	86 95	-	20 00	75 00
Freeman, . . . . .	666	129,137	400 00	40	1 54	89 61	41 18	-	-	13 50
Industry, . . . . .	827	180,096	594 00	7 80	1 69	101 78	-	-	18 49	22 00
Jay, . . . . .	1,686	367,722	1,012 00	40	1 67	216 55	78 28	225 00	75 00	34 50
Kingfield, . . . . .	671	99,451	402 00	-60	1 80	87 00	-	-	-	12 00
Madrid, . . . . .	491	44,821	242 00	-52 60	1 15	68 35	25 10	-	-	14 00

FRANKLIN COUNTY, (CONTINUED.)

TOWNS.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
New Sharon, . . . . .	1,731	427,866	1,038 60	—	1 62	220 00	50 00	150 00	75 00	36 00
New Vineyard, . . . . .	864	143,387	518 40	—	1 81	119 54	12 00	78 50	100 00	24 00
Phillips, . . . . .	1,699	323,701	1,000 00	—19 40	1 49	219 60	70 00	60 00	40 00	52 00
Rangely, . . . . .	238	43,579	150 00	7 20	1 50	31 00	44 00	—	8 00	8 00
Salem, . . . . .	396	71,715	250 00	12 60	1 57	57 22	—	25 00	5 00	12 00
Strong, . . . . .	714	152,959	450 00	21 60	1 52	98 00	70 60	125 00	75 00	16 12
Temple, . . . . .	726	113,509	435 60	—	1 76	96 26	—	75 00	—	12 00
Weld, . . . . .	1,035	176,847	600 00	—21 00	1 43	133 99	60 00	—	12 00	24 00
Wilton, . . . . .	1,920	477,543	1,188 61	36 61	1 92	131 14	—	200 00	20 00	35 00
Bloomfield pl., . . . . .	—	—	—	—	—	—	—	—	—	—
Dallas, . . . . .	—	—	—	—	—	—	—	—	—	—
Jackson, . . . . .	—	—	—	—	—	—	—	—	—	—
Letter E, . . . . .	108	13,066	70 00	5 20	1 49	13 60	—	—	—	—
No. 1, Range 4, . . . . .	90	—	—	—	—	—	—	—	—	—
No. 3, R. 2, Bing. Pur., . . . . .	25	10,000	—	—	—	—	—	—	—	—
No. 6, . . . . .	57	4,000	39 00	4 80	1 15	13 53	—	66 00	—	—
Perkins, . . . . .	118	—	69 00	—1 80	1 53	—	—	—	—	—
Rangely, . . . . .	46	5,000	—	—	—	44 00	20 00	—	—	—

Sandy River, . . . . .	176	-	100 00	-5 60	1 31	27 00	20 00	9 25	29 25	4 00
Eustis, . . . . .	-	-	-	-	-	40 95	-	-	-	-

HANCOCK COUNTY.

Amherst, . . . . .	384	50,046	250 00	39 60	1 57	50 76	81 43	-	-	4 00
Aurora, . . . . .	277	40,272	200 00	33 80	1 87	37 50	48 60	-	-	5 50
Bluehill, . . . . .	1,994	358,176	1,200 00	3 60	1 49	274 07	100 00	-	-	61 37
Brookline, . . . . .	1,043	136,476	700 00	75 20	1 67	141 78	40 81	-	12 00	11 00
Brooksville, . . . . .	1,428	198,998	860 00	3 20	1 46	232 46	-	-	-	1 43
Bucksport, . . . . .	3,554	975,137	2,500 00	367 60	1 69	493 35	75 00	600 00	50 00	150 00
Castine, . . . . .	1,357	764,571	2,500 00	1,685 80	4 80	178 21	68 00	-	-	-
Cranberry Isles, . . . . .	347	53,710	169 80	-39 20	1 00	52 14	-	-	130 00	3 00
Deer Isle, . . . . .	3,592	362,520	2,154 00	-1 20	1 30	559 00	-	-	-	-
Dedham, . . . . .	495	94,388	350 00	53 00	1 71	73 76	68 98	50 00	-	22 50
Eastbrook, . . . . .	221	29,354	100 00	- 32 60	1 09	-	10 00	-	-	3 00
Eden, . . . . .	1,247	158,464	800 00	51 80	1 50	179 37	62 67	20 00	210 00	19 95
Ellsworth, . . . . .	4,658	896,299	4,000 00	1,205 20	1 75	743 06	-	900 00	-	255 00
Franklin, . . . . .	1,004	123,056	500 00	-102 40	1 17	149 90	-	600 00	-	19 85
Gouldsborough, . . . . .	1,717	133,236	840 00	-190 20	1 16	244 65	20 00	-	-	5 00
Hancock, . . . . .	926	180,822	552 00	-3 60	1 28	125 00	-	25 00	60 00	26 00
Mariaville, . . . . .	458	49,106	250 00	-24 80	1 15	70 04	50 00	-	-	10 00
Mount Desert, . . . . .	917	129,839	553 80	3 60	1 38	137 72	-	50 00	-	22 00
Orland, . . . . .	1,787	312,543	1,200 00	127 80	1 50	269 34	149 00	25 00	-	59 10
Otis, . . . . .	210	22,538	200 00	74 00	2 47	26 00	33 00	-	-	10 29
Penobscot, . . . . .	1,557	193,375	934 20	- 1 35	1 35	253 14	42 15	-	45 00	2 00
Sedgwick, . . . . .	1,223	192,018	800 00	66 20	1 47	196 25	36 31	15 00	25 00	35 86
Sullivan, . . . . .	862	135,994	486 00	-31 20	1 74	94 00	80 00	-	34 00	7 00

HANCOCK COUNTY, (CONTINUED.)

TOWNS.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
Surry, . . . . .	1,322	164,022	800 00	6 80	1 44	193 89	91 54	24 00	—	38 50
Tremont, . . . . .	1,768	192,984	1,237 60	176 80	1 61	255 47	—	100 00	60 00	33 00
Trenton, . . . . .	1,400	240,667	723 00	117 00	1 26	189 00	—	—	—	24 00
Waltham, . . . . .	374	44,092	236 40	12 00	1 45	51 74	78 24	—	—	2 50
Hog Island, . . . . .	8	350	—	—	—	—	—	—	—	—
Long Island, . . . . .	188	4,500	90 00	22 80	82	49 00	10 00	—	—	—
Swan Island, . . . . .	492	21,829	300 00	4 80	1 23	79 51	—	46 00	88 00	8 00
Wetmore Isle, . . . . .	399	44,143	300 00	60 60	1 57	64 63	—	—	—	10 00
No. 7, . . . . .	114	—	60 00	8 40	1 54	13 20	—	8 55	—	—
No. 10, . . . . .	33	6,000	12 00	7 80	1 09	3 06	—	—	4 50	—
No. 21, Middle Division, . . . . .	54	10,000	30 00	2 40	1 36	8 12	—	—	—	1 00
No. 33, Middle Division, . . . . .	96	18,000	—	—	—	—	—	—	—	—

KENNEBEC COUNTY.

Albion, . . . . .	1,554	304,850	1,000 00	67 60	1 73	186 96	—	125 00	—	40 00
Augusta, . . . . .	7,609	2,460,004	6,000 00	1,434 60	2 19	974 50	150 00	400 00	200 00	125 00

Belgrade, . . . . .	1,592	341,044	1,034 00	78 80	1 73	200 31	-	-	-	45 00
Benton, . . . . .	1,183	175,526	900 00	190 20	1 80	168 00	-	125 00	-	21 00
Chelsea, . . . . .	1,024	181,550	650 00	35 60	1 55	137 04	-	50 00	-	30 00
China, . . . . .	2,720	555,976	1,725 00	93 00	1 28	473 72	-	200 00	75 00	40 00
Clinton, . . . . .	1,803	270,141	1,046 00	35 80	1 53	266 64	-	100 00	24 74	30 25
Farmingdale, . . . . .	896	333,359	700 00	162 40	2 18	109 97	-	25 00	-	18 00
Fayette, . . . . .	910	222,583	660 00	114 00	2 17	103 14	-	97 90	10 00	27 00
Gardiner, . . . . .	4,477	1,723,561	3,500 00	813 86	2 14	557 97	-	150 00	-	100 00
Hallowell, . . . . .	2,435	1,085,742	2,000 00	539 00	2 47	276 10	-	400 00	-	74 00
Litchfield, . . . . .	1,704	475,149	1,025 00	2 60	1 95	208 77	-	50 00	31 00	-
Manchester, . . . . .	813	295,792	700 00	212 20	2 76	86 91	-	200 00	-	23 00
Monmouth, . . . . .	1,854	501,989	1,155 00	42 60	1 80	215 54	150 00	100 00	15 00	43 00
Mt. Vernon, . . . . .	1,470	315,186	890 00	8 00	1 68	179 14	-	86 00	21 00	37 00
Pittston, . . . . .	2,619	619,711	1,600 00	28 60	1 52	368 15	-	100 00	40 00	60 00
Readfield, . . . . .	1,510	505,807	1,200 00	294 60	2 39	175 63	-	325 00	20 00	48 50
Rome, . . . . .	864	128,417	550 00	32 60	1 39	130 27	-	25 00	-	10 50
Sidney, . . . . .	1,784	508,912	1,800 00	728 60	2 64	243 44	-	100 00	10 00	72 90
Vassalborough, . . . . .	3,181	737,920	2,000 00	91 40	1 69	383 68	-	1100 00	50 00	90 00
Vienna, . . . . .	878	151,024	526 80	-	1 56	120 46	-	200 00	30 00	23 50
Waterville, . . . . .	4,392	1,348,330	2,500 00	864 80	1 50	546 00	-	-	100 00	72 85
Wayne, . . . . .	1,194	256,032	820 00	103 60	1 83	159 72	-	215 00	54 00	35 50
West Gardiner, . . . . .	1,296	298,496	800 00	22 40	1 55	192 87	-	175 00	30 00	25 25
Windsor, . . . . .	1,548	274,001	1,075 80	147 00	1 83	211 00	-	-	-	31 00
Winslow, . . . . .	1,739	409,712	1,100 00	56 60	1 55	239 23	-	320 00	25 00	50 00
Winthrop, . . . . .	2,338	769,018	1,573 04	170 24	2 00	261 90	170 24	791 95	65 00	45 00
Clinton Gore, . . . . .	219	13,135	150 00	12 60	1 66	28 76	-	7 00	-	4 50
Unity pl., . . . . .	54	10,388	50 00	17 60	2 94	7 32	-	-	1 50	1 00

KNOX COUNTY.

TOWNS.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
Appleton, . . . . .	1,573	253,347	943 80	—	1 45	323 32	—	100 00	—	23 00
Camden, . . . . .	4,588	1,062,228	2,825 00	232 20	1 40	676 74	69 36	1200 00	—	50 00
Cushing, . . . . .	796	103,547	483 00	5 40	1 65	101 51	—	—	—	16 40
Friendship, . . . . .	770	123,506	400 00	—62 00	1 51	77 45	—	55 00	—	8 00
Hope, . . . . .	1,065	241,094	650 00	11 00	1 50	152 27	—	40 00	—	16 00
North Haven, . . . . .	951	146,446	575 00	4 40	1 42	131 29	190 00	168 00	16 00	17 50
Rockland, . . . . .	7,315	2,614,861	5,500 00	1,111 00	2 06	930 86	—	500 00	—	125 00
South Thomaston, . . . . .	1,615	343,462	1,000 00	31 00	1 53	222 99	—	92 00	77 00	15 50
St. George, . . . . .	2,716	343,152	1,629 00	—60 00	1 44	378 64	—	10 00	302 75	37 00
Thomaston, . . . . .	3,620	2,053,573	2,500 00	328 00	2 32	367 00	—	—	—	—
Union, . . . . .	1,958	510,737	1,180 00	5 40	1 45	242 60	—	150 00	—	33 50
Vinalhaven, . . . . .	1,667	198,803	1,000 00	—20 00	1 53	—	—	60 00	—	6 00
Warren, . . . . .	2,321	909,254	1,392 60	—	1 49	214 00	200 00	150 00	350 00	50 00
Washington, . . . . .	1,662	270,616	1,058 60	61 40	1 66	124 00	—	80 00	—	34 00
Matinicus Isle, . . . . .	276	17,539	165 60	—	1 56	34 84	—	10 50	—	3 00
Muscle Ridge pl., . . . . .	183	20,659	33 00	—76 80	82	18 20	—	26 10	—	3 00

LINCOLN COUNTY.

Alna, . . . . .	807	223,310	550 00	65 80	1 93	100 15	-	40 00	-	23 50
Boothbay, . . . . .	2,857	403,933	1,502 40	-	1 37	376 94	-	253 00	33 00	37 75
Bremen, . . . . .	908	122,466	544 80	-	1 28	114 71	-	-	175 00	20 00
Bristol, . . . . .	3,010	422,580	1,750 00	-56 00	1 27	457 48	-	200 00	956 00	75 00
Damariscotta, . . . . .	1,366	601,198	1,000 00	180 40	1 70	196 60	-	100 00	-	36 00
Dresden, . . . . .	1,248	328,474	855 00	106 20	1 80	189 48	-	-	-	20 00
Edgecomb, . . . . .	1,112	179,225	738 60	-	1 54	162 08	-	50 00	-	21 00
Jefferson, . . . . .	2,122	404,908	1,273 20	-	1 46	310 50	-	75 00	100 00	50 00
Newcastle, . . . . .	1,792	648,991	1,200 00	124 80	1 82	249 38	552 00	250 00	-	75 00
Nobleborough, . . . . .	1,437	261,745	844 80	-17 40	1 43	202 68	-	-	-	-
Somerville, . . . . .	606	65,047	334 90	-28 70	1 34	84 25	-	-	-	13 40
Southport, . . . . .	708	130,455	375 00	-49 80	1 28	104 56	-	60 00	20 00	12 00
Walboborough, . . . . .	4,569	1,010,447	3,000 00	258 60	1 31	804 65	-	-	-	120 00
Westport, . . . . .	798	150,664	480 00	1 20	1 41	119 78	-	-	50 00	15 00
Whitefield, . . . . .	1,883	392,809	1,400 00	276 20	1 39	274 75	-	35 00	-	46 00
Wiscasset, . . . . .	2,318	806,749	1,400 00	9 20	1 69	282 00	100 00	750 00	-	23 00
Monhegan Isle pl., . . . . .	195	23,740	120 38	3 38	1 82	18 95	-	-	-	-
Muscongus and other islands,	130	-	-	-	-	-	-	-	-	-

OXFORD COUNTY.

Albany, . . . . .	853	140,847	500 00	-11 80	1 48	118 09	38 10	40 00	20 00	20 00
Andover, . . . . .	748	91,153	455 00	6 80	1 63	99 09	21 00	75 00	61 00	25 00
Bethel, . . . . .	2,523	580,330	1,513 80	-	1 58	320 09	36 00	-	-	75 55
Brownfield, . . . . .	1,398	237,713	818 20	-20 60	1 45	190 00	115 00	-	-	12 00
Buckfield, . . . . .	1,705	504,794	1,025 00	2 00	1 65	189 48	119 44	50 00	-	55 00
Byron, . . . . .	323	19,968	180 00	-13 80	1 43	-	18 00	2 50	3 50	-
Canton, . . . . .	1,025	221,361	615 00	-	1 67	133 53	61 28	150 00	20 00	28 15



OXFORD COUNTY, (CONTINUED.)

TOWNS.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
Denmark, . . . . .	1,171	200,566	800 00	97 40	1 63	168 51	32 88	103 00	—	34 00
Dixfield, . . . . .	1,181	219,664	600 00	—108 60	1 33	157 18	59 78	—	—	—
Fryeburg, . . . . .	1,625	550,593	1,200 00	225 00	1 84	237 54	80 00	300 00	—	73 20
Gilead, . . . . .	347	63,484	225 00	16 80	1 47	50 00	15 00	42 00	76 00	14 00
Grafton, . . . . .	111	23,298	65 00	—1 60	1 66	11 17	—	—	—	5 00
Greenwood, . . . . .	878	119,410	671 00	144 20	1 66	128 58	23 25	20 00	49 00	19 50
Hanover, . . . . .	257	45,702	155 00	80 1	1 40	—	—	30 00	85 60	8 06
Hartford, . . . . .	1,155	259,913	708 00	15 00	1 57	135 00	28 84	—	—	33 00
Hebron, . . . . .	895	218,566	540 00	3 00	1 70	104 89	300 00	365 00	60 00	24 00
Hiram, . . . . .	1,283	240,158	769 00	—80 1	1 47	180 02	—	75 00	50 00	15 50
Lovell, . . . . .	1,339	272,854	803 40	—	1 38	200 31	83 00	100 00	50 00	42 00
Mason, . . . . .	136	21,847	86 00	4 40	1 30	20 30	—	—	—	1 50
Mexico, . . . . .	671	84,722	300 00	—102 60	1 36	68 60	39 85	25 00	—	11 75
Newry, . . . . .	474	87,638	276 00	—8 40	1 32	48 78	39 91	50 00	100 00	15 00
Norway, . . . . .	1,982	540,355	1,400 00	200 80	1 72	274 07	13 70	150 00	—	57 25
Oxford, . . . . .	1,281	305,268	800 00	31 40	1 58	163 00	—	125 40	—	37 75
Paris, . . . . .	2,828	803,564	1,700 00	3 20	1 68	344 80	225 00	450 00	50 00	67 50
Peru, . . . . .	1,121	199,676	700 00	27 40	1 48	169 86	34 00	—	—	23 00

Porter, . . . . .	1,240	186,204	744 00	-	1 53	163 00	100 00	125 00	-	16 50
Roxbury, . . . . .	211	43,045	175 00	48 40	2 33	5 20	65 00	65 00	30 00	20 00
Rumford, . . . . .	1,375	285,018	825 00	-	1 59	185 79	180 00	140 00	-	35 00
Stow, . . . . .	551	73,469	300 00	-30 60	1 34	80 12	-	-	-	10 00
Stoneham, . . . . .	463	50,045	300 00	22 20	1 37	-	-	-	-	-
Sumner, . . . . .	1,154	251,329	700 00	7 60	1 80	145 50	10 29	10 00	140 00	34 50
Sweden, . . . . .	728	195,120	500 00	63 20	1 68	98 30	107 95	30 00	-	35 00
Upton, . . . . .	219	-	125 00	-	1 35	36 45	-	-	-	10 50
Waterford, . . . . .	1,407	351,189	900 00	55 80	1 73	166 82	73 82	103 00	-	48 80
Woodstock, . . . . .	1,025	169,902	603 00	-10 00	1 75	135 00	-	75 00	-	20 00
Franklin pl., . . . . .	335	26,420	125 00	-76 00	96	45 00	-	-	-	5 00
Hamlin's Grant, . . . . .	79	17,680	47 40	-	2 02	8 00	-	3 50	-	1 00
Milton, . . . . .	271	28,222	150 00	-12 60	1 39	37 90	-	-	67 00	3 00
Andover North Surplus, . . . . .	66	3,800	2 00	-	6	9 12	-	-	10 00	-

PENOBSCOT COUNTY.

Alton, . . . . .	531	58,184	318 60	-	1 40	77 82	35 00	-	-	23 00
Argyle, . . . . .	580	38,718	225 00	-123 00	1 64	40 42	-	-	-	-
Bangor, . . . . .	16,408	6,015,601	17,600 00	7,755 00	3 23	1839 72	-	-	-	800 00
Bradford, . . . . .	1,558	686,107	800 00	-134 80	1 16	230 00	94 68	103 50	-	36 00
Bradley, . . . . .	844	116,300	500 00	-6 40	1 32	109 63	-	1 55	10 00	21 00
Brewer, . . . . .	2,836	562,499	1,351 00	350 60	1 30	339 72	50 96	64 00	-	55 00
Burlington, . . . . .	579	64,734	300 00	-47 40	1 09	87 64	256 91	-	-	6 00
Carmel, . . . . .	1,273	188,235	750 00	-13 80	1 38	174 59	96 00	200 00	50 00	25 50
Carroll, . . . . .	470	54,513	300 00	18 00	1 62	65 64	71 81	-	6 00	11 50
Charleston, . . . . .	1,430	213,465	800 00	-58 00	1 45	185 76	119 04	125 00	100 00	25 00
Chester, . . . . .	339	27,902	300 00	96 60	1 98	50 63	6 00	-	32 00	18 58

PENOBSCOT COUNTY, (CONTINUED.)

TOWNS.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
Clifton, . . . . .	307	36,529	200 00	15 80	1 46	43 96	42 00	—	—	5 50
Corinna, . . . . .	1,599	233,711	1,028 64	69 24	1 33	229 09	100 00	15 00	50 00	54 00
Corinth, . . . . .	1,789	313,870	960 00	459 00	1 32	437 50	63 00	400 00	30 00	40 00
Dexter, . . . . .	2,365	465,023	1,425 00	6 00	1 63	295 06	146 80	200 00	30 00	56 00
Dixmont, . . . . .	1,442	227,741	1,000 00	134 80	1 68	202 34	156 00	105 00	—	27 25
Eddington, . . . . .	858	123,704	600 00	86 40	1 69	115 04	—	97 43	—	19 00
Edinburg, . . . . .	48	13,713	50 00	21 20	1 85	2 72	57 00	—	—	—
Enfield, . . . . .	526	47,886	315 00	—60	1 54	68 35	20 00	10 25	17 50	15 50
Etna, . . . . .	850	102,913	500 00	—10	00 1 55	127 98	—	—	—	14 70
Exeter, . . . . .	1,784	303,839	1,200 00	129 60	1 93	228 06	160 00	225 00	—	45 00
Garland, . . . . .	1,498	212,531	900 00	120 00	2 51	207 70	90 92	125 00	—	33 00
Glenburn, . . . . .	741	115,453	500 00	55 40	—	108 96	—	—	—	27 50
Greenbush, . . . . .	665	62,813	309 00	—84	60 1 00	101 23	30 00	—	—	8 00
Greenfield, . . . . .	359	41,061	225 00	9 60	1 38	50 08	114 00	—	1 00	11 50
Hampden, . . . . .	3,085	587,718	2,000 00	149 00	1 53	459 19	—	1000 00	—	10 00
Hermon, . . . . .	1,432	197,120	860 00	80 1	1 56	189 47	—	50	65	28 00
Holden, . . . . .	804	168,938	500 00	17 60	1 53	110 65	19 67	178 00	—	25 00
Howland, . . . . .	174	34,629	—	—	—	—	—	—	—	—

Hudson, . . . . .	772	70,360	465 00	1 80	1 31	126 89	154 86	-	-	25 00
Kenduskeag, . . . . .	816	119,744	500 00	10 40	1 52	127 54	51 91	100 00	-	25 00
Lagrange, . . . . .	690	95,835	420 00	6 00	1 41	-	-	34 00	-	7 00
Lee, . . . . .	937	100,353	560 00	-2 20	1 41	132 20	75 00	250 00	25 00	27 00
Levant, . . . . .	1,301	184,851	780 00	-60 1	1 33	196 59	70 27	250 00	-	26 50
Lincoln, . . . . .	1,631	290,455	980 00	1 40	1 50	230 43	230 46	325 00	-	47 71
Lowell, . . . . .	557	64,383	226 80	-107 40	1 10	83 93	30 00	-	-	-
Mattawamkeag, . . . . .	-	25,000	200 00	32 00	2 00	34 18	-	-	50 00	4 50
Maxfield, . . . . .	162	17,568	100 00	2 80	2 04	18 99	-	-	-	3 68
Milford, . . . . .	744	151,241	816 00	369 60	3 37	85 27	200 00	-	-	25 00
Newburg, . . . . .	1,365	170,483	1,000 00	181 00	1 93	182 71	-	30 00	-	19 00
Newport, . . . . .	1,403	250,534	730 00	-111 80	1 37	189 48	144 00	75 00	-	-
Oldtown, . . . . .	3,860	556,903	2,500 00	184 00	1 80	477 10	-	-	-	100 00
Orono, . . . . .	2,534	343,069	1,700 00	179 60	2 18	272 38	-	150 00	-	60 00
Orrington, . . . . .	1,948	355,442	1,200 00	31 20	1 58	265 00	769 42	580 00	36 00	49 50
Passadumkeag, . . . . .	360	26,011	300 00	84 00	2 07	49 06	30 00	12 70	12 00	9 17
Patten, . . . . .	639	126,711	400 00	16 60	1 45	83 92	240 00	225 00	64 00	13 00
Plymouth, . . . . .	989	143,875	600 00	6 60	1 44	136 70	36 00	31 50	-	26 00
Prentiss, . . . . .	226	27,165	60 00	-75 60	50	34 00	50 00	40 00	-	6 00
Springfield, . . . . .	854	84,228	525 00	12 60	1 42	77 00	120 00	15 00	25 50	18 00
Stetson, . . . . .	913	166,127	-	-	-	-	-	-	-	-
Veazie, . . . . .	891	139,992	400 00	-134 60	1 40	96 77	-	-	-	17 50
Winn, . . . . .	253	25,057	150 00	-1 80	1 31	38 45	-	-	-	-
Drew pl., . . . . .	-	-	60 00	-	2 06	-	-	-	-	-
Mattamiscontis, . . . . .	31	-	-	-	-	-	-	-	-	-
Medway, . . . . .	-	-	125 00	-	1 00	42 64	-	-	35 00	-
McCrillis, . . . . .	-	-	15 00	-	1 50	-	-	-	-	-
Pattagumpus, . . . . .	-	-	-	-	-	13 87	-	-	15 13	-
Webster, . . . . .	-	-	45 00	10 80	1 60	-	-	-	-	-

## PENOBSCOT COUNTY, (CONTINUED.)

TOWNS.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
Woodville, . . . . .	—	—	75 00	—	—	37 09	—	—	—	—
No. 1, South Division, . . . . .	—	—	—	—	—	—	—	—	—	—
No. 2, Grand Falls, . . . . .	—	—	—	—	—	—	—	—	—	—
No. 4, Range 1, . . . . .	144	—	—	—	—	—	—	—	—	—
No. 5, Range 6, . . . . .	229	—	—	—	—	—	—	—	—	—
No. 6, Range 2, . . . . .	—	—	—	—	—	—	—	—	—	—
No. 7, . . . . .	—	—	—	—	—	—	—	—	—	—

## PISCATAQUIS COUNTY.

Abbot, . . . . .	797	113,902	450 00	—28 20	1 43	109 30	53 00	50 00	—	16 00
Atkinson, . . . . .	897	133,166	550 00	11 80	1 44	131 00	120 00	175 00	—	23 00
Barnard, . . . . .	172	14,896	105 00	1 80	1 31	26 40	—	—	—	2 00
Bowerbank, . . . . .	101	10,446	70 00	9 40	1 33	17 26	—	—	—	1 50
Blanchard, . . . . .	164	23,292	70 00	—28 40	1 09	—	25 00	—	—	23 00
Brownville, . . . . .	793	105,097	500 00	24 20	1 54	108 46	—	115 00	—	23 00
Dover, . . . . .	1,909	415,677	1,200 00	54 60	1 64	255 00	77 00	365 00	—	55 00

Foxcroft, . . . . .	1,102	221,578	650 00	—11 20	1 67	142 66	69 86	800 00	—	25 00
Guilford, . . . . .	837	140,863	525 00	22 80	1 72	100 83	17 10	200 00	—	20 00
Greenville, . . . . .	310	44,402	200 00	14 00	1 83	35 00	53 00	—	—	—
Kingsbery, . . . . .	191	22,373	—	—	—	—	—	—	—	—
Medford, . . . . .	354	36,751	200 00	—12 40	1 11	61 00	15 00	10 00	10 00	8 00
Monson, . . . . .	708	113,960	400 00	—24 80	1 73	93 05	27 00	11 50	—	12 50
Milo, . . . . .	959	125,441	578 00	2 60	1 44	136 37	82 00	50 00	—	14 75
Orneville, . . . . .	512	68,069	406 40	99 20	1 96	—	—	—	—	7 00
Parkman, . . . . .	1,166	204,164	750 00	50 90	1 83	158 02	9 00	237 00	25 00	38 94
Sangerville, . . . . .	1,314	245,568	800 00	11 60	1 33	52 74	197 60	—	—	37 50
Sebec, . . . . .	1,152	142,328	750 00	58 88	1 81	152 20	100 00	40 00	—	25 50
Shirley, . . . . .	282	33,963	100 00	—69 20	1 65	41 00	113 00	62 00	33 00	7 00
Wellington, . . . . .	694	95,724	375 00	—41 40	1 30	48 80	—	—	15 00	12 00
Williamsburg, . . . . .	182	19,020	150 00	40 80	1 68	29 10	—	42 00	45 00	6 00
No. 2, Range 5, . . . . .	—	—	—	—	—	—	—	—	—	—
No. 3, Range 5, . . . . .	—	—	—	—	—	—	—	—	—	—
No. 6, Range 9, . . . . .	—	—	—	—	—	—	—	—	—	—

SAGADAHOC COUNTY.

Arrowsic, . . . . .	347	97,224	187 00	—21 20	1 54	41 56	—	15 00	—	7 00
Bath, . . . . .	8,078	5,876,993	10,000 00	5,153 20	3 06	1107 82	—	300 00	—	439 00
Bowdoinham, . . . . .	2,349	607,858	1,800 00	390 60	2 14	290 41	—	270 00	362 00	40 00
Bowdoin, . . . . .	1,748	360,393	1,089 60	40 80	3 09	224 57	—	—	—	25 00
Georgetown, . . . . .	1,254	189,554	750 00	2 40	1 51	164 79	—	50 00	10 00	24 25
Perkins, . . . . .	95	47,955	55 00	2 00	2 32	9 00	—	12 00	—	—
Phipsburg, . . . . .	1,750	536,487	1,200 00	150 00	1 56	258 85	—	94 00	75 00	55 00
Richmond, . . . . .	2,740	891,224	1,241 00	—497 00	1 38	321 45	—	100 00	—	66 50

SAGADAHOC COUNTY, (CONTINUED.)

TOWNS.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
Topsham, . . . . .	1,605	810,623	1,250 00	287 00	2 08	211 14	39 87	60 00	50 00	51 50
West Bath, . . . . .	400	105,351	250 00	10 00	1 92	41 29	—	—	—	10 00
Woolwich, . . . . .	1,319	530,752	1,000 00	208 60	2 07	169 19	—	100 00	—	36 50

SOMERSET COUNTY.

Anson, . . . . .	2,001	449,911	1,200 00	—60 1 67	257 67	150 00	75 00	—	—	20 00
Athens, . . . . .	1,417	273,026	850 00	—20 1 58	200 00	80 00	150 00	—	—	23 00
Bingham, . . . . .	833	120,360	500 00	20 1 36	109 99	60 00	65 00	25 00	—	21 00
Brighton, . . . . .	732	56,589	450 00	10 80 1 38	110 31	31 91	7 00	—	—	21 00
Cambridge, . . . . .	516	77,488	309 60	— 1 63	64 29	30 12	10 00	—	—	10 00
Canaan, . . . . .	1,715	273,654	1,142 00	113 00 1 46	270 00	42 00	75 00	—	—	50 00
Concord, . . . . .	541	69,179	404 00	79 40 1 62	81 80	24 00	—	—	—	15 00
Cornville, . . . . .	1,142	254,817	756 00	71 80 1 92	145 84	82 38	46 17	—	—	30 33
Detroit, . . . . .	659	85,874	400 00	4 60 1 70	79 17	41 76	—	—	—	16 50
Embden, . . . . .	1,042	157,246	625 20	— 1 56	133 87	55 96	—	50 00	—	18 00
Fairfield, . . . . .	2,753	674,890	1,700 00	48 20 1 57	390 00	—	—	—	—	71 00

Harmony, . . . . .	1,081	158,007	648 60	-	1 66	146 18	100 00	-	41 00	23 70
Hartland, . . . . .	1,050	153,777	650 00	20 00	1 47	150 23	61 68	75 00	-	31 88
Lexington, . . . . .	496	54,732	300 00	2 40	1 31	81 00	60 00	-	-	8 80
Madison, . . . . .	1,615	423,520	1,100 00	131 00	1 79	204 04	75 00	100 00	25 00	38 00
Mayfield, . . . . .	118	9,315	70 80	-	1 41	-	-	-	-	-
Mercer, . . . . .	1,059	209,040	635 40	-	1 70	114 84	-	25 00	-	26 00
Moscow, . . . . .	574	61,702	350 00	5 60	1 38	79 92	39 86	-	40 00	9 50
New Portland, . . . . .	1,554	320,396	950 00	17 60	1 66	200 12	-	150 00	50 00	30 00
Norridgewock, . . . . .	1,900	449,743	1,140 00	-	1 72	225 04	-	200 00	49 00	43 00
Palmyra, . . . . .	1,597	232,731	1,000 00	41 80	1 56	228 74	69 80	75 00	-	40 00
Pittsfield, . . . . .	1,495	270,495	900 00	3 00	1 49	200 98	-	25 00	-	20 00
Ripley, . . . . .	656	75,794	400 00	6 40	1 52	34 43	85 94	40 00	-	10 50
St. Albans, . . . . .	1,808	281,044	1,084 80	-	1 35	262 00	71 43	70 00	-	46 25
Solon, . . . . .	1,345	245,306	851 40	44 40	1 59	180 00	50 00	90 00	4 50	29 50
Skowhegan, . . . . .	3,665	1,060,527	2,200 00	1 00	1 62	453 05	-	-	90 00	88 00
Smithfield, . . . . .	793	112,390	525 00	49 20	1 64	118 55	-	15 00	-	17 00
Starks, . . . . .	1,341	261,430	804 60	-	1 47	186 60	-	100 00	75 00	33 00
Dead River pl., . . . . .	-	-	80 00	32 00	1 57	17 26	-	12 00	-	-
Flagstaff, . . . . .	-	-	32 00	-	-	-	-	-	-	-
Moose River, . . . . .	-	-	13 81	-	-	-	-	-	-	-
West Forks, . . . . .	165	-	-	-	-	-	-	-	-	-
No. 1, Range 2, . . . . .	161	-	24 72	-	-	-	-	-	-	-

WALDO COUNTY.

Belfast, . . . . .	5,520	1,802,307	4,500 00	1,188 00	1 98	761 33	-	-	500 00	108 00
Belmont, . . . . .	686	93,216	420 00	9 40	1 55	89 66	-	-	-	9 00
Brooks, . . . . .	988	158,278	600 00	7 20	1 38	146 52	-	90 00	-	30 00



WALDO COUNTY, (CONTINUED.)

TOWNS.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
Burnham, . . . . .	857	129,654	350 00	—174 00	61	113 55	—	20 00	—	13 00
Frankfort, . . . . .	2,143	338,193	1,300 00	15 20	1 38	318 40	—	100 00	—	—
Freedom, . . . . .	849	159,284	569 00	59 60	1 80	105 23	—	51 00	35 00	17 00
Islesborough, . . . . .	1,276	148,271	765 60	—	1 44	175 27	—	—	200 00	15 00
Jackson, . . . . .	827	162,849	600 00	103 80	1 98	120 46	—	75 00	—	23 00
Knox, . . . . .	1,074	189,421	660 00	15 60	1 59	140 00	—	25 00	—	23 50
Liberty, . . . . .	1,095	135,149	645 00	—12 00	1 37	—	—	—	—	5 00
Lincolnton, . . . . .	2,075	396,781	1,245 00	—	1 63	—	—	—	—	25 00
Monroe, . . . . .	1,703	234,686	1,000 00	—21 80	1 50	227 39	—	100 00	—	32 00
Montville, . . . . .	1,685	357,652	1,011 00	—	1 59	210 47	—	100 00	25 00	34 74
Morrill, . . . . .	629	100,540	368 00	—5 00	1 61	84 25	—	25 00	—	12 00
Northport, . . . . .	1,178	188,150	706 80	—	1 54	154 00	—	15 00	—	16 00
Palermo, . . . . .	1,372	184,394	700 00	—123 20	1 34	180 68	—	—	—	15 00
Prospect, . . . . .	1,005	139,980	700 00	97 00	1 88	141 00	—	50 00	—	21 00
Searsmont, . . . . .	1,657	264,813	994 20	—	1 57	225 04	—	—	—	25 00
Searsport, . . . . .	2,533	797,601	1,520 00	—	20 1 56	354 27	—	400 00	50 00	45 00
Stockton, . . . . .	1,595	425,769	1,200 00	243 00	1 72	242 95	—	133 00	—	58 00
Swanville, . . . . .	914	116,691	540 00	—8 40	1 35	142 80	—	30 00	—	10 00

Thorndike, . . . . .	958	186,728	590 00	15 20	1 44	142 12	30 00	-	-	17 50
Troy, . . . . .	1,403	226,859	850 00	8 20	1 50	191 17	49 00	25 00	-	21 00
Unity, . . . . .	1,320	297,564	850 00	50 00	1 79	161 07	-	275 00	-	26 09
Waldo, . . . . .	726	120,705	500 00	64 40	1 67	96 00	-	35 75	18 00	10 00
Winterport, . . . . .	-	-	1,500 00	-	1 56	337 04	-	150 00	-	17 00

WASHINGTON COUNTY.

Addison, . . . . .	1,272	217,379	775 00	11 80	1 47	168 71	-	40 00	-	-
Alexander, . . . . .	445	54,154	267 00	-	1 27	71 21	47 08	-	-	25 00
Baileyville, . . . . .	363	50,624	175 00	42 80	1 26	60 00	-	16 00	-	6 00
Baring, . . . . .	409	60,985	250 00	4 60	1 30	64 29	57 00	-	-	12 00
Beddington, . . . . .	144	27,022	86 40	-	1 33	20 92	70 78	-	-	4 75
Calais, . . . . .	5,621	1,170,338	3,500 00	127 40	1 46	841 19	120 00	500 00	-	50 00
Centerville, . . . . .	191	38,556	107 00	76 40	1 07	31 13	51 06	-	-	4 46
Charlotte, . . . . .	611	70,458	366 60	-	1 34	90 68	54 30	-	-	15 00
Cherryfield, . . . . .	1,755	355,457	1,100 00	47 00	1 41	250 05	22 50	237 00	-	62 00
Columbia, . . . . .	1,265	249,244	800 00	41 00	1 48	171 55	120 00	-	-	11 00
Cooper, . . . . .	468	39,272	280 00	80	1 51	65 98	80 00	60 00	15 00	14 00
Crawford, . . . . .	273	28,873	250 00	86 20	2 00	41 96	25 00	-	-	5 00
Cutler, . . . . .	890	83,000	540 00	6 00	1 35	139 75	112 00	20 00	-	6 50
Deblois, . . . . .	131	16,086	80 00	1 40	1 57	18 95	9 50	-	-	-
Dennysville, . . . . .	485	149,586	475 00	174 00	2 31	69 70	-	-	-	8 00
East Machias, . . . . .	2,181	481,877	1,200 00	108 60	1 32	-	-	300 00	-	19 00
Eastport, . . . . .	3,850	897,898	3,600 00	1,290 00	2 12	539 08	-	550 00	-	25 00
Edmunds, . . . . .	445	80,204	267 00	-	1 38	60 00	132 90	-	-	10 50
Harrington, . . . . .	1,130	247,133	740 00	62 00	1 62	167 83	-	-	-	15 00
Jonesborough, . . . . .	518	61,074	275 00	35 80	1 25	64 00	-	-	12 00	10 00

WASHINGTON COUNTY, (CONTINUED.)

TOWNS.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
Jonesport, . . . . .	1,148	105,753	500 00	—188 80	96	196 00	—	—	—	—
Lubec, . . . . .	2,555	257,739	1,622 00	89 00	1 53	356 00	72 00	300 00	—	30 00
Machias, . . . . .	2,257	670,769	2,000 30	645 00	1 29	293 70	—	50 00	—	23 32
Machiasport, . . . . .	1,502	155,939	800 00	—101 20	1 28	158 84	—	—	—	—
Marion, . . . . .	204	33,720	130 40	—	1 62	13 00	—	5 00	—	5 00
Marshfield, . . . . .	328	60,320	220 00	23 80	1 48	46 12	—	12 00	—	5 50
Meddybemps, . . . . .	297	24,458	200 00	21 80	2 00	37 00	—	—	—	4 00
Milbridge, . . . . .	1,282	206,359	825 00	55 80	1 51	171 55	—	54 00	—	28 00
Northfield, . . . . .	261	41,450	175 00	18 40	1 30	38 00	18 00	—	—	3 00
Pembroke, . . . . .	2,303	304,087	1,381 80	—	1 30	327 88	—	—	—	—
Perry, . . . . .	1,195	187,126	720 00	3 00	1 25	184 43	—	10 00	12 00	30 00
Princeton, . . . . .	626	115,956	600 00	275 60	2 39	84 25	35 85	12 00	—	15 75
Robbinston, . . . . .	1,113	124,632	775 00	107 20	1 52	176 90	50 00	—	10 00	25 00
Steuben, . . . . .	1,191	161,677	714 60	—	1 40	—	—	—	—	—
Topsfield, . . . . .	444	85,595	200 00	—66 40	1 07	62 26	130 00	—	—	5 00
Trescott, . . . . .	715	51,969	429 00	—	1 26	119 00	18 00	—	—	6 25
Wesley, . . . . .	343	36,202	350 00	—	2 24	52 45	78 00	—	—	50 00
Whiting, . . . . .	475	64,461	300 00	—	—	70 26	110 00	—	—	6 00

Whitneyville, . . . . .	581	87,023	348 60	-	1 33	77 82	-	4 00	-	9 00
Codyville pl., . . . . .	-	-	57 00	-	1 78	10 30	-	-	-	1 00
Danforth, . . . . .	-	5,000	250 00	127 00	2 03	28 00	-	-	-	-
Jackson Brook, . . . . .	-	-	7 00	-	-	14 00	66 00	-	-	-
Talmadge, . . . . .	-	16,000	68 00	1 51	1 51	84 87	-	-	-	-
Waite, . . . . .	-	9,000	95 00	2 06	2 06	12 87	-	-	-	-
No. 7, Range 2, . . . . .	97	12,000	114 00	55 80	2 24	58 00	-	-	-	3 00
No. 9, Range 4, . . . . .	69	-	-	-	-	-	-	-	-	-
No. 14, . . . . .	220	5,700	130 00	-	1 58	28 00	-	-	-	6 00
No. 18, . . . . .	40	-	40 00	2 33	-	-	-	-	-	-

YORK COUNTY.

Acton, . . . . .	1,218	277,861	703 80	-	1 60	153 75	-	-	-	30 00
Alfred, . . . . .	1,255	381,024	800 00	47 00	1 69	191 85	-	100 00	20 00	56 50
Berwick, . . . . .	2,155	438,447	1,300 00	7 00	1 65	348 64	-	200 00	-	60 00
Biddeford, . . . . .	9,350	4,593,047	7,000 00	1,390 00	-	899 73	-	-	-	185 00
Buxton, . . . . .	2,853	686,353	1,800 00	88 20	1 75	365 11	-	407 00	-	86 00
Cornish, . . . . .	1,153	268,405	691 80	-	-	140 06	-	-	-	23 75
Dayton, . . . . .	701	199,478	500 00	79 40	2 13	96 77	-	10 00	20 00	9 50
Elliot, . . . . .	1,768	460,438	1,060 80	-	60	235 00	-	250 00	-	35 00
Hollis, . . . . .	1,683	348,599	1,100 00	91 80	1 60	234 00	-	-	-	39 00
Kennebunk, . . . . .	2,680	1,559,902	2,000 00	392 00	2 01	355 00	-	600 00	115 00	48 75
Kennebunkport, . . . . .	2,668	890,229	2,000 00	399 20	2 09	343 48	-	200 00	-	45 32
Kittery, . . . . .	2,975	363,327	2,100 00	315 00	1 82	397 25	-	500 00	-	25 00
Lebanon, . . . . .	2,039	489,674	1,223 40	-	-	-	-	-	-	-
Limerick, . . . . .	1,441	282,339	900 00	36 00	1 78	174 00	-	500 00	50 00	31 60
Limington, . . . . .	2,004	468,228	1,270 00	67 60	1 73	273 74	-	308 73	74 09	53 30

YORK COUNTY, (CONTINUED.)

TOWNS.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; delinquency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
Lyman, . . . . .	1,307	269,853	784 20	—	—	183 14	—	—	—	21 00
Newfield, . . . . .	1,359	252,839	835 40	—	1 56	180 86	—	150 00	—	43 00
North Berwick, . . . . .	1,492	398,112	1,000 00	104 80	1 87	188 47	—	75 00	—	23 00
Parsonsfield, . . . . .	2,125	551,465	1,400 00	125 00	1 90	234 90	57 72	225 00	—	58 00
Saco, . . . . .	6,226	2,991,564	6,000 00	2,264 40	2 93	721 65	—	—	1000 00	275 63
Shapleigh, . . . . .	1,273	216,372	763 80	—	1 54	169 18	53 00	220 00	—	36 56
Sanford, . . . . .	2,222	447,061	1,500 00	166 80	1 80	276 00	—	150 00	10 00	64 50
South Berwick, . . . . .	2,624	676,387	1,600 00	25 00	1 65	251 14	—	500 00	—	—
Waterborough, . . . . .	1,825	286,440	1,187 00	—	1 37	—	—	100 00	40 00	50 00
Wells, . . . . .	2,878	591,001	1,800 00	73 20	1 67	365 78	—	65 00	—	60 68
York, . . . . .	2,825	702,609	1,800 00	205 00	1 67	372 89	—	—	—	30 00

## SUMMARY OF TABLE I.

COUNTIES.	No. of districts in which schools are graded.		Cost of teachers' board per week.		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.		Expended for repairs, fuel, &c.		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.		Ar. length of winter schools in weeks.		Ar. 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.			
	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.				
Androscoggin, . .	10,439	6,000	4,565	6,683	5,312	10.5	10.6	186	23	185	115	7	8,765 00	2,168 00	157	216	20	21	2 11	1 47	9																					
Aroostook, . . .	8,276	2,933	2,011	2,300	1,595	11.3	9.5	147	6	84	36	7	1,859 00	418 29	49	114	16	77	2 05	1 35	1																					
Cumberland, . .	28,131	14,387	11,365	16,112	12,740	11.	11.1	327	22	341	182	8	6,969 00	8,476 77	250	433	24	38	2 49	1 52	14																					
Franklin, . . . .	7,441	4,671	2,976	5,797	4,152	9.3	9.4	223	37	197	114	6	2,010 00	3,140 90	161	237	15	35	1 58	1 12	6																					
Hancock, . . . .	16,282	8,472	6,639	9,148	7,360	9.8	9.7	300	7	257	120	14	9,500 00	1,470 00	178	284	21	95	2 28	1 39	8																					
Kennebec, . . . .	20,856	11,061	8,523	13,183	10,285	9.8	10.4	345	9	371	249	9	5,396 00	5,396 00	275	442	22	51	2 26	1 41	23																					
Knox, . . . . .	12,672	7,873	5,745	9,051	7,062	11.1	10.9	156	17	166	95	5	3,640 00	8,105 00	149	198	25	01	2 09	1 42	6																					
Lincoln, . . . .	11,716	6,142	4,443	6,915	5,155	10.3	9.9	192	8	184	93	5	1,900 00	1,631 00	170	190	22	51	2 06	1 69	5																					
Oxford, . . . . .	14,091	8,130	6,431	9,790	7,625	9.3	9.5	365	33	348	162	5	1,881 00	1,685 78	262	431	17	25	1 87	1 23	10																					
Penobscot, . . .	27,491	16,852	12,720	17,644	13,381	13.4	12.9	394	30	412	259	11	9,185 00	7,129 49	244	606	22	52	2 72	1 75	32																					
Piscataquis, . .	5,776	3,396	2,579	3,919	3,041	8.9	10.1	155	14	135	65	8	2,450 00	481 00	82	175	21	20	1 88	1 23	8																					
Sagadahoc, . . .	8,274	4,631	3,717	5,136	4,298	11.2	11.4	97	1	111	67	3	21,216 00	3,665 02	92	146	24	87	2 16	1 69	5																					
Somerset, . . . .	23,013	13,083	10,359	15,651	12,574	12.4	13.8	442	44	403	233	11	2,545 00	5,445 83	297	553	27	72	2 65	1 63	15																					
Waldo, . . . . .	14,691	8,311	6,215	10,525	7,198	10.7	8.2	249	46	243	135	1	300 00	3,323 11	222	244	22	66	1 89	92	9																					
Washington, . .	18,281	10,662	8,010	9,565	6,809	12.2	10.7	248	47	231	132	10	8,460 00	2,635 53	141	290	24	36	2 20	1 76	17																					
York, . . . . .	21,631	12,320	9,083	13,152	9,970	11.3	11.5	325	16	342	100	9	6,082 00	1,849 69	269	367	22	84	2 77	1 58	14																					
Total, . . . . .	249,061	138,924	105,381	148,571	116,557	10.8	10.6	4,151	360	4,010	2,157	119	92,358 00	57,013 41	2,998	4,926	22	01	2 19	1 45	182																					

APPENDIX.

## SUMMARY OF TABLE II.

COUNTIES.	Population in 1860.	Valuation in 1860.	School money raised in 1861.	Excess above requirement of law; deficiency marked —.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amount paid for tuition in private schools, academies, &c.	Amount raised to prolong public schools.	Amount paid for school supervision.
Androscoggin, . . . . .	29,743	8,230,892	19,316 70	1,564 80	1 83	3,270 08	417 06	2,025 00	780 00	717 62
Aroostook, . . . . .	22,449	1,856,237	6,799 20	725 60	1 29	1,759 33	638 84	337 60	265 07	196 59
Cumberland, . . . . .	75,608	36,361,035	62,219 80	17,216 80	1 73	9,322 75	1,949 55	2,993 75	1,510 45	1,145 20
Franklin, . . . . .	20,574	4,285,843	11,675 80	103 00	1 58	2,406 64	3,844 87	1,078 75	552 74	454 12
Hancock, . . . . .	37,728	6,520,694	16,879 80	4,051 40	1 53	5,400 12	1,145 66	2,463 55	718 50	850 85
Kennebec, . . . . .	55,660	15,273,355	38,830 64	6,458 50	1 90	7,223 14	470 24	5,497 85	802 24	1,223 75
Knox, . . . . .	33,122	9,212,824	21,353 60	1,789 80	1 55	3,996 71	459 36	2,641 60	745 75	437 90
Lincoln, . . . . .	27,866	6,184,441	17,369 08	1,045 78	1 52	4,048 94	652 00	1,813 00	1,334 00	587 65
Oxford, . . . . .	36,700	7,834,162	22,401 80	1,031 60	1 53	3,578 81	1,921 09	8,704 40	872 10	937 01
Penobscot, . . . . .	72,737	14,524,937	50,530 00	10,173 64	1 59	9,172 99	3,931 71	3,968 03	579 78	1,057 09
Piscataquis, . . . . .	15,054	2,705,228	9,029 40	400 78	1 49	1,699 19	958 56	2,157 50	128 00	356 69
Sagadahoc, . . . . .	21,655	10,054,434	18,822 60	6,244 60	2 06	2,740 07	39 87	1,001 00	497 00	754 75
Somerset, . . . . .	36,547	7,136,994	22,097 83	540 80	1 50	4,725 12	1,111 84	1,405 17	449 50	770 96
Waldo, . . . . .	38,448	7,773,529	24,684 60	2,121 20	1 56	4,880 32	79 00	1,699 75	878 00	628 83
Washington, . . . . .	42,555	7,663,945	28,136 70	3,336 90	1 57	5,300 60	1,479 97	2,170 00	49 00	557 03
York, . . . . .	62,124	19,135,618	43,120 20	7,820 80	1 72	7,052 39	110 72	4,560 73	1,321 09	1,391 09
Total, . . . . .	628,600	164,714,168	478,017 75	64,626 00	1 62	76,727 20	19,210 31	43,517 68	12,483 22	12,084 13

## TABLE III.

**A GRADUATED TABLE, showing the amount of School Money raised per Scholar, in the different towns; the ratio of the 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 rank of the several towns, in the three items.**

Rank in money raised per scholar, 1860.	Rank in money raised per scholar, 1861.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of 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.
1	1	Castine, - - - -	4 80	28	.48	49	3.2
76	2	Milford, - - - -	3 37	35	.41	27	5.4
3	3	Bangor, - - - -	3 23	22	.54	53	2.8
8	4	Portland, - - - -	3 14	39	.37	57	1.4
70	5	Bowdoin, - - - -	3 09	32	.44	51	3.
2	6	Bath, - - - -	3 06	27	.49	54	1.7
46	7	Unity pl., - - - -	2 94	8	.70	33	4.8
4	8	Saco, - - - -	2 93	35	.41	61	2.0
104	9	Garland, - - - -	2 51	22	.54	39	4.2
10	10	Otis, - - - -	2 47	19	.57	7	8.8
38	10	Princeton, - - - -	2 39	25	.51	30	5.1
38	12	Roxbury, - - - -	2 33	28	.48	41	4.
29	13	Dennysville, - - - -	2 31	24	.52	50	3.1
102	14	No. 7, R. 2, - - - -	2 24	43	.33	4	10.5
79	14	Wesley, - - - -	2 24	31	.45	12	7.6
54	15	Lewiston, - - - -	2 18	39	.37	61	2.
30	15	Orono, - - - -	2 18	38	.38	32	4.9
35	16	Leeds, - - - -	2 14	30	.46	51	3.
61	17	Dayton, - - - -	2 13	37	.39	36	2.5
15	18	Eastport, - - - -	2 12	44	.32	41	4.
34	19	Wales, - - - -	2 10	18	.58	57	2.4
42	20	Kennebunkport, - - - -	2 09	27	.49	59	2.2



TABLE III, (CONTINUED.)

		TOWNS.							
Rank in money raised per scholar, 1860.	Rank in money raised per scholar, 1861.				Amount of school money raised per scholar.	Rank in attendance.	Ratio of 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.
38	21	Topsham,	-	-	2 08	20	.56	56	1.5
55	22	Woolwich,	-	-	2 07	24	.52	53	1.8
32	22	Passadumkeag,	-	-	2 07	16	.60	2	11.5
58	23	Chesterville,	-	-	2 06	20	.56	48	3.3
75	23	Drew pl.,	-	-	2 06	43	.33	-	-
89	23	Rockland,	-	-	2 06	25	.51	60	2.1
29	23	Waite,	-	-	2 06	48	.28	4	10.5
58	24	Maxfield,	-	-	2 04	1	.83	25	5.6
120	25	Danforth,	-	-	2 03	50	.25	31	5.
20	26	Hamlin's Grant,	-	-	2 02	3	.78	55	2.6
62	27	Kennebunk,	-	-	2 01	30	.46	59	1.2
97	28	Meddybemps,	-	-	2 00	10	.67	10	8.1
38	29	Belfast,	-	-	1 98	38	.38	57	2.4
38	29	Chester,	-	-	1 98	19	.57	3	10.7
61	30	East Livermore,	-	-	1 96	9	.68	61	2.
110	30	Orneville,	-	-	1 96	31	.45	22	5.9
42	31	Brunswick,	-	-	1 95	26	.50	61	2.
58	31	Litchfield,	-	-	1 95	15	.62	59	2.2
42	31	Westbrook,	-	-	1 95	38	.38	52	1.9
94	32	Hanover,	-	-	1 94	26	.50	48	3.3
65	33	Alna,	-	-	1 93	22	.54	56	2.5
148	33	Exeter,	-	-	1 93	21	.55	42	3.9
51	33	Newburg,	-	-	1 93	23	.53	23	5.8
53	34	Wilton,	-	-	1 92	23	.53	57	2.4
98	35	Amity,	-	-	1 90	26	.50	21	6.1
74	35	Bridgewater,	-	-	1 90	52	.22	8	8.5
62	35	Parsonsfield,	-	-	1 90	27	.49	56	2.5
48	36	Falmouth,	-	-	1 89	27	.49	60	2.1
62	37	Prospect,	-	-	1 88	26	.50	56	2.5
57	38	North Berwick,	-	-	1 87	26	.50	56	2.5
76	39	Edinburg,	-	-	1 85	2	.81	45	3.6
52	40	Yarmouth,	-	-	1 84	33	.43	58	1.3
64	41	Durham,	-	-	1 83	28	.48	55	2.6
63	41	Greene,	-	-	1 83	28	.48	57	2.4
74	41	Parkman,	-	-	1 83	27	.49	45	3.6
61	41	Scarborough,	-	-	1 83	46	.30	57	2.4
63	41	Wayne,	-	-	1 83	18	.58	49	3.2
62	41	Windsor,	-	-	1 83	16	.61	42	3.9

TABLE III, (CONTINUED.)

		TOWNS.							
Rank in money raised per scholar, 1860.	Rank in money raised per scholar, 1861.			Amount of school money raised per scholar.	Rank in attendance.	Ratio of 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.	
134	42	Monhegan Isle pl.,	- - - -	1 82	43	.33	30	5.1	
70	42	Newcastle, - - - -	- - - -	1 82	25	.51	53	1.8	
64	42	Kittery, - - - -	- - - -	1 82	39	.37	24	5.7	
62	43	New Vineyard, - - - -	- - - -	1 81	29	.47	43	3.8	
47	44	Auburn, - - - -	- - - -	1 80	28	.48	54	2.7	
74	44	Benton, - - - -	- - - -	1 80	32	.44	30	5.1	
88	44	Carthage, - - - -	- - - -	1 80	20	.56	34	4.7	
73	44	Kingfield, - - - -	- - - -	1 80	28	.48	37	4.4	
92	44	Oldtown, - - - -	- - - -	1 89	32	.44	36	4.5	
94	44	Webster, - - - -	- - - -	1 80	24	.52	60	2.1	
57	45	Freeport, - - - -	- - - -	1 79	29	.47	59	2.2	
60	45	Madison, - - - -	- - - -	1 79	16	.60	55	2.6	
31	45	Unity, - - - -	- - - -	1 79	22	.54	53	2.8	
47	46	Codyville pl., - - - -	- - - -	1 78	17	.59	-	-	
60	46	Limerick, - - - -	- - - -	1 78	28	.48	50	3.1	
54	47	New Gloucester, - - - -	- - - -	1 77	30	.46	59	1.2	
69	47	Standish, - - - -	- - - -	1 77	31	.45	47	3.4	
69	48	Temple, - - - -	- - - -	1 76	30	.46	44	3.7	
65	49	Buxton, - - - -	- - - -	1 75	28	.48	55	2.6	
65	49	Otisfield, - - - -	- - - -	1 75	26	.50	53	2.8	
54	49	Ellsworth, - - - -	- - - -	1 75	35	.41	37	4.4	
72	49	Woodstock, - - - -	- - - -	1 75	17	.59	46	3.5	
63	50	Sullivan, - - - -	- - - -	1 74	30	.46	46	3.5	
103	51	Bancroft, - - - -	- - - -	1 73	31	.45	-	-	
60	51	Belgrade, - - - -	- - - -	1 73	31	.45	51	3.	
78	51	Limington, - - - -	- - - -	1 73	10	.67	54	2.7	
89	51	Monson, - - - -	- - - -	1 73	25	.51	46	3.5	
53	51	Waterford, - - - -	- - - -	1 73	28	.48	46	3.5	
67	52	Guilford, - - - -	- - - -	1 72	26	.50	44	3.7	
56	52	Norridgewock, - - - -	- - - -	1 72	26	.50	56	2.5	
61	52	North Yarmouth, - - - -	- - - -	1 72	31	.45	46	3.5	
81	52	Stockton, - - - -	- - - -	1 72	21	.55	53	2.8	
14	53	Dedham, - - - -	- - - -	1 71	47	.29	44	3.7	
84	54	Baldwin, - - - -	- - - -	1 70	24	.52	47	3.4	
98	54	Detroit, - - - -	- - - -	1 70	23	.53	40	4.1	
35	54	Mercer, - - - -	- - - -	1 70	23	.53	51	3.	
84	55	Alfred, - - - -	- - - -	1 69	38	.38	60	2.1	
33	55	Bucksport, - - - -	- - - -	1 69	32	.44	56	2.5	

TABLE III, (CONTINUED.)

	Rank in money raised per scholar, 1860.	Rank in money raised per scholar, 1861.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of 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.
60	55	Eddington, - - - -	1 69 28	.48	33	4.8		
56	56	Industry, - - - -	1 69 26	.50	54	2.7		
69	55	Vassalborough, - - - -	1 69 26	.50	54	2.7		
72	55	Wiscasset, - - - -	1 69 41	.35	54	1.7		
67	56	Dixmont, - - - -	1 68 27	.49	38	4.3		
61	56	Mt. Vernon, - - - -	1 68 22	.54	56	2.5		
60	56	Paris, - - - -	1 68 27	.49	60	2.1		
62	56	Sweden, - - - -	1 68 22	.54	56	2.5		
57	56	Williamsburg, - - - -	1 68 22	.54	11	7.8		
75	57	Anson, - - - -	1 67 18	.58	55	2.6		
65	57	Berwick, - - - -	1 67 13	.64	52	2.9		
69	57	Bridgton, - - - -	1 67 44	.32	57	2.4		
89	57	Brookline, - - - -	1 67 27	.49	30	5.1		
85	57	Canton, - - - -	1 67 17	.59	54	2.7		
26	57	Crystal, - - - -	1 67 28	.48	-	-		
59	57	Foxcroft, - - - -	1 67 32	.44	52	2.9		
32	57	Jay, - - - -	1 67 29	.47	54	2.7		
50	57	Livermore, - - - -	1 67 17	.59	59	2.2		
60	57	Waldo, - - - -	1 67 30	.76	40	4.1		
69	57	Wells, - - - -	1 67 34	.42	51	3.0		
72	57	York, - - - -	1 67 40	.36	56	2.5		
59	58	Clinton Gore, - - - -	1 66 19	.57	-	-		
41	58	Grafton, - - - -	1 66 45	.31	54	2.7		
60	58	Greenwood, - - - -	1 66 26	.50	25	5.6		
80	58	Harmony, - - - -	1 66 21	.55	41	4.0		
80	58	New Portland, - - - -	1 66 28	.48	38	4.3		
84	58	Washington, - - - -	1 66 31	.45	42	3.9		
58	59	Cape Elizabeth, - - - -	1 65 24	.52	55	2.6		
49	59	Buckfield, - - - -	1 65 42	.44	60	1.0		
65	59	Berwick, - - - -	1 65 13	.64	52	2.9		
73	59	Cushing, - - - -	1 65 31	.45	35	4.6		
71	59	South Berwick, - - - -	1 65 38	.38	58	2.3		
64	60	Argyle, - - - -	1 64 36	.40	23	5.8		
44	60	Dover, - - - -	1 64 19	.57	53	2.8		
	60	Smithfield, - - - -	1 64 25	.51	35	4.6		
124	61	Cambridge, - - - -	1 63 21	.55	41	4.0		
74	61	Denmark, - - - -	1 63 27	.49	42	3.9		
85	61	Dexter, - - - -	1 63 23	.53	51	3.0		

TABLE III, (CONTINUED.)

		TOWNS.								
Rank in money raised per scholar, 1860.	Rank in money raised per scholar, 1861.					Amount of school money raised per scholar.	Rank in attendance.	Ratio of 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.
80	62	Carroll,	-	-	-	1 62	26	.50	26	5.5
74	62	Concord,	-	-	-	1 62	32	.44	30	5.1
93	62	Harrington,	-	-	-	1 62	16	.60	51	3.0
	62	Marion,	-	-	-	1 62	46	.30	43	3.8
90	62	New Sharon,	-	-	-	1 62	22	.54	57	2.4
38	62	Presque Isle,	-	-	-	1 62	42	.34	20	6.2
107	62	Skowhegan,	-	-	-	1 62	31	.45	61	2.0
102	63	Fremont,	-	-	-	1 61	52	.24	-	-
86	64	Morrill,	-	-	-	1 61	20	.56	45	3.6
48	64	Turner,	-	-	-	1 61	28	.48	59	2.2
57	65	Acton,	-	-	-	1 60	35	.41	56	2.5
78	65	Hollis,	-	-	-	1 60	29	.47	50	3.1
128	65	Monticello,	-	-	-	1 60	54	.20	26	5.5
25	65	Webster,	-	-	-	1 60	24	.52	60	2.1
53	66	Gorham,	-	-	-	1 59	38	.38	53	1.8
76	66	Knox, -	-	-	-	1 59	26	.50	47	3.4
47	66	Rumford,	-	-	-	1 59	11	.66	53	2.8
91	67	Bethel,	-	-	-	1 58	24	.52	55	2.6
79	67	Harpwell,	-	-	-	1 58	27	.49	54	2.7
120	67	Athens,	-	-	-	1 58	21	.55	50	3.1
78	67	Orrington,	-	-	-	1 58	23	.53	47	3.4
68	67	Oxford,	-	-	-	1 58	36	.40	56	2.5
90	67	Windham,	-	-	-	1 58	28	.48	52	1.9
76	67	Weston,	-	-	-	1 58	50	.25	16	6.6
71	67	Amherst,	-	-	-	1 57	20	.56	32	4.9
74	67	Cumberland,	-	-	-	1 57	35	.41	59	2.2
94	67	Deblois,	-	-	-	1 57	29	.47	32	4.9
97	67	Dead River plantation,	-	-	-	1 57	45	.31	-	-
66	67	Hartford,	-	-	-	1 57	20	.56	54	2.7
76	67	Salem,	-	-	-	1 57	29	.47	47	3.4
81	67	Searsmont,	-	-	-	1 57	26	.50	44	3.7
	67	Wetmore Isle,	-	-	-	1 57	27	.49	14	6.8
67	67	Gray, -	-	-	-	1 57	26	.48	46	3.5
106	68	Matinicus,	-	-	-	1 56	31	.45	6	9.4
77	68	Hermon,	-	-	-	1 56	12	.65	38	4.3
77	68	Phippsburg,	-	-	-	1 56	30	.46	57	2.4
92	68	Vienna,	-	-	-	1 56	40	.36	47	3.4
96	68	Embden,	-	-	-	1 56	7	.71	41	4.0

TABLE III, (CONTINUED.)

		TOWNS.				Amount of school money raised per scholar.	Rank in attendance.	Ratio of 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.
Rank in money raised per scholar, 1860.	Rank in money raised per scholar, 1861.									
49	68	Palmyra,	-	-	-	1 56 25	.51	38	4.3	
100	68	Searsport,	-	-	-	1 56 25	.51	52	1.9	
75	168	Newfield,	-	-	-	1 56 29	.47	-	-	
80	68	Winterport,	-	-	-	1 56 26	.50	-	-	
86	69	Poland,	-	-	-	1 55 34	.42	48	3.3	
	69	Chelsea,	-	-	-	1 55 38	.38	46	3.5	
94	69	West Gardiner,	-	-	-	1 54 25	.51	54	2.7	
79	69	Winslow,	-	-	-	1 55 30	.46	54	2.7	
102	69	Etna,	-	-	-	1 55 57	.10	34	4.7	
66	69	Belmont,	-	-	-	1 55 27	.49	-	-	
61	70	Freeman,	-	-	-	1 54 33	.43	42	3.9	
102	70	No. 7, Hancock county,	-	-	-	1 54 35	.41	-	-	
80	70	Edgecomb,	-	-	-	1 54 25	.51	40	4.1	
109	70	Enfield,	-	-	-	1 54 27	.39	16	6.6	
79	70	Brownville,	-	-	-	1 54 33	.43	34	4.7	
73	70	Arrowsic,	-	-	-	1 54 32	.34	52	1.9	
73	70	Shapleigh,	-	-	-	1 54 30	.46	46	3.5	
70	70	Northport,	-	-	-	1 54 28	.48	43	3.8	
98	71	South Thomaston,	-	-	-	1 53 32	.44	53	2.8	
84	71	Porter,	-	-	-	1 53 23	.53	42	3.9	
66	71	Holden,	-	-	-	1 53 25	.51	52	2.9	
116	71	Vinalhaven,	-	-	-	1 53 27	.49	31	5.0	
87	71	Hampden,	-	-	-	1 53 39	.37	47	3.4	
78	71	Lubec,	-	-	-	1 53 28	.48	20	6.2	
109	72	Robbinston,	-	-	-	1 52 35	.41	20	6.2	
81	72	Ripley,	-	-	-	1 52 53	.21	31	5.0	
69	72	Pittston,	-	-	-	1 52 28	.48	55	2.6	
94	72	Strong,	-	-	-	1 52 24	.52	53	2.8	
101	72	Kenduskeag,	-	-	-	1 52 32	.44	40	4.1	
68	73	Talmadge,	-	-	-	1 51 41	.35	39	4.2	
115	73	Milbridge,	-	-	-	1 51 29	.47	42	3.9	
51	73	Cooper,	-	-	-	1 51 38	.38	13	7.1	
86	73	Friendship,	-	-	-	1 51 22	.54	49	3.2	
96	73	Georgetown,	-	-	-	1 51 37	.39	41	4.0	
104	73	Sebago,	-	-	-	1 51 25	.51	43	3.8	
74	74	Bridgewater,	-	-	-	1 50 52	.22	8	8.5	
122	74	Houlton,	-	-	-	1 50 36	.40	29	5.2	
92	74	Belfast Academy,	-	-	-	1 50 26	.50	-	-	

TABLE III, (CONTINUED.)

	Rank in money raised per scholar, 1860.	Rank in money raised per scholar, 1861.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of 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.
86	74	Pownal,	- - - -	1 50	26	.50	53	1.8
73	74	Farmington,	- - - -	1 50	32	.44	55	1.6
125	74	Rangely,	- - - -	1 50	28	.48	47	3.4
106	74	Eden, -	- - - -	1 50	27	.49	31	5.0
82	74	Orland,	- - - -	1 50	23	.53	43	3.8
79	74	Waterville,	- - - -	1 50	36	.40	53	1.8
85	74	Hope, -	- - - -	1 50	19	.57	54	2.7
43	74	Lincoln,	- - - -	1 50	27	.49	48	3.3
117	74	Monroe,	- - - -	1 50	25	.51	39	4.2
74	74	Troy, -	- - - -	1 50	14	.62	44	3.7
80	75	Phillips,	- - - -	1 49	28	.48	43	3.8
76	75	Letter E,	- - - -	1 49	38	.38	28	5.3
	75	Bluehill,	- - - -	1 49	25	.51	48	3.3
	75	Warren,	- - - -	1 49	22	.54	56	1.5
95	75	Pittsfield,	- - - -	1 49	24	.52	47	3.4
	76	Albany,	- - - -	1 48	34	.42	46	3.5
	76	Peru,	- - - -	1 48	31	.45	46	3.5
	76	Marshfield,	- - - -	1 48	24	.52	51	3.6
	76	Columbia,	- - - -	1 48	24	.52	49	3.2
79	77	Sedgwick,	- - - -	1 47	17	.59	40	4.1
	77	Hartland,	- - - -	1 47	23	.53	39	4.2
	77	Starks,	- - - -	1 47	-	.49	49	3.2
	77	Gilead,	- - - -	1 47	19	.57	46	3.5
	77	Hiram,	- - - -	1 47	19	.57	50	3.1
	77	Addison,	- - - -	1 47	18	.58	46	3.5
	78	Jefferson,	- - - -	1 46	28	.48	50	3.1
	78	Clifton,	- - - -	1 46	28	.48	26	5.5
	78	Canaan,	- - - -	1 46	25	.51	39	4.2
	78	Calais,	- - - -	1 46	37	.39	52	2.9
	78	Hodgdon,	- - - -	1 46	36	.40	31	5.0
	78	Fremont plantation,	- - - -	1 46	51	.24	-	-
	79	Appleton,	- - - -	1 45	19	.57	44	3.7
	79	Union,	- - - -	1 45	23	.53	58	2.3
	79	Brownfield,	- - - -	1 45	29	.47	47	3.4
	79	Patten,	- - - -	1 45	33	.43	50	3.1
	79	Raymond,	- - - -	1 45	25	.51	37	4.4
	79	Waltham,	- - - -	1 45	5	.74	30	5.1
	79	Charleston,	- - - -	1 45	28	.48	44	3.7

TABLE III, (CONTINUED.)

Rank in money raised per scholar, 1860.		TOWNS.	Amount of school money raised per scholar.		Rank in attendance.	Ratio of 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.
Rank in money raised per scholar, 1861.									
87	80	Surry, - - - -	1 44	24	.52	32	4.9		
115	80	St. George, - - - -	1 44	32	.44	34	4.7		
87	80	Plymouth, - - - -	1 44	41	.35	40	4.1		
94	80	Atkinson, - - - -	1 44	17	.59	40	4.1		
117	80	Islesborough, - - - -	1 44	23	.53	30	5.1		
82	80	Macwahoc, - - - -	1 44	46	.30	-	-		
116	80	Milo, - - - -	1 44	25	.51	35	4.6		
84	80	Thorndike, - - - -	1 44	23	.53	50	3.1		
	81	Byron, - - - -	1 43	39	.37	5	9.0		
95	81	Abbot, - - - -	1 43	24	.52	43	3.8		
82	81	Weld, - - - -	1 43	30	.46	48	3.3		
92	81	Nobleborough, - - - -	1 43	26	.50	45	3.6		
87	82	Avon, - - - -	1 42	31	.45	46	3.5		
94	82	Casco, - - - -	1 42	-	-	-	-		
104	82	North Haven, - - - -	1 42	25	.51	42	3.9		
130	82	Springfield, - - - -	1 42	31	.35	18	6.4		
103	83	Westport, - - - -	1 41	30	.46	50	3.1		
7	83	Lagrange, - - - -	1 41	31	.45	38	4.3		
92	83	Lee, - - - -	1 41	21	.55	26	5.5		
126	83	Mayfield, - - - -	1 41	-	-	12	7.6		
99	83	Cherryfield, - - - -	1 41	34	.42	51	3.0		
104	82	Alton, - - - -	1 40	36	.40	27	5.4		
95	82	Veazie, - - - -	1 40	26	.50	52	2.9		
94	82	Steuben, - - - -	1 40	35	.41	37	4.4		
21	83	Readfield, - - - -	1 39	27	.49	58	2.3		
104	83	Rome, - - - -	1 39	20	.56	39	4.2		
62	83	Whitefield, - - - -	1 39	36	.40	46	3.5		
101	84	Mt. Desert, - - - -	1 38	29	.46	39	4.2		
104	84	Richmond, - - - -	1 38	27	.49	57	1.4		
107	84	Lovell, - - - -	1 38	30	.46	52	2.9		
39	84	Carmel, - - - -	1 38	28	.48	42	3.9		
99	84	Greenfield, - - - -	1 38	46	.30	27	5.4		
96	84	Brighton, - - - -	1 38	31	.45	13	7.1		
96	84	Moscow, - - - -	1 38	25	.51	30	5.1		
90	84	Brooks, - - - -	1 38	31	.45	36	4.5		
99	84	Frankfort, - - - -	1 38	13	.63	44	3.7		
18	84	Edmunds, - - - -	1 38	39	.37	48	3.3		
66	85	Boothbay, - - - -	1 37	27	.49	44	3.7		

TABLE III, (CONTINUED.)

Rank in money raised per scholar, 1860.	Rank in money raised per scholar, 1861.	TOWNS.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of 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.
87	85	Stoneham, - - - -	1 37	32	.44	22	5.9
91	86	Waterborough, - - - -	1 36	29	.47	40	4.1
105	86	Mexico, - - - -	1 36	24	.52	51	3.0
	86	Bingham, - - - -	1 36	39	.37	40	4.1
108	87	No. 21, Middle Division, -	1 35	12	.64	51	3.0
98	87	St. Albans, - - - -	1 35	22	.54	43	3.8
97	87	Swanville, - - - -	1 35	24	.52	35	4.6
135	87	Cutler, - - - -	1 35	25	.51	17	6.5
105	87	Penobscot, - - - -	1 35	24	.52	33	4.8
105	88	Somerville, - - - -	1 34	45	.31	30	5.1
107	88	Stow, - - - -	1 34	35	.41	40	4.1
144	88	Charlotte, - - - -	1 34	32	.44	29	5.2
109	89	Dixfield, - - - -	1 33	15	.61	54	2.7
	89	Corinna, - - - -	1 33	26	.50	38	4.3
	89	Bowerbank, - - - -	1 33	36	.40	15	6.7
	89	Sangerville, - - - -	1 33	39	.37	49	3.2
92	89	Beddington, - - - -	1 33	24	.52	50	3.1
	89	Whitneyville, - - - -	1 33	37	.39	41	4.0
	90	Newry, - - - -	1 32	10	.66	50	3.1
	90	Corinth, - - - -	1 32	22	.54	51	3.0
	91	Hudson, - - - -	1 31	26	.50	16	6.6
	91	Winn, - - - -	1 31	15	.61	22	5.9
	91	Lexington, - - - -	1 31	20	.56	31	5.0
	91	Sandy River, - - - -	1 31	30	.36	-	-
	92	Marion, - - - -	1 30	25	.51	42	3.9
	92	Northfield, - - - -	1 30	4	.75	39	4.2
	92	Brewer, - - - -	1 30	31	.45	58	2.3
	92	Baring, - - - -	1 30	25	.51	41	4.0
121	92	Deer Isle, - - - -	1 30	-	-	22	5.9
	93	Machias, - - - -	1 29	27	.49	52	2.9
	94	Machiasport, - - - -	1 28	25	.51	30	5.1
	94	China, - - - -	1 28	32	.44	50	3.1
	94	Swan Island, - - - -	1 28	27	.49	1	13.7
	94	Bremen, - - - -	1 28	13	.63	37	4.4
	94	Hancock, - - - -	1 28	32	.44	51	3.0
	95	Bristol, - - - -	1 27	32	.44	40	4.1
	95	Alexander, - - - -	1 27	-	-	32	4.9
	95	Naples, - - - -	1 27	25	.51	55	1.6



TABLE III, (CONTINUED.)

		TOWNS.				Amount of school money raised per scholar.		Rank in attendance.	Ratio of 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.
	Rank in money raised per scholar, 1860.					Amount of school money raised per scholar.		Rank in attendance.	Ratio of 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.
	Rank in money raised per scholar, 1861.					Amount of school money raised per scholar.		Rank in attendance.	Ratio of 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.
	95	Mapleton,	-	-	-	1	27	56	.14	-	-
	96	Trenton,	-	-	-	1	26	22	.54	51	3.0
	96	Baileyville,	-	-	-	1	26	31	.45	47	3.4
	96	Trescott,	-	-	-	1	26	40	.36	9	8.2
108	97	Masardis,	-	-	-	1	25	27	.49	36	4.5
131	97	Letter B, R. 1,	-	-	-	1	25	47	.29	-	-
99	97	Jonesborough,	-	-	-	1	25	45	.31	36	4.5
48	97	Perry,	-	-	-	1	25	52	.22	43	3.8
118	97	Linneus,	-	-	-	1	17	41	.35	29	5.2
103	97	Washburn,	-	-	-	1	17	46	.30	-	-
129	99	Franklin,	-	-	-	1	17	36	.40	41	4.0
116	99	Gouldsborough,	-	-	-	1	16	30	.46	19	6.3
140	100	Bradford,	-	-	-	1	16	32	.44	59	1.2
114	101	Madrid,	-	-	-	1	15	28	.48	28	5.3
112	102	Mariaville,	-	-	-	1	15	25	.51	30	5.1
	103	No. 6,	-	-	-	1	15	37	.39	5	9.8
105	104	Medford,	-	-	-	1	11	32	.44	27	5.4
47	105	Eastbrook,	-	-	-	1	09	23	.53	47	3.4
116	106	Burlington,	-	-	-	1	09	35	.41	35	4.6
108	107	Blanchard,	-	-	-	1	09	34	.42	51	3.0
27	108	Topsfield,	-	-	-	1	07	32	.44	58	2.3
	109	Centreville,	-	-	-	1	07	6	.72	54	2.7
128	110	Greenbush,	-	-	-	1	00	49	.27	40	4.1
101	111	Medway,	-	-	-	1	00	18	.58	-	-
110	112	Orient,	-	-	-	98	45		.31	25	5.6
131	113	Jonesport,	-	-	-	96	31		.45	34	4.7
128	115	New Limerick,	-	-	-	96	45		.31	44	3.7
143	116	Muscle Ridge,	-	-	-	82	17		.60	55	1.6
141	117	Long Island,	-	-	-	82	33		.43	-	20.0
136	118	Shirley,	-	-	-	65	28		.48	52	2.9
133	119	Burnham,	-	-	-	61	24		.52	54	2.7
138	120	Eaton,	-	-	-	61	43		.33	-	-
	121	Forestville,	-	-	-	52	55		.17	-	-
	122	Prentiss,	-	-	-	50	53		.21	59	2.2

## EXPENSES OF MAINE SCHOLARS ABROAD.

In the blanks issued to the several towns last spring, was this question, in substance: "How much money has been paid by citizens of your town, for board and tuition of scholars, at Normal Schools, Academies, Colleges and Female Seminaries *out of the State?*"

This being a new question, and the Registers of the preceding year not furnishing any data for the reply, most of the towns made no response, or answered that they had no means of knowing. Seventy towns in the four hundred answered the question; reporting as the aggregate amount paid by the citizens of those seventy towns, \$22,077 46. I know that many of the towns making no answer to this question did send scholars abroad. As nearly as I can judge, it is quite reasonable to estimate that not less than *fifty thousand dollars* were paid, the last year, by residents of this State for the education of their children out of the State. By another method of inquiry I learn that we have had at six Normal or Academic Schools, out of the State, about sixty pupils at an aggregate annual expense of \$7450; and at five Female Seminaries in Massachusetts forty-eight pupils at an annual expense of \$8400. These items I gather from correspondence with a few leading schools in that State. It is well known that many young ladies and gentlemen are at Schools or Colleges elsewhere. When the full statistics upon these points can be obtained, the whole amount of moneys thus carried out of the State will be found surprisingly large.

The suggestion is a very obvious one, that our own classical and female Seminaries should be so perfected in their arrangements and appliances, that this resort to foreign Schools would be deemed no longer necessary.

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ERRATA. The population of Presque Isle, Table II, should read 723, of Van Buren, 616, of Sarsfield, 473, of Reed plantation, 72, of Gorham, 3,253, of Winterport, 2,380, of Danforth, 283. The footings for the several counties and for the whole State are without error.

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
Lincoln Academy, . . .	Newcastle,	Feb. 23, 1801,	3,500	2,500
Monmouth Academy, . . .	Monmouth,	Feb. 22, 1803,	3,400	3,400
Gorham Seminary,* . . .	Gorham,	March 5, 1803,	23,000	15,000
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,	3,000	1,500
Bloomfield Academy, . . .	Bloomfield,	Feb. 13, 1807,	2,500	2,500
Warren Academy, . . .	Warren,	Feb. 25, 1808,	-	-
Bridgton Academy, . . .	North Bridgton,	May 8, 1808,	3,000	2,500
Limerick Academy, . . .	Limerick,	Nov. 17, 1808,	3,500	3,500
North Yarmouth Academy, . . .	Yarmouth,	Feb. 4, 1814,	8,000	8,000
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
Foxcroft Academy, . . .	Foxcroft,	Jan. 31, 1823,	2,300	2,300
Anson Academy, . . .	North Anson,	Feb. 28, 1823,	1,000	1,000
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
Titcomb 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
Parsonsfield Seminary, . . .	N. Parsonsfield,	Feb. 6, 1833,	7,000	6,000
Lewiston Falls Academy, . . .	Danville,	Feb. 25, 1834,	2,500	2,500
Gould's Academy, . . .	Bethel,	Jan. 27, 1836,	2,000	2,000
Freedom Academy, . . .	Freedom,	Feb. 18, 1836,	1,200	800
Norridgewock Female Acad., . . .	Norridgewock,	March 20, 1836,	-	-
Charleston Academy, . . .	Charleston,	Feb. 13, 1837,	2,500	1,300
Elliot Academy, . . .	Elliot,	Feb. 26, 1840,	1,400	1,200
Waterville Academy, . . .	Waterville,	Feb. 12, 1842,	3,000	2,000
Litchfield Academy, . . .	Litchfield,	Feb. 5, 1844,	2,100	2,000
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
Mettanawcook Academy, . . .	Lincoln,	July 29, 1846,	1,300	1,000
East Corinth Academy, . . .	East Corinth,	July 30, 1846,	1,500	1,500
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,	-	-



A Table of chartered LITERARY INSTITUTIONS in the State.

Names of Institutions.	Where Located.	Incorporated.	Original cost of buildings.	Present worth.
Oxford Normal Institute, .	Paris,	July 28, 1849,	-	-
Union Academy, . . . .	Oldtown,	Aug. 8, 1848,	-	-
East Pittston Academy, .	East Pittston,	Feb. 1849,	1,000	800
Lebanon Academy, . . . .	West Lebanon,	Aug. 24, 1850,	-	-
Calais Academy, . . . .	Calais,	Aug. 28, 1850,	3,000	2,500
Corinna Union Academy, .	Corinna,	June 3, 1851,	1,700	1,200
Towle's Academy, . . . .	Winthrop,	Feb. 14, 1852,	-	-
Oak Grove School, . . . .	Vassalborough,	April 5, 1854,	11,000	10,500
Maine State Seminary, . .	Lewiston,	March 16, 1855,	36,000	36,000
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,	-	-
Richmond Academy, . . . .	Richmond,	Feb., 1861,	-	-
Paris Hill Academy, . . .	Paris,	Feb., 1861,	-	-

TABLE OF ACADEMIC INSTITUTIONS.

On the pages above will be found a list of the various Academies, Seminaries and Colleges in active operation in the State. The items appended were collected last year, in compliance with a Resolve passed the year before. It seems very proper that the several literary institutions chartered by the State, holding, as the most of them do, funds which have been entrusted to them by the State, should make an annual report of the condition of those funds, and the general prosperity of their schools; the information thus obtained to be compiled in proper form for the Superintendent's Report. In this way a general view of our educational affairs and institutions would be accessible to all the people.

with an Abstract of Returns indicating their condition, &amp;c., (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.
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1,000	State.	-	-	-	3 00 to 4 50	-	-	-
2,000	Individuals.	5,000	State and indiv.	3,300	3 00 to 4 00	-	-	-
800	Individuals.	-	-	200	3 00 to 4 00	-	-	200
-	-	-	-	-	-	-	-	-
10,000	State.	4,200	Friends.	4,200	3 00 to 4 50	982	325	500
-	-	5,000	Individuals.	10,000	4 00 to 5 00	1,900	200	500
-	-	-	-	-	3 00 to 4 00	-	-	-
400	State.	-	-	-	3 00 to 4 00	-	-	-
-	-	-	-	-	3 00 to 4 00	190	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-

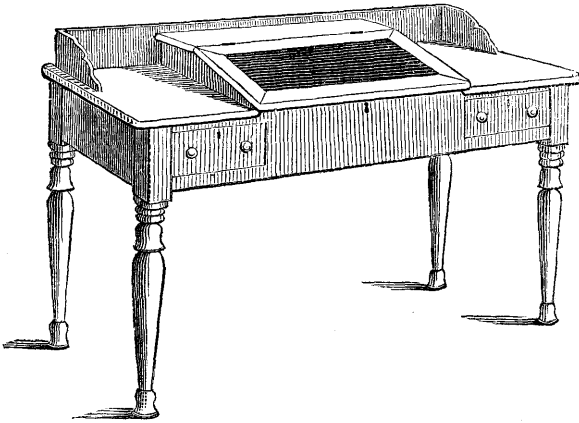
## THE TABLE REVISED.

It may be remembered that the Report of last year contained a list of all the literary institutions which had been chartered by the State. Many of these are known to have discontinued their active operations, or to have passed under the control of towns or districts where they were located, as public free schools. The names of such, as well as of those supposed to be extinct, have been omitted from this list.

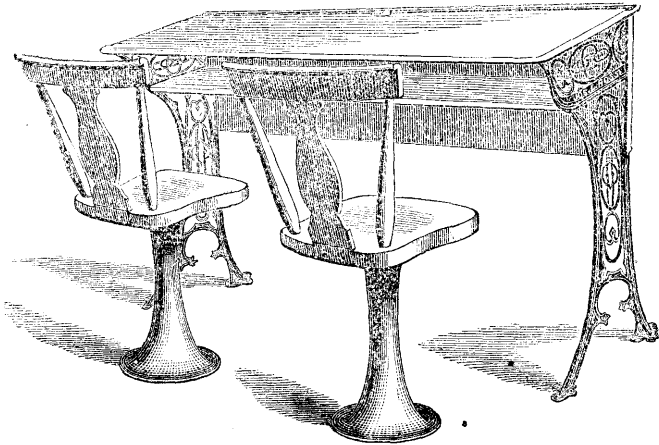
\*The names of "Gorham Academy" and "Maine Female Seminary," both had a place upon the list of last year. By an act of the Legislature, last winter, the name of the Seminary was changed, and male students allowed to be received. I have therefore entered opposite the name of "Gorham Seminary," the date of the original Academy charter, and the items of "funds," &c., belonging to the Seminary, as the proper representation of the existing arrangement.

ENGRAVINGS. The School Reports have commonly contained engravings of school buildings, plans, apparatus or furniture, at greater or less expense. I have thought it better to avoid all such expenditure this year, and have inserted only an engraving of the Maine State Seminary, and the following cuts of school furniture, both obtained without any cost.

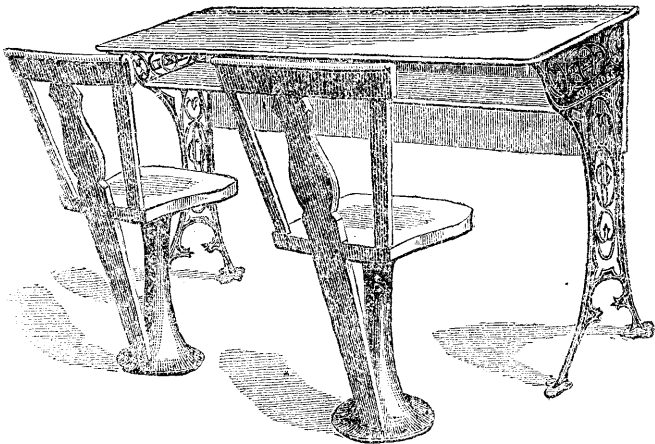
The singular mistakes made by many of our country mechanics, in the shape, height and style of school furniture, make it desirable to have before them the best models. Many districts prefer to purchase their desks ready-made, and of such style as will give to their rooms an air of neatness and comfort. Those manufactured by Mr. Jos. L. Ross, Chardon St., Boston, a few of which are figured below, are of excellent pattern and workmanship.



This engraving represents Ross' Public School Teachers' Desk.



This engraving represents Ross' Union (Portable) Grammar School Double Desk and Chairs. Length of desk, 3 feet 10 inches. Width of desk, 1 foot 3 inches. Space required for chairs, between desks, 17 inches. (See grade of heights under next cut.)



No. 1, extra, Desk and Chair, for pupils from 17 years of age and upwards; No. 1, for pupils from 14 to 17; No. 2, for pupils from 12 to 14; No. 3, for pupils from 10 to 12; No. 4, for pupils from 8 to 10. Length of desk, 2 feet. Width of desk, 1 foot 3 inches. Space required for chairs, between desks, 17 inches.





Primary Single Desk and chair,  
made of three different heights, for  
pupils from 4 years to 8.

Width of No. 1 desk, 11 inches.

Width of No. 2 " 10 "

Width of No. 3 " 9 "

Space required for chairs between  
desks, 14 inches.



No. 1, extra, desk and chair,  
for pupils from 17 years of age  
and upwards; No. 1, for pu-  
pils from 14 to 17; No. 2, for  
pupils from 12 to 14; No. 3,  
for pupils from 10 to 12; No.  
4, for pupils from 8 to 10.  
Length of desk, 2 feet. Width  
of desk, 1 foot 3 inches. Space  
required for chairs, between  
desks, 17 inches.



This engraving repre-  
sents Ross' High School,  
or Academy Single Desk  
and chair; fall to lift; plain  
top. They are graded of  
five different heights, No.  
1 Ex., 1, 2, 3, 4, or pu-  
pils of different ages from  
8 to 18.

Length of desk, 2 ft. 3 inch.

Width of " 1 ft. 8 "

Space required for chairs,  
between desks, 17 inches.

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