

# MAINE STATE LEGISLATURE

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THE LEGISLATURE

OF THE

STATE OF MAINE.

1864.

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AUGUSTA:

STEVENS & SAYWARD, PRINTERS TO THE STATE.

1864.

TENTH ANNUAL REPORT

OF THE

Superintendent of Common Schools

OF THE

• STATE OF MAINE.

DECEMBER, 1863.

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## SUPERINTENDENT'S REPORT.

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*To His Excellency, the Governor of Maine,  
and the Honorable Council:*

GENTLEMEN :—In compliance with a provision of the statute and the established usage, I have the honor to submit to your inspection, for the use of the Legislature and the people, my Fourth Annual Report on the condition of the Public Schools of Maine; being the tenth of the series since the creation of the office of Superintendent.

Very respectfully yours,

EDWARD P. WESTON.

GORHAM, December 1, 1863.



# REPORT.

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To ascertain the condition of our schools and the progress of educational affairs in the State, we must inquire at several distinct sources for the information needed. The action of the Legislature, and the doings of agents and commissioners appointed in accordance with such action, the reported facts and opinions of town committees, the associated efforts of teachers, and the observations of the State Superintendent, are some of the means by which we are to reach our conclusions. These topics suggest some of the natural divisions of my report.

## ACTION OF THE LEGISLATURE.

It is matter of congratulation that the Legislature, never forgetting its character as guardian of the rights and interests of the people, has not neglected to provide for the support of the public schools. If we have sometimes felt that this prime interest of the State has received less attention at the hands of our representatives than it deserved, we have reason to rejoice, nevertheless, in the manifestation, here as elsewhere, of an enlightened and progressive public sentiment in matters of education.

The acts passed by the Legislature of the current political year are recorded below, with some explanation of their origin, and a report of the action taken in accordance with their provisions. The first of these acts, in the order of their passage, is entitled,—see Acts and Resolves, p. 241,—*An Act to secure the proper expenditure of school moneys in the Madawaska Townships*. The necessity of some legislation in this direction was apparent to all persons at all conversant with the educational necessities of those townships. The immediate occasion of the action which was taken was the petition of certain citizens of that territory for an academy, to be located somewhere within the French townships.

In the discussion of the subject before the proper committee, it was made to appear that a greater necessity of the citizens residing in said townships, was a better system of public schools. Representations were made by the Superintendent of schools, and other persons acquainted with the facts, that the school affairs of these towns were suffering from want of intelligent management, and that a remedy ought to be applied through some special legislation. The matter was taken in hand by representatives from the northern portion of the State, specially interested in the education and general improvement of the French settlers, and a bill was prepared, the essential features of which were retained in the following act:

An act to secure the proper expenditure of school moneys in the Madawaska townships.

WHEREAS, There is reason to believe that the moneys appropriated for the support of schools in Madawaska territory, so called, are not expended in such a manner as to promote the education of the people, many of whom are of French origin; and whereas no essential improvement in this regard can be expected so long as the present management continues; therefore,

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

SECTION 1. The superintendent of common schools is hereby authorized to make careful examination into the educational condition of the Madawaska townships, which for the purposes of this act are included in that portion of the state, lying north of the south line of township G in the first range, L in the second range, and seventeen in the third to the ninth ranges inclusive; and he shall annually appoint an agent whose duty it shall be to expend under his direction all funds that may be due said territory or granted by the state for the benefit of schools therein, in the manner hereinafter provided.

SECT. 2. It shall be the duty of the secretary of state to furnish to such agent on the first day of June, a list of the number of scholars returned from each township in said territory, and if any township shall have failed to make its returns at that time or shall have made a return which is apparently erroneous, the said agent shall himself ascertain the requisite facts and make a return of the children in such townships between the ages of four and twenty-one years and communicate the same to the secretary of state.

SECT. 3. Said agent shall establish schools at such point or points in each township as to give to the inhabitants thereof the benefit of its proportion of such moneys according to the number of scholars belonging in each. But if from any cause a school cannot be opened in any township with a reasonable prospect of success, then such a portion of the money as belongs to said township shall be expended at such nearest points as will be most likely to secure the object intended by this act.

SECT. 4. In townships where districts are regularly organized, especially in those settlements where a portion of the inhabitants speak the English language, the



agent may in his discretion allow their portion of the school money to be expended by the district agent in the ordinary way, and he shall encourage the formation of districts and the raising of money by the inhabitants for school purposes and the adoption of the school management prescribed by the statutes as fast as they can understand and apply the same.

SECT. 5. The superintendent shall select such books as may be needed in teaching the children the elements of the English language, and no school shall be supported by the funds of the state in which that language is not made a prominent part of the instruction.

SECT. 6. The said agent shall have and exercise the same powers as are now exercised by both the superintending school committee and school agents, except in the districts aforesaid, in which he may judge it expedient to allow the local agents or committees to exercise the statute jurisdiction. He shall require the teachers to keep a record of such facts connected with their schools as are required by law of teachers of other schools, and such other facts as he may deem necessary, and return the same to him at such times as he may require; and in the month of October annually, he shall make full returns of all his doings and of the condition and progress of the several schools under his supervision to the state superintendent of schools.

SECT. 7. The agent shall draw from the state treasury, irrespective of the payment of any state tax, the amount of money due the several townships for school purposes, including the interest on the surplus fund, after the apportionment in July, and shall render to the governor and council in December annually a full account of the same to be audited and approved by them; and before said agent shall be authorized to receive any money from the treasury, he shall execute a bond to the State to the satisfaction of the governor and council, conditioned for the faithful expenditure of all funds received by him.

SECT. 8. Such agent shall receive a compensation for his services and expenses in such sum as the governor and council shall approve, to be paid from the treasury on the governor's warrant.

SECT. 9. All acts and parts of acts inconsistent with this act are hereby repealed; and this act shall take effect on approval by the governor.

In accordance with the provision of the first section of this act, the Superintendent visited the townships aforesaid, in the month of May last, and made such examination as he was able to make in the time which could be spared for this purpose, "into the educational condition and wants" of the inhabitants. It is not necessary to give minute details of the facts which came to his knowledge in that investigation, as the subject is fully set forth in the report of the agent, presented below.

Commencing at the plantation of Hamlin, on the extreme north-east boundary of the State, I followed up the southern bank of the river St. John, through the plantations of Van Buren, Grande Isle, Madawaska, Dionne, Daigle, Fort Kent, St. John and St.

Francis, all lying upon the river. Wallagrass, south of Fort Kent, in range XVII., and four other townships in the same range, lying east of it, but not named, are included in the territory covered by this act. Eagle Lake Plantation, south of Wallagrass, on the Aroostook road, is largely settled by the French people, and should be included within the provisions of this act, by an amendment. With this addition, the territory embraced in the French settlements, so called, would comprise fifteen townships or plantations.

My investigation disclosed the fact that many of these plantations had lost their organization, and have no legal school officers of any kind. Some districts had kept up a form of organization, while others had failed to do even this. Some plantations had *voted* to tax themselves for the support of schools, but none, I think, had ever collected any money for this purpose. They have relied wholly upon the Bank tax and other moneys appropriated by the State. But even these appropriations have not always been carefully applied to school purposes; while in some plantations no money had been received from the State for one or two years, through some mismanagement of parties intrusted with the business of drawing it.

Very few school houses were found. Most of the schools, such as they are, have been kept in private houses,—in many cases, certainly, “under difficulties.” The few schools which I found in operation, were sustained by funds already received from the State, or by private contributions, and were very primitive in all their arrangements. Most of them were confined to some rude attempts to read the French language, in the use of books quite too difficult for any children to comprehend. I found a desire almost universally expressed by the people, to have schools established in which their children could learn the English language with the French. The priests whom I consulted, Messieurs McQuirk of Madawaska, Suerron of Dionne, and L’Hiver of Van Buren, all professed an interest in this movement to make their schools more efficient, and promised their coöperation with the agent who should be appointed to carry out the provisions of the act.

I expected to find some opposition to the measure, on the part of persons who would thus be relieved from the care of school affairs and the disposing of school funds. But on consultation

with the leading citizens of all the townships, I found a very general acquiescence in the measure, with the conviction that the whole matter could be better managed in the hands of some suitable and responsible person, as required by the new law.

Of the several gentlemen named for the position, no one seemed to unite so many qualifications for the place as Col. David Page, for many years a resident at Fort Kent, and well acquainted with the people throughout the whole territory. He was accordingly appointed on the 29th of May, and entered upon his duties, after giving bonds as the act requires, "for the faithful expenditure of all funds received by him." His account of moneys received and expended, as audited by the Governor and Council, may be found in the Appendix. His report of the condition of the schools is herewith presented. The special circumstances in which this report is made and the peculiarity of the schools reported, justify me in publishing Mr. Page's statement more in detail than it would be possible to print the reports of the ordinary town committees.

#### MR. PAGE'S REPORT.

In compliance with the provision of an act passed by the Legislature at its last session, entitled "An Act to secure the proper expenditure of school moneys in the Madawaska Townships," having been appointed agent for the expenditure of such funds, I hereby make my report to the Superintendent of Schools.

It may not be considered out of place in this report, to give some account of the origin of what may be called "the Madawaska Settlement," which embraces an extent of seventy-five miles upon the river St. John, commencing near the boundary line about two miles west of the Grand Falls of New Brunswick, and extending up the river to the St. Francis settlement. The territory takes its name from a stream or river which has its rise in the Temiscouata Lake, called the Madawaska, and falls into the St. John at the Little Falls, upon the New Brunswick side, near the center of the Madawaska settlements. It was first settled by a remnant of French families of the population of Grand Pre, (Acádia) who were broken up by the British in the time of the French war, A. D. 1755, and "scattered to the four winds." A remnant of them fled to the St. John and settled a few miles above that city, at a place called Kennebeckasis, and there remained for about twenty-five years. When General Howe's forces were driven from Boston by Washington, in the time of the American revolution, they sailed to St. John, where they were disbanded. They were suffered to encroach again upon this devoted people, who again left their homes and fled up the river to a point above the Grand Falls, where, as they said, "British vessels could not follow them." They settled at Madawaska. This first settlement consisted of some eight or ten families. Later, others followed. It has been about eighty-five years since the first pioneers penetrated this forest. Many of the descendants of the Acadians are inhabitants of Madawaska. Two of these descendants, Firmin Thibodeau and the widow Forney, are each 97 years of age,—the old-

est in the settlement. The most numerous part of the population are Canadians, who came across the wilderness from the river St. Lawrence, a distance of eighty miles. They came upon snow-shoes and hauled their children and effects upon hand-sleds. For many years, the nearest place from which these people could obtain the indispensable necessities of life, was Riviere de Loup, upon the St. Lawrence, eighty miles distant, and Frederickton, one hundred and fifty miles eastward. Such is the origin of the Madawaska settlement. They were here shut out from the world—for many years surrounded by a dense forest, and enduring all the hardships and privations incident to such seclusion. The population upon the American side is now about five thousand, all French, with the exception of a few families at St. Francis, Fort Kent, and Violette Brook (Van Buren:) It is not remarkable, then, that this people, being unacquainted with our language, the institutions and policy of our government, possessing a religion different from our own, and strongly attached to old habits and customs, should have felt an indifference to the efforts of the State to improve their condition by introducing our language among them. So far as my observation has extended, the school fund of the State and appropriations heretofore made for the benefit of education in this settlement, have been of little value to the children. Where there should have been some twenty-five schools the last year, there has been but one-half of that number, and of very indifferent character. Much of the money has been drawn from the State by agents in their respective plantations, and never has been appropriated for schools. And when they have had schools, it would seem that their main object in procuring teachers has been to employ those who would keep for the least wages, regardless of qualifications. Such schools are worthless. I am happy to say that the new plan, in accordance with the act passed last winter, has created a new interest among the people in regard to schools for the benefit of their children. They have cordially cooperated with me in carrying out the requirements of the act. I have established in the last season twenty-four schools, under the provision of the School Act. It was impossible to fully comply with the requirements of the act, with regard to the English instruction, on account of the difficulty in obtaining competent teachers, who had a knowledge of both the English and French languages, as very few of the pupils in the French precincts can speak or understand the English.

The female academy at St. Basil, has afforded me essential service, inasmuch as it has furnished most of the teachers for the schools under my charge. Eighteen out of the twenty-four employed, have received the most of their instruction at that institution. Fifteen of them are natives of Madawaska. This academy is situated on the New Brunswick side of the river St. John, about in the center of the Madawaska Settlement, upon a slight eminence, about one hundred and eighty yards from the river—overlooking one of the most beautiful landscapes any where to be seen. This institution is under the instruction of three Sisters of Charity. All the useful and ornamental branches are here taught which are regarded necessary to qualify the pupils for their positions in life. Rev. Mr. McGuirk, of the St. Basil Chapel, whose parish extends on our side of the river, rendered me much service in visiting my schools in his parish, and encouraging the acquisition of the English language.

The expenditure for the schools during the season, will amount to about \$1,200. Besides the amount drawn by these plantations from the State School funds, there is a special fund of five thousand dollars derived from the *surplus revenue*, the inter-

est of which—three hundred dollars—is now to be annually distributed among these townships. Thus the State is not directly taxed for the support of the Madawaska schools; which receive only their share of the interest of the public school fund, and the interest of the surplus revenue fund.

It may be proper to explain here the origin of the surplus revenue fund, so called. In 1838, prior to the settlement of the boundary difficulties, the State employed Philip Greely, Esq., to take the census of Madawaska. While he was engaged in the discharge of his duty, the Province authorities arrested and compelled him to desist, when he had completed only about one-half of the census. Hon. Asa Redington, our State treasurer at that time, whose duty it was to distribute the United States surplus revenue in the towns, plantations and unorganized territories, according to the number of the inhabitants, respectively, the census of this territory being incomplete, computed the inhabitants at 2,000, which would give Madawaska 6,000. He made a record upon the margin of the treasury book at the time, "*six thousand dollars due Madawaska.*" And there it remained in the treasury of the State until 1861. The undersigned had the honor of representing this district in that year, and caused the matter to be brought before the Legislature. In consideration of the State's liberal appropriations and donations heretofore, it was agreed that only \$5,000 should be set apart and remain in the treasury as a special school fund, the interest of which should be expended for the benefit of schools in Madawaska Territory. I am indebted to Judge Redington for his assistance before the Judiciary Committee of the Legislature in showing the facts in the case. The interest of this fund not having been expended last year, the interest of two years became available for school purposes this year.

Twenty-two of these schools had closed on or near the first of November; only one, that in Van Buren, still remaining in session.

Wherever the inhabitants have manifested a desire for schools in their respective districts and were willing to comply with the required regulations, I have established them.

#### THE SCHOOLS.

The school at St. Francis, fifteen miles above Fort Kent, has been taught by Miss Mary Willey of Patten; commencing the 6th of July and closing the 7th of November, making sixteen weeks. This is a small school, the inhabitants being "few and far between," most of them speaking the English language. This district has had more than an average advantage of the schools up the river, having embraced the opportunities offered them, besides subscribing somewhat liberally from their private means. This school has had twenty-seven scholars, averaging fifteen. All studied English authors. The common branches of Reading, Writing, Arithmetic and Geography were the principal studies. Miss Willey has had considerable experience in teaching, and made herself quite useful in this school. About all the pupils read well and a few excel in that useful branch. There are three districts in Fort Kent, in all of which schools have been established during the past summer.

#### DISTRICT No. 2.

The school at Fort Kent, in this village, has been under the instruction of Miss Sarah M. Bartlett, of Hanover, in this State, commencing June 16th and closing the 31st of October, making twenty weeks. The scholars have numbered about fifty,

averaging about forty. Nearly all the branches pursued in a good country school have been attended to—such as Reading, Writing, Spelling, Grammar, History, Geography, Botany and French; also one pupil in Latin, Algebra and Bookkeeping. Exercises in Declaiming and Composition were attended to. The pupils generally under Miss Bartlett's charge have made good proficiency, and would compare well with almost any country school in the State. Miss Bartlett is an accomplished scholar, and has a superior faculty of governing her school, and commanding due respect at all times from her pupils. The greater part of the school are Americans; the rest are French. All speak the English language readily.

The school in District No. 1, in Fort Kent is quite small, as the population is sparse. It was taught by Miss Isabella Hunniwell of St. Francis. Sixteen scholars in attendance, averaging twelve. There was a school in this district the last year; and the children, although quite small, read and spell quite well, and have made fair proficiency under Miss Hunniwell's instruction. This school commenced July 13th and closed October 31st, making sixteen weeks.

The school in District No. 3 was taught by Mlle. Amelia Sirois of Dionne Plantation; commenced July 6th and closed October 31st, making seventeen weeks. Scholars averaging twenty—all French. This is the first school they have ever had in the District. Sixteen have studied English. This school has been well managed by Mlle. Sirois and the pupils have made good improvement. Many of them can read quite well and are orderly and respectful.

The school in St. John Plantation has been under the tuition of Miss Mary Ramsey; commenced July 20th and having kept eight weeks, closed on account of a prevailing sickness amongst the children. The population of this plantation is quite small and scattered and the school consequently small. Twelve scholars in attendance, averaging 10. All were of American parents and pursued English studies. This school has had considerable training heretofore and the scholars compare favorably with other schools in the country. Reading, Writing, Spelling, Geography and Grammar were attended to with good improvement, and the teacher acquitted herself with ability. Books used, were the First, Second, and Third Progressive Readers, and Greenleaf's and Emerson's Arithmetics.

There have been two schools in Wallagrass Plantation, the first they ever had. The one kept by Mlle. Sophie Martin of Dionne Plantation, had thirty-eight scholars, averaging twenty. Ten studied English and made fair proficiency. This school commenced July 20th; closed October 31st. Miss Martin although having had but a limited opportunity to acquire a knowledge of the English language, has given good satisfaction, and has governed her school successfully.

The other school has been managed by a Mlle. Selome Caren. I cannot give much account of this school; the teacher not understanding a word of English. The fact was, I could obtain no more *English teachers*, and the district being desirous of having a school, I allowed them to take it into their own hands and employ a French teacher. This is the only case of the kind in the twenty-four schools. This school had twenty-eight scholars, averaging fifteen, who I understand made some improvement in French. Commenced July 6th, closing September 5th, making nine weeks.

The school at the St. Luce Chapel, Dionne Plantation, has been instructed by Miss Biddie Nedeau of Fort Kent. Commenced June 1st; closed October 1st;—making twenty weeks. Number of scholars, thirty-three—averaging twenty-five. Thirteen

studied English. All could read without spelling—some fluently. Reading, Writing, Spelling and Arithmetic, were the principal studies. This school has been well managed, and the pupils have made fair improvement. This district has had considerable schooling for many years past, under French management; but no progress has been made, heretofore, in the English language.

The next school below the chapel was under the government of Mlle. Philomin Sirois of Dionne Plantation. Had thirty-five scholars—all French; averaging twenty-five. Eighteen studied English. The school has been well managed, and has made good improvement. This is the first school that they have ever had in the district. Many of them read and spell quite well in English. Department of the school good. All commenced in the alphabet. Although quite young and inexperienced, much credit is due to the instructress for the good order and department of the school under her charge.

The school below this, some three miles above the "Little Falls," was kept by Mlle. Ellen Sirois of Dionne Plantation. This school commenced July 18th and closed October 31st—making eighteen weeks. Number of scholars, twenty-four—averaging twenty. Five in English. Reading and Spelling have been their principal studies. Although this is their first school, those in English could read passably well. The teacher was but sixteen years of age, and her opportunity for improvement had been limited. Still, the school has been under good subjection. Room small and bad, especially in warm weather, as it was in a dwelling-house.

The next school below this in Dionne Plantation (opposite "Little Falls") was under the instruction of Mlle. Philomin Babbin of Edmonston (Little Falls), which commenced July 6th and closed October 31st—making eighteen weeks. Thirty scholars were in attendance—average number, twenty-eight. Twenty-three attended to English studies; seventeen in writing. The common branches, such as Reading, Writing, Spelling, Grammar and Geography, were taught in this school with unusually good results. Many of the scholars read English quite fluently, and write handsomely. This school for years past has had considerable French training, but very little of English until this year. Altogether, the department of this school has been unusually good; and the constant attendance of the pupils and interest taken by the parents in this district, is a sufficient guarantee that the teacher has been appreciated. Miss Babbin speaks and reads the English language fluently, which is quite an advantage over some other teachers, who speak English quite indifferently. The school has been held in an unpleasant room in a dwelling-house, although spacious and somewhat convenient.

The next school, a mile and a-half below this, in Madawaska Plantation, has been under the instruction of Mlle. Louise Ganghon of St. Basil, N. B., commencing June 15th and continuing seventeen and a-half weeks. Forty scholars have attended this school—averaging thirty. Eighteen pursued the English; twelve wrote. This school has made fair improvement in Reading, Writing and Arithmetic. The school room was in a dwelling-house, inconvenient and uncomfortable.

The next school below this, in the center of Madawaska, and opposite the St. Basil Academy, in the pleasantest vicinity of Madawaska, has been under the instruction of Mlle. Sésérène Thibodeau. Forty-eight scholars in attendance—averaging thirty-eight. Sixteen have made improvement in English. Twenty-two write; six in Arithmetic; six in Geography; six in Grammar. This has been an unusually inter-

esting school. The teacher was quite young, and this her first effort. Not properly versed in English for an efficient teacher in that branch, but her native talent and energy combined to make her services valuable. Fourteen translate the French language quite well, and in all the above branches the school has made uncommon proficiency. The scholars have been prompt and constant in attendance. This shows an appreciation of the services of their instructress. The school has been held in a room intended for a granary, fitted up and made pleasant and convenient for the school.

The school two miles below the last named, in the same plantation, has been under the charge of Mlle. Marie Smith. Commenced July 18th; closed October 31st—making sixteen weeks. Number of scholars, thirty-eight; average number, 20. Twelve have attended to English; eight write; nine read English quite passably; five in Arithmetic; three in Grammar. In the above named branches fair improvement has been made. Very few of the scholars ever attended school before. This was the first effort of the teacher, who, although limited in English, has a respectable education, and will make a first-rate teacher with more experience. On the whole the agent was satisfied with the improvement and appearance of the school.

The next school in Madawaska was situated in a back settlement, some three miles from the River road and was kept by Mlle. Marie D'Aigle. Twenty-six scholars were in attendance, averaging fifteen. Only four studied the English, four wrote. It was the first school ever attempted in the place; as all the scholars commenced with the alphabet, much progress could not be expected in this school. At their next session better results may be expected.

The next school in Madawaska was in a back settlement also, in an obscure valley where no ray of the knowledge of letters ever penetrated until this school was opened. It was taught by Mlle. Euphemie D'Aigle of Madawaska. Only eighteen scholars in attendance, averaging twelve. Eight attended to the English language. All commenced in the alphabet and made fair improvement. In this and the above mentioned school, the parents were desirous for their children to commence in their native tongue, and as it was impossible to obtain any competent teachers for the English branches, I acquiesced in their wishes in part. Therefore the principal improvement was in the French language, in both of the last named schools.

The next school was in Grande Isle Plantation, in Francis Thibodeau's district, under the instruction of Master Joseph Cyr. Thirty scholars in attendance, averaging twenty. Seven in English, five wrote, three in Arithmetic, two in Geography. In all the above branches very good improvement was made, and in some instances the scholars excelled. The school appeared remarkably well—prompt and studious; teacher takes a great interest in his employment, and bids fair to make an instructor of superior excellence. This school commenced July 6th, closed October 31st.

The school next below this in Grand Isle, is the district of Paul Cyr, under the tuition of Mlle. Sophie Cyr. This school commenced June 15th and closed October 31st—making nineteen weeks. Thirty-five scholars have attended this school; average number twenty-seven. Twenty have pursued the English language; sixteen write; six in Arithmetic; four in French Grammar. In all the above branches the school has made excellent progress. Twelve read English fluently, and a large class translate well. The English is spoken and pronounced quite accurately, and generally accented well. This school has had considerable training heretofore, under the



instruction of Mlle. Cyr, who besides acquiring a pretty good French education at home, at the Academy of St. Basil, has attended school at the Houlton Academy, where she acquired a very good knowledge of our language. Her talent for teaching makes her services valuable. The government of this school and deportment of the scholars have been good. The efforts of the teacher have been unwearied in promoting the interest of her pupils, and have been crowned with corresponding success. Uncommon interest has been taken in this district by the inhabitants, who were willing to have two districts merged into one. This subjected some of the children to the necessity of walking nearly two miles to school, for the sake of having the school prolonged.

The next school below this, some two and a-half miles, in Grand Isle Plantation, has been taught by Mlle. Modeste Cyr of Grand Isle, commencing June 8th and closing October 31st—making twenty-four weeks, exclusive of three weeks' vacation. Scholars in attendance, thirty-seven—averaging thirty. Twenty-two have studied English; twelve write; twenty in Arithmetic; a class in French Grammar. I anticipated much in the success of this school, but on examination it exceeded my anticipations. It had more the appearance of an American school than any of the schools in the French Settlements. In the above branches the scholars acquitted themselves handsomely, reading and pronouncing with a good degree of accuracy. A large class translated well. For exercises the teacher read English sentences, and her scholars, each having a slate in hand, would write the same sentences after her in a handsome hand, accurately spelling the same. Modeste has had the same advantages of education as her sister Sophie, named in my mention of the last school. This school has been kept in a school-house recently erected. Although much too small, it is quite an improvement upon their former arrangement—a room in a dwelling-house.

The next school, about four miles below Mademoiselle Cyr's, taught by Philomela Daigle, in a small building, commenced July 8th and closed October 31st—making seventeen weeks in all. Number of scholars, fifty-four—averaging forty. Thirty in English; twelve in Writing; twenty in Arithmetic. Miss Daigle was unwearied in her exertions, and the scholars made great improvement under her care. She had parts of two districts in her school.

About two miles below, Mlle. Sophie Sanfasson commenced August 10th and closed October 31st. Twenty-four scholars; average 15. Twelve in English; two in Writing. This was the first school ever taught in this vicinity. Great praise is due to both scholars and teacher. She was active, energetic and persevering, and they were studious and obedient.

The next school is taught by Miss White at Van Buren, better known as Violette Brook. It commenced late in August, and is still in session. She is a fine teacher, and the scholars are making rapid strides under her tutelage.

The next school, five miles from the above, was taught by Miss Esther Maley, in Hamlin Plantation. Commenced July 20th; closed October 14th—making in all twelve and a-half weeks. Twenty-seven scholars; average twenty. Twelve in English; six in writing. The first ever taught there. It was a hard task. The room was small—but she accomplished her work successfully. It may seem strange to hear that some of her "little ones" walked two miles to learn their alphabet. She speaks in terms of praise of her pupils; and I can add, they appear to deserve it.

The last school on the river, taught by Miss Mary Keegan, commenced June 25th; closed October 31st—seventeen and a-half weeks. Thirty-six scholars; average twenty. Fifteen in English; ten in Writing; six in Arithmetic. She was unwearied in her exertions; went early to her task and remained late with her pupils. She did her duty and *whole* duty. Her scholars rewarded her efforts by close application. She was highly appreciated in the vicinity. This school was one mile and a-half from the eastern boundary line of the State.

The aggregate number of scholars in attendance in the above schools was seven hundred and fifty-seven; average, five hundred and thirty-nine. In English, four hundred and sixty-five. A large proportion of the children are quite young, mostly from eight to fourteen years old—a small proportion from fourteen to twenty.

The school houses are small and poor; but six in the whole territory; an indifferent one at St. John Plantation, one at St. Luce Chapel, one in Madawaska, partly finished, one at Grand Isle not half large enough to accomodate the scholars, one at Violette Brook, a little better. Nearly all the schools have been taught in private dwellings, under many disadvantages. I have endeavored to impress upon the inhabitants the vast importance to them and their children of good school houses. This they seem to understand, and will make an effort to remedy the evil. In mentioning school houses, I quite overlooked one at Fort Kent, just completed. The old one had always been a bone of contention. A pleasant spot was selected to accomodate both districts. The room is thirty-eight by twenty-four, walls twelve feet high, with thirty-two desks, seating sixty-four scholars. It was built by subscription at a cost of \$500.

I have always been hopeful in regard to the success of English schools in the Madawaska territory; but the results of the effort made this year have far exceeded my expectations. The citizens express a strong desire that the present system may continue. The scholars, generally, have been prompt, mannerly, attentive to their studies, obedient and respectful. I regard the new measure as full of promise to this secluded people. When they shall become so educated as to understand our laws and appreciate our governmental policy, they will doubtless become willing supporters of our republican system.

Very respectfully,

D. PAGE, *Agent*.

FORT KENT, November 10th.

One who reads the foregoing report of Mr. Page, may feel that it is a day of small things with the schools in the Madawaska townships. Let it be the pleasure, as it certainly is the duty, of the State, to see that they are improved and elevated by all the means in our power. I have only to suggest that the inhabitants be required to furnish comfortable rooms for the schools which may be taught among them at the State's expense; and that some system of raising money among themselves, to assist in the support of these schools, ought to be required of them as a condition of their enjoying the advantages of public instruction. The citi-

zens of these plantations are not without the means to sustain this important institution of a free republic. But with their views of duty as citizens of the State, they cannot be expected to respond to our efforts with all the alacrity which we could desire. And yet, by our patient continuance in well-planned efforts, there is no doubt that this industrious and peaceful community upon our northern border, will become, eventually, united with us in all public interests; and if not a homogeneous part and parcel of our people, they will at least cease to be, as now, a mere foreign element in our social organization.

#### THE NORMAL SCHOOL ACT.

The action of the last Legislature upon the subject of Normal Schools is justly regarded by the best friends of popular education as very wise and timely. Many attempts have been made in former years to inaugurate in our own State a system of training for common school teachers, similar to that which has proved so successful in other States of the North. These attempts had failed from various causes in one branch of the Legislature, or both; unless indeed we regard the passage of the act of 1860, creating a Normal School in one academy in each county, a Legislative success in this interest. The practical results of the measure, with the limited means appropriated for working it, were all that was anticipated by those acquainted with the history of similar measures in other States. It gave place, two years later, to an order of the Legislature, requiring the Superintendent of Common Schools to make certain inquiries and investigations looking to the establishment of a more efficient system. My last Annual Report contained a special report to the Legislature,—as the order of the previous year required,—upon the inquiries made, the responses received, and the further action thought necessary to be taken. This report, in the regular order of business, was referred to the Committee on Education. That committee, after careful deliberation at several meetings, and after patient hearings in their committee room, and more publicly in the Hall of the House, made the following unanimous report:

#### *Report of the Legislative Committee on Normal Schools.*

The Committee on Education, to which was referred the memorial of the Trustees of Farmington Academy, asking for aid in establishing a Normal School; also, the

report of the Superintendent of Common Schools on the subject of Normal Schools; have had the same under consideration, and report :

Your Committee are satisfied that one of the most urgent requisites to the success of our public schools at the present time, is a larger supply of well qualified teachers. We believe that a very large portion of all the money expended for school purposes, is lost through the incompetency of many of the teachers employed.

To prevent this great waste in future, we look to no single remedy. School officers must keep a more vigilant watch at the school-house door against the entrance of unqualified teachers. Candidates for this important work should be impressed with the importance of making larger attainments, if they expect to find employment in the profession.

But we believe that the State, as such, has a duty in the premises which it cannot longer neglect, with justice to this great public interest.

While the State provides by law that each town shall raise money for the support of public schools, according to the population ; and while it grants additional bounties, from the bank tax and other funds, to aid in sustaining these schools;—the whole expenditure for school purposes amounting to more than \$700,000 annually;—is it right or wise for the State to neglect the most important means of rendering this expenditure in the highest degree conducive to the great object for which the money is expended ?

No one doubts that we need a large additional number of well educated teachers for our primary and higher schools. And some may claim that we have the means, in our academies and colleges, of supplying the demand. But while we acknowledge the very important service rendered by these institutions, and must look to them for similar service in time to come, your Committee are convinced that there is need of institutions which shall make it their grand aim to train teachers for their special vocation. Our academies and higher seminaries have their various educational work to accomplish. They are training young men for college and for the various business of life.

The teacher, like the student in law, or medicine, or divinity, needs an especial training for his professional duties. This training it is the intention of the Normal School to impart. It aims to teach men and women the art of teaching. It seeks to make them familiar with the best methods of instruction and government ; to impart a knowledge of the philosophy of dealing with youthful minds, developing and disciplining their mental and moral powers aright. This great work of the teacher, the Normal School assumes, cannot be accomplished without much painstaking and special appliances.

Normal, or training schools, are not an experiment. They have existed in Europe for more than a hundred years, and in this country for nearly a quarter of a century. In Prussia a Normal School was organized in 1735. In this country the first Normal School was opened in July, 1839, at Lexington, Mass. ; two others were opened in the course of the following year. New York followed with her State Normal School in 1845 ; Connecticut in 1848 ; Michigan in 1849 ; Rhode Island in 1854 ; New Jersey in 1855 ; Illinois in 1857 ; Pennsylvania opened two schools in 1860-61 ; Minnesota one in 1860 ; and Iowa, in connection with her State University, established a Normal School in 1860.

The British Provinces—Canada East and Canada West, and New Brunswick, have

also their Normal Schools : those in the Canadas being very liberally endowed and efficient institutions.

The general success of these schools has been ample and gratifying. The testimony of school officers in all parts of Massachusetts, in response to a circular issued by Ex-Governor Boutwell, while Secretary of the Massachusetts Board of Education, was almost unanimous to the effect that the system of normal instruction is having a very powerful influence in elevating the standard of instruction and improving the common schools of that State. Similar testimony is given in response to similar inquiries made in New Jersey and Connecticut.

Your Committee are therefore unanimous in the conviction that Maine should put herself upon a level with other States, in this respect, by inaugurating at an early day, within her own borders, a system of instruction which has proved elsewhere of the highest value to the cause of popular instruction.

With this intent we submit the following bill.

GEORGE B. BARROWS, *for the Committee.*

Accompanying this Report of the Committee was a Bill, which with slight amendments made on its passage, was enacted in the following form :

*An Act for the establishment of Normal Schools.*

WHEREAS, the interests of public education are suffering by reason of incompetent teachers, and

WHEREAS, normal schools have proved in other States a very efficient means of furnishing teachers better qualified for their work,

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

SECTION 1. Three persons whom the governor and council shall appoint, shall constitute a commission to make the necessary investigations, and to locate, subject to the approval of the governor and council, two normal schools, one in the eastern and the other in the western part of the State, at such places as will best suit the public convenience; *provided*, that the citizens of such places, or the trustees of any institutions there existing, will furnish without expense to the State, suitable buildings for the instruction of two hundred pupils for the term of at least five years, and provided that such locations be not within the limits of any incorporated city.

SECT. 2. Said schools are established for the purposes and shall be conducted upon the principles herein set forth :

*First*—They shall be thoroughly devoted to the work of training teachers for their professional labors.

*Second*—The course of study shall include the common English branches in thorough reviews, and such of the higher branches as are especially adapted to prepare teachers to conduct the mental, moral and physical education of their pupils.

*Third*—The art of school management, including the best methods of government and instruction, shall have a prominent place in the daily exercise of said schools.

*Fourth*—Said normal schools, while teaching the fundamental truths of Christianity, and the great principles of morality, recognized by statute, shall be free from all denominational teachings and open to persons of different religious connections, on terms of entire equality.

SECT. 3. The commissioners shall be guided in locating said schools by the following considerations :

*First*—The size and condition of the buildings.

*Second*—The character of the community and healthfulness of the location.

*Third*—The means of access by railroad or otherwise.

*Fourth*—Facilities for obtaining board, and cost of the same.

*Fifth*—Extent and character of library, apparatus and cabinets offered for the use of said schools.

*Sixth*—Opportunity for experimental or model schools.

SECT. 4. The course of study shall occupy two years with suitable vacations; and together with the terms of admission shall be arranged by the superintendent of schools, subject to the approval of the governor and council.

SECT. 5. Any students who shall complete the course of study prescribed, and otherwise comply with the regulations of the school, shall receive a diploma certifying the same.

SECT. 6. Applicants for admission to said schools shall be sixteen years of age if females, and seventeen if males, shall signify their intention to become teachers, and shall come under obligation to teach in our own State for at least one year, and in case they receive the diploma mentioned in section five, two years, after they shall have graduated; and on these conditions shall be received without charge for tuition. Each pupil shall pay one dollar per session for incidental expenses of the school.

SECT. 7. Said schools shall be put in operation in August, eighteen hundred and sixty-three, or as soon thereafter as the necessary arrangements can be made therefor, due notice of the time of commencement and the terms of admission being given in the public newspapers of that section of the State in which said schools are severally located, four weeks at least before the time of commencing.

SECT. 8. To sustain said schools during the period of five years, four half townships of the public lands are hereby appropriated; the same to be sold in whole or in part at such times and in such manner as shall be deemed best by the governor and council, acting as a board of trust and management in the premises; and before these lands shall be sold they shall be advertised six months in a newspaper in Bangor, Augusta and Portland, then sold at public auction to the highest bidder; and the avails of such sales shall be deposited in the State treasury to the credit of the normal school fund thus created.

SECT. 9. It shall be the duty of the superintendent of common schools to act as superintendent of the normal schools; to employ teachers and lecturers for the same and with the consent of the governor and council to provide such apparatus and other facilities for conducting the operations of the schools as may be deemed necessary; the whole arrangements to be approved by the governor and council, who shall audit all accounts for expenditures in this behalf, and draw their warrant for the payment of the same when approved.

SECT. 10. This act shall take effect when approved by the governor.

Approved March 25, 1863.

As the date of its approval would indicate, this act did not reach its final passage until very near the close of the session. It was deliberately considered in committee, and freely discussed in both branches. It was warmly opposed by individual members, who

doubted the expediency of incurring any additional expense for school purposes at this time, or who had not full faith in the system of Normal School instruction. But after an earnest discussion in both houses, in which the friends of the Bill met very successfully the objections raised against it, it was passed to be enacted by a vote of thirteen against seven in the Senate, and sixty-three against twenty-nine in the House. These decisive majorities indicate very clearly that the time has fully come for an energetic movement in this direction.

The provisions of this Act are not all that leading friends of the measure could desire, but all that it was thought practicable to secure in the present state of public opinion, and the present demands upon our resources. We regard it as especially favorable to the securing of this object, that a portion of the public lands are still at the State's disposal; and that the conviction so widely prevails that no better use can be made of these lands than to devote the avails of their sale, in part at least, to the great work of public education.

The committee who were responsible for the preparation of the bill, will not object to my saying that the structure of some of its clauses, and the substance of some of its provisions were somewhat damaged by hastily inserted amendments after it left their hands. Yet the Act may be regarded, on the whole, as judicious in its provisions, and well adapted to secure a measure so long felt to be necessary to the best success of our Common Schools.

As provided in section first of this Act, Commissioners were appointed by the Governor and Council, to make the necessary investigations and to locate the proposed schools, on the conditions set forth in the Act. Messieurs Philip Eastman of Saco, Henry Williamson of Starks and Ephraim Flint of Dover, were selected for this duty. They immediately organized, and issued their advertisement for proposals, to be received until the eighth day of June, and then to be opened at Augusta. At the request of their chairman, the Superintendent issued a circular to institutions and citizens purposing to make proposals to accommodate the schools, explaining the requirements of the act more fully. He also visited numerous institutions, to aid the trustees or other parties interested, in examining the merits of the system, and the demands which would be made upon them, should they undertake the responsibility of providing for these schools.

Propositions to furnish the necessary accommodations for the Normal Schools, were afterwards received from the Trustees of Paris Academy, Gorham Seminary, Farmington Academy, Litchfield Academy, and citizens of Bucksport.

The Commissioners proceeded to examine, on the ground, the facilities offered for this purpose by the several parties named above, and reported in favor of Farmington as the site of the Western School and Hampden as the place of the Eastern; as will be seen by the following paragraphs from the

*Report of the Commissioners.*

“Each locality which we have visited possesses its own peculiar advantages above the others in some of these particulars; and in comparing them, and balancing the one against the others, we have had no little solicitude that we might arrive at a judicious and satisfactory conclusion. After a very careful and deliberate, and we trust, impartial investigation, having reference to the considerations prescribed in the Act, for our guidance, and the promotion of the very important objects desired to be secured, we have decided to locate one of the said Normal Schools at Hampden, and the other at Farmington; subject to the approval of the Governor and Council; *provided*, the Trustees of Hampden Academy, at that place, and the Trustees of Farmington Academy, at that place, shall fulfill, in a manner satisfactory to the Superintendent of Common Schools, the proposals and assurances by them respectively made to us, and herein substantially stated.”

The statement in regard to the Farmington offer is as follows :

“The Trustees of Farmington Academy offer their present Academy building, which is fifty by thirty feet, and two stories high, to be divided into recitation rooms, with settees, blackboards, &c. They propose to erect an additional building about sixty by forty-five feet, and to finish upon the first floor a school-room with permanent seats, with desks for two hundred persons; and upon the second floor a hall for lectures and other uses, to be furnished with moveable settees. Also, other suitable rooms for library, apparatus, dressing-rooms, etc.” “They have also an available cash fund of \$4,000, all of which they will appropriate for erecting, altering and furnishing the buildings, and for such other objects as may be deemed necessary.

“We are assured that board for two hundred students may be had in respectable private families, within three-quarters of a mile from the Academy, at from \$1.75 to \$2.50 per week, according to the accommodations required; and that an arrangement will be made with the Androscoggin Railroad to transport students from abroad to and from the school for one fare.”

All which is respectfully submitted.

PHILIP EASTMAN,  
HENRY WILLIAMSON,  
EPHRAIM FLINT.

AUGUSTA, June 19, 1863.

On examination of this report of the Commissioners, the Gov-



ernor and Council, desiring further time to consider a subject of so much importance, and wishing to have before them all the documents on which the Commissioners had based their action, passed an order on the twenty-fourth of June, that the Commissioners should deposit in the office of the Secretary of State, the several propositions submitted to them by citizens or trustees, with all the facts within their knowledge or possession, relating to the establishment of said schools.

These additional facts and papers were submitted by the Commissioners, under date of August 7, 1863, and the whole subject was taken up and duly considered by the Governor and Council at the autumn session, September-October. After a protracted discussion, and viewing the subject in its various aspects, they passed an order confirming the action of Commissioners, in locating the Western School at Farmington, with the following proviso :

*“ Provided, The said Trustees of Farmington Academy will furnish, without expense to the State, suitable buildings for the instruction of two hundred pupils, for the term of five years, the same to be completed by the fifteenth day of August next.”*

This delay in reaching a final action on the report of the Commissioners, together with the fact that no funds had accrued from the sale of the lands appropriated for the support of the schools, necessarily prevented their being opened for an autumn session in 1863, as the act contemplated.

The Trustees of Hampden Academy, moreover, apprehensive that this delay of the Council to take final action upon the report of the Commissioners, would result in the selection of some other place for the Eastern School, or even in the ultimate defeat of the measure, thought it unwise to interrupt the ordinary operations of their institution by waiting, and withdrew the proposals previously made. There remained, therefore, nothing further for the Council to do in regard to the Eastern School, until the Commissioners should make a new location.

In the mean time, proposals having been received from the citizens of Brewer and Castine, to furnish accommodations for the Eastern School, the Commissioners visited those places ; and after comparing the advantages there offered, with those previously offered by the citizens of Bucksport, they made selection of Castine, as the site of the Eastern School.

Their report, dated November 16th, sets forth the advantages of

this place, and the accommodations offered by the citizens, for the purposes of a Normal School.

At the time of the present writing, no action on this report has been taken by the Governor and Council.

It is proper for the Superintendent to say in this connection, that he has deemed it his duty from the first, to abstain from the expression of any opinion beforehand, intended to influence the Commissioners in making their selection of places for these schools. Declining to be made one of the Commissioners by a provision of the act itself, as was proposed by the Committee on Education, he has been governed by the same considerations of propriety, in leaving the whole matter to the discretion of the Commissioners appointed for that purpose. I do not doubt the independence and impartiality of their proceedings, and their fidelity to the important trust committed to them. But while they have endeavored to make their selection from the places offered, with a just regard to the principles prescribed for their guidance, it is doubtless true that places might have been selected, somewhat more central in the several districts, had offers been received from those places, or such offers as the commissioners deemed favorable. The public may rest assured, however, that the places selected by the Commissioners are well-adapted in themselves to become the school residence of students who may resort to them for instruction. Farmington is a beautiful village, in the rich agricultural region of of the Sandy River, and surrounded by scenery of unsurpassed attractions.

Castine lies upon the bay and ocean, at the mouth of the Penobscot, and is remarkable for its healthy location and pleasant surroundings. In both places the citizens manifest a very lively interest in the success of the Normal enterprise.

At Farmington the Trustees are determined to spare neither effort nor means to render their buildings all that can be expected or desired for the purposes of the school. The site of the Academy is accessible and pleasant. They have already removed the old building to the rear of its former position, and commenced putting it in repair as a part of the establishment; while they have contracted for the bricks and lumber for the construction of the new main edifice, as early as possible in the next season. Their plans are upon an ample scale, and in good taste; and their proposed expenditure will considerably exceed their offer to the Commis-

sioners. Board will be furnished upon reasonable terms, and all persons who attend the Normal School will be allowed to pass over the Androscoggin Railroad both ways for one fare.

Castine has for many years exceeded all other towns in the State, in its pecuniary expenditures and other efforts to promote the interests of public education. Its schools are already models, and the spirit of the people is in fine accordance with the aims and purposes of a Normal school. Castine is accessible by daily stages from Bangor, Ellsworth, and all the East,—and will have daily connection by steam, with Belfast, ten miles across the Penobscot bay, and other places on the river. The facilities for board and the buildings offered, are such as the Commissioners judge to be adequate for the uses of the school.

It seemed to me proper to say so much of the places which the Commissioners have selected for the schools, and the general facilities offered for their accomodation. The general object and plan of the schools is indicated in the Act. The details of the course of instruction, and the terms of admission are yet to be arranged, and will be published in ample season for the information of young ladies and gentlemen who may wish to attend the opening session in August or September next. It may be sufficient to say here, that the course of study and general management in these schools will be based upon the methods and experiments of similar institutions of long standing in other States, modified by our own peculiar wants. We shall seek to include the advantages apparent in different schools, elsewhere, and add to them whatever we can, that shall seem specially adapted to the circumstances of our own public schools and the necessities of our teachers. The course of study is to occupy two years. There are many young teachers in the State, familiar with most of the branches which will constitute the course, who will gladly embrace an opportunity to review those branches and devote a larger part of their time to the study of *didactics*, or the science and art of teaching and school management. It is expected therefore that a class will be organized in each school to commence with the second year's course, reviewing the first. Much larger classes will doubtless commence with the first year's studies.

## THE DEMAND FOR NORMAL SCHOOLS.

It would seem hardly necessary to allude to the demand for Normal Schools among the people of the State, now that the act creating them and providing for their support, has been passed. And yet I cannot leave this topic of my Report, without briefly alluding to the opinion expressed in some quarters, that there is no demand for Normal instruction in Maine. It has been said by some persons that there is no expression of interest in the enterprise. It is not a matter of wonder that public men, engaged in the pressing duties of the time, in connection with military or political affairs, or absorbed in their own private business, should hear but little of school affairs, or fail to become familiar with the wants of the people in this regard. My own connection with the teachers and school officers of the State, gives me opportunities to know more of their wishes and wants in this respect; and my acquaintance with the schools, convinces me more painfully every week, of the necessity of this measure to elevate the standard of qualifications, and to inspire new interest in teachers. Besides the private expressions of interest in this movement, made to me in all parts of the State, both before and since the act, there has been hardly a gathering or convention of teachers in the State for many years, in which some formal opinion has not been expressed in favor of Normal Schools. At a recent County Convention of teachers, held at Skowhegan, it was

“*Resolved*, That it is with gratitude and pleasure that we extend our most sincere thanks to the Legislature, Governor and Council, for the wisdom which prompted them to establish Normal Schools in this State; thereby removing one of the greatest obstacles to proper instruction in our common schools.”

And, at the annual meeting of the *State Teachers' Association* at Bath, in November last, it was

“*Resolved*, That we gratefully recognize in the action of the Legislature of our State during its last session, in the establishment of Normal Schools, a wise and far-seeing provision for the better preparation of our teachers for their important labors.”

Many letters have been received at my office, congratulating the friends of progressive education on the passage of the act, or inquiring with eagerness for the time when the Normal Schools would commence,—the terms of admission, course of study, and probable expenses. And the fact that this measure was passed in

both branches of the Legislature by so decisive majorities, very surely indicates an impression in the minds of that honorable body, that there existed a public necessity and a common demand for such a measure. Were all these intelligent gentlemen so blind to the public sentiment, or were they actuated in their course by some concealed and unworthy motive?

But I hardly need to remind thinking men that *nothing* is demanded by the people until their attention has been often called to its merits; and that some things need to be *supplied first*, in order to create a large demand for them. The true educator must often act upon this principle; and although we believe in a present demand for these means of normal training, yet without doubt, the demand will become greater the longer the opportunities shall be enjoyed. To the objection sometimes made, that existing academies, seminaries and colleges, are sufficient to meet the necessities of our young men and women preparing to teach, it may be said, very briefly and very truly, that with all their efforts, however worthily made, they *have not* done it. And with the highest respect for those institutions and their devoted instructors, I submit that they *cannot* do it, with the multiplicity of objects already engrossing their attention; unless, indeed, they modify their character as classical and miscellaneous schools, and become teachers' seminaries or normal schools proper. In this case, they come upon normal ground, and are welcome co-workers to the same end. And any efforts which academic institutions may be prompted to make, to furnish to their pupils facilities for instruction, like those enjoyed in the Normal Schools, will be one of the happy results expected to spring from the opening of these schools. It is to this incidental influence that much of their value will be due. Only let such normal departments in miscellaneous schools, assume no character which the facts will not justify.

Between all our educational institutions there should be only the honest and generous rivalry which springs from the desire to excel each other in promoting the interests of education. Thus while the classical academy, the agricultural school, and the commercial college, have their special and appropriate fields of education, let the Normal School, also, be admitted to the brotherhood of educational establishments, on terms of honorable equality and cordial good neighborhood. Each will doubtless command the patronage which it deserves, and there is room and work for them all.

I have not thought it worth while to re-argue the necessity of the teacher's obtaining, in some way, a special education for his work. For while there is much truth in the common remark, that the successful teacher must be born to his profession, very few persons, at the present day, will affirm that his "born" faculties are sufficient for the emergencies of school life, without proper training and equipment. It is as true of lawyers, physicians, mechanics and horse-jockeys, that they are born with certain natural aptitudes for their future employments. But they all need some training for these employments, nevertheless; unless we except here and there a physician, who claims an extraordinary endowment of nature, in the fact of being a seventh son of a seventh son! Teachers claim no such unusual gifts.

That the Normal School is well adapted to develop whatever faculties the candidate for this employment may have concealed within him, or to disclose the fact that he gives no promise of success in the work, is proved by years of successful experiment. A brief sketch of the history, character and success of normal school instruction, would be in place here, if our limits allowed. It may be given in the Appendix, if sufficient space shall remain unoccupied.

#### ACTION IN REGARD TO THE BANK TAX.

A very important item in the State revenues, devoted to the support of common schools, has been the Bank Tax, of one per centum annually, upon the bank capital of the State, which for many years, has been distributed from the treasury, according to the school population of the several towns. The amount of this tax, distributed in 1862, was \$78,455. The interest of the school fund proper, was only \$9,500 20; a very small proportion of the whole amount distributed. Under the pressure of increased local and national taxation, the representatives of the banking institutions of the State, obtained the passage of an act by the last Legislature, the first section of which is printed below.

*An Act \* \* \* \* to remit a portion of the bank tax.*

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

SECT. 1. That from and after the first day of April one thousand eight and sixty-three, there shall be remitted to the several banks of this State such portion of the semi-annual bank tax stipulated by their charters to be paid to the State as shall be equal to the amount of tax required by the laws of the United States to be paid on

the circulation and deposits of such banks to the United States; *provided* that the sum shall not exceed the amount of one half of one per centum per annum on the capital stock of the bank to which the same may be remitted. The receipt of the proper United States officer of the payment of the tax to the general government on the circulation and deposits of any bank of this State, shall be evidence of the amount of such payment, and on presentation of the same to the treasurer of State in the months of April and October, he shall credit to the banks producing said vouchers the amount appearing by the same to have been paid, subject to the limitation that it does not exceed [one half] the amount of the tax due from such bank, and these vouchers held by the treasurer shall be allowed him in the settlement of his account as so much cash.

This act had no effect to diminish the amount apportioned to the towns for school purposes in July, 1863. It was in fact, for other reasons, somewhat greater than for the preceding year. The semi-annual bank payment, made in October, 1863, was about one-half the usual amount, and if no other legislation intervenes, the same may be expected in April next; so that for the coming year, towns will receive from this source, only about half the usual annual sum.

The *diversion* of the bank tax to the payment of the State debt, or to defray the expenses of the war, has been several times agitated, but has always met with an earnest opposition by the people and their representatives, and has not been effected. To this more radical action of the Legislature, by which about one-half the usual tax is remitted, the people will submit, with great regret. Every city, town and plantation will feel it, in the diminution of their school funds. If there were reasons of State policy or common justice to require it, no complaint should be uttered. But if it shall appear on future investigation, that the special favor granted to the banks, by legalizing the suspension of specie payments, is more than equivalent to the National tax, and that their increased business enables them still to make an undiminished dividend of seven or eight per cent. on their capital stock, the school interests, or in other words, the people themselves, will justly ask that the law, remitting the tax, be repealed. It is well, however, for the people to understand that the uncertainties now surrounding the whole matter of the State banks are such, that they may rather expect the loss of the whole income from this source, than the restoration of that which is already gone. In these circumstances, the only remedy is, for the towns to raise by taxation, for the support of their schools, what they lose by the diminished

State revenues, or make their schools so much *better in quality, by other means*, that they will not feel the pecuniary loss.

#### ACTION IN REGARD TO THE AGRICULTURAL COLLEGE.

The measure inaugurated by Congress, by an appropriation of the public lands, for the establishment of a college in each State, "for the benefit of agriculture and the mechanic arts," was thought to be so intimately connected with the education of the whole people, that the Superintendent of Common Schools felt justified in making it the subject of a few paragraphs in his last annual report. The Secretary of the Board of Agriculture could do no less; and the Governor foreseeing the importance of the measure to the industrial interests of the State, made a special presentation of the subject in his inaugural address. The importance of the subject is not diminished, and the necessity of suitable action by the next Legislature is more immediately pressing.

To carry out my plan of reporting the action of the Legislature upon all educational matters, although but indirectly related to the Common Schools, it is thought proper to present in this connection, for the convenience of readers, the Act of Congress referred to, and the Resolves passed by the Legislature in accepting its provisions:

*The Act of Congress "donating lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts."*

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there be granted to the several States, for the purposes hereinafter mentioned, an amount of public land, to be apportioned to each State a quantity equal to thirty thousand acres for each senator and representative in Congress to which the States are respectively entitled by the apportionment under the census of eighteen hundred and sixty: Provided, That no mineral lands shall be selected or purchased under the provisions of this act.*

SECT. 2. *And be it further enacted, That the land aforesaid, after being surveyed, shall be apportioned to the several States in sections or subdivisions of sections, not less than one quarter of a section; and whenever there are public lands in a State subject to sale at private entry at one dollar and twenty-five cents per acre, the quantity to which said State shall be entitled shall be selected from such lands within the limits of such State, and the Secretary of the Interior is hereby directed to issue to each of the States in which there is not the quantity of public lands subject to sale at private entry at one dollar and twenty-five cents per acre, to which said State may be entitled under the provisions of this act, land scrip to the*



amount in acres for the deficiency of its distributive share; said scrip to be sold by said States, and the proceeds thereof applied to the uses and purposes prescribed in this act, and for no other use or purpose whatsoever: *Provided*, That in no case shall any State to which land scrip may thus be issued be allowed to locate the same within the limits of any other State, or of any Territory of the United States, but their assignees may thus locate said land scrip upon any of the unappropriated lands of the United States subject to sale at private entry at one dollar and twenty-five cents or less per acre: *And provided further*, That not more than one million acres shall be located by such assignees in any one of the States: *And provided further*, That no such location shall be made before one year from the passage of this act.

SECT. 3. *And be it further enacted*, That all the expenses of management, superintendence, and taxes from date of selection of said lands, previous to their sales, and all expenses incurred in the management and disbursement of the moneys which may be received therefrom, shall be paid by the States to which they may belong out of the treasury of said States, so that the entire proceeds of the sale of said lands shall be applied without any diminution whatever to the purposes hereinafter mentioned.

SECT. 4. *And be it further enacted*, That all moneys derived from the sale of the lands aforesaid by the State to which the lands are apportioned, and from the sales of land scrip hereinbefore provided for, shall be invested in stocks of the United States, or of the States, or some other safe stocks, yielding not less than five per centum upon the par value of said stocks; and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished, (except so far as may be provided in section fifth of this act,) and the interest of which shall be inviolably appropriated, by each State which may take and claim the benefit of this act, to the endowment, support and maintenance of at least one college, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

SECT. 5. *And be it further enacted*, That the grant of land and land scrip hereby authorized shall be made on the following conditions, to which, as well as to the provisions hereinbefore contained, the previous assent of the several States shall be signified by legislative acts:

First. If any portion of the fund invested, as provided by the foregoing section, or any portion of the interest thereon, shall, by any action or contingency, be diminished or lost, it shall be replaced by the State to which it belongs, so that the capital of the fund shall remain forever undiminished; and the annual interest shall be regularly applied without diminution to the purposes mentioned in the fourth section of this act, except that a sum, not exceeding ten per centum upon the amount received by any State under the provisions of this act, may be expended for the purchase of lands for sites or experimental farms, whenever authorized by the respective legislatures of said States.

Second. No portion of said fund, nor the interest thereon, shall be applied, directly or indirectly, under any pretence whatever, to the purchase, erection, preservation or repair of any building or buildings.

Third. Any State which may take and claim the benefit of the provisions of this act shall provide, within five years, at least not less than one college, as described in the fourth section of this act, or the grant to such state shall cease; and said State shall be bound to pay the United States the amount received of any lands previously sold, and that the title to purchasers under the State shall be valid.

Fourth. An annual report shall be made regarding the progress of each college, recording any improvements and experiments made, with their cost and results, and such other matters, including State industrial and economical statistics, as may be supposed useful; one copy of which shall be transmitted by mail, free, by each, to all the other colleges which may be endowed under the provisions of this act, and also one copy to the Secretary of the Interior.

Fifth. When lands shall be selected from those which have been raised to double the minimum price, in consequence of railroad grants, they shall be computed to the States at the maximum price, and the number of acres proportionally diminished.

Sixth. No State, while in a condition of rebellion or insurrection against the government of the United States, shall be entitled to the benefit of this act.

Seventh. No State shall be entitled to the benefits of this act, unless it shall express its acceptance thereof by its legislature within two years from the date of its approval by the President.

SECT. 6. *And be it further enacted*, That land scrip issued under the provisions of this act shall not be subject to location until after the first day of January, one thousand eight hundred and sixty-three.

SECT. 7. *And be it further enacted*, That the land officers shall receive the same fees for locating land scrip issued under the provisions of this act, as are now allowed for the location of military bounty land warrants under existing laws: *Provided*, Their maximum compensation shall not be thereby increased.

SECT. 8. *And be it further enacted*, That the governors of the several States to which scrip shall be issued under this act, shall be required to report annually to congress all sales made of such scrip, until the whole shall be disposed of, the amount received for the same, and what appropriation has been made of the proceeds.

[Approved July 2, 1862.]

It is not consistent with the purposes of this Report to detail the plans of different persons or parties, by which the State might most economically and satisfactorily accept and carry out the provisions of this act. The leading discussions in the two branches of the Legislature, before committees and public gatherings of citizens, turned mainly upon the point, whether the proposed industrial and agricultural college should be connected with some seminary or college already existing, or be erected upon an independent basis, constituted and conducted upon a plan specially adapted to meet the wants of the industrial and farming community. Several literary institutions stood ready to undertake the responsibility of conducting the agricultural college; modifying

their course of instruction to meet the demands imposed by the undertaking. But the voice of the people, as heard in the resolves of the Board of Agriculture, in the common sentiment of the press, and in the remonstrances of intelligent gentlemen in all parts of the State, found expression, at length, in the action of the Legislature, declaring against such a connection.

The following resolve, accepting the grant, was approved March 25th, 1863 :

*Resolve relating to a college for the benefit of agriculture and the mechanic arts.*

*Resolved*, That full assent is hereby given to the provisions and conditions of the act passed at the second session of the thirty-seventh Congress, and approved July two, eighteen hundred sixty-two, entitled "an act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts," and the same is hereby accepted; and the Governor is hereby authorized and directed to notify the President of the United States of said acceptance by the State of Maine, and to receive from the Secretary of the Interior the scrip for Maine's proportion of two hundred and ten thousand acres of land donated by said act, and to hold the same, subject to the order of the legislature.

As a further step in the process of carrying out the provisions of the act, the following resolves were passed, and bear the same date of approval :

*Resolves relating to the future establishment of an industrial college.*

*Resolved*, That a board of regents consisting of thirteen persons be chosen by this legislature in joint convention, whose duties and powers and the duration thereof, shall hereafter be prescribed by legislative enactment, said board to be a board of regents of such institution or college as shall hereafter be established by the State under the provisions of the act of Congress approved July second, one thousand eight hundred and sixty-two, entitled "an act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts," and said regents are hereby authorized to take and receive from the Governor an assignment of the land scrip that may be issued to the State under said act, and to act as assignees thereof, as contemplated by said act of Congress; said assignees may locate the same in their own names, but for the use and benefit of the State, and for the objects proposed in said act of Congress, and for said purpose, the Governor is hereby authorized duly to assign said scrip to said regents: *provided, however*, the Governor shall not so assign said scrip to said regents before the session of another legislature, unless by a major vote of said regents to be certified by them to the Governor and Council to the effect that an earlier location would be for the best interests of the State, and that a longer delay in locating the same would be prejudicial; and the Governor shall thereupon so assign such scrip, if a majority of the Council shall so advise by vote, and said regents may sell said scrip, or such

portion of the same, as the Governor and Council shall advise, receiving therefor only the lawful money of the United States.

*Resolved*, That the persons constituting said board be also a committee, whose duties shall be to solicit and receive subscriptions and donations, and also proposals for location for a college to be established under said act of Congress, to entertain all propositions, which may be made for that purpose, to deliberate upon and consider the respective advantages of the various locations, examine such establishments of a similar character as may be accessible to them, confer with other States engaged in the same enterprise, and prepare and provide plans, estimates and a working educational system in accordance with the spirit and intent of said act of Congress, and gather all such other information as they may deem useful in considering the establishment of such an institution, and report to the next legislature; but no expenses shall be incurred under this second resolve to be made a charge against the State.

It is matter of regret, that the regents provided by these resolves, to be chosen in joint convention of legislature, were not elected. In the confusion attendant upon a convention of the two branches, on the last morning of the session, some want of harmony in the preliminary action, proved sufficient to defeat an election of the regents, and the convention was dissolved without consummating the action intended by the resolves. In this position the matter awaits the action of the coming Legislature. It will, without doubt, receive such attention, as a measure so vital to the interests of the whole people, demands at the hands of their representatives. When the war, which is now taxing, but not exhausting, the energies of our people, shall be ended, peace, with her nobler pursuits, will return to us, prepared for new victories. We shall then need the best possible agencies to develop our resources and to train our people to the largest intelligence and truest patriotism; and we should hail with pleasure the prospect of new facilities by which the masses of our population may acquire the scientific and practical education so essential to our still higher progress as a great people.

#### ACTION IN REGARD TO THE SUPERINTENDENCY.

I should leave my report of the Legislative action upon school matters, incomplete, should I omit to record a report of the Committee on Education, upon an order submitted by the House, early in the session, touching the office of the superintendent of common schools. Were this a merely personal matter, I should feel some delicacy in calling attention to the subject. But, inasmuch

as it concerns a public office and public duties not necessarily devolving upon myself, or so devolving for but a limited period, I ought to have no hesitancy in reproducing the Committee's Report. It may answer similar questions, should they arise at any other session of the Legislature, and may possibly save time to some future committee of investigation.

#### REPORT ON THE SUPERINTENDENCY.

The Committee on Education have had under consideration the order of the House relating to the office of the Superintendent of Common Schools, and beg leave to report :

The order is in the following words :

“ *Ordered*, That the Committee on Education take into consideration the expediency of repealing all laws establishing a Superintendent of Common Schools, and County Conventions of Teachers, and report by bill or otherwise.”

The gentleman who submitted the order is reported to have said that he offered it at the suggestion of many members of the House. “ He did not feel committed upon the subject in any way, but he did feel a desire to be enlightened on this matter; and such, he thought, was the condition of many other members. Therefore, he was desirous that the Committee on Education should investigate the subject—a very important subject—and give us their views in full.”

This order was evidently made in a spirit of proper inquiry, with reference to an important part of the public service, and not with any hostility to the great interests of public education.

Your Committee have endeavored to bring a like spirit to the examination of the subject thus referred to them; and now ask your attention to the considerations which have influenced them in coming to the conclusion which they are about to submit.

Such a report, we judge, will be more satisfactory to the House, and to the friends of education generally, than the naked recommendation to abolish or to retain the office.

#### *The Duties of the Office.*

The act creating the office of Superintendent of Common Schools, thus defines the duties originally assigned to him. [Revised Statutes, chapter XI.]

SECTION 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 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. [changed to March.]

SECT. 66. He shall annually, prior to the session of the Legislature, make a report to the Governor and Council of the results of his inquiries and investigations, and of the facts obtained from the school returns, with such suggestions and recommendations as in his judgment will best promote the improvement of common schools.

Section 68 of the same chapter, made it his duty to "hold annually a Teachers' Convention in each county." By the Normal School Act of March 20, 1860, these County Conventions were abolished; a fact which seems to have escaped the attention of the gentleman who moved the order under consideration. The Conventions which have since been held in various parts of the State, have been sustained by voluntary efforts of teachers and friends of education, with the coöperation of the State Superintendent.

The Normal School Act of 1860, which was in operation two years, required the Superintendent to visit the eighteen institutions with which these schools were connected, "during each term of the Normal Schools—to make examination of the course and character of the instruction, and to make such rules and regulations for the management of the schools as he might deem necessary—to prescribe the course of instruction, and notify the Governor and Council of any failure of the institutions to fulfill the conditions of this act." By an amendment of this act, approved February 28, 1861, it was provided that in certain contingencies, institutes might take the place of these county schools.

In accordance with this amendment, institutes were held in the counties of Franklin, Piscataquis and Lincoln. This fact, in connection with the holding of the voluntary conventions, before mentioned, probably gave rise to the impression that the County Conventions of former years are still in existence.

The act of February 10, 1862, abolishing the Normal Schools connected with the eighteen Academies, it was provided as follows:

"SECT. 2. It shall be the duty of the Superintendent of Common Schools to visit the academic institutions in the several counties, so far as it may be consistent with his other duties, and by lectures and other instructions to assist the teachers' classes there organized, in acquiring a familiarity with the best methods of instruction and school management."

In the following section it was made his further duty to institute inquiries looking to the future establishment of Normal Schools. The result of his inquiries are embodied in his report just issued. The labors thus assigned to the Superintendent by the original act, and by subsequent legislation, appear to your Committee to be very important, and sufficient to occupy very profitably his entire time.

We find in his report of last year the following remarks, in answer to the inquiry, "*What has the Superintendent to do?*" He says: "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 enlightenment of persons not conversant with educational affairs." After referring to the subsequent acts, enumerated above, he remarks:

"The duties, thus set forth, might well occupy the whole time and strength of three men instead of one. The corresponding duties of 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.

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.

So much for the statement of the Superintendent. Let us examine some of these points more fully.

During the first two years of the present incumbent's service, we learn that he visited the institutions designated as Normal Schools, twice in each year, while in operation as such, discharging toward them the duties required by law. To do this, involved a circuitous and indirect travel of many hundreds of miles, across the length and breadth of our large territory. Since the discontinuance of the Normal Schools by the act of last year, his special labors have been somewhat modified; many of these academic institutions receiving his visits as required by the provisions of the new statute. His general labors, as designated in the original act, have constantly increased. For example; the last year, in compliance with an amendment of the school law, the town committees are required to send their reports to the Superintendent for his examination, whether these reports are printed or not. As a consequence, a much larger number than ever before, and very many of them in

manuscript, have been received at his office. To examine all these reports, and to draw from them such statements and suggestions as would be useful to circulate through the State in his own report, and to classify and arrange them under their appropriate heads, with the necessity of shaping many of them for publication, must be the labor of several weeks. The examination of the *returns* made to the office of Secretary of State, and the preparation of the statistical tables, is a different labor, requiring still more time to perform it.

Take another item of duty required by the statute. "*He shall inquire into the most approved modes of teaching, and the best means of training and qualifying teachers for their duties ;*" "*and in general procure information from every available source for the improvement of Common Schools.*" To meet this requirement, the Superintendent should devote a portion of his time to reading the various educational publications of other States, periodicals, reports, and essays upon the art and science of teaching. He should also visit the Normal and other schools of best reputation, to learn their methods of school training. This, we find, upon inquiry, he has done, as far as his time and the means at his disposal would allow; having visited the Normal Schools in the other New England States and in the British Provinces, to learn from them any new methods of teaching and of training teachers.

The next Section, 64, requires that he shall endeavor to disseminate the information thus acquired, by correspondence with school officers, by public addresses, etc. The correspondence with school officers is a very considerable item of his duties. Something of the nature of this correspondence is indicated in a section of his last year's report, under the head of "*Queries and Replies,*" commencing with page 48. It will there be seen that questions of school management—interpretation of school laws—proper use of school money—duties of agents—causes for which a teacher may be expelled—and the authority of committees in managing school affairs—are among the inquiries directed to the Superintendent; some of which require time to investigate, in order that the advice given may be in accordance with law.

*Public Addresses* are named in the Statute as among the means by which the Superintendent "shall endeavor to awaken a more general interest in public education." We have thought it proper, in this investigation, to inquire of the Superintendent in regard to the occasions on which he has been called to make such addresses. We learn that, in addition to the many familiar addresses made in schools, and at evening gatherings of the people, he has had occasion to prepare special lectures for more formal occasions—such as school conventions, the dedication of school-houses, the State Teachers' Association, the medical school at Brunswick, etc. The preparation of new and different lectures for many of these occasions must have occupied several weeks of time. We find the Superintendent has devoted still another portion of his time to the preparation of numerous articles for the press. He has thought it wise to aid in sustaining a monthly publication for teachers, which serves as an excellent medium of communication between himself and teachers and school officers throughout the State.

Your committee are aware that these services are not such as attract public attention, and make a marked impression on the public mind. We regret to say that all questions of education fail to interest the community as they should. Our business men generally, traders, lawyers, lumbermen and politicians, scarcely give any



heed to schools, or teachers, or lectures on education. What may be done, or left undone, on these subjects, they do not often concern themselves to know. But the fact that such labors escape their notice, does not disprove their importance and value.

The office of State Superintendent is the only proper expression of the State's connection with, and authority over the school affairs of the towns. The State has enacted laws for the regulation of school affairs. The State annually distributes a large bounty among the schools, and requires annual returns of the expenditure of its money, and the condition and progress of the schools, with certain penalties attached for failure to make these returns. By the feeling of responsibility to the State, something more of promptness and efficiency in school management is doubtless felt among town officers.

Your committee regard as a prime condition of highest success in our schools, a more watchful supervision of their interests, by both State and town authorities. The expenditure of money, and the employment of labor, in schools as in all other business, requires oversight and accountability; and we do not hesitate to say that a large portion of our school money is squandered every year, from this very want of care, or from incompetency, in those who have the direction of its expenditure. For abundant proof of this point, we refer you to the section of the Superintendent's recent report, entitled "*Our Glory and our Shame.*"

We need, then, most assuredly, some officer who shall represent and enforce the State's supervision over the schools which exist by its laws and receive its annual bounty.

Your committee would take the liberty here to suggest whether the supervisory powers of the Superintendent should not be still further enlarged, thus rendering his services to the State more efficient and valuable.

In regard to the value of the Superintendent's Reports, we have no need to speak to those who have examined them with care. They seem to us very carefully prepared, able and instructive documents; doing credit, alike to that officer himself, and to the department of education which he represents. We do not deem it improper, under the circumstances, to say, that in our investigation, in our necessary conferences with the Superintendent, we have had opportunity to examine several letters and notices from the best judges at home and abroad, which are in a high degree complimentary to the skill and ability with which these Reports are drawn up.

We learn also that these Reports are eagerly sought for by the teachers and active friends of education throughout the State; the number printed never being sufficient to supply the demand.

Not less kindly appreciated and highly valued have been his services in the conventions and schools where he has labored, as we have occasion to know from various testimony. And the only complaint from any quarter, seems to be that services so important cannot be rendered in many places at the same time. We have reason to believe, however, that in this respect he has done what he could with the time and means at his disposal.

In reviewing the whole subject, considering the large amount of money annually distributed by the State to the several towns, amounting, the past year, to nearly \$88,000, and the necessity also of a proper supervision of all our educational affairs, your committee can only come to the conclusion that the office of Superintendent of

Common Schools, cannot be dispensed with, without injury to the educational interests of the State, too great to justify the measure.

We therefore report upon the Order referred to us, "Legislation inexpedient."  
For the Committee.

GEORGE B. BARROWS,  
CORNELIUS STONE,  
OSGOOD N. BRADBURY.

Another order was introduced near the same time, inquiring whether the salary of the same officer,—now one thousand dollars,—might with propriety be reduced. The Committee to which it was referred, reported, "legislation inexpedient;" while some members of the Committee were deterred only by considerations of policy from recommending that the salary be restored to the original sum of twelve hundred dollars, and the allowance for expenses,—now two hundred dollars,—to the amount of five hundred dollars, from which it was reduced two years ago.

The Superintendent will make no comment on these reports and suggestions of the Committee, further than to say that his duties, as modified by legislative action, have been increased rather than diminished, involving an expense for traveling and incidentals, much exceeding the amount appropriated to defray them. He will, at a seasonable time, ask such attention to this matter, for his successor, if not for himself, as simple justice requires.

The amount and character of his labors for the last year, will be indicated more or less fully in the further progress of this Report.

## VOICE OF THE TOWNS.

The annual reports of the Superintending school officers, made to their several towns, have always contributed an important part to the reports of the State Superintendent.

Many of the towns fail to make such reports, as the law requires. Many others fail to send them to this office, as the law, amended in 1861, now requires, *whether printed or not*. Many of those which are sent, contain no very valuable suggestions. Others contain remarks, important in themselves, but from frequent repetition, less important to be printed.

In my last year's report, the most valuable of these suggestions were classified under important leading topics. I find, in attempting to make a similar classification of the topics presented in this year's town reports, that the old themes constantly re-appear; and that the defects and excellences noted and remarked upon, and the remedies urged, are much the same as in former years. This fact might seem at first thought, to be a good reason for excluding them from this report. But a second thought will convince the reader, that in school affairs, as in all other departments of life and action, we need "line upon line, precept upon precept, here a little and there a"—*good deal more of the same sort*. I shall, therefore, apologize neither for myself nor for the town committees, if some points are suggested in these pages, which may seem like thrice told tales. Sure, we are, that these "facts and opinions" ought to be kept before the people until they are duly heeded. At the same time I have endeavored to select from these reports, to be embodied in my own, such passages as will be worthy of circulation among the towns of the State, as a means of mutual counsel and incentive.

Pursuing a somewhat different plan from that which was adopted in my last report, I beg permission of the town committees, to publish here, so much or so little of their "general remarks" as may seem suited to my purpose; and I shall sometimes damage a fine paragraph, perhaps, by dismembering it without compunction. Besides the "remarks" which so generally and so properly close

the reports of the committees, I find a great many incidental expressions in reporting the particular schools, which contain more valuable hints than the more formal statements and exhortations of the "summing up." Let the reader understand that they are disconnected sentences, taken from different parts of the reports, for the sake of some hint or thought which they contain. This is done with no intention to report the condition of particular districts, or the success or failure of individual teachers, at all; but if their names sometimes appear incidentally, it is because of their connection with some fact of more or less importance, or some principle or truth brought out by the committee.

The order of presenting the different towns in this report, will be wholly miscellaneous, for several reasons. We have formerly given them in alphabetical order; thus excluding any towns whose reports might happen to come in after we had passed the point in making up the report, which they should occupy in the alphabet. They may now be received on the last day of grace. Again, by always giving the first place to towns which happen to be first on the alphabetical list, they have an advantage over those which come in afterward; inasmuch as the reports which follow may seem to be less original in their suggestions, if they happen to be similar to those which have gone before. The *Index* will give the page on which the report of any town may be found. It will be noticed that several of the reports are made by *superisors*, who were elected in the spring of 1862, before the towns were aware of the change in the law, by which it is now required that a *committee* shall be chosen in each town.

#### CORINTH.

NOAH BARKER, C. D. CHAPMAN, *Committee.*

The Committee thus allude to the spirit which should actuate them in reporting the schools:

We would preface our report of individual schools, with the assurance that we shall not, for the purpose of gratifying friends, or offending enemies, deal in either "white-wash" or "blacking"—or, poetically expressed, shall

"——nothing extenuate,  
Nor aught set down in malice."

As we understand the law, its object in requiring an annual Report from the Committee, is to give a faithful statement of the character and progress of the schools, of the success or failure of the teachers, of the good or bad behavior of the scholars, and

the demands of the schools as they exist, in order to elevate their character, and to stimulate teachers, and all others concerned, to a faithful and persistent effort to make our District Schools what they should be.

They suggest a reason for failure :

While our schools for the year past, may, as a whole, compare favorably with those of former years, still, in our opinion, they hardly come up to that standard of excellence which their importance demands. Their failure in this respect may be attributed to a combination of several causes; the first or principal of which is a lack in government—the great want of the present age. The next, is a want of loyalty, or submission to such wholesome laws, rules and regulations as are necessary to promote the greatest good of the greatest number, and applies as well to political as to educational institutions. In this connection we should not forget that we are living in a “fast age,” in which “the children of this world are in their generation wiser than the children of light”—an age in which not only school children, but “children of larger growth,” are striving to break loose from *all* government, whether parental, scholastic, or national,—an age in which Rebellion stalks through the land, without reason, justice or law! And if Treason is allowed not only to lurk privately in our midst, but to exhibit its snaky head in “high places,” what guaranty have we for the perpetuity of our republican institutions, except it be in the intelligence and moral culture of the rising generation?

It is a mistaken idea to suppose that *standing by* our government, or crushing out the present Rebellion, is the only responsibility resting upon us as loyal citizens; for, as “intelligence is the life of liberty,” unless we so educate our children as to enable them to appreciate the blessings of a free government and free institutions, and imbue them with the true spirit of patriotism, that they may transmit these sacred blessings to succeeding generations, then shall we, as well as our fathers, have labored and struggled in vain.

Voting school money not our whole duty :

Nor, in educating our children, should we suppose that our whole duty to them is performed when we have voted the amount of school money required by law, and placed in their hands the requisite school books. Nor is an efficient teacher all that is requisite, in order to make a school what it should be. A commodious, convenient and comfortable school-house is indispensable, and should be furnished with Blackboards, Outline Maps, Globes, and a “Common School Apparatus.”

It is essential that parents cooperate with the teacher, visit the school often, not in a fault-finding disposition, but to aid him in his labors, to learn how the school is progressing, the comparative progress of their own children, and for the encouragement of all. They should sympathise with the teacher in his efforts, and ever bear in mind that his is not only a very responsible, but a most trying situation. If they find it difficult to manage, and decide at all times upon the proper course to be pursued in governing their own children at home, they may judge what his task must be who has to contend with a host of mischievous ones in the school-room. They should also take an interest in the studies to which their children are attending, and see that they study out of school as well as in, especially during the long winter evenings; for small progress will be made in study by those who spend their

evenings idly, or in amusements whose tendency is to diminish their interest in the school.

Parents should also bear in mind that they are, to a certain extent, responsible to their children for the characters they are to sustain in after life, and cannot help, if they would, participating in their future honor or disgrace.

In reporting individual schools, we note a few miscellaneous points :

Winter term was taught by Mr. C. S. Ireland, of Newport. Mr. Ireland was an efficient teacher, and having had much experience in teaching, was perfectly *master* of his business.

Adopting the principle in government, "*Suaviter in modo, fortiter in re,*" it generally required but a hint, or a wink, to keep his scholars under due subjection, and he seldom had to resort to the rod. In one instance, however, a disobedient school-boy, having the curiosity to know if there were "snakes in Ireland," soon found it—geographically speaking—noted for "*shillalahs,*" as well as "shamrock!" The scholars in this school are generally well advanced, some few of them eminently so. In Arithmetic and Algebra, problems were daily demonstrated upon the blackboard, and great care was taken to make every step in the process clearly understood.—Rapid proficiency was made by all who were regular in their attendance, and we believe entire satisfaction was given to all in the district, with the exception of one family, whose children were rather averse to submitting to a more rigorous discipline at school than at home.

Winter term was taught by Mr. David Fletcher, jr., of Corinth. This teacher deservedly ranks as one of our best of teachers. He is a young man of superior education, and is perfectly "at home" in the school-room, where he is a *laborer*, in the true sense of the word. This school was short, but with such a teacher, the scholars could not well fail of making good improvement. The examination of the school at its close proved conclusively that, in the branches taught, everything had been familiarly explained, and thoroughly demonstrated; and in his government, this teacher is "monarch of all he surveys."—We are glad to notice that Reading is receiving more attention in this school, with very satisfactory results.

Mr. P. is a young man of superior literary attainments, and if this was not the best winter school in town, we are free to express the opinion that it was not, by any means, the fault of the teacher. Nor, indeed, was it the fault of a large majority of the parents and scholars, who seem to manifest a strong anxiety to retrieve No. 8 from the imputation of being the "hardest district in town." But there seems to have been a discordant element in the district opposed to all restraint, a determination on the part of a few, "to have their own way, and *let the school slide!*" It will be recollected that, one year ago, this element *prevailed* in the district, and the school was entirely broken up, as has been the case in other previous years. At our first visit the school appeared well, and the scholars were orderly, and well disposed. No pains was spared by the teacher to render his instructions interesting and profitable to his pupils, and general satisfaction was expressed throughout the district. But toward the close of the school, that same element, which, like "leaven, leaveneth the whole lump," began to ferment, and the teacher finding reason and argument unavailing, called in the Committee to his aid. After due investigation of the

charges preferred against several of the larger scholars, and finding it necessary for the peace and usefulness of the school, several of them were conditionally expelled. One of them, however, by the commendable course pursued by his parents, was made to comply with the requisitions, and was again restored.—We found in this school what is not common, that, in reading and reciting their lessons, every scholar spoke in a clear, distinct and audible voice. Here we found a good school house, with the seats fronting *from* the desk of the teacher.—This was among the very best schools in town. Excellent order prevailed, and each and every class showed close application and thorough instruction. We are convinced that much credit is due to Miss Roundy for thus bringing order and unity out of the confusion and discord which prevailed in this district during the previous year. We could not but notice the neat appearance of the school room, during our visits.

This teacher neither succeeded in getting the good will of his pupils, nor in governing the school. Finding that moral suasion had been “pretty well played out,” in *that* school, at least, he attempted to enforce a more rigorous discipline, and would doubtless have succeeded, if he had had the good will of the scholars, and the coöperation of the parents, generally, in the district. Good progress was made, however, by most of the scholars. The Reading exercises were excellent, the teacher himself being a most excellent reader. Much of his ill success in governing the school, was owing to a lack on the part of the parents, who, instead of cultivating his acquaintance, and encouraging him in his labors, indulged in fault-finding before their scholars; and they, in turn, felt encouraged to denounce the teacher in the severest terms. This might have been one of the best schools in the district, for years. In our opinion, there is more necessity for whitewashing the school house, than for blacking the teacher.—We found it necessary, however, to expel one boy, conditionally, for interfering with the government of the school, for profanity in the school-room, and insulting the teacher. After this expulsion the school was harmonious and useful.

## KENNEBUNK.

D. REMICH, *for the Committee.*

The foregoing is not, certainly, a discouraging record of the condition of our Public Schools. A large majority of the teachers, for the past year, have not only been well qualified for their vocation, but have engaged in their work with the right spirit, in the right manner, and with results of the most gratifying character;—and more than this, although it is undeniable that several of the school-houses in town might be materially improved, both as regards convenience and appearance, there is, nevertheless, not one of them that does not now afford a comfortable room for the children who may repair to it for instruction.

Notwithstanding these favorable circumstances, however, our schools, taken as a whole, are not what they should be. Indeed, they fall far below the standard which should be set for them, and which our citizens should insist upon their teaching. Is the inquiry made, “What lack they?” As a partial reply, we invite attention to the “Abstracts of Teachers’ Registers” appended to this report.

Another evil of no trifling magnitude, which these abstracts do not show, it is well in this connection to consider,—that of *tardiness*. It may be safely assumed that thousands of hours,—to say nothing of the confusion consequent thereupon,—are

annually lost from this cause; to which may be added still another item, and by no means an insignificant one, the time lost by those who are needlessly authorized to leave school before the hour of its close. The aggregate of WASTED TIME, from all these causes, is vastly greater than is generally supposed,—but the deplorable effects of this misspent time, of these lost opportunities for the attainment of knowledge, who can calculate?

These facts deserve the serious consideration, not of parents only, but of every good citizen. The remedy for the evil is not to be found in the appropriation of money for the support of schools,—nor in the mere expression of regret that these depressing influences exist,—nor yet in the declarations of extreme solicitude for the educational welfare of the young. There is no power which Committees or Teachers can exert to obviate the disadvantages growing out of it. *The remedy is to be found in the Homes of the children, and there only.* There must be a just appreciation of the importance of education in these homes,—a *practical* appreciation which shall lead those having charge of children to send them to school,—to see that they attend every day,—that they are in their seats promptly at the commencement of each half day's session, and to carry out these rules rigidly, unless there are valid reasons for a departure from them. This *practical* appreciation of education will not only lead to the sending of children to school regularly, but to vigilant care that they go with the right dispositions, so that when in the school-room they shall be respectful and obedient to their teacher, studious, ambitious, and impressed with correct ideas of the value of the learning they are sent there to obtain. Let them feel that they are benefiting themselves, their friends and society, by scholarlike conduct;—let them be aided and encouraged when dispirited by hard lessons or unpleasant occurrences, but never let the remedy for these little griefs be permission to absent themselves from school, or in any manner to escape duties which properly belong to them to perform.

The *practical* appreciation of education by parents and others will lead them, moreover, to sedulously avoid, by word or act, whatever may in the slightest degree cause discontent on the part of the children, or foment troubles in the District. They will trust to the Committee to assign their children to the proper schools, and to the teachers to prescribe and enforce rules for the government of those committed to their care. They will not for a moment harbor chimerical ideas of partiality for other children and persecution or neglect of their own, except on evidence of the strongest character, and never on the representations of children;—for however truthful and right minded they may be, it can hardly be expected that their judgments are sufficiently matured to enable them to form correct opinions as to a teacher's competency or the course of discipline or instruction that may be pursued in school, and more especially where these interfere somewhat with their plans or place them in positions that are irksome or unpalatable. When there are apparent causes of complaint, if the parents or other persons interested, while abstaining from adverse comments in the family circle, would seek an explanation from the Committee or Teacher, and in the same tone and temper with which they would themselves wish to be spoken to, under similar circumstances, it would rarely be found that any real causes of dissatisfaction exist, or if they do exist, very few cases will be found, in which the wrong will not be corrected promptly and cheerfully. The denunciation of and interference with teachers, on the *ex parte* testimony of children, is not unfrequent, and its influ-



ence, is most pernicious. Its inevitable tendency is to render the children disobedient, to divert their attention from the studies they are pursuing, to convert the scholar into the fault-finder, and the school-room into a place of perpetual combat or of unbridled anarchy.

Every citizen can lend a helping hand towards the removal of the stumbling blocks in the way of the prosperity of our schools, to which we have referred;—the word of advice, of persuasion, of remonstrance, kindly given and at the appropriate time, will never be powerless for good. And if circumstances occur requiring more energetic measures, united and persevering endeavors for the accomplishment of the desired end, can hardly fail to be rewarded with success. Our system of public instruction affords a common ground whereon all can meet, untrammelled by partizanship or sectarianism, and labor for the public good. There should be no holding back in this work. Among all the objects that claim the support of the philanthropic no one puts forth a stronger than our COMMON SCHOOLS. As their influence reaches every interest, whether private or public, so is the obligation imperative upon every individual to consider them as demanding his special regard for their welfare and earnest efforts in their behalf.

At the present time, the feeling must be wide-spread and earnest, that the education of the young should, more than at any other period in our history, engage the attention and command the energy of every true-hearted friend to his country. We feel that to maintain and perpetuate our glorious Union, the people must be capable of reading understandingly, of thinking profoundly, of acting wisely, and, underlying and inwrought with these intellectual powers, there must be high toned, carefully cultivated moral principle, which shall exert a controlling influence upon every thought and every action while in the performance of the duties which devolve upon an American citizen. We feel that it is obligatory upon us to imbue the minds of the youth of our land with enlightened patriotism, so that their conduct as men shall be eminently patriotic. In the accomplishment of this important work, what instrumentality can be employed more effectively than the properly conducted DISTRICT SCHOOL?

Mr. Remich's long observation has given him the opportunity of noting the superiority of those teachers who make a *study of their art*.

Mr. W. has evidently made the art of teaching a study, and has become a proficient in his profession. This school was well regulated and well taught, and marked improvement was made by his scholars in every branch of study pursued by them. We trust that Mr. Walker may be numbered among our teachers in years to come.

Qualities of prime importance in school management are thus noted:

Miss F. seems to possess all the prerequisites of a good teacher—a cultivated mind, tact, energy and perseverance. The school was quite backward at its commencement, but step by step it was carried forward until it reached a position of which the instructress and the pupils may justly be proud. Thoroughness was a marked feature in the course of instruction pursued. Another feature of great excellence

was the practice of extemporaneous instruction by the teacher :—the difficult parts of the lessons were so illustrated, as they were progressing, that they could be understood with a much greater degree of distinctness and accuracy than could possibly be attained by a strict adherence to mere “book lessons,” without “note or comment.” We wish this practice was more general among our teachers. Intelligently carried out, it almost insures success, while in schools where it is unknown, the progress is “slow and devious.”—He lacked energy. Those who attended with a desire to learn, and used their advantages to a good purpose, made creditable progress, while those who had no actual interest in their studies and evaded them when they could, “had it about their own way,” and were very little wiser at the close than at the commencement of the term.—The school was excellent in all respects. Miss T. appears fully to comprehend the duties and responsibilities of her profession and to fulfil with the utmost fidelity the trusts committed to her.—Miss L. is not only thoroughly qualified for her vocation, but is eminently judicious in all her movements in the school-room. We hope she will have an opportunity to carry forward, in the coming year, the good work she has commenced.

#### BRUNSWICK.

A. S. PACKARD, *for the Committee.*

The Committee have been compelled to confine themselves to a brief statement of the condition of the schools, in consequence of the town meeting being held earlier than they expected. They have made the customary visits, unless prevented by unavoidable hindrances.

The discipline of the Grammar School was never more satisfactory. In some particulars there has been a decided advance in the order and quiet of this school, and that effected by the most quiet and simple means. The Intermediate School has been conducted with entire satisfaction, and the closing examination was highly gratifying. The Committee cannot but refer to the unexampled efforts of Miss Orr in the Mason Street School, which have been of great value to her pupils, at a very scanty remuneration of their self-denying teacher. The High School has been most successfully managed, for which great credit is due to the teachers.

Besides these schools, an experiment was made of a school for apprentices, or for youth, who, by peculiar circumstances, were prevented from receiving the benefit of the regular schools. As but few attended, some from the Primary Schools were sent in to their advantage as well as that of the school.

The Superintending Committee have not been called upon during the year to interfere in any case of difficulty.

The Committee would recommend that the laws of the State, concerning *truancy*, should be put in force by a vote of the town establishing by-laws relating to the same, agreeably to Section 12 of Laws relating to Public Schools.

The following items indicate gross negligence on the part of—*somebody*:

No notice was received of the opening (of Mrs. Wade's school) and no visit was made by the Committee.—*Winter Term.* No register returned. Mr. James H.

Maxwell. No suitable notice of the opening of the school having been received, it was visited but once, and then near its close. The appearance of the school was satisfactory. — No. 14. *Summer term*, nine weeks. No register returned. Miss Sarah B. Curtis, teacher. — No. 25. *Summer term*. No register. Miss Susan D. Melcher, teacher.

## PARIS.

GEORGE W. HAMMOND, *Supervisor*.

Referring to a proposition to authorize the Superintending Committee to employ teachers, Mr. Hammond says :

Now I hope the citizens of Paris will not look upon this as an attempt to rob them of their liberty, but try the experiment at least one year. If the town, in open town meeting, vote the power to the Committee, no one can call it oppression. All the larger places of the State adopt a similar plan. Let Paris do this, and we shall have at least twenty per cent. better teachers and a large discount in the trouble in our schools, provided that parents will go in for sustaining schools, with even as much unanimity as under the present rule.

One may ask : "Does not the Committee have the guarding of the school room?" Most assuredly ; but can any one fail to see that by force of circumstances, a Committee may be compelled, as it were, to suffer some to take charge of schools, whom, could they use their eyes, and have the full exercise of their own judgment, they would not hire?

No one will understand me to say that the same teacher employed by a Committee, is better than when hired by an Agent ; but I do say that many obtain schools who are far behind others who do not succeed in obtaining a situation.

Some will apply Saturday night, others Monday morning, before they are to commence their school at nine o'clock ; and still others will come Monday night, after teaching one day, and give some plausible excuse.

Let a Committee have the matter in hand, and then we can hold them strictly responsible for much which at present is not so completely under their control. Let them receive all the applications, then elect the supply of teachers from the applicants. Some teachers would do well in one district who would not succeed at all in another.

*Politics in School.* I have never given any thought as to the political complexion of teachers. Have used my influence to get good teachers into our schools, without even the thought of political associations entering my mind. I am not so blind that I fail to see that in some cases, political considerations have been *lugged* into our schools.

In times of peace we would not trust a man who would plot against our Government. In times of *war*, in times of *civil war*, certainly we should not trust the education of our children to those, who, by word or deed, are lending aid and comfort to those engaged in subverting our Republican form of government.

Any teacher, male or female, who use their influence in favor of Jeff. Davis or his emissaries, should be stricken from the list of teachers as unfit to have the charge of a school with one *live* scholar.

Mr. Hammond alludes to a bad requirement made by his town :

By a vote of the town of Paris, passed two years since, it becomes my duty to report the doings of the schools, in printed form, at least seven days before the annual meeting in March. By allowing sufficient time for printing and binding, my manuscript has to be prepared before scarce any of the registers of the Winter schools can be filled and returned. I do not fancy this arrangement; it is too much like spreading grass before it is mown. With this explanation, I trust no one will ask why we cannot have more full statistical facts as regards our schools.

#### The Common School, in point of punctuality, noticed:

Summer and Winter terms, Miss Ellen E. Maxim, teacher. Whole number of scholars registered in Summer, 4; average attendance, 4; length of term, 7 weeks. At the State Teachers' Association, held at Augusta, the present season, Rev. S. F. Dike, Supervisor of the schools of Bath, stated that they had succeeded in securing such punctuality, that some terms came up to 98½ per cent. Mr. D. must take a new *text*, and bring his schools to par. Miss Maxim stands 1½ per cent. in advance of the *crack* schools of Bath.—This was Miss B.'s first attempt, and the result was just what any one who knew her might expect. Having been an industrious scholar, she is well calculated to take trembling and weak ones by the hand and say *come!* Oh, that teachers would learn to speak a kind word of encouragement to the *dull* and *forsaken* scholar.

#### NEWCASTLE.

D. S. GLIDDEN, *Supervisor.*

Most of our schools have been taught with much ability and success. The prosperity of the schools, and the efforts of those having the care of them, have afforded me much satisfaction; for very certain I am, that the teachers of these schools, as a whole, have labored more diligently, earnestly, perseveringly and devotedly, than any other class of persons among us, to produce satisfactory results, and obtain the much coveted meed of "Well done, good and faithful servant." And where there have been any partial failures, it has not been, so far as I have been able to observe, for want of willingness to labor on the part of the teacher, but rather a failure to discipline their pupils to that close application which is absolutely necessary to their intellectual progress and mental development. Diligence on the part of the pupil should never be dispensed with by any teacher, who wishes to see his own efforts crowned with success. The teacher, who labors hard himself, while he allows his pupils to indulge in idleness, reminds us of a man rowing his boat against a strong current, where, though he exerts himself to the utmost of his ability, until exhausted with incessant toil, nothing is gained, no permanent advance made. Like the man who beats the air, he labors for naught. But while teachers have their sphere of action, their charge to keep, their duties to perform, let us who are parents not forget, not overlook, nor ignore the fact, that we have duties in connection with those of the teacher, which, if neglected, must of necessity be attended with consequences equally fatal to the welfare of our children. It is to be feared that very many parents think, that when they have furnished their children with the means of attending school, their whole duty to them in that particular direction is fully discharged. This I conceive to be a fatal error. This is only the beginning of a series of duties we constantly owe them, and which we are in duty bound faithfully to discharge. Every parent should exert himself to secure the services of the best

teachers, or those best adapted to the wants of their school. No desire to aid a friend or relative, should ever influence your action in the least in the selection of teachers. The only motive that should be allowed to have the least weight, should be that of adaptation to the position. Again, if you would have your children benefited by the school, keep them constantly in it; and let nothing but absolute necessity cause their absence therefrom at any time; for it is utterly futile to talk about interesting and advancing scholars in their studies, while they are allowed to be absent from their studies and recitations any considerable part of the time; and especially so, if, as is too frequently the case, the time thus unwisely abstracted from study, is spent in idleness and loitering about the streets, and in company with the vicious, vulgar and profane. This is an evil that should be remedied by all parents whose children are suffering its fatal consequences. A different policy must be adopted, by which their mental development and moral discipline will be secured, or you must expect to see them descend lower and lower, instead of seeing them rise to eminence and respectability.

Our public schools are designed to exert, and when properly conducted, do exert a wholesome moral influence upon the young, but can never counteract the vile influence of such associations as I have just mentioned, if those associations are allowed to be frequent and habitual. Again, you will render very efficient aid in the education of your children by often examining them in their studies at home, say at least once every day, and assisting them in preparing their lessons for the coming day. In this way you would do much to encourage them, and also to fix in their minds permanently, the knowledge already gained, by such frequent reviews.

Another subject to which I wish to call your attention, is that of the school houses, and hope it will receive from you in future, that consideration which its importance demands. Many of these are but miserable old shells, and utterly unfit for the purpose for which they are used. It seems to have been very generally overlooked, that the school house as well as our dwellings, ought to possess attractions for our children; and consequently, while many have built for themselves new and expensive dwellings, in modern styles, or remodeled or repaired the old ones, so as to make them nearly equal to new, and embellished them with those things that make home pleasant and delightful, and adapted them to their taste, comfort and convenience, the school house has been allowed to remain nearly as it was when occupied by a former generation, save that in some instances it is now nearer to mingling with its mother dust. In the construction and arrangement of the school house, the first things to be sought for, are the comfort and convenience of those who are to occupy it, both of which objects seem to have been sadly overlooked in the construction of several of those now in use. They ought to be displaced by others commodious in construction, and in keeping with the age and spirit of the times. Let even the external appearance and beauty of the school house keep pace with the dwellings in its immediate vicinity, if you would make favorable impressions upon your children with regard to the value you attach to the institution of the public schools. The shortness of the terms of many of our schools, admonishes me that we have not provided as liberally for their support of late as in some previous years. I wish to call your attention to this subject, and just ask you, if you do not consider the money invested for the support of public schools, as one of the best investments you have ever made? Is it not really the most remunerative, and that, too, in a manner most

pleasing and satisfactory? If then this be admitted, as I presume it will be, let us govern ourselves accordingly, and suiting our action to the admission, let us vote a more liberal sum for the support of schools in the future than we have done for some two or three years past. I know it will be urged that the times are hard, and that we have to bear heavy burdens for the support of the Government, in this, the hour of its peril. Let me say in reply, that while we should give liberally and cheerfully of our substance to sustain the Government framed by the wisdom of our fathers, and purchased with their blood, we should not be niggardly in our benefactions to an institution that underlies the whole structure of republican government. Let us then, liberally sustain our public schools; for there, a large portion of the children of our land will receive all the education they will ever obtain in the school room. Do all you can, then, not only to sustain, but also to elevate the character of the public school, and make it attractive to your children, and to impress their minds with the fact that you esteem their education an object of the highest importance, and you will not fail to beget in them a corresponding interest in their own education. But pursue an opposite course—be liberal in all your other donations, but niggardly in the support of your school, treat the whole matter as of little consequence, let your school house go to decay, and your children go to school or play truant, as they may elect, and wonderful will it be, indeed, if your children are not found imbued with the same spirit, and still more wonderful if they do not often choose to absent themselves from the school upon the most frivolous pretexts.

There have been during the year twenty-six schools taught in town. Ten of these only, have been taught by males, sixteen by females, twenty-one by citizens of our town, five by other persons. Other statistics, deemed of interest to you, will be found in the following table. In my report of the several schools, I have endeavored to speak with much frankness of things as they presented themselves to my view. I believe a good, thorough, wholesome discipline to be one of the great essential elements of a school, in order that it may be efficient and salutary in its effects. I believe it to be, in fact, the one thing needful and indispensable; and, therefore, when I have discovered a failing in that direction, I have pointed it out. This I have done as a warning against an evil destructive to the best interest of our public schools.

We find the following expressions among Mr. Glidden's notices of the schools:

Miss Patterson succeeded in establishing and maintaining very good order in her school, although one large scholar attempted to prevent it by her own misconduct. The energy and perseverance of the teacher, however, proved adequate to the emergency, and she succeeded in overcoming the evil and crushing it in the bud. Parents of such children, if they desire the welfare of their children, should act promptly, in conjunction with the teacher, in correcting their bad habits, and establishing in their minds a wholesome regard for law, order, and the authority of those placed over them.—Miss Woodbridge possesses rare powers of government. The control of her school is easy and yet very efficient; not by the use of blows, but by virtue of her own peculiar tact, which in most cases is far better than blows. The ability, industry, and perseverance of this teacher, could insure nothing less than good success; and the examination disclosed the fact that she had kept in view the idea, that nothing is well done unless thoroughly done, and had acted upon it.—I do not think

it the fault of the teacher, that she did not work hard enough, but rather that she was willing even to do more than her own part of the labor, but did not compel her pupils, where compulsion was absolutely necessary, to do theirs. This school has held the foremost rank among our schools, in point of disquiet and idleness, the past year; and as a matter of course, its progress must correspond, measurably, with this fact.—I think the district acted wisely in grading this school. All classes of scholars will now be provided with a school better adapted to their wants than before.—This district is so small, that I think it would be advisable to abandon its organization and unite with Nos. six and nine.—Miss Rowe started with the idea prominently in view, as a leading one, that to succeed well, she must govern well; that to advance the moral and intellectual interests of the pupils, good order must, first of all be established, and persistently maintained. This she kept steadily in view during the entire term, and acted upon it, and her good success is largely attributable, no doubt, to this fact.

#### ELIOT.

G. H. GUPTIL, *Supervisor.*

The general condition of the schools has been as good as at any time during our previous terms of service. A good degree of interest has been manifested by the teachers in trust; and the pupils, in general, have made good improvement.

The parents, with few exceptions, have been disposed to aid the teachers in the arduous task assigned them.

Our system of education looks to the formation of character :

There are obstacles, however, to the most successful operation of our public school system which may, and should be removed. It will be admitted by every truly consistent and reflecting mind, that our educational system is designed for the whole being of our youth. "It looks to the formation of the character. It is a preparation for life, its temptations, cares and duties. It is to give a right direction to the divinely implanted powers. The mind, will, temper, affections, passions, and the physical health, are to be cultivated, for the honor of God and the good of man. It cannot achieve its end without asking aid from above, and directing the hopes of youth beyond this mortal life."

Mr. S. S. Randall, supervisor of the public schools of New York, expresses these sentiments in the following extract :

"The moral and religious nature, as it is the highest and noblest attribute of humanity, demands the earliest and most assiduous care; and no education is worthy of the name in which the culture of the soul, with its priceless affections, its heavenward hopes, and soaring aspirations, does not predominate. The monitory annals of the past, the collected experience of centuries and ages of recorded time, the solemn voice of revelation, all history, all philosophy and reason, combine to proclaim the utter inefficiency of the highest knowledge, the most brilliant talents, and the most resplendent genius, unaccompanied and unguided by that wisdom of the heart which, like Sion's stream, flows fast by the oracles of God."

Mr. Guptil discusses one of the obstacles to success :

One of the obstacles to our success is a want of due appreciation of the legitimate

ends to be achieved. Were these truly understood by the parents and guardians of youth, very many of the evils which impede our success would cease to exist. Every youthful mind in the community would be, as far as practicable, in the school room, and at seasonable hours. The truant, tardy and absent lists would be stricken from the registers. We have never been able to return to the State more than two-thirds of our registered number of scholars as the average attendance.

Parents and guardians cannot permit this to continue without the fearful guilt of neglecting to faithfully discharge the duties they owe to one of the most sacred trusts committed to their care. The members of our school districts should act with a single eye in the selection of school agents. Prejudices of a personal, political, or sectarian character, should not obtain a place in the district meeting. From inattention to this, a school agent is made the object of personal animosity, and a division in the harmony of the adult members of the district. Such division often proves a nucleus around which heated passions ferment. The contagion spreads, and infects the youthful members; the teacher feels its influence, and too often witnesses its ruinous effects upon the pupils. In the choice of the agent, select the man who is competent, and by all means, one who has no particular object or self-interest to achieve. Let no party or personal consideration govern in the selection of school officers. Elect those who are best qualified for the duties of the office.

#### Physical education should not be neglected :

The physical well-being of the pupils should deeply interest us. Two, at least, of the school rooms are unfit for use. The one in district No. 8 is in a miserable condition. The room needs reconstruction, and a good ventilation, with better means for warming. New doors and outside repairs are needed. Our visit to district No. 7 convinced us of the unfitness of their house to meet the wants of the school. One-half the number of scholars in the district cannot be seated there longer than thirty minutes without physical injury. "Youth, educated in such a place, will be deprived of a reciprocal balance of moral and physical power. It is obvious that intellectual attainments will be rendered comparatively useless, where they are not made available by corresponding physical strength. The mind will be incapable of exerting its energies, and the heart its kindest affections, if the body is in a state of debility and disease. In view of facts like these, we may justly consider the preservation of health as at the foundation of the edifice of education." I would nearly as soon place a school in the Dark Hole of Calcutta as in a room of the limited capacity and deficient means of ventilation of No. 7, with its full quota of scholars. Without a proper amount of oxygen, the lungs will fail in their destined work. An impure blood will be soon followed by a sallow, thin, and unhealthful countenance, in place of the ruddy and healthful; and the stature will be small and feeble. We earnestly desire that pecuniary considerations may not be placed in competition with an interest so important to the well-being of our youth.

The school room should be attractive in its style of construction, of ample dimensions, with the most effectual means for warming and ventilation. Only two of our houses are well ventilated. Apparatus is needed in most of the districts. Two only are furnished with globes, and four are destitute of outline maps. Some of the blackboards are hardly worthy of the name.



It is greatly to be desired that more attention be given to music in our schools :

The practice of opening and closing the exercises of each daily session of school with singing, should be encouraged. In the code of Rules and Regulations of Boston, a capacity to teach the elements of vocal music is named among the qualifications for the office of teacher. In the Girls' High and Normal School, it is required of the teacher to give such instruction as shall qualify them to teach vocal music in the public schools.

“ Music bears upon its wings some of the sweetest and purest pleasures of the passing hour, whether it comes forth from human lips, or from the breath of old Æolus upon his throne. It elevates and quickens the perceptions, it softens and subdues the rebellious disposition, it refines and soothes the wayward and turbulent passions, it nerves the heart to deeds of valor and heroism, it gives joy and consolation in the hour of affliction, and carries captive across the rough and stormy sea of life, and stands beyond the vale of time, to welcome with angelic voice, the wandering spirit to its final home.” We hope the time is not far distant, when music shall be one of the cherished branches of popular education in our public schools.

#### PORTLAND.

P. BARNES, *for the Committee.*

In the following paragraphs Mr. Barnes alludes to the fact that the public schools of Portland have nearly, if not quite, displaced the private schools, and considers the question whether the public schools are good enough to render private schools unnecessary ; with appended suggestions :

In this city the general excellence of the public schools, for some years past, has been vindicated by the fact that private schools have been mostly discontinued. This is a sound and just condition of things, if the public schools do really afford that kind and amount of training which all *classes* of the community desire and have a right to expect. Individual instances may occur, of pupils or parents, who do not find precisely what they wish in any of the common schools. But if the system is adequate for the necessities of the general class of the population, for the highest and the lowest—if such a distinction is proper to be made—for the richest and the poorest, for the children of merchants and the children of laborers, for the children of professional men and the children of mechanics, then it is not to be regretted that private schools are dispensed with and discontinued.

The question whether the public schools are good enough to answer all just expectation, and to render private schools unnecessary, in this community, is particularly, a proper one at this time, since we are now spending currently, so large an amount of money upon the public schools, that the community ought not to be burdened to any considerable amount with the cost of private tuition. And if the public schools are, in fact what they should be, it is important for their own further improvement that they should be at all times well filled with there appropriate pupils in every grade, and from all classes of the community.

We propose to offer a few practical suggestions relating to this question, and involving some considerations, which look to an actual improvement in the future.

First, as to the intellectual character of the schools, the courses and subjects of study, and the quality of the instruction imparted in all the grades, no unfavorable comparison can be made at this time against the public schools. They can be improved undoubtedly, but they are certainly as good as any private schools which this community has been in the habit of sustaining.

Mr. Barnes then proceeds to consider the grand objection made by so many parents in our cities and large villages, to sending their children to the public schools.

Proceeding to a second inquiry, as to the moral character and influence of the public schools, and the effect of the public school arrangements upon the manners and general personal character of the pupils, it is here, no doubt, that we should find a reason why some parents feel a preference for private tuition, under the belief that private schools afford a selection of better associates, and are free from some unfavorable influences.

Whether there is just ground for such preferences and repugnances is an important question of fact. It is a question that should be discussed carefully and unreservedly, and if necessary with great plainness of speech. If there are bad things in the public schools, an important part of our duty in dealing with such things, is to call them by their right names.

All of us have heard more or less conversation on these subjects. Remembering and analyzing what is the usual course of remark, and getting at the real meaning of the complaints that we hear, we shall be able to bring this class of objections against the public schools down to something like the following formulary statements:

1. That in some of the schools there are children who are habitually very dirty and very ragged, and with whom it is therefore offensive and injurious for neat and tidy children to be associated.

This objection, of course, applies only to the lower grades of the schools. It is, to a certain extent, a just complaint, and has some foundation in fact.

What shall be done with the untidy children:

The remedy would be found in adopting a firm resolution that children shall not attend the public schools in such a neglected condition, and then giving the requisite instruction and providing the proper agencies and means to carry that resolution into effect. As the children themselves are almost entirely without fault in the matter complained of, the remedy for the difficulty should be addressed chiefly, and as directly as may be necessary, to their parents.

The teachers of the schools where the evil exists, should be authorized and required to give a special attention to the enforcement of the new rule. This should be done kindly, cautiously, and, to a certain extent, coaxingly, in the first instance, with appeals to the better feelings both of the children and their parents, but with a positive ultimatum, that a final and habitual disregard of the rule will not be permitted. Whether the children, whose parents will not take them out of these bad habits, should be excluded from the schools entirely, or whether they should be

placed in separate schools or rooms by themselves, need not be determined beforehand, since there is reason to anticipate, that a well-intentioned, and thoroughgoing enforcement of the rule of neatness by the other methods, would soon reduce the evil to a minimum so small, that it would of itself suggest a means of entirely eradicating this ground of complaint.

It should be observed, that the evil is not that of accidentally soiled hands or torn clothes, which may happen to boisterous or careless children on their way to school, or at the recesses for play, but of that habitual and ingrained sordidness of person, and tattered and foul condition of clothing which indicate simple sluttishness or gross habitual neglect at home. And, if by possibility, there should be any pupils entitled to attend the public schools, whose parents, through extreme poverty, or the prevalence of sickness, have not the means to make them clean, or to repair their clothing by decent patches, there are other reasons besides the propriety of the new rule, why such parents, if their intentions are good, should be kindly and simply aided to this extent at the public expense. Such aid could be given them through the hands of active and benevolent teachers with but very little cost, and without giving any offence.

It is certain that if such a new regimen of personal neatness could be introduced and sustained among all the scholars of this grade, the schools themselves would be essentially elevated and improved, and they would hold a much higher place in the general public esteem. The justice of the new rule as regards those parents who make it a duty and a pleasure to send their children to school in a neat and tidy condition, cannot be disputed, nor even questioned.

Many pupils in the public schools are chargeable with serious indecorum in manners and language, and with rough and abusive conduct. What shall be done to remedy the evil?

The School Committee should cause it to be understood by all teachers, that it is their duty to exercise a constant watchfulness over the habits and language of their pupils, so as to find out, as far as possible, the instances of any manifest indecency of conduct or speech, and to administer a prompt and positive rebuke and correction.

In regard to the complaint of abusive coarseness and violence, it seems plain, that a tolerably watchful and skillful teacher can always find out who those offenders are, and can know pretty nearly their habits.

The vigilance required for these evils, should be applied not only in the school-rooms, but in all the precincts of the schools; not only in school hours, but in all the intervals and recesses, and, as far as reasonably practicable, among the pupils in the street, on their way to school or returning. Habitual violations of proper rules under these heads, should be visited with sharp correction, and when such correction, with all reasonable private admonition and friendly warning, are found ineffectual to repress such evils, the higher authority of the Committee should be called in, and should not be invoked in vain. Let it be plainly, fully, and peremptorily understood, that no pupils will be allowed to remain in the schools who are known to be habitually guilty of indecency of speech or manners, and these forms of evil might soon be substantially eradicated from the system.

A fourth complaint is, that in the public schools are found some pupils who are actually vicious, and who are bad and pernicious examples of profanity, false-

hood and dishonesty. Since the schools are open to all the children of the community, it cannot but be the case, that some are admitted who are chargeable with these faults of character and conduct. Private schools also necessarily encounter a similar experience.

There is no absolute human remedy for this difficulty in the schools, any more than in any other assemblages of children or grown persons. But in the schools, more constantly and earnestly, if possible, than anywhere else, should the effort be made by all who are clothed with authority in them, to restrain and correct all this class of offenders, and to inculcate the principles and the habits of virtue. Such is the explicit duty of every teacher by the statute law of the State, and the comprehensive spirit of the law requires every school committee to establish adequate rules and courses of discipline, so that pupils who are profane, or untruthful, or dishonest, and who manifest these faults of character by overt acts, should be as speedily as possible reformed, or compelled to withdraw from the common schools.

It is urged that *time* must be allowed and *taken* for purposes of moral discipline,—a point so important as to deserve especial attention :

The discussion of this question concerning the moral character and influence of the public schools, is not complete, and justice to our present corps of teachers will not be done without the further remark, that such discipline as we advise, requires not only sagacity, good judgment, and true conscientiousness on the part of teachers, but also requires that they should have sufficient *time* for the proper discharge of this part of their duty. In this respect there is reason to fear, that our own over-crowded schools have caused us to suffer very serious injury, from the absolute inability of the teachers to do anything more than get through with the routine of ordinary lessons. In every school the effort is made to reduce the number of classes to the lowest reasonable limit; but if every minute of the teacher's time in school hours is taken up with hearing recitations, what opportunity is left for any attempt to influence the moral character of the pupils, or even to find out the instances of offence against the moral welfare of the school? Many a boy has been ruined, simply because his over-taxed schoolmaster had no time to look after him, when he was under the influence of evil temptation, or of depraved passion, or of wicked example. In other places, if not in our own city, it has sometimes happened, that a whole school has lapsed into a sad condition of moral disorder, indecorum and insubordination, and many of the pupils have become notorious for coarseness, indecency, violence and vice, chiefly, if not only, because no provision had been made for time or help to enable the principal teacher to attend to this indispensable part of the school duty. In the present excessively crowded condition of so many of our schools, it becomes us to be very sensitive and very careful as to what we are doing, or failing to do in this important regard. And we may well hail the approaching enlargement of our facilities for a new organization of schools and school districts, so that a better distribution of time and duty among the teachers may permit them to regard their schools as instrumentalities for moral culture, and not merely as machines for turning off recitations.

## BRIDGTON.

P. W. HARRIS, *Supervisor*.

The year has been comparatively prosperous, so far as relates to our schools. The teachers, though not of equal capacities, have labored faithfully to discharge their responsibilities. Some have failed of accomplishing all that was desirable, because it was not in their power to preserve order, to maintain discipline, and to restrain properly, children and youth that are not favored with a healthy government at home. Some who have the capacity for maintaining good government, do not find it easy to communicate instruction, or to arouse energy of thought and aspiration in the mind of the pupil. It is sometimes the case that teachers who, upon examination, appear well, do not succeed as we could wish in the school room. There are others, who from extreme diffidence, do not respond promptly, when plied with even the common tests of their fitness for the work of the school, and yet do succeed wonderfully in the trial. Hence it is impossible, by any preliminary examination, to decide accurately who are, and who are not suitable persons to be employed as teachers.

It would not be just to expect that teachers of equal fitness, can show equal results from their labors. They cannot have equal opportunities. One school is large, another small. One is made up of scholars who are favored with good moral influences at home. Another is composed of pupils, whose home education is deficient in all moral qualities at least. In some schools the scholars are more advanced than in others. And some have better accommodations, as to house, books and apparatus. Hence it is, that some teachers, who strive faithfully, and perseveringly, can show but small results, while others, with less exertion, can show larger results.

Mr. Harris finds an important difference in the influence of different parents. Possibly, the same thing is noticeable in other towns.

There are parents whose influence is happily felt in the school room, and the general intellectual and moral improvement of the children of such parents. There are others whose *apparent* confidence in the teacher resembles the good man who habitually slept under preaching of his pastor, because he was sure all would go on just right. Upon the children of such, evils of a life-long influence often fall, and too late for remedy. But there is still another class of parents, who express sympathy for their children in their complaints of faithful teachers, by an open disapprobation of the teacher's course; thus alienating the mind of the child, and multiplying and aggravating the occasions for severity of discipline. In ninety-nine cases in a hundred, all evils arising from these sources would be effectually obviated, by a mutual acquaintance between parents and teachers. This acquaintance should be formed at the fireside of home; but more especially, in the *school room*.

More pains should be taken by all concerned, to cultivate and strengthen moral sentiments, and convictions in the minds of children. The more that is accomplished in this direction, the less trouble we shall have in our schools, and the more valuable they will become. Scholars should be made to feel that they must conform to the regulations of the school, and that they should studiously improve their time, not so much for the reason that they *must*, as for the reason that they *ought*; that it is *right and just*; and that for the correct deportment of the scholar, he himself, is more responsible than the teacher, or any other persons.

## POWNAI.

SETH D. STETSON, J. T. MCINTIRE, *Committee.*

The Committee report the school affairs of this town, as on the whole, prosperous. One district is named in which the teacher, neither of the summer school nor the winter school, succeeded in governing the pupils, indicating an unfortunate condition of things. They justly remark :

The best teachers should be employed in this school, regardless of wages; for a good school is worth all it can reasonably cost, and the loss the district sustains by having a poor school, is considerably more than the mere dollars and cents that it costs. Parents can, and ought to do much, toward making this a better school. If they would sustain the teacher in every effort he makes for the good of the scholars, and influence them to be regular in their attendance, and orderly in their deportment, they would be well repaid.

The inhabitants of another district are thus commended :

Much credit is due to the inhabitants of this district for the interest which they have manifested in their schools for the past four years. They have given the board and fuel, repaired their school house without expense to the district, and have used their influence in sustaining the school. The average number of scholars, during this time, has been but sixteen; and they have had, on an average, not less than sixteen weeks of school each year. We report this, not so much to praise them, as that others may go and do likewise.

Of another district they say :

This district might very conveniently be united with District No. 12; and as both are small, and each needs a new school house, we hope soon to see them united, and build a good house.

## DETROIT.

S. P. WATERHOUSE, FRANK C. PRAY, *Committee.*

The Report of the Committee is brief and to the purpose, but contains no important suggestions of universal application. They congratulate the citizens of the town in the following language :

In conclusion, permit us to congratulate the citizens of this town, that during the past year, with a single exception, perhaps, your schools have been peaceful, quiet, and well disciplined. The instruction has been systematic and thorough. In no year has more been done toward educating your children, than in the past. The past year has also demonstrated that this town has a corps of female teachers of which it may well be proud. Ever faithful and efficient in the high and holy duties of instruction—we earnestly hope that we may never have worse teachers than those of the past year. We can hardly have better.

## WEST GARDINER.

MOSES W. FARR, S. A. MARSTON, *Committee.*

It is gratifying to the Committee to be able to present the condition of our schools in so favorable a light. It is thought their general standing and progress will compare favorably with former years; and in several districts, we think, they never have ranked higher than now. During the year just closed, there has been no difficulty of a serious nature, such as to require the presence of the Committee in school to adjust it. Harmony has prevailed between teacher and pupils to an unusual extent; and while some schools in other towns around us have been affected by causes calculated to render them useless, ours have moved quietly onward.

At the closing examinations, we have met more or less of the parents in every district, except in Nos. 1 and 7. In *some* districts, but few persons have thought it worth their while to visit their school, while in *others* the citizens have turned out *en masse*, and have shown an interest in the common school hitherto unknown in the history of schools in our town.

In general, we have been fortunate in securing efficient and experienced teachers. It will be observed that a majority of them, for the winter, have been females, only four male teachers having been employed for the year. In many districts the employment of female teachers, will be no injury to the welfare of the school.

Most of the school houses are considered comfortable and convenient; but there is one exception, which is District No. 9. This possesses but one requisite to a good school house, and that is ventilation. It is ventilated on all sides, to such an extent, that it is questionable whether here is not too much of a good thing. This house should be remodelled or demolished, so that the scholars in this district can have a fair chance with others in town; and, until this is done, the parents here cannot expect to realize great benefit from their schools.

In but few instances, have the necessary *legal* notices been given to the committee from school agents, and we would beg leave to refer to the statute bearing on this point. It states, that it shall be the duty of every school agent to give *written* notice to some member of the committee, stating when their school is to begin, whether kept by a male or female teacher, and how long it is expected to continue; and as a penalty for neglect in giving such notice, they shall be liable to a fine of one dollar per day for every day the school has kept. The greatest inconvenience we have experienced from this neglect, however, has been to know when the schools were to close.

In conclusion, we would add, that as we look around us and behold the multitude of children that fill our schools, and reflect that they will soon be important and busy actors on the stage of life, each contributing in some degree to aid in improving, extending and perpetuating the civil, religious and literary privileges which we now enjoy; or else, in sending forth, throughout our land, those pernicious influences which proceed from ignorance, insubordination and idleness, it becomes a question of *momentous* importance to every good citizen, and particularly, to every parent, to ask himself how these evils may be avoided and the desired results obtained; or, in other words, to ascertain how these *children* of the *present*, shall be trained and influenced, that they may become the *men* and *women* of the *future*, whose example and knowledge shall be made an honor and a blessing to mankind.

We are convinced that education, in the broadest sense of the word, generally dif-

fused by our system of common schools, must do the work, or it will never be done. Therefore, fellow citizens, let every one of us see to it, for ourselves, that we discharge faithfully these responsible duties devolving upon us, in connection with the education of our youth.

Two or three other items in this report, are worthy to be transcribed :

Each scholar moved to and from his class in systematic order, and when not in his class was studiously engaged elsewhere. The result of such training, in connection with thorough and efficient instruction, cannot fail to produce beneficial results. We were particularly interested in some Geography classes, in which quite an ambitious spirit was manifested. Each pupil had drawn about thirty maps on paper, most of which had been executed with great care, distinguishing different countries with different colors, and giving all the particulars usually put down on printed maps; in fact, it was quite difficult to distinguish them from the originals in their books. May this District always be as fortunate in the selection of teachers as in this term.—The parents in this District are becoming interested in their schools, and, by their visits to the school-room, have stimulated their scholars and encouraged their teachers in their arduous labors. This manifestation is bringing forth its fruit, a result sure to follow, but too seldom witnessed in our public schools.—Had a little more rigid discipline been adopted, the school would have approached nearer to the standard of a model.

The practice of employing for the Winter school, a teacher who has been successful in the Summer school, and thus avoiding the evil of frequent changes, has been frequently urged in our reports and elsewhere. An instance is stated in this report :

Miss Susan A. Smith, of this town, was engaged in the Summer term, and, while under her tuition, the school presented a fine appearance. The scholars all showed a laudable ambition to make the utmost improvement. The order was of a high character, and the teacher alive in her duties. At the final visit, it was very evident that the school had been conducted by no ordinary teacher, but by one who fully knew her duties and possessed the ability, skill and experience seldom seen in the school room. The general deportment of the scholars and the interest manifested in their recitations, all indicated that the school was in a very prosperous condition. The different classes showed an improvement in their studies not often witnessed. This was emphatically a good school, in every sense. The District appreciating the labors of Miss Smith in the Summer took early action to secure her services for the Winter school. At our first visit, we found the order and general management to be unexceptionable; and, as the several classes came to and retired from their recitations, their movements were so precise that we were reminded of a *military* drill. She appeared to govern her school by love and moral suasion rather than the rod; and in her instruction she aimed to develop the intellect, and teach her pupils the importance of self-reliance, two indispensable requisites in successful school instruction.



## FRYEBURG.

HENRY H. SMITH, *Supervisor.*

We are happy to notice by Mr. Smith's report that he makes it a practice, whenever he deems it desirable, to visit the schools *three* times in each session, instead of *twice* only, according to the more common practice. In three or four instances he reports, "no register received." A like delinquency frequently appears in the reports of school officers. The law *intends* that no teacher shall receive his pay until he has delivered his register, properly filled, to the person authorized to receive it. We need to have this matter looked after.

Mr. Smith justly condemns the attention given in one school to French and Latin, to the damage of the common branches, and concludes his report with these remarks :

Your schools, are, on the whole, in a good condition; but it is earnestly recommended, that you have commodious, well-ventilated school-houses, completely furnished with such cheap and simple apparatus as will fully illustrate the principles of the common English branches. You should have, if you regard simply the item of economy, faithful, efficient teachers, and a judicious supervision of your schools. There should be a uniformity of text-books, the best your Committee can select. Each of you should see to it, that his own scholars are prompt and regular in their attendance.

The pure King's English should always be preferred to any and every foreign language. It is a mistaken notion, as it seems to me, that the royal road to learning in the district schools, skirts the boundaries of ancient Greece or Rome, or lies along the borders of modern France.

The best interests of your schools should always receive your constant care and attention. Everything that certainly conduces to the sound and thorough education of the young in the varied branches of learning, and in the principles of morality and virtue, you should ever hold in the highest estimation. The manner in which the sons and daughters of to-day are educated, will determine, to no inconsiderable extent, the destinies of the coming age.

## RICHMOND.

G. W. PARKS, D. W. C. CHAMBERLAIN, *Committee.*

The schools, the past year, have as a whole, fully held their own, as regards their general merit; while *some* have made considerable advancement, *others* have fallen off a little. Changes are continually taking place in the world, and we are not surprised that such should occur in the school-room, owing, no doubt, partly to the efforts of parents and teachers, but mostly to natural laws.

The village schools the past year, we think, have advanced in excellence and utility. Good, efficient, and experienced teachers have generally been employed to the satisfaction of all interest d. A committee was chosen at the last district meeting,

to grade the schools, and it was also voted that a certain number should be sent from the Grammar School to the Academy, if of sufficient qualifications.

The North and South Intermediate Schools, require something more done to make them as profitable as the rest; being composed of children in their A. B. C.'s up to those who study Grammar, Geography and Arithmetic. During the past year, the Grammar School has had few scholars comparatively, and well classified, while the North and South Schools have been crowded, and poorly classed. We think this is not as it should be, and requires at your hands, fellow citizens, some corrective to remedy the defect.

We feel gratified that in District No. 5, there has been a new house erected, convenient and comfortable, where scholars can *now* go and be seated in a snug, neat room; a great contrast to what it was two years ago. We hope the other districts, that need such, will follow the example.

It is truly frightful to notice the number of absent days in some schools—days that are lost, never to be regained; and more than this, the scholar who absents himself not only loses, but the whole class, to which he belongs, feel, to a great extent, the hindrance that he puts upon them. The teacher, too, laboring hard day after day, finds soon that his explanations are useless to some of his class, and becomes discouraged too often in the exercises of the school.

We need not speak of its importance, as all know the stimulus it gives a school for parents to go and see their children and teacher. Certainly, if such be the fact, how unmindful must that person be of his children's welfare, who will not spend a little time in the school-room each term. You would not hire a man, and send him into your fields day after day, and not go there yourself, and see what he is doing and how he does it. Surely not; then, how much more should you watch *him*, who has the care of your little ones, and see that *he* instills into them correct principles and habits.

The selection of teachers is a very important matter for our agents. They cannot be too careful in choosing those who are willing to work, and who love to instruct the young. Mere pay should be no drawback to their services, for a school *well* kept one month is worth more than a school *poorly* taught two months. Connections, or party feelings should not bias the minds of agents in procuring those who will be a blessing instead of a curse to the cause of Education.

Finally, fellow citizens, we must all take hold of the matter, be our country in adversity or prosperity, and see what can be done in elevating the tone of our public schools. Each one can do something by words or deeds, to push along this truly great and beneficent system of educating the masses.

#### AUGUSTA.

JOHN YOUNG, *Supervisor for past half-year.*

S. LANCASTER, M. CUNNINGHAM, C. F. PENNEY, *Committee.*

Mr. Young represents the Summer schools as very successful, and closes his report with the following paragraphs:

In reviewing the condition of the schools of which I have had the supervision during the Summer Terms, I feel a satisfaction in the belief that, in consideration of the

number and variety of the schools, that a more efficient and successful class of teachers, as a whole, could rarely be obtained. Though there have been imperfections witnessed, and many improvements desired, yet a degree of success has been realized.

I have given much attention to the schools, not only from a sense of duty, but from a pleasurable satisfaction it has afforded me. It is with regret that I am now under the necessity of retiring from this service, especially at this time. But unforeseen circumstances are such as to render it expedient for me to be absent from the State for several months at least. I therefore tender my resignation of the office of Supervisor of Schools.

We copy an item or two from his notice of particular Districts :

A former report states that "this is one of the largest and most difficult schools under our supervision." Some of the former difficulties appeared at the beginning of this term; but by the firm and skillful management of the teacher, the difficulties were very soon overcome, and the school progressed with much interest. More than ordinary attention was given by the Supervisor on account of its former character. At the closing visit the school appeared remarkably well.

Some instances of cause and effect :

The attendance during the term has been very small. One or two families, through jealousy, or some other unjustifiable cause, refused to send their children to school.

Some of the scholars were quite irregular in their attendance at school, especially in the season of berries.

Some of the heads of families in the district are very careless in regard to the education of their children, and consequently the attendance of the scholars is very irregular.

The Committee make these general remarks in reviewing the Winter schools :

For the most part, they have been attended with a good degree of success. In some instances the schools have taken a high rank, both as regards thoroughness and progress, and the teachers have cared for the moral as well as the intellectual culture of their pupils. It is true, however, that many of the schools are very far from approximating, even, to that condition of perfectness in order, government and thoroughness, which is realized in our best organized and well-drilled schools. And we can hardly hope for much improvement while so many teachers are satisfied with simply "getting along," and so many parents are indifferent to the cause of learning, and take so little interest in the education of their children, and so many scholars have no higher notions of their own educational wants. In all these regards there needs to be a waking up of teachers, parents and scholars. And until each and all of these classes fully apprehend the importance of their duties and obligations, and enter more largely into sympathy with those who are laboring to promote and perfect our common school system, we can expect but little advancement.

If we are to speak of one influence more than another, reducing the efficiency of the city schools, it is the almost universal apathy which exists in the community in regard to the subject of education. In many districts, but few, comparatively, man-

ifest any interest. The consequence is inattention and indifference on the part of the pupils, which the most faithful efforts of the teacher often fail to remove. It is noticeable that the schools where the parents took the largest interest—showing this by their presence on the day of examination—have been the most successful.

A few cases of marked excellence may be properly transferred from their report to this :

The order in this school was excellent, and the recitations were satisfactory. The room was neat and airy and the scholars cheerful and attentive. The Committee saw no whispering either at the first or second visit to the school. We regard Miss B. as a very efficient teacher, and well fitted to interest and instruct those placed under her charge.

The closing exercises were a gala day for the school. The forenoon was spent in examining the various classes. Several parents were present, whose interest in the education of their children had not been without its salutary effect upon the school. In the afternoon, the friends of the scholars were entertained by rhetorical exercises, consisting of declamations, singing, and reading select and original pieces, and a paper, edited by the scholars. In reviewing the classes, we found from the thorough advancement since our first visit, that they had been under the tuition of no idle master.

The order was admirable and the scholars attentive. No whispering was observed, and the movements about the room were conducted quietly.

An unrivalled disciplinarian is commended :

As a disciplinarian she is unrivalled in our schools. Her mode of teaching and classifying her pupils is systematic. In governing, she so happily tempers firmness with kindness, that the pupils obey her with cheerfulness. She was very successful in managing the school so as to economise the time and labor usually expended by other teachers in keeping order, by adopting a few simple regulations which were rigidly enforced. Order once established, the school was not disturbed by the noise usually caused by the classes going to and from recitations, each scholar moving in order, with precision, and without confusion. At the closing visit the examination was excellent. There were forty-six scholars present, none over ten years of age.

Miss C. as a teacher is second to none under our supervision, and has won our entire approbation as a model teacher, the esteem of the parents and the love of her pupils.

No "fixing up" for examination discovered :

Miss A. is an experienced teacher whose efforts have thus far been very successful. The District were so well satisfied with her success in the Summer term as to employ her for the Winter, and we are glad to say that she has not disappointed their expectations of a good school. The examination was highly satisfactory. There had evidently been no "fixing up" for the occasion.

The wonderful effect of a good school upon a poor school-room :

At our first visit there were fifty scholars present—many of them small and backward, and others well advanced in the higher branches, crowded into an old and

inconvenient room. They did not seem as quiet and studious as desirable. These circumstances made us fearful that the term might be unprofitable. At our last visit the school had assumed a different aspect. Good order and a systematic classification had been introduced under the firm discipline of an able and experienced teacher. The pupils were unusually quiet—not a whisper or irregularity was detected by the Committee. The studious habits assumed by the scholars, good order and correct recitations, made the room, even, seem really convenient, and teaching an easy task. Some of our best scholars are in this school.

#### ST. GEORGE.

M. DUNBAR, G. P. SIMMONS, *Committee.*

The Committee find evidence of commendable interest in the work of education.

The fact that schools have been taught, or are now under way, in *all* the districts in the town, together with the interest which agents have generally taken to secure the services of competent teachers, and the liberality of some of the districts in furnishing board and fuel, either gratuitously or at a merely nominal price, shows a commendable interest in the cause of education. Yet more liberal things should be devised for our schools, if we would see them of that high character, and yielding all the benefits of which they are capable.

Believe school houses are needed :

In but five or six districts are there comfortable and convenient *school houses*, and we would, in the spirit of kindness, respectfully invite districts to act immediately, faithfully and harmoniously, for the building of new school houses, where the scholars can find themselves somewhat pleasantly situated, while pursuing their studies from day to day.

They advocate permanency of teachers :

One of the worst features in our present school management, is the *frequent change of teachers*. Such change is productive of injury, and until more regard is paid to the subject, and greater *permanency of teachers* is secured, we cannot expect our schools will take that high stand which is so earnestly to be desired. Where teachers have given general satisfaction,—where they have proved themselves to be zealous, faithful and competent,—and where they have improved the order of the schools under their charge, and caused them to progress, there should seldom be a change.

#### RAYMOND.

E. LEACH, DAVID NASH, *Committee.*

A novel feature in this report is the effort to encourage punctuality, by publishing the names of scholars in the several districts who have not been absent from school during the term. The rank of the several schools, in average attendance, is also given. Mr. Leach "puts" the matter of punctuality very forcibly.

Want of punctuality is a serious evil in all our schools. It should be a rare thing to have a pupil stay away from school a half day during a term; but, as it is, it is deemed worthy of note to find *one* who does not lose more time than that. The average attendance in all our schools should, at the worst, reach ninety-five per cent. of the number registered. But, in our most punctual school, the average falls far below that. This is one of the most embarrassing difficulties with which the teacher has to contend. The absence of scholars, for trifling reasons, or no reason at all, is constantly breaking up his plans and demoralizing his classes.

Parents often complain of the inefficiency of their teachers, when the only trouble is, their children are irregular in attendance; irregular, because they are either *allowed* to stay away frequently, or are *kept* away to work. Such children as are *kept* away to do errands that could be done for ten cents, will not believe until they have grown up and it is *too late*, that "every day's schooling is worth a dollar" to them. It should be considered a libel of the most criminal character, for *such* persons to find fault with teachers. If you want your children to learn, keep them constantly at school during the term, and be sure that you are not deceived as to *how* much your scholars are absent. We have known persons whose children had been absent half the time of a term, who seemed to think they had attended nearly *all* the time. The fact is, persons who are heedless enough to keep their children out of school, are too careless to take any note of time. Nor, should it be supposed for a moment, that, if scholars are irregular in attendance, their advancement will be proportional to the number of days which they attend; that is, if they attend twenty-five days in a term of fifty, you should not expect them to learn half as much as those who attend all the time. You should really be surprised to find that they have made any advancement under the instruction of the very best teachers.

But parents should not receive *all* the censure for this school vice. Teachers have a work to do in this respect, which is very generally neglected. At any rate, efforts on their part, commensurate with the importance of the subject are seldom made. If a teacher wishes to succeed and gain an honorable reputation, he must make vigorous and *systematic* efforts to *secure punctuality*.

#### Cheap teachers most likely to fail :

From the special reports of the several districts, it will be seen that while most of our teachers have given good satisfaction, too many have failed. It is a fact, however, worthy to be remembered, that *all* the failures are of *cheap beginners*; and of this class, engaged in town the past year, *nearly all* have been unsuccessful to a greater or less extent. There are *always* risks in making experiments; therefore, no beginner should be employed, unless he has unusual qualifications, and can give good promise of success. But, as buds and flowers must necessarily precede the fruit, so there *must* be young teachers; otherwise, there could be no old ones. Therefore, means should be provided for training them to their profession.

#### Need of professional training set forth :

Teachers need *professional* teaching as much as lawyers or physicians. They need *apprenticeship* as much as shoemakers and blacksmiths. You would not think of engaging a man to fit and make you a suit of clothing, merely because he had just received for himself a new suit from a *real tailor*. No more should you engage

a person to teach merely because he has been to school, even if he has received a good education. There is as much difference between knowing and teaching, as between wearing clothes and making them. The true remedy is to provide *Normal Schools*, where teachers can "learn the trade"; and, since the State takes charge of our school system, it should also provide for training *our teachers*.

#### Failure in teaching some branches :

Although our schools, for the most part, have been taught by *relatively* well qualified and skillful teachers, yet there are two very important branches which have been poorly taught in many of them. We refer to Reading and Penmanship; and, more especially, to teaching Reading to younger scholars. Teachers who demand almost perfection in preparing other branches for recitation, do not require, nor seem to *comprehend*, what is even a *decent* preparation in reading. Pupils, indeed, study, or rather buzz their lessons over and over, a certain number of times. But in all this "lip-service," there is seldom a definite object in view. The pupils, on coming to recitation, are not expected to have learned even the words of the lesson. And when they recite, they are obliged to hesitate like Jack Downing, for some neighbor to whisper "Jerusalem," or "skip it," or for the teacher to prompt them. In this manner, we have known teachers,—and some of them, teachers of respectable standing,—to do a third of all the reading for their smaller classes. Teachers should be ashamed of such bungling work. It is much like pouring water into a sieve. As to Penmanship, it is very difficult to find teachers who can decently practice it; much less can they teach it. The standard of qualifications in this respect, should be raised. And some means should be adopted to have proper materials provided for the necessary school practice in this art.

#### Public examinations urged as a means of school improvement :

Several of the schools have closed with public examinations, both interesting and profitable. We suggest that no school be allowed to close without a thorough examination, which should be attended by the Committee and every patron of the school. Parents and agents should unite in demanding this of their teachers. And should see to it, that their children do not "dodge." Nothing so cheap, would have a mere salutary effect upon our schools. Teachers who are so much ashamed of their work that they dare not exhibit it, should not be employed.

#### LEWISTON.

A. BURBANK, *Supervisor*.

A. K. P. KNOWLTON, N. M. WOOD, T. B. THOMPSON, *Directors*.

The Supervisor, or Superintending Committee of this town—*now city*,—has charge of only the outlying districts. The Directors have the care and control of the "Village District." Dr. Burbank gives, in his report, no details of individual districts. Upon the general subject he thus remarks :

I have felt more and more with each year's experience, how closely are the interests of this community, financial, social and moral, identified with our own schools;

and deeper and deeper has grown the conviction that too much effort cannot be expended to increase their capacity to promote the general good. It has been my duty to present this subject to you frequently before, and I have found that added experience has strengthened old arguments and familiar principles in my own mind, rather than suggested new ones. I refer of course to the importance of the school system, and not the details of its machinery, for in these, new and improved methods are constantly suggested. It is an old principle, that a man, as a general rule, is what the circumstances of his life, and especially his early life, have made him. Give him the incitement of cultivated association, adequate ideas of his duties as a citizen, and an education to fit him for their performance, and the chances are largely in favor of his sustaining the relations of his life with honor to himself, and benefit to mankind. And where, next to the family and the church, does he gain so many of these favoring influences as in the school-room? It is not enough that a community admit the fact of the importance of the school; it must be acted upon. For no system of public policy is so sensitive as the school system, to public opinion, and none yields so speedily to the indifference and neglect of the public. It must be fostered by liberality of expenditure, the ranks of its teachers must be scrutinized, and the worthy only suffered to discharge its duties; neatness and convenience must be secured for its architecture; and love for its exercises and regularity of attendance must be secured on the part of the young recipients of its benefits.

Most eloquent are the lessons of these dark days of our history to enforce the claims of education on the reflecting mind; for if anything has been demonstrated with unflinching certainty during the rebellion, against which the nation is struggling, it is that republican institutions must derive their strength from the general intelligence of the people. A few desperate and unscrupulous men could not have led the masses of the South into the dark mazes of rebellion, if the school-houses had dotted Southern soil as thickly as New England, nor would the men of the North have risen up so sublimely to smite the traitors of their country, to endure the privations of the camp, the weary hours of the hospital, and the bloody onset of the day of battle, had it not been for the influence of knowledge freely offered to the poorest and humblest, alike with the proudest and wealthiest.

The repeated saying of Mahomet, "The ink of the scholar and the blood of the martyr are equal," is not wholly exaggerated and untrue—the loyal blood which flows in the heart of the northern soldier, impelling him onward to the post of duty and of danger, has been made more loyal by the lessons of the school, teaching him to love and rightly value the institutions for which he perils his life.

Let the honorable rank which our schools have held among the towns of the State be the index of their future rank among the cities of the State; let appropriation be liberally continued, though the pressure of taxation be heavily felt. Let not the progress of our children be slackened; for on them, as we hope, will rest the honors and responsibilities of the calmer and happier days of our country's history, and let us qualify them to gather the harvest for which our own generation is sowing in blood and tears.

The directors say of the schools under their charge :

They have been under the instruction of competent, energetic and faithful teachers. The attendance during the year has been unusually good. We are happy to be able



to state that they never were in so good condition as they have been during the year just closed. There has not been an instance of insubordination in any school for the year. Great care has been taken on the part of the directors and teachers to check at once anything that might result in serious disturbance. This course has secured good order and attention. A spirit of indolence and indifference to study has not been allowed to go unnoticed by the directors. In the High, Grammar and Intermediates, a weekly report is made out by the teacher for each scholar, who is required to present this report to his parent or guardian for signature each week. In this way they learn from week to week the scholar's attendance, deportment, and rank in his studies.

Our school year commences with the Spring term. At this time scholars are examined, and, if found qualified, are admitted to the higher school. We found, at the close of last term, a large number well prepared to be advanced, showing that a great amount of labor has been performed by the several schools. The course of study was arranged for thirty-six or forty weeks' instruction a year. Being obliged, as we were, to close the winter term at the end of the seventh week, it left part of our year's work unfinished; but we have the satisfaction of knowing that what time we have had has been well improved, and that good proficiency has been made in the several schools. The usual time taken for the review of the term and year's study was lost to the schools.

It is hoped and believed that the appropriations for our schools the coming year will be sufficient to meet their real wants. There is no one interest or combination of interests in which all are so generally to share as in our public schools. They are accessible and open alike to the children and youth of all classes, and should receive generous appropriations, be wisely and carefully superintended, and faithfully instructed. Let all then study their wants, freely contributing their means and influence for their benefit. By so doing we shall give the young what is more valuable than houses and lands.

The whole number of scholars in the District, as given above, is nineteen hundred and ninety-seven. Of this number eight hundred and eighty-nine are boys, and eleven hundred and eight are girls. Ten hundred and ninety-five are Americans; seven hundred and twenty-one are Irish; one hundred and three English; seventy-four French; two Scotch; one German and one Swede. Of these, forty-three are in the army.

#### GORHAM.

A. W. MURCH, J. B. WEBB, J. O. WINSLIP, *Committee.*

The Committee, in opening their report, apologize for its want of completeness, partly "on account of the neglect of many teachers and agents in properly filling and returning their registers. We would recommend the selectmen to refuse orders for the payment of teachers until the registers are legally returned to the Committee, and they receive notice to that effect."

Town officers should need no such recommendation, as the School Law, Section 56, very plainly requires that no teacher shall

receive his pay until the registers are duly returned. In their closing remarks the Committee say :

In submitting to the public this report of the present condition of our schools, and their results for the past year, we are fully aware how greatly public interest is absorbed in the vital question of our nation's existence. And yet, we cannot forget, nor does the public need be reminded, that it is not so much the Federal Union and Government that are assailed, as our Northern institutions. We believe, also, that it will not be controverted, that although the Union cannot be restored and the authority of the Government be extended to its former limits, without the aid of the military power, yet the future permanency of the one, and efficiency of the other, rest upon the general intelligence of the people, which can be secured only through our common schools.

They remark on the union of small districts :

We think that no one, upon looking over the returns of the different schools, can fail to see that the interests of education would be greatly subserved by the consolidation of some of our smaller schools. In several instances, the average attendance is less than twenty—a number so small that teachers lose that satisfaction from their labors which they are entitled to, and cannot feel that interest which greater numbers would give. The scholar, also, needs the wholesome stimulus which moderate rivalry affords.

Upon the employment of female teachers :

Many of our best male teachers are absent in the army. It has been necessary, therefore, to fill their places in our winter schools by female teachers. We doubt not that this has been done to the entire satisfaction of all parties, and that the services of these teachers will be secured to our winter schools in the future, thus doing simple justice to a class of educated women, to whom by far too few avenues to pecuniary independence have hitherto been left open.

Upon the mode of selecting teachers, they repeat the suggestion elsewhere frequently made :

Although it may appear like encroaching upon the time-honored privilege and practice of school agents, we would, nevertheless, suggest the propriety of having all teachers appointed by the School Committee, instead of being engaged, as they now are, by the District Agents. This method would have its convenience to recommend it, especially to teachers. The Committee, also, have facilities for learning the character, and judging of the attainments and qualifications of applicants, which agents do not enjoy, and so could assign all teachers to such schools as they might be best fitted to take charge of; besides, as the Committee are fewer in number than the agents, there would be fewer personal interests to be consulted.

HALLOWELL.

H. K. BAKER, E. ROWELL, *Committee.*

The chairman of the Committee of this town, has long been identified with its school interests, and deserves well of the community,

for whose good he has labored with so much fidelity. The Committee say :

The interests of our public schools are not less important than they have been heretofore. We have no doubt that these institutions are rightly appreciated by our citizens generally. The crowded audiences attending the examinations at the close of the winter term, from the Primary to the High School, testified to the unabated interest of parents and the community generally.

After speaking briefly, and in most cases favorably of the separate schools, they add in regard to their system of graded schools :

After more than twenty years' service in reporting upon the annual history of our graded schools, we have not much that is new to write in the present report.

We may say, however, and without any hesitation, that we have no regrets to express, that we have given much time and attention to these schools, from 1840, when they were inaugurated, down to the present year of our Lord, 1863. It has been done every year at a sacrifice, and for a compensation wholly insufficient, so far as regards dollars and cents. But we have received our reward, and it has been large and liberal, in the practical results, in the training and fitting of a host of our young friends, through the lapse of years, for we have no feeling in common with those who would shut up all but the commonest education within the walls of colleges and academies, the doors of which are barred to all but the wealthy, and those whose paths in life are strewn with roses.

Within the years of our connection with the schools, we have formed many associations, some of which are remembered with pleasure, while we contemplate the honorable career of our old friends. Others are mingled with regrets over those who have passed to their long home.

After speaking with interest of the many successful teachers who have served the town with fidelity, they close their report with saying :

And so the list might be extended, were we to make a catalogue of all who have merited the meed of praise. It is not a light task that is performed by the primary teacher, though a task but slightly compensated. Nor is it a work that does not tell upon the destinies of land. It is powerful for good, if rightly and faithfully performed. We cannot better close, than with a few lines from Holland's fine poem, descriptive of the "village school mistress."

“Behold her at the door, while round her press  
The little throng, with greeting and caress,  
And follow slow, or pressing on before,  
Seek their low desks across the sanded floor,  
And there await, with sweetly reverent face,  
The Word's best teachings, and the prayer for grace.  
How sweet the words of Jesus on her tongue!  
How rich the flow of David's sacred song!

Thus with a prayer begins the weary day;  
And, when the sultry hours have passed away,  
Those childish voices, mingling with her own,  
In grateful song rise softly to the Throne.

Thus day by day, oppressed with tender care,  
 Thus day by day renewing strength with prayer,  
 She strengthens slowly, through each passing hour,  
 Her Nation's greatness, and her Country's power."

JAY.

CORNELIUS STONE, O. H. JOHNSON, *Committee*.

Your Committee have the satisfaction of saying, that the schools in town have prospered the past year more than usual. The teachers employed, have been persons of more advanced age and experience than has sometimes been the case. The school agents have evidently endeavored to do their duty with commendable fidelity. No case of school difficulty has occurred to require the presence of the Committee to adjust it. The progress made by the pupils in the different schools, has been fair; and, although, all has not been done that we could wish, we may congratulate ourselves on the success that has been attained. Your Committee have endeavored to meet the requirements of duty in the discharge of the trusts committed to them. The absence, however, of one of our number, during a part of the year, as a chaplain in the army, has to some extent, broken in upon our arrangements.

In their notices of individual schools, the Committee say of one teacher, educated at a normal school abroad :

It was apparent that the school had been well conducted. In the several branches which had been studied, very valuable instruction had been given, and commendable proficiency made by the scholars. The order was good—the teaching good, and everything conspired to make the term one of much interest and profit. Miss C. is an energetic and thorough teacher, and well deserves public patronage.

Of another teacher it is remarked :

There is something in the manner of Mr. P. well calculated to enlist the attention of his scholars, and to excite in them a spirit of emulation; and at the same time he governs with ease and affability. There is also a thoroughness in his method of teaching, imparting in his recitations much general instruction, and thereby stimulating his pupils to great exertion.

Of another school it is reported with commendation :

This school was one of the most successful in town. The manner of the teacher, in conducting the exercises of the school, was most admirable;—very quiet, but at the same time, very efficient. He moved about the school house, making scarcely any noise himself, and allowing very little from the scholars. The school appeared perfectly under his control. The interest of the scholars was very noticeable. Twelve are returned on the register as having attended all the time, and thirteen as receiving the highest figure in punctuality, deportment and improvement. Your Committee congratulate the Ninth District on the success of their school.

HIRAM.

DAVID H. COLE, *Supervisor*.

Mr. Cole reports briefly and to the point, upon the several

schools in town, and makes the following general remarks in closing :

In submitting my annual report of the schools in town, I remark that through the creditable exertions of the agents, the past year, in trying to obtain good teachers, rather than cheap ones, and an interest among parents generally, they are evidently assuming a higher character than at any former period.

*Text Books.* In the selection of text books, I have made but slight alterations—a change in the Reader being the only one. Uniformity in books is desirable; without it teachers cannot labor profitably.

*School Agents.* Upon you, I would say, devolves the duty of selecting and employing the teachers, and in case of failure, upon you, in a great measure, rests the responsibility. Employ such as have not only the literary, but the natural qualifications adapted to the peculiar wants of your districts. In this connection, I would say to those desirous of hiring teachers, that of those whose names appear in the foregoing report, Misses Morrill, Pierce, Burbank, Fogg, Tibbetts and Cole, and Messrs. Morrill and Stacy have proved themselves successful teachers.

*To Teachers,* I would say, study your calling. Learn to adapt yourselves to the various capacities of your pupils.

In closing, allow me to recommend a cheerful and liberal appropriation to the support of our public schools.

#### A practice not to be commended :

It was found that the teacher did not exercise much energy; nor, in fact, can it be expected that any teacher of a summer school can be of much benefit to her scholars while she has needle-work of her own to attend to in school hours, as was the case in this school. But few scholars attended the term, and those that did attend were but little interested.

#### A natural consequence :

At the commencement, the teacher appeared to be exercising a commendable degree of energy for the interest of his school; but the efforts of teachers are in vain, unless parents feel interested in the education of their children.

### RUMFORD.

JOHN ELLIOT, H. F. HOWARD, F. J. RUSSELL, *Committee.*

The Committee of this town make few general remarks. The following paragraphs are selected from the notices of the individual schools :

Your Committee were highly pleased with W.'s method of teaching; in the orderly and prompt bearing of the scholars. There seemed to be no effort at display—nothing superficial. The scholars were made to understand what was wanted, and then how to meet the demand. With such a teacher, scholars must advance. The reason is obvious, instead of being allowed to run over a great variety of studies, a few are made to penetrate the brain.

This is the third time Mr. H. has taken charge of our school. It is believed he

gave better satisfaction during this term than ever before. So that it can be said of him, "good, better, best." He needs no further eulogy.

Teachers in our town have expended large sums to qualify themselves to take the true position as teachers. They have no need to look up schools, being sought for as teachers—they can make their own selection.

#### FARMINGTON.

THOMAS WESTON, *Supervisor.*

From the earliest period of our history, mental culture has been regarded as one of the chief supports, if not, indeed, the corner-stone, of the civil fabric. Declaring at the outset that the *people* were the *Government*, our Fathers were solicitous that each generation, mentally as well as morally, should be fitted for the great responsibilities which would inevitably devolve upon it. To this end, they sought to so educate their children, that they might more than fill the places left vacant for them—that they in their turn might transmit their inheritance, made more precious by the added value they should give it. No one thing has tended more to promote the welfare of our State, or to raise her to the position she occupies among her sister commonwealths, than the liberal sentiment which has always been cherished, and the enlightened policy which has always been pursued, as regards the education of the rising generation. And deeply impressed with this truth, and seeing the bearing it must have upon the future, we know not how we could, in this connection, render a greater service to our fellow citizens, than by directing their thoughts to this fact—and by seeking to impress them with this truth, that the future welfare of the State and the Nation, depends upon the thorough culture of the minds and hearts which are to feel and act in the generation which is to succeed their own. Our children are soon to assume the government and control the destiny of the nation. He who is to be our Chief Magistrate, when another century dawns—if the storm-cloud now hanging over us shall purify rather than destroy—is somewhere, it may be in a public school, receiving the first rudiments of that education which is to fit him for his exalted station. Who he may be, the future only can reveal, but the office lies open to the sons of every household:—and the birth place of fame has often been less noble than is the humblest of our common schools.

If then, the future welfare and success of our children depend in so great a measure upon their mental culture and discipline, it certainly behooves us to spare no effort, it becomes us even to deny ourselves, if need be, that those who are to succeed us may be ready for the work assigned them.

After speaking of the appropriations made for the support of schools, the Supervisor suggests these important inquiries :

But while the town provides for the education of the children within its limits, do those most nearly concerned manifest the deep interest they should possess? States and towns provide general means for general ends—it remains for those most interested to apply these means. And the good or bad results of use or misuse, is never more apparent than when it affects the mental culture of our children. They are our greatest treasures, and rightly trained they may become our greatest blessings. No man, worthy of the name, will neglect the outward wants of his offspring—

yet many a one forgets that the best legacy he can leave his children, consists not in *dollars* or *acres*, but in a well established, practical education. We are too apt to think that when the external means of education are provided, we have performed our whole duty so far as the intellectual need of our children are concerned. That they pass to and from the school-house, day by day, is often the extent of our care, and sometimes, even the regularity of that attendance is governed by the child's caprice, or the parent's convenience—and, if in the end, little progress has been made, the blame oftener rests upon the teacher as unqualified to teach or unfit to govern than where it really belongs. The teacher has a given work to perform. The parent has an interest in the progress of that work. Yet many know nothing of the improvement made or the benefit derived—they never visit the school-room, and they receive their only impressions of teacher and school, from the reports, often garbled and distorted, which the children bring them. The Supervisor has invariably found, in his experience of the last year, as well as in that of similar duties in other years, the most satisfactory progress, and the best schools, in those districts where the parents coöperated with the teacher, by their occasional presence in the school—by their approval of his efforts, and, most of all, by the efficient aid of proper home training. However desirous the teacher may be of doing his duty—however conscientious in the discharge of the task assigned, little can really be effected, unless the parent heartily seconds his endeavors, in hours over which the instructor has no control.

The hint contained in the following paragraph is worthy of careful inquiry in some homes of the State, in which complaints against the schools are very apt to arise :

Once more. Complaints are sometimes made, that children at school acquire bad habits; perhaps, that they learn evil or profane language. It may be true in some instances. Evil comes from contact with evil. But not to direct school influences can this be charged. It comes from imitation, no doubt, but no teacher sets the example. In many cases a wrong home influence is at the bottom of the evil. Are these words always taken from the school to a home entirely free from them, or are they rather the repetition of "household words," uttered so constantly by the parent as to pass without a thought? Many a man, habitually and heedlessly utters profane words, but he is shocked and pained to hear the same expressions from the lips of his child, and he wonders where so bad a habit could have been acquired. More or less of this bad language may be heard among the children. It is morally and legally the teacher's duty to use every effort to restrain and banish it. Yet each of us is responsible for his own conduct and speech in the presence of his children. We should not leave at the door of the school house what may have sprung into existence upon our own hearth-stone.

In conclusion, the Supervisor would direct your attention to the rudiments of knowledge, and urge the thought that they should be made not a superficial thing, but a deep and firm foundation for all subsequent instruction in our schools. Without these, nothing can be accomplished. First of all should the children "give attendance to reading." Writing, Arithmetic, Grammar, Geography, and the history of our own land, at least, should be thoroughly taught. After these, the way will naturally open to other fields of knowledge. The Supervisor trusts, while leav-

ing with his fellow citizens this report of his year's labor—a labor performed with pleasure and satisfaction, as well as with anxiety and care,—that what seems apparent to him will be generally felt—that the schools are all in good condition, and that in some instances great progress has been made. The gradual waking up of public sentiment in the matter of popular education is a good omen.

LOVELL.

I. S. HAMBLEEN, *Supervisor.*

The topic introducing the Supervisor's general remarks is not new, but is very well presented, and *ought* to be heeded by every parent.

The greatest difficulty with which our schools have to contend, is the absence of scholars during school hours. And this difficulty is very much increased by the fact that parents, generally, think it a matter of small importance, if their children are absent a day or two out of each week; and, certainly, it can be of no consequence if they are away only an hour or two each day.

Many parents seem to think that their scholars should be sent to school only as a last resort, when they can find no other employment for them. But stop, and think what work your scholars should do, and what time they have in which to do it. Use the same common sense in regard to your schools, that you do respecting your daily business. If from some circumstances beyond your control, your men could work but six months in the year,—and but few of our scholars can spend so much time at school,—and even then only six hours a day, you would be very earnest for every man to be in complete readiness when the working season arrived; to be on the ground at the appointed hour in the morning, and not leave until the allotted time had fully expired; and not only be present every day, and every hour of every day, but work while present, and work diligently, and no trivial excuse would satisfy you, if there should be any failure on the part of a man to be present. Should you not be as earnest for the advantage of children, intellectually as physically?

But if you do not care for the advantage of your own scholars, you have no right to deprive others of their privileges. Suppose that one-fourth of the scholars are absent from their recitations to-day—and you see from what has preceded, that this has been the average of those absent during the year—and the time is employed in thoroughly explaining some new principle, so that every scholar present completely understands it; if all the class should be present to-morrow, the absent ones of to-day could not go on with the class, and take up the new principles which now arise, because they depend upon the preceding ones, and of those they have no idea. In that case the teacher must spend the whole time of the recitation in explaining the previous lessons to those who were absent the day before, while three-fourths of the class lose their own recitation and their part of the teacher's attention, or what is more nearly just, the teacher goes on with that part of the class who were present, and leaves the absentees to grope along as best they may. This is right; for no scholar who is absent to-day, without excuse, or only a trivial one, should take the time of those who are always prompt, and make the best use of all their advantages. But the end is not yet. A fourth part of the scholars are absent from the next lesson, and not



only from one class, but from every class to which they belong, and soon all order in regard to recitation becomes impossible. Teachers who are really interested for their pupils, finding that they can be of comparatively little advantage to them, become discouraged and conclude to "wear out their time and get their pay." Then, I say, no one has a right to keep his scholars from school without the best of reasons, for he would be unjust to himself, his neighbor, his scholars, and their teacher.

An idea is suggested in the following paragraph, worthy of the attention of school committees. If more pains were taken to train the teachers for their schools, less difficulty would be found in their management :

In closing, I would recommend you to choose some of your best men for a committee,—men who understand their duty and will do it; and instruct them, in addition to their other duties, to hold meetings in the several districts during the winter schools, at least, as often as they may think it profitable; and give lectures before the parents and teachers, and explain to each their duties; show the teacher the best method of governing and disciplining their schools, and of teaching the different branches of education; in short, to teach the teacher how to teach. It seems to me that a small portion of our school money could in no way be more profitably expended.

#### ANDOVER.

WM. V. JORDAN, *Chairman of the Committee.*

This report contains some important incidental hints in reviewing the schools. A question of discipline is pertinently put :

Perhaps Mr. D.'s mode of discipline is faulty,—some have certainly considered it so; but it is an interesting question to ask, where discipline commences, and who, in the main, are responsible for disorderly scholars? And I put the question, not to meet any particular case, but for general consideration. All parents and guardians should remember, that obedience and docility have their paternity and culture in the family, and that good and thorough discipline at home will leave but little for the teacher to do, in that respect, in the school-room.

The ill influence of a school house set forth :

The scholars have been generally backward. A glance at the building which they occupy during school hours, will explain the reason. They have no conveniences, no pleasant surroundings, no inducements to study. There is fine young material for scholarship in the district, but a suitable *workshop*, as well as workmen, is needed for moulding it into shape.

In regard to the time of commencing the Summer and Winter schools, Mr. Jordan thus remarks :

By the present arrangement of our school agents, or by vote of districts, nearly all our Winter terms of school commence so late in the season, that they cannot be closed before the annual municipal meetings in the spring, rendering it impossible to pre-

sent a finished report of these terms at that time. The weather and travelling are generally better for scholars attending school, during late autumn and winter, than during late winter and spring. If schools could commence on the first or by the middle of November, these inconveniences would be in a great measure avoided. Summer schools should commence certainly not later than the second week of May.

Parents hardly believe it possible :

Some who listened to the reading of my report a year ago, were slow to believe that the average attendance was a fraction less than fifty *per cent.*, yet this was literally and *figuratively* true.

#### FAIRFIELD.

JONA. A. SMITH, A. G. EMERY, GEO. RICHARDSON, *Committee.*

Pupils are galled by the yoke :

His school commenced with about forty of the most forward scholars in the district; but unfortunately many of them became galled by the governmental yoke, (not having been accustomed to wear it,) and left, one after another, until they were reduced to about twenty near the close of the school. Those who remained made good proficiency in their studies. The teacher was well qualified to instruct in every branch, and the scholars no doubt would have liked him well had he granted them more indulgence. As it was, some dissatisfaction prevailed both among the scholars and parents.

A gratifying exhibition :

Mr. A. conducted the Winter term. Under his care for the last two winters, extra attention has been paid to the primary branches—reading, spelling and writing. At our closing visit, the scholars fully sustained the good reputation of No. Ten. We found here about *forty very neat writing books*, and the improvement in penmanship, grammar and geography, and more especially in reading, reflects much credit upon Mr. A. and his school.

An old complaint :

Near the close of the term we were called to visit the school by reports of dissatisfaction. We found but few scholars present. Those who had attended regularly, made fair improvement. The complaints were not substantiated to the Committee, and the school having but few days longer to continue, was allowed to proceed. It was not a profitable term. The great difficulty in this district is a lack of harmony on the part of the parents. We have for some time noticed that the jealousies, existing in the district, were having their effect upon the school.

Agents delinquent—as usual.

The law requires the returns to be made to the Assessors in April, so that the Committee can have from them the number of scholars in town, and forward it to the State Secretary on the first day of May. If we fail to make this return in season, the town forfeits ten per cent. of its share of the bank fund, and if we fail to send it at all, we lose the whole. Last year five agents in town failed to make their re-

turns in April, and one of our board was obliged to ride about in the worst of traveling, and at the town's expense, in order to get them in season. Now if the agent of any district neglects his duty, would it not be just for the selectmen to deduct from such district's share of the State fund, the expense of sending for such returns?

#### Disproportionate attention to arithmetic :

We have long thought that too much attention was devoted to Arithmetic, so that other studies, quite as important, have thereby been neglected. And we are glad to find our State Superintendent of the same opinion.

#### A word for teachers and parents :

We have known some teachers to spend much time in fault-finding, stamping, scolding and raving, because their scholars were noisy. This is all wrong,—only adds to the noise, and makes confusion twice confused. We have observed for many years that those teachers succeed best in governing, who let their “ words be few and well chosen.” If teachers would regard this motto, and briefly say just what they mean, scholars would soon learn that they mean just what they say.

In the school-room, the teacher is the power on the throne. But there is a power *behind* the throne, which too often destroys the influence of teachers, and defeats their wisest plans. This is *parental* influence—a power mighty for weal or woe to the character of our schools, according to the manner in which it is exercised. Then would we entreat parents to strive to know and do their duty on this subject. Remember that your children have intellects to be cultivated, manners to be formed, and morals to be guarded. Remember, too, that this vast work must begin at *home*; and that, if you would have it matured in *school*, you must *always*, by your aid and sympathy, coöperate with your teacher. Let your children see that you place a *high value* upon their school privileges, and they will soon learn to estimate them as *you* do. See that they are punctual in attendance. Do not expect perfection of your teachers; and be careful not to speak disparagingly of them to your children.

SAGO.

JOSIAH KEELY, *Supervisor.*

The Supervisor alludes in the opening of his report to the diminished appropriation for school purposes; a temptation on the part of the towns which we should strive to resist :

It is not to be expected that we should be exempt from all the evils which lie so heavily upon our deeply afflicted and beloved country. Economy is one of the lessons which these evils are compelling us to learn. Its practical results have reached your financial appropriations, and as the consequence there has been a diminished amount of money for the maintenance of your public schools.

Fit mention is made of a faithful and patriotic teacher :

At the close of the summer term, Mr. Hobson, who has had the charge of this school for the last eight years, resigned his position for the service of his country. His eminence as a teacher, with many of the qualities which distinguished his social

intercourse, have secured for him a large place in the regards of this community, and many fervent desires for his welfare and success.

#### Permanency in teachers desirable :

One of the next best things to obtaining good teachers in our schools is to continue them. Permanency up to a given point, will always add to their value. This has been verified in this and the last named school.

#### Contention left off after it was meddled with :

The peace and harmony of this district were seriously threatened at the opening of the year; but we are happy to say, that if the members did not "leave off contention before it was meddled with," they were wise enough to leave it off *after* it was "meddled with;" and have thereby secured a continuance of the same pleasant, prosperous condition of things in their school and out of it, as in past years.

The attendance, order, and proficiency have been fully equal to previous years. It is a pleasant sight to see in their neat, commodious school house, 67 pupils present on a rainy day, as I saw in my last visit, which was made unexpectedly to both teacher and school. I only wish parents, too, had been there, to share with me the gratification produced by the habits of order, decorum, and studious application, inculcated and exhibited in that busy and pleasant school room.

#### Parents admonished once more :

Parents should recollect that by sympathy and co-operation, they may greatly aid the progress of a school that may occupy only a position of mediocrity; and by their absence, they may retard, and even nullify, the efforts of the very best of teachers. Let them also bear in mind, that it is much better to endure a supposed, or even real evil, than to seek its removal by means which involve results more disastrous than that which they seek to remove.

#### A more elevated character demanded for our schools :

In concluding this part of my duty, I cannot forbear calling attention to the importance of giving to our Common Schools *a more elevated character*. Not that I would desire any material change in the studies prescribed, or in the text books now in use—but a more thorough scholarship than is now generally gained. It is well known to many of my fellow-citizens that most of our mixed schools, and many of those that are graded, have maintained, with only occasional exceptions, a sort of dead level for several years. For a single season there may have been a slight deviation. A school may have had, occasionally, the fortune to secure a teacher of superior or inferior qualifications, and for the time being, a temporary elevation or depression would occur; but the succeeding season usually finds the same school resuming its previous uniformity.

The demand for such a more elevated scholarship comes from quite a diversity of sources.

The position of the higher schools in our own and surrounding communities, make it necessary.

It is demanded as a fitting sphere of occupation, for the higher grades of teachers now being multiplied, and who will seek employment where their qualifications are best appreciated.

It is demanded by the more elevated standard of education that is prevailing in our higher institutions of learning in this and other states.

It is demanded by the condition of society at large. Its numerous and diversified occupations, are not only finding employment for, and offering inducements to, elevated educational attainments, but require them of all those who will not content themselves to do only the drudgery of society.

To meet this demand for such elevated scholarship, competent persons only should be employed, persons whose qualifications will enable them to give their pupils a thorough scholarship in all the prescribed branches, and who intend to make a business of teaching. After such a grade of teachers has been secured, they should, by all suitable means, be retained. Experience will always add value to their labors, especially in the same position.

It is not to be expected that such advance in the standard of scholarship can be secured without difficulty.

It is quite possible that there may be a want of sympathy with the object. A large class of persons in the community are always satisfied to move on in the same track of a preceding generation. They are averse to changes, be the apparent benefits what they may. Not until the benefits are matters of experience, can they be reconciled to any such innovation.

In still another class of cases, the object may be accomplished by employing female in the place of male teachers. The superior value of well qualified females as teachers of youth, as well as of children, is a point on which there is at present great incredulity. Out of New England, as well as in some parts of it, this value has already been discovered and appreciated; and it is yet hoped that in Maine, no less than in other places, this class of educational laborers will yet find the sphere for which they are so eminently fitted.

#### BELFAST.

HERVY HAWES, EDW. F. CUTLER, C. PALFREY, *Committee.*

The Chairman of the Committee, who appears to have been delegated to act as Supervisor, and who draws up the report, after giving an encouraging account of the schools, closes with these remarks:

The institution of free schools is one of equal interest to the high and the low, the rich and the poor. It is here that the richest man's tax is used for the greatest public good; and it is here that the poorest man derives the greatest benefit from being one of the citizens of an intelligent community. From the beautiful villages and cities which adorn our extensive sea-board to the entire back settlements of our great and growing State, are these privileges now enjoyed; and every year increases its demands for the most capable and efficient teachers, male and female; teachers, who shall be found well adapted to the stirring times in which we are living. Upon our male teachers a large draft has recently been made for the supply of our army. May a kind Providence *spare them*, and return them to their former and more *desirable sphere of usefulness*. As the present condition of our country is, where shall an adequate supply be found?

We believe that in this respect, to a considerable extent, the schools in Belfast have been favored the present winter; but there is room for great improvement. We feel a pleasure in saying that each of the six schools in the city proper, are making at this time, good proficiency. We were much gratified with the visit with which our State Superintendent favored us. We visited with him, each of the six schools here, and also both of those at the Head of the Tide. He was much gratified with their condition and prospects. We earnestly desired that a greater number of the parents would have listened to his very excellent remarks, which were designed for both parents and children. The best of teachers, while they labor for the benefit of children, feel very deeply the need of having the influence and coöperation of the parents. Let every parent think much of this. A very important means of securing good order in school, is to keep up a lively interest, both in the studies and in the recitations.

A school where all the pupils are animated and wide awake, with a glowing desire to improve, will usually have but few cases of insubordination. All teachers should cultivate the power of infusing life and enthusiasm into their schools. To assist them in doing this, parents, when they are properly interested, can do very much.

#### LEVANT.

M. C. FERNALD, D. S. FIFIELD, WEL. BACHELDER, *Committee.*

The schools in this town are represented by the Committee as generally successful, without marked peculiarities. Of the scholars in one district, they speak with commendation, thus :

The scholars in this district, evidently, have a great desire for improvement, or they never would be willing to be shut up in such a miserable, uninviting place as that which they now occupy for a school-house; and as the people of this district are in the habit of having public meetings for the discussion of questions for their mutual benefit and edification, we respectfully suggest the following topic to be discussed at their next regular meeting :

*Resolved,* That the school-house in this district (No. 7) is a nuisance, and ought to be abated.

They reprehend a custom introduced by another teacher :

We attempted to visit the school on the Wednesday afternoon before its close, but found the school not in session. We learned that the teacher was in the habit of dismissing his scholars Wednesday afternoon, after hearing a short lesson in reading; a practice which we should very much regret to see established in a country town like this.

Coöperation of several parties needed to the efficiency of the schools :

While we acknowledge the degree of improvement in our schools for the past year, we are also well aware that it has not been what it ought to be, and what, with the proper care of those entrusted it may be made to be. In order to the highest effi-

ciency of our schools, it is necessary that there should be a mutual and unreserved coöperation of the teacher, pupil, parent and committee.

Where there is a neglect of duty on the part of any of these, the sad effects are apparent in the district and in the school.

How are the schools to be made better ?

In a word, the schools in town are to be made better and more efficient; not by any radical change in the school system, but by improving upon that which we have. By furnishing in some districts better houses, well supplied with black-boards, by supplying first class teachers, by manifesting sufficient interest in our schools, not only to visit them ourselves, but also to see that our children are regular and prompt in their attendance; by casting the weight of our influence on the side of sustaining worthy teachers, of maintaining good order, and the supremacy of school government. Let the youth who are destined to be at once the pride and the hope of our land, share the fullest advantages which our schools can afford; for in these we are to look for the development of that enlightened and loyal sentiment, which shall redeem and disenthral our nation, and uprear new columns for the Temple of Liberty.

#### WINSLOW.

JOHN DINSMORE, *Chairman of Committee.*

Mr. Dinsmore was elected to complete the term of Mr. Garland, who was called, as Mr. D. says, "to nobler service in defense of our country." The Chairman discusses a few points with evident good sense :

*The School-house.* Persons travelling through a place, judge of it by its external appearance, and in like manner they judge of the interest manifested in the education of youth, by the appearance of the school houses. Will a good farmer make no improvements in his buildings, and modes of farming? Will he plow with the old straight beam and wooden mould board, and haul his hay on a sled, and go to mill with his grist in one end of the bag and a stone in the other for balance, because his great-grandfather did, and always got along well enough in the world? Now we have school-houses in town, that look as though they were erected soon after "Fort Halifax," and are about as well adapted to the purposes of modern education, as that fort would be for a means of defence in our present war. Some people are very much troubled about their money, where they can invest it and have it safe. I think the best investment would be in building good school-houses for the education of the rising generation. It would certainly pay a larger per cent. of profit to the town than any railroad stock in the State, and if it did not directly increase the value of real estate,—which I think it might,—it would largely increase the number of good citizens, which would add immensely to the value of the town. If I had the means, and desired to hand my name down to posterity as a public benefactor, I can think of no better and surer way of doing it, than by establishing good schools for the education of the youth. Our country needs more men of large and generous culture, and it is a noble work to train *men* for her, at this hour of her need.

*The Study of History.* And here let me observe that our schools do not attend

sufficiently to the study of history, especially the history of our own country. I have found only three schools where this is a branch of study, and not more than six or eight scholars in all of them, who attend to it. There is also a great failure in the study of grammar. Quite a number of large boys have never attended to it, and others are growing up who look upon it as a useless study. No person can be fitted for the discharge of any kind of business who has not some knowledge of grammar. Hence every young person of ordinary capacity should pursue this study, and should learn to write composition.

*Good Discipline.* The importance of good wholesome discipline in school, is not fully appreciated by all parents, I fear, or they would not be so ready to decide against the teacher, when their children are the subjects of it and make complaint at home. The education of the school-room is not all confined to books. Much is to be learned in respect to habits of neatness, good order, and obedience to law. Moral characters are to be formed in connection with mental discipline, and a vast responsibility rests upon the teacher in this respect, and he needs the hearty sympathy and coöperation of the parents. He who enjoys this to the highest degree is the most successful. Former supervisors have urged upon the agents, the duty of employing teachers having good qualifications, and I need not repeat the injunction. The importance of the duty must be obvious to every one. *Cheapness* should not come into competition with *fitness*.

*Five Days in a Week.* I have thought, however, of making this suggestion to agents, that they employ teachers only five days in a week, and have no school on Saturday, and perhaps pay them less. The advantage to our schools would be two-fold. It would tend to increase the regularity of attendance, and make the classes more uniform in their progress. Parents often want their children to do some things which require their absence from school a day or half a day almost every week. Now if there is one day every week when there is to be no school, they can very easily arrange to have such work done on that day, and not take them out of school at all. So far as I have had observation, this plan has worked well where it has been adopted. Thus the teacher will have a rest one day in the week, and be invigorated by it, and the scholars study better.

#### ORRINGTON.

SOLOMON BOLTON, HENRY B. NICKERSON, *Committee.*

After brief notes upon the several schools, the Committee offer these general remarks :

Our schools, with a few exceptions, have been supplied with competent teachers. This reflects much credit upon district agents, for upon their selection of teachers largely depends the usefulness of our schools. It is for them to decide in a great measure, whether the money of the district, placed at their disposal, shall be turned to the best account or squandered. If we would see our schools prosper, we must have teachers who are able to keep as well as teach school. It is the teacher's prerogative to dictate, the scholars' to obey. Parents have much to do with determining the destiny of our schools. The sleigh ride, the dance, the evening party, and too frequent indulgence with the skates or sled, serve to divert the mind, and create a disrelish for the mental effort and restraint of the school room. The young natu-



rally cleave to these enjoyments, and it is for the parent to decide whether the term of school is the time for these indulgences.

#### Incidental comments upon individual schools :

This term was one of profit to the school. The course of instruction was thorough, and the teacher devoted to her labors. The progress made was commendable. But to curb the refractory spirit of scholars found in many of our winter schools, proves a task for which few females are competent.—An undue familiarity with the scholars prevented that wholesome discipline essential to the happiest results. Questions asked and assignments made by the teacher, were executed with promptness. But a discount must be made for particular preparation for examination.—The district was very fortunate in again securing the services of Miss W., who divided her time and talent, justly, among her numerous charge, giving to each a portion in due season.—The labors of the teacher in this school were attended with much profit, were satisfactory to your Committee, and met with the general approval of the district. By her gentle, untiring efforts she gained the affections of those under her care, and inspired them with a love for their books.—The teacher spent his time and energies for his school, and made his mark. Sickness prevented many from receiving the full benefit of the school. Those present at the examination evinced good and thorough instruction.—Order and quiet was maintained with apparently little effort. The scholars were inspired with a love for the school room and the benefit to be derived from the exercises thereof. The recitations proved that mental and moral discipline received the special care of the teacher.—This school at the commencement was orderly and quiet. But an outside prejudice, (which was ungrounded) preconceived by a few scholars, and fewer parents, much injured the usefulness of the school. The teacher labored on, regardless of the influence operating against him, thereby exalting himself in the estimation of the district. A few scholars, whose influence was, productive of no good, voluntarily leaving, the last half of the term passed quietly.—The teacher well sustained her reputation gained in this school the previous term, devoting herself wholly to the welfare of her school, insisting upon perfect obedience, awakening a cheerful industry, which produced the most happy results. Her labors were appreciated by the parents, whose hopes were fully realized.

#### MACHIAS.

GEORGE WALKER, *Supervisor.*

Mr. Walker notices in the opening of his report, a happy improvement in the average attendance, as well as in the number of scholars registered,—justly remarking, that “the attendance at school, the regularity and punctuality, is the rule by which we may determine the interest our citizens take in the cause of education ; it is also the measure of the benefit you derive from the money you expend.”

He then introduces an important point in the management of the High School :

The High School has been kept but two terms the past year, in accordance with your vote. It may be well doubted whether there is much wisdom in the plan, and whether, after all, there is much economy in the money saved. It is true that the attendance upon the High School during the summer term, is not so large as during the other terms; but those that do attend, form the nucleus of the school; they get more advanced, they give character to the school, and serve as an example to inspire others to a just emulation. Besides, the Grammar and Intermediate schools are crowded, and there is no way of diminishing their numbers, but by promoting from the Grammar School to the High School, and if there is no High School for the summer term, these schools must remain crowded another term. A school cannot long remain a *High School*, that is open to scholars only twenty weeks out of fifty-two in the year. There is great danger that if the course of shortening the High School should be persisted in a long time, our school system would be essentially crippled. Scholars do not like to leave the Grammar School, if by so doing they lose one term of schooling each year.

The following point has not been suggested in any other report :

In the Primary schools there is a difficulty that parents might very easily remedy. I find in some of these schools some fifteen or twenty children four years old, that do not know their letters. These children of course, cannot study, they cannot improve themselves. The only chance they have for improvement is when they have the personal attention of the teacher. Three hours, or one hundred and eighty minutes, forenoon and afternoon, divided among but fifty scholars, gives to each but little more than three minutes each half day. This takes a long time to teach children to read and spell. Now if parents or older children, would devote fifteen or twenty minutes each day to teaching these little children their letters, and the rudiments of reading and spelling, they would do more to lessen the fatigue of teachers, than they could do in any other way. To this duty I would most earnestly call the attention of parents. See that your little children are put in a condition for study and self-improvement as soon as possible.

The following sad picture, or some other procuring cause, has provoked the people of Machias to good works. In beautiful contrast with the old house, we saw in October a fine new edifice, two stories high, nearly finished, neat and tasteful in all its arrangements. This town is now nearly unsurpassed in the school-house accommodations which it furnishes :

The growing wants of your town for more spacious and convenient school rooms cannot be longer deferred. One Primary school has been kept in the hall over the vestry; another in the old school house opposite Mr. Hemmenway's. Neither of these rooms are fit for children to be in. The vestry hall is a poor room, poorly furnished, poorly ventilated and poorly warmed, and to children, almost inaccessible; as you have to ascend to it by a long flight of winding stairs, where little children are in constant peril of life and limb. The school-house is an antique, rickety old building, worse than the vestry hall if possible; unlike the hall, however, it is rather too well ventilated, especially in cold weather. It sets up on blocking, the sills and

foundation are gone to decay and out of place, so that the floor is uneven and open. The plastering is dropped down, and if replaced, will not stay, as the building is open and leaky. Under these circumstances, you need and must have, a new school-house, with two school-rooms in it, suitable for a Primary School and an Intermediate School, and then take the Bell school-house for a Primary School.

## AUBURN.

JOHN L. HAMMETT, *Supervisor.*

Mr. Hammett has not been idle. In visiting his twenty-one schools, he says :

During the year it has been necessary to make one hundred and fourteen visits to the several schools, occupying fifty-five days; to hold twelve examinations for the accommodation of thirty-five teachers, and to travel nearly five hundred miles. Besides these there have been a number of days spent in perfecting the grade of the schools.

He reports only two cases of insubordination, requiring the aid of the Supervisor in overcoming them. Why should there be *one*, in this day of better things ?

Mr. D. labored hard in this school, and his success might have been complete, had all the scholars united in their efforts to improve; but while some studied diligently and profited by his instruction, others seemed to put forth every effort to perplex the teacher and destroy good government. Let those scholars remember that unless they change their course they will reap a poor harvest from such a sowing.

The Supervisor suggests a plan for the union of the academy and the district in organizing a proper high school. This plan has been carried into effect in Bath, Augusta, Cherryfield, Calais and elsewhere, and ought to be adopted in Auburn. Mr. H. says :

Here we have in the same district a grammar school with classes pursuing college studies, and an academy with classes which it will take a year to get through simple interest understandingly. This course compels the village to support two teachers, both qualified as college tutors—one in a private and the other in a public institution—and *both* of them spending half their time or more, in teaching branches belonging to the lower classes of a grammar school. These things ought not so to be; and now, at the request of some interested in both the Academy and public schools, I venture to make the following recommendation, viz. :

That the district obtain a special act from the Legislature, empowering them to unite with the Trustees in sustaining a high school, etc.

The Academy fund was bequeathed to that institution as a public good. There has been in time past, a necessity for that institution, and many are the young men who can fondly look back to it as their *alma mater*; but the time has passed away;—the progress of the age, and the prosperity of your village, alike demand that this should in *some way* be connected with your public schools; that the teacher who presides over this school should devote his time to the higher branches exclusively;

that scholars should only be permitted to enter on certificate of qualification—the town committee and academy directors forming the examining board.

#### When shall this evil be understood ?

The scholars here have too much the notion that the greater the amount passed over, the greater their progress. This has led them to be too superficial in *all* their studies. If they had pursued the course of thorough review, recommended at the commencement of the term, their examination would have been much more satisfactory. And here let me add, that unless those scholars commence at the very first principles of all their studies and review them carefully, they will be sure to feel the need of it severely in less than twenty years.

#### Will East Auburn hear ?

The stranger, as he approaches East Auburn, looks for a building worthy the name of a Temple of Science for so flourishing a village; but he looks in vain; he sees a noble church, a commodious hall and private residences, doing credit to the place; but the school-house, the place where food for the immortal mind is to be furnished, where principles of science, morals and religion are to be inculcated for generations to come, is an old dilapidated structure; enough of *itself* to kill out all interest and pride in the scholars there attending. Citizens of East Auburn, do not let another summer pass without erecting a neat and commodious school-house, and you will find that your scholars will take enough greater interest in their studies to more than repay the interest of the expenditure.

#### The boy that missed it :

One of the larger boys refused to obey the requirements of Miss Humphrey, using improper and unkind language. I was called to adjust the matter, and after giving the case a full hearing, gave the young man his choice, either to obey all the requirements of the teacher, and set a good example for the younger scholars, or else leave the school. He chose the latter. The school returned to its former good condition, and at its closing examination showed the good effects of the thorough, systematic teaching of Miss Humphrey, and we could not but feel sorry that any scholar had lost so profitable a term of schooling.

#### A good example commended :

Miss S. did well for this school, and the scholars showed by their diligence the interest they took in having a thorough education. Six scholars did not whisper during the term, and a number of others only once or twice. Let all the scholars in town adopt this as their rule of action, and it would not be long before we should find a higher order of schools and a better class of scholars.

#### A new discipline suggested :

At the commencement of the term there was not only a disposition, but a determination, on the part of some of the large unprincipled boys, to break up the school, but they found the wrong man at the helm to frighten away with their impudence. On being called in to devise the best means of securing good discipline at as early a day as possible, I tendered to Mr. Ludden the services of the village police, to lodge in Auburn jail, for trial before the proper authorities as disturbers of the peace, all

such scholars as from that day forth should manifest any tokens of willful disobedience, at the same time encouraging the scholars by setting before them a more excellent way,—to pass a resolution to the effect that they would try, for one month, to assist the teacher, by diligence and obedience, to have a school that should do credit to themselves and their teachers; and if on a month's trial the plan proved satisfactory, to continue it through the term, that their school might be a blessing to them. The week following the same resolution was unanimously adopted by the girls, and from that time the progress was most satisfactory. Notwithstanding one of the worst storms of the winter on examination day, there were over fifty scholars present, who acquitted themselves with great ability. Mr. L. should be continued in this school through the coming year. The work is just begun; the first principles are just ready to be left behind, and the scholars prepared to go on to perfection. Change teachers, and the work of the winter will be almost lost, and the same ground to go over again, with more than an even chance of much poorer success.

I am happy to notice the adoption of a plan suggested in my last annual report :

On examining our schools at the commencement of the year, we found some whole schools which were not able to tell when America was discovered, when the revolution commenced, what were some of the causes, how long it lasted, and by what nations it was carried on. We found the mass of our *teachers* sadly deficient in a knowledge of American history, and many of our older scholars could hardly tell the Constitution of the United States from the Revised Statutes of Massachusetts. It was evident that something needed to be done. To introduce history as a *study* into all our schools would be next to an impossibility. "Hard to commit," "want of time," and "treacherous memory in regard to dates," would all be brought up as objections to such a course; so after due consideration, and with the advice and consent of some of our best teachers, we recommend to all the first reading classes in town to adopt Quakenbos's History of the United States as a reading book, using their First Class Readers only occasionally for variety's sake. The result has been that one hundred and seventy-five of our best scholars have been reading, for three months, American History. The result of this reading, together with the questions naturally arising while passing over it, has been to awaken a general interest in that subject throughout the town, and now many of our schools will pass a very satisfactory examination in that too much neglected branch of New England education.

A severe remedy, but not a very improper one in extreme cases :

For the tax-payers of any town to provide means for the education of all the children in that town, and then in after years to be obliged to support as criminals or paupers some of those same grown-up children, in consequence of their ignorance, is an insult to community which ought to be remedied by a special provision of the law, which would send to the House of Correction or Reform School, all such scholars, unless permitted by the school officers to remain at home for good and sufficient reasons.

## CALAIS.

H. V. DEXTER, I. J. BURGESS, S. H. KEELER, *Committee.*

Calais is one of the towns in which an academy, poorly sustained of itself, has become a part of the district system of graded schools, with good results. The Committee say :

The Calais Academy, by an arrangement between the trustees and the district, is carried on by the latter as a high school, and receives all scholars from the district, who have reached the prescribed qualifications, together with such tuition scholars from beyond the district, as may from time to time apply. By this means, the district have the free use of the building, and one hundred and twenty dollars a year from the Academy funds. The plan has been found to work well, and the same advantages might be enjoyed by any or all the other districts in town, provided they should see fit to come into the arrangement. Scholars from all parts of the city would thus have an opportunity to study Navigation, Surveying, Book-keeping and ancient and modern languages, without the expense of tuition. Would it not be for the promotion of our educational interests for the city to carry on this school instead of the district, and thus make a general high school? The school has been taught by its former principal, W. J. Corthell, whose examinations always evince a high order of instruction, and thorough training on the part of the scholars.

The Grammar School has been under the instruction of Mr. J. M. Dyer, who has occupied that post for nearly twelve years, ever manifesting an earnest devotion to the interests of the school, and securing a measure of success of which any teacher may well be proud.

#### Absenteeism, and one of the remedies considered :

We have not given the statistics of all the districts, from the fact that all the registers have not been yet returned. But, enough has been produced, to show a wide contrast between the number of persons, whom the law makes scholars, and the amount actually registered in the schools; and also no small discrepancy between the number registered, and the average attendance. With these significant facts before our mind we cannot fail to see the culpable negligence of which many of the scholars and parents are guilty. Something must be done by the teachers to remedy the evil. We know of some, who, when scholars are absent, inquire into the cause, and even go to the homes of the scholars, for this purpose.

This course always has a good influence, and schools thus looked after, never fail to show a large average. But parents can do still more, by laboring to secure punctuality and regularity on the part of their children. And then, the question arises, whether the authorities might not do much, in many of the districts, by properly enforcing "the truant laws," which the State has wisely enacted. See Revised Statutes, School Law, Chap. XI, sec. 12, sec. 13, sec. 14.

With reference to school appropriations, the Committee can not but hope, the sum will be increased rather than diminished. The amount raised last year, exceeded, by only \$127.40, what was actually required by law, and was but \$1.57 for each inhabitant, between the ages of four and twenty-one. Cannot parents afford to tax themselves more than this for the maintenance of our free public schools? Many other towns and cities in our State do far better. There is one town in this county which

raised \$1,290 more than required by law ! Others in this State exceed the requisite sum, by four, seven and eleven thousand dollars. Money expended for purposes of his kind always pays well in the end. Communities, liberal in school appropriations, become the most intelligent and prosperous.

Why should it be thought useless to urge this matter ?

And if it would not be wholly useless, the Committee would urge upon the citizens the importance of more taste in the surroundings of our school buildings. Not only should every school-room be neat and pleasant, with chairs, tables, blackboards, maps, globes, and other furniture necessary for the wants of the pupils, but the grounds should also be cleared of hideous objects and made inviting to the eye. Who does not know that shade trees, gravel walks, and pleasant play grounds, all have a softening and refining influence upon the young. Wherever these objects have received proper attention, the children have become comparatively free from those destructive tendencies which characterize less cultivated communities. It is high time that the work were begun in earnest.

#### SPRINGFIELD.

OSGOOD N. BRADBURY, *Supervisor.*

Mr. Bradbury reports very fully the condition of each school. The following case of punctuality is worthy of being transferred :

I noticed one little girl, nine years of age, Abigail M. Norton, who was present every day during the session. And I am pleased with the opportunity of recording the fact, and placing her name on record before the town. She lost none of her school money by remaining away from school. I think it must be that her parents understand the importance of a good education.

An important principle is alluded to in the following notice of District No. 3 :

This school has been under the direction of Rev. C. E. M. during the year, as heretofore. There have been three terms of the school during the year. We see in this school the advantages of a large school district, giving a large number of scholars, and consequently a large sum of money ; and the advantages of paying a good price, and thus obtaining the services of a good teacher ; also the advantages resulting to both school and teacher, of continuing the same teacher in the same school for more than one term.

The great deficiency again :

Parents have a more important duty to perform in this respect than many are aware. Considering the matter merely in a pecuniary point of view, it is certainly their duty to look after their money matters better than that. They would be denounced as criminally negligent by all the world, to be so wasteful of the dollars and cents, which if lost to-day or this year, might perhaps be made good again to-morrow, or the next year. But alas, when these privileges of an education for their children, are once wastefully frittered away, the golden hours can never more be made to come back to bless them with their presence.

### A bad picture of school-houses :

You have become by long acquaintance altogether too familiar with their dirty, slovenly appearance—their loose, rickety windows—their rough, uneven, open floors—their places of *youthful torture*—their bruised and battered and perhaps hingeless and latchless doors—for me to awaken anything in your minds but feelings of the utmost respect and esteem for their dilapidated and venerable forms ! But nevertheless I have my opinion of this whole race of antiquarian fossils ; and I only wish I had the power to reach the hearts of the fathers now present, and through them the hearts of the mothers at home, of all the little girls and boys, who are being, year after year, *tortured* in these *public pillories*.

### Of teachers, he says :

A majority of our teachers are not what they ought to be. I was disappointed in many instances upon examination, in finding so great a want of knowledge of even our most common branches. But it would have appeared like arrogance in me to deny certificates to persons holding papers from preceptors of academies, as also from the school committees of perhaps three or four different towns, to the effect that they were well qualified to teach. My only course in such circumstances seemed to be, to defer to the opinion of those of more experience in such matters than myself.

But I believe our schools can never be brought where they ought to be until our school authorities, by refusing certificates, raise the standard of requirements for the responsible and important position of school teacher. This will tend to raise the wages of *good* teachers—and it will then *pay* to educate one's self for the position. This process will elevate and improve our schools generally. I hope this course may be followed to some extent, at least, hereafter.

### Of morality and manners, he discourses :

This is a subject which should be considered by every agent when he engages a teacher. If a woman is unladylike in her deportment or conversation—if she is rude and unguarded in her speech, she ought not to be placed in charge of young children. If a man is uncouth in his manners—reckless and rough in his speech, he is not a suitable person to teach grace of manners to our scholars. Our children are always learning something at school, besides the lessons in their books, and how vitally important it becomes, that the guiding, directing hand, should be steady and firm, the head clear and cool, the heart sympathizing and warm, the manners pure and above reproach. I cannot believe there is any fatal necessity that our children should become morally polluted at the very fountains of science.

I believe that in this respect our schools compare favorably with those of other towns. I know there are a few exceptions to the general rule, and that we have a few—a very few—scholars in our town, who are rude and profane in their speech, uncouth and uncultivated in their manners, and whose presence is really an injury to the schools to which they belong. Why cannot *all* of the larger boys of our schools learn and practice that pleasant refinement of manners which distinguishes the gentleman from the uncultivated boor, and raises the young man, as well as the more advanced in years, in the scale of social life and refinement. What a *credit* it would be, and what a *benefit* to themselves individually, and how would our town gain by the change !



## BREWER.

JOSEPH HOLYOKE, JOSIAH HUTCHINS, GEO. A. SNOW, *Committee.*

This Committee do not indulge in any general comments upon school affairs, but report briefly upon the separate schools.

Why are children in many country districts in advance of those in some villages ?

The teacher was earnest, and apparently interested in her work; and the school gave good evidence that her labors were well directed. There were scholars in that little school that were far in advance of many scholars of corresponding age in our village schools.

Drilling *versus* hearing of recitations :

The thoroughness and accuracy were the natural results, it is believed, of the method of teaching pursued. Classes were not called out for the sole purpose of hearing recitations, but they were thoroughly drilled, and oral instruction was freely imparted.

Discipline for tardiness and absence :

The attendance on this term throughout was good, being as large at the close as at the beginning, which has rarely occurred before. Much is believed to be due to the exertions of the teacher in this respect. Knowing that no true progress can be made where the attendance is inconstant, she made absence a matter of discipline, and light excuses for it were not accepted.

The natural result of mutual sympathy :

This was every way a good school. All the recitations at the closing examination, were so well sustained that it is not necessary to specify. Mr. H. has the happy art of securing the hearty coöperation of his pupils and the mutual sympathy which existed between teacher and scholars, together with untiring labor on the part of all concerned, made it a very pleasant and profitable term.

Mr. G. has had the experience of many years in teaching, and with his energy, firmness and decision, together with the hearty coöperation of his scholars, the school was soon brought from confusion and strife to good order and discipline.

## ALBION.

GEO. H. WILSON, O. O. CROSBY, W. C. CROSBY, *Committee.*

From this very brief report we can make only brief extracts. The first makes mention of a case of improvement under difficulties.

The improvement was good; but if any one should see the house, we think they would wonder at it. All we can say about it is, we think it is a disgrace to any civilized community.

Letting a school "slide"—to its great disadvantage :

This school commenced with good interest, and so continued for about eight weeks;

but having so much ice, the fondness for skating rather got the ascendancy, and the parents seeming willing to have it thus, the latter part of the school was not as profitable as otherwise it might have been.

#### MOUNT DESERT.

E. E. BABSON, *Supervisor.*

After briefly surveying the schools of his town, Mr. B. closes with a reference to one of the standing evils, thus :

Last year it was found by examining the teachers' registers, and comparing them with the agents' lists, that about one-sixth of the scholars who draw school-money, did not attend school at all; and that about one-fifth of the time of those who did go, was entirely lost by their being so irregular in their attendance. In this particular, I cannot see that the present year has been an improvement on the past. Who is to blame? Whose fault is it, that scholars are allowed to absent themselves from school—one, two, or three days in a week? Why are scholars allowed to disturb a school by going in at ten o'clock, or absenting themselves from recitation whenever they have a difficult task? The teacher's fault, do you say? It is a matter that the teacher cannot control.

Parents, would you have a profitable school? Would you have your children receive the greatest amount of benefit possible from your teacher's labors? Then awaken to your duty,—feel more interested in the welfare of both your teacher and scholars,—regard the success of the school as your children's gain, and its failure as their loss and yours. Do not try to put all the responsibility of having poor schools on teachers, agents, or the Supervisor. Send your children to school in season, and see that they do not play truant. Do not keep them out of school for any trivial cause, but cooperate with the teacher in maintaining good discipline, and promoting the usefulness of the school. Parents should influence their children to make a poor school better, and not allow their children to influence them to make a good school bad. When parents shall feel as much interest in the training of the youth in our land as they now do in matters of not half so much importance, we shall see our common schools rise to the position which they ought to occupy.

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NOTE.—Further remarks of school officers will be found on later pages of this Report.

## EXTREMES IN EDUCATION.

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The statute makes it a part of the Superintendent's duty, to offer such "suggestions and recommendations" as he may think worthy of a place in his Annual Report. In examining schools, consulting with teachers and school officers, and otherwise noting the views and methods of education which obtain currency in the community, the tendency to run into *extremes of opinion and practice in school affairs*, is constantly brought to my attention.

It is no marvel, to be sure, that in this department of labor and thought, as in all others, men should fall into this error. The tendency to extremes has been common to all places and all times. One of England's famous poets, with painful truthfulness to his own experience, sung to his brother man: "Thou pendulum betwixt a smile and tear." So in every department of life,—not in the area of surging passions alone, but in every field of opinion and action, as well, men are found swinging from one extreme to the other, of life's manifold arcs of vibration. I know that some men seem to rejoice in this eternal oscillation; pleased, like children, to swing all day, no matter how far and high, apparently for the mere pleasure of the sensation. Others, more seriously claim that this perpetual vibration is a kind of moral necessity for keeping the great clock-work of life in motion. Let us rather, taking the needle for our guide,—whose vibrations, when disturbed, are always growing beautifully less,—endeavor to find the middle of the arc, and thus the pole-point of central truth.

### IN THE MATTER OF SCHOOL GOVERNMENT.

This tendency to extremes in educational affairs, may be noticed first in the matter of government. Educators, in the family and in the school alike, have differed very widely in regard to the kind of government most suitable to be exercised, and the means of enforcing it. We have the strict disciplinarians and the free-and-easy. For the strictest sect of the former class, we must look back

to an earlier generation. Children, in those days, were often held, not merely to obey the requirements of parents and teachers, but to do it with an exactness and rigidity of compliance, and with a severity of treatment for any failure, which rendered obedience but a hard and slavish duty. The parent or teacher became too often a mere tyrant in his little empire of trembling subjects. Without reason or reasonableness, he stood over them in the exercise of a cold and heartless domination, with apparently no higher motive than to maintain an austere mastery.

The means of enforcing this style of obedience corresponded with the spirit of the requirement. The rod, in some style of preparation, green from the nearest birch, or well-seasoned,—green-hide or horse-whip, ferule or shillalah, was at once the emblem of authority, and its most potent vindicator. At home, it hung over every mantel, and at school, graced every teacher's desk; and rarely did a day go by without giving to the father or teacher some occasion to show the strength of his good right arm. There were, moreover, certain barbarisms of this old-school regime,—such as standing on one leg, extending an arm, wearing a fool's cap on the head, or a gag in the mouth, or a split stick or quill upon the nose, —which need only be named to remind us of the austerities of those times which tried the poor children's souls.

From this extreme, there is no wonder that opinion and practice vibrated to the opposite. Men came to believe that children were restrained too closely and punished too severely, and by methods too harsh for reasonable and susceptible minds. Hence, the swing across the middle line of truth to the opposite error. So that now, we are oftener pained with the laxity and false tenderness of parents than with their undue severity. The same error very naturally finds its way into the school-room. The sentiment of the household soon demands admission, and finds place in the teacher's domain. The child who is uncontrolled at home, claims the same exemption at school. If he is bribed or coaxed by his mother, why should he yield to the wishes of his teacher, without a similar consideration? If allowed his own way when properly subject to the authority of parents, what propriety, he argues, in regarding the will of the teacher, whose authority is surely no greater? Thus, the prime principle of obedience is broken down at home and at school together, and parents and teachers alike become subject to the usurped authority of the child. This comes, in great measure,

from the assumption that children, as reasonable beings, creatures of sensibility and conscience, should be reached, in matters of discipline, only through these higher elements of their nature. Forgetting that children have corporeal natures, also, to be restrained and controlled, sometimes, by means appropriate to that department of their being,—if moral considerations fail, such parents appeal to certain lower appetites and selfish motives. The child is allured to obedience by promises of “something good.” His mind is filled with visions of coming cakes and candies, or picture-books, or hand-sleds! What cheerful obedience is thus secured,—so long as the stock in trade lasts! With what alacrity the dear child hastens to obey his mother’s requests, or to learn his lessons at school! “Charlie, dear,” says a tender mother to her petted boy, who comes sulkily to the table, “will you have a piece of bread and butter?” “No,” replies Charlie, “I want a piece of pie.” “Charlie, dear, hadn’t you better have your bread and butter first?” “No I won’t, give me my pie now,” is his imperious demand, and he gets what he clamors for. Charlie has conquered his mother; indeed, has made a long succession of such conquests, until he finds them very easy. Such a mother is to be both pitied and blamed; and the father more, who gently acquiesces in mother’s management and Charlie’s ruin; while the poor abused and patient teacher submits, as best she can, to his corresponding conduct at school. Whatever her theory may be, her practice must conform to that which has been inaugurated at home. The coaxing policy, commenced by the parent, must be pursued by the teacher, or there is trouble in the camp forthwith.

Now, between these extremes, in the government of children, there is a wholesome medium. On the one hand, I have no sympathy with the stern and rigorous authority, the domineering tyranny, which rules its subjects with brutal force; which forgets that children have sensibility and reason and conscience, to be developed by wise and skillful training. Nor, on the other hand, can I submit with patience to the milk-and-water theory which reckons all children as so many innocent creatures,—not lower than the angels,—needing only to be let alone to expand into full-fledged perfection. The true theory of management takes them as they are,—the unexpanded germs of common humanity, capable of growing into worthy citizens; having noble elements of character, with divine affinities, and aspirations for the true and good; and

at the same time, capable by wrong direction and untoward influences, of missing these lofty aims and utterly failing of life's great ends.

To train such powers to a wholesome development, requires at once the voice of persuasion and the hand of restraint; the faculty of alluring and the power to compel,—gentleness in the manner and firmness in the execution; a love for the child which overpasses the bounds of mere natural affection, and embraces in its purview that child's whole immortal career. Such authority appeals to all that is high and noble in the child's or pupil's nature, but none the less applies the hand of restraint and the rod of correction when better persuasives fails. It knows nothing of weak allurements, which even a child despises, but makes its firm and high demands in the name of truth and duty. It summons to prompt obedience, with suitable penalties for willful failure, and makes no idle threats.

If such only was the spirit of the fathers,—fathers too often traduced and belied by a degenerate posterity,—I would to Heaven the children were *as* the fathers this very day.

I ask, then, that a dignified authority resume its place at the fireside, the table and the teacher's desk. Let that authority be tempered with gentleness and exercised with true greatness of heart. Thus will the family and the school together, be redeemed from a loose lawlessness on the one hand, and from the reign of tyranny and terror on the other. Obedience will become cheerful and prompt, and the relations between teacher and pupil, parent and child, will be the more delightful, as they are controlled most successfully by the combined influences of reason, affection, and the sense of right.

Reducing this general doctrine to the ordinary management of the school-room, I would require exact obedience in all things essential to the welfare of the school. I would be careful not to demand of pupils what would be at once difficult to perform and of little advantage to individual pupils or the whole school, *when* performed. While I would require great good order, and the utmost punctuality in every duty, I would avoid the sternness of military rule, and would abate somewhat that exactness of military order and movements in the school-room, which some teachers have advocated. The school wheels will run all the easier for a *little* play.

If we pass now from the department of *government* to that of *instruction*, we shall find the same tendency to extremes.

## IN THE DEPARTMENT OF INSTRUCTION.

Let us look first at the *matter* of instruction. Educators differ widely as to *what* shall be taught in the family and school. Some insist, for example, that all studies shall be *practical*; intending, by their use of that term, such studies as can be made directly available in the business of life. Others contend that the main object of study, whether in common school or college, is discipline of the mental powers.

The one class, like master Gradgrind—borrowing a neighbor's use of Dickens—would have only facts communicated in the instruction of the schools. "What I want," said he, "is facts. Teach these boys and girls nothing but facts. Facts alone are wanted in life. Plant nothing else, and root out every thing else. Stick to facts." Stick to *the practical*, says our extremist, of the one part. He quotes with great faith, the saying of one Agesilaus, king of Sparta, who, on being asked what a child should learn when young, replied, "those things which he will need to practice when he becomes old." Is any thing more reasonable than this, says our man of *practical ideas*. What needs a farmer to know about Algebra, or a physician about conic sections? Why should the village blacksmith, in embryo, study geography, since he will never expect to leave his forge; and what use of history to the children of the city alderman, who does not care to have them know who even their grandfather was? All studies beyond the demands of common business in common life, they would ignore as useless, and as for "college learning," they hold it in perfect abhorrence.

On the other hand, many educators, who have been trained in the higher schools, and who have become familiar with the idea that study in school or college is intended to sharpen the wits and train the powers for service in any field, stand too often, with one foot upon the classics and the other upon the mathematics, and swear by all that is great, that there is no other foundation of true learning; and that without these, all other knowledge is vain! The one party cries, "practical knowledge—useful learning—give us the facts." The other repeats the old triangular: "classics—mathematics—discipline!"

Gentlemen, the truth is between you. I wish for *my* son, both the discipline and the practical knowledge; and so far as may be,

I would secure them both, in one and the same series of studies. Let the useful branches be pursued with such exactness, the facts arranged with such care, and classified with such philosophical accuracy, that discipline and knowledge will come from their study at the same time. Let the facts of chemistry, for example, the mutual action and reaction and combination of elements, constantly going on in the world of atoms, furnish a fund of living interest to the young mind, while they tax and train the powers in deducing and committing their marvelous formulæ,—formulæ hardly less difficult to trace and remember, than those of Algebra. Thus, while our extremists quarrel over their several favorite courses, as *practical* on the one hand and *disciplinary* on the other, I doubt whether our children should pursue any branch of study, which does not give them, in its acquisition, *both* knowledge and discipline. At the same time, it is not necessary that every study should conduce to these two ends in an equal degree.

Again, there is a wide difference in public opinion upon the question of the solid and ornamental in education.

Farmer Jones takes his daughter to the Female Collegiate Institute and cautions the Principal against allowing her to pursue the "high-falutin" studies, as she will probably be only a farmer's wife, and wants only a *solid* education. Wise old gentleman! He has seen his neighbor Smith's daughters spoiled by a quarter's tuition in French and two quarters at the piano; semi-acquirements wholly useless, he thinks, when they return to the churn and the wash-board! He wishes Nancy's studies, therefore, to be confined to arithmetic, grammar and natural philosophy; not quite certain whether even the last named branch will do her any good. He has a particular aversion to Calisthenics, because of its reputed resemblance to dancing; and he wishes her musical training to be confined wholly to psalm tunes! Nancy is somewhat tried by her father's strict injunctions upon the Principal, since she has some little aspiration for a different style of accomplishments, and secretly resolves to learn what she can by looking on! But the old gentleman has hardly withdrawn from the office of the principal of the Female Collegiate Institute, when the Honorable John Stubbs is ushered in with Flora Matilda, his daughter, and her cousin Florence Angelica. He represents that their mothers had but few advantages fitting them for city society, and had resolved that their daughters should not suffer in the same



way. The young ladies had already a good knowledge of the multiplication table, and could read well enough, as they never would become teachers. Any knowledge of the sciences and mathematics would be wholly unappreciated in the higher circles of society in which they would move; and he desired them to pursue only the ornamental and fashionable branches. They would like to study the easier parts of English grammar, omitting the analysis and other difficulties. They would take lessons on the piano, if they could commence very soon with "pieces." They would also need a quarter in Italian to aid them in the *execution* of the splendid opera music, in which they were already quite proficient.

Was dancing taught at the *Female Collegiate Institute*? If not, they must go into the city twice a week, to continue their lessons, as they must not give up, even for a few weeks, so important a part of their education. Certain other matters of dress and etiquette he hoped the lady-principal of the Institute would attend to, with great care, as the young ladies were now finishing their education, preparatory to admission into the first society!

Now, wiser men than farmer Jones, have a similar leaning to the *solid branches* for their sons and daughters, and a similar dislike for everything that smacks of the superficial or artificial. And wiser men than the Honorable John Stubbs, have been seduced into the notion that a daughter's education was mainly serviceable as it should enable her to make a fair show in the flesh!

How much better the royal mean, which the king of Israel struck, when he prayed that his daughters might be as corner stones—polished after the similitude of a palace; combining in their persons and characters, the strength of polished marble, and its beauty as well. The education of our children in either direction, without due regard to the other, must produce distortion and deformity. Let us, then, endeavor to secure for them, an education which shall combine, so far as possible, both the solid and the ornamental. While we seek to lay the substantial foundation, let us not fear to erect the graceful superstructure. Let the broad and generous education which we advocate, include along with the best intellectual development, whatever may be attainable of esthetic culture. One is but the appropriate complement, the befitting counterpart of the other.

I find this tendency to extreme opinions and practice existing in regard to *the number of studies* which pupils may pursue with

profit in the same term. I frequently find children in the common schools, and even young men in the academy, attempting recitations in five or six branches, higher or lower, in the same day. This is sometimes done from a kind of supposed necessity; sometimes from the notion that it affords to the scholar an agreeable variety, and sometimes from the fancy which a boy may have, or his parents for him, that he would thus seem to be doing a large stroke of business! Far less frequently, we find scholars who wish to pursue but a single branch of study in one term. It is a favorite study, perhaps, or he may imagine that his progress will be more rapid if his attention is devoted exclusively to one branch. Admitting that either of these extremes may be adopted properly, in some unusual circumstances, it is hardly necessary to remind intelligent persons that, as a general principle, the true course lies between. Enough of variety to relieve the student, and not distract his attention, should be secured. Two or three branches, requiring any considerable study, are as many as ordinary pupils can pursue with profit in the same term. Some others may come in as occasional or incidental exercises, without damage. This matter would, without doubt, become sufficiently well regulated, if it could be left in the hands of judicious teachers. But many parents and children, run constantly into the extreme of too many studies at one time. Better, by far, have longer and more thorough lessons in a smaller number of branches.

But the subject has another aspect. Shall the children devote the whole period of their education, longer or shorter, to a few branches or to many? In regard to the fundamental branches there is less opportunity for a division of opinion. But as they pass to the higher branches, the question becomes more serious. For example, if they have two years for the study of the natural sciences, shall they attempt to survey all the departments of nature, or limit their attention to a few? If they have two years of solid time for the study of languages, shall they divide it between two or more different tongues or devote it all to one? If they have two or three years for esthetic training, shall they divide their time between drawing and painting, music and the higher arts of composition, or shall they ascertain their predominant aptitudes, and pursue some one of them, neglecting the other? It is said to be a peculiar trait of the Yankee mind, to desire to know a little of everything. Hence our danger of running into an extreme multi-

plicity of studies. The other extreme is seen in some students of special departments. They make some one language, or science, or department of a science even, a life study. It is very true that the position and duties of the ordinary American citizen seem to require for him a wide range of general knowledge. At the same time I doubt not that a higher discipline and a more effective knowledge would come from the more thorough pursuit of a smaller number of branches. Our education tends to the shallow and incomplete. We should encourage then a more exhaustive investigation of fewer departments of knowledge. No man, nor woman, nor child, can learn everything; and if thorough attainments rather than multifarious smatterings, could once become the rule and the fashion, this kind of knowledge would be far more gratifying to its possessor and more useful to the world than the wider range of shallow beginnings. This view of the subject applies of course, more especially to the higher schools and to private study.

There is still another aspect of the general subject, applicable to the lower and to the higher schools alike. Supposing that our public schools, as an ordinary fact, have undertaken as many branches of instruction as they can profitably manage, and supposing that the kinds of instruction introduced into these schools are very nearly what the maturest wisdom would select, I am fully convinced that the attention given to some of them is extremely disproportioned to their value, as compared with others which receive an extreme neglect. But as this point was presented quite fully in my report of 1861, I will not dwell upon it here, longer than to say that the views there expressed have found a cordial response from teachers and school managers, in all parts of the State, as quite in accordance with their own most careful judgment.

#### IN THE METHODS OF INSTRUCTION.

From the *matter* of the instruction given in our school rooms, I pass to the methods of imparting it. And here I find the same tendency to extremes. In the first place I find a strong leaning in some minds to that which is old,—the old style and methods familiar to their boyhood. In other minds there is an equally unfortunate tendency to be satisfied with only the latest inventions in the art of education. I need not endeavor to prove that the truth lies between these extremes; requiring us to reject nothing, and to

accept nothing, because of its newness or its antiquity; but to receive all and only that which commends itself to our judgment, whether new or old. While asking for the old paths with a just reverence for the past, let us not mistake its hoary errors for gray-haired wisdom. And while we listen candidly to the claims of new discoverers, let us not catch too eagerly at every novelty that may cross our way.

In the practical instruction of the school-room, I would frequently introduce to the attention of pupils, something essentially new. I would present something fresh in matter or manner, to stimulate their flagging interest, and to give them new views of truth. Why should not our pupils in school, as well as their older friends out of school, be gratified with occasional varieties and novelties? But I would not allow this desire for new things to interfere with the systematic pursuit of the old and established courses and methods, proved by long experience to be well suited to their end. The teacher who invents nothing new for the entertainment and instruction of his pupils, and he who devotes very much time to new discoveries and novel methods, are alike unwise.

This tendency to extremes is seen again, in the matter of analytic and formulary instruction. Arithmetic for example, was taught, only a generation since, by certain prescribed rules given in the old text books, such as Pike and Walsh and Welch, without the least hint that the learner *should* know or *could* know any reason for those rules. And there are persons of the old-school pattern of the present day, who believe that the *rule*, and the corresponding *practice*, are all that is necessary for the scholar to learn. What he will need in the business of life, say they, is the *definite rule*,—the sure method of reaching the result; a fig for “the why and the wherefore!”

The publication of Colburn's First Lessons introduced a new era in the study of arithmetic. Analysis took the place of formal rules. A great step was gained. But when Colburn's Sequel was published, and the whole system of arithmetic was proposed to be conducted upon the merely analytic plan, excluding all rules, then the opposite extreme was reached. We need, in this important branch of study, as in others, a thorough analysis of principles and processes, for discipline and instruction, and the convenient formula, or rule, for future use; a form of words clearly arranged and compactly stated, in which the principle just developed and

explained may be retained in memory and applied to practical purposes. Very naturally, therefore, there was a reaction from the methods of Colburn's Sequel, and a new style of text books in Arithmetic was introduced, combining the two methods. Thus the best wisdom of our practical educators has decisively settled the point, that while the analytic process is necessary, to unfold the principles of Arithmetic and the philosophy of its methods, it is convenient at the same time to embody the results of those analyses, in the briefest forms of expression, *as rules*. These rules, committed to memory, become the working tools of the scholar and the man of business, when the analytic processes by which they were reached, may have been wholly forgotten. Our *opinions*, then, in the matter of Arithmetic have settled, I think, quite near to the line of medial truth. The *practice*, in too many places, I fear, follows the rules rather than the analysis.

In the study of grammar we have an opposite error, in which analysis, as opposed to synthesis, or the composition of the language, receives the principal attention, while the composition is almost wholly neglected. Learning a language is much like learning watch-work. The apprentice would make but poor progress in learning his trade, if he were to spend all his time in taking watches to pieces. He must practice putting the parts together, as well as separating them. So in acquiring a knowledge of language, the pupil should give daily attention to the construction of sentences and paragraphs, as well as to the analysis or parsing of them.

Again, in this very study of grammar, the technical and the practical are often found at wide extremes; the mere forms of the science occupying the attention of classes, while its practical uses are wholly ignored. Many children in school are compelled to learn formularies of analysis and parsing, and rules of syntax, which they repeat with great readiness, and often apply very correctly at recitation, but which they fail to apply to their ordinary conversation, simply because the teacher does not assist them to see the connection between the grammar of the school book and the language of everyday life. Indeed, many of our teachers who pride themselves upon their knowledge of technical grammar, do not conduct a single recitation in "the art of speaking the English language correctly," without making half a score of blunders in the very exercise intended to teach the proprieties of speech.

With a knowledge of this fact, that the study of scientific grammar does not necessarily lead to a correct use of the language, some intelligent persons advocate the abandonment of the study as a science; and insist that grammar should be taught solely by right example on the part of teachers and parents, and by the correction of children's errors of speech, whenever noticed. Here again the truth lies in that better medium which combines the two methods; giving us the scientific principles of the language and their practical application together. It is true, however, as I have had occasion to urge elsewhere, that children in the family and the school should be instructed in the practical method, by "correction and example," long before they are able to comprehend the scientific principles on which that practice is based.

We notice again, in the manner of conducting recitations, the extremes of mere memorizing, without question or explanation, and that miserably loose method *without* method, which ignores memorizing as useless, but substitutes nothing better in its stead. The disadvantages of merely committing the words of a text-book to memory, and reciting them without any idea of their meaning, are sufficiently obvious. I am surprised and mortified to notice that so much of this style of reciting is still found in our schools. Teachers, apparently intelligent, allow a whole recitation to pass,—in geography, for instance,—the pupils repeating the memorized answers to formal questions, without deriving any well defined ideas of latitude or longitude, tropics or meridians, from the language they have committed. So of other lessons.

Then, in the other extreme, we have an avowed disbelief in the great value of memory in the process of education; and lessons are attempted on the principle of rejecting the words of an author and catching at the shadow of his ideas, to be embodied in the pupil's own language. As if young children, even when they fully comprehend the ideas of the lesson, could be expected to find better words and sentences than the author's, to express those ideas! And if they do *not* clearly understand the author, at the time of studying the lesson, the attempt to give an abstract of his his statements or to improve upon his language, will certainly become confusion "worse confounded." I have heard many such attempts at recitation, where scholars in their classes have made but a wretched jumbling together of the words of the text-book and their own poorer substitutes; while, according to my interpre-

tation, they had but a beggarly comprehension of either the author's language or their own. The teacher, perhaps, with a broader charity, would kindly suggest that they "probably had the idea, but did not know how to express it!" Better would it be for children to fix in their memories some "form of sound words," which might by and by become pregnant with living ideas, than to have no ideas now, and no language that *can ever cover an idea*. This is true, certainly, of all those definitions in grammar and geography, and those statements of philosophical laws and principles, found in the higher text-books. But I would not advocate this practice of committing rules or sentences without understanding them, when it can be avoided. While children are learning their lessons, if possible, let them be fully instructed in the meaning of the author; and, receiving the true idea, let them fix it in their memories in its appropriate form of expression. For the purpose of training the memory to larger capacity and accuracy, as well as for reasons before intimated, I would have children at school, learn a portion of their lessons in the exact words of the author; laying up his facts in their proper order, and embodying his principles in the best form of words for future use. With a different purpose—as an exercise in the analysis of thought, and the construction of language, I would have the pupils, as they advance in their mental training, attempt the statement of the author's ideas in other language, as much better and briefer than his own as they can command. And the different methods might well be employed upon different studies at the same time. Thus, I would avoid the extreme use of either method, and secure the advantages of both.

Allied to this subject, and liable to similar extremes of opinion and practice, is the matter of *simplicity and difficulty* in a child's studies. Take for illustration the exercise of reading. One's impression, in visiting almost any of our schools, is, that the pupils learning to read are nearly all too far advanced in the series of readers. This is very often true, but not always to the extent imagined. Children should not be compelled to continue reading in books which they have already well mastered. The school examiner condemning a pupil to remain in his old class, because the next higher book has some difficulties for him, should remember that a boy cannot learn to swim without going into the water. And sometimes, in fact, it helps him to get in where he can hardly

touch bottom. A little ungraceful struggling sometimes develops a skill and strength which wading in shallow ponds would not have brought out! A boy will never learn to read, certainly, if he is never put into lessons where he will find words and sentences which will need to be explained to him. This is the very work which the teacher is employed to do; to help the pupil in understanding the lesson, or surmounting the difficulty, which he could not overcome alone. But while the scholar is allowed to advance in the face of difficulties, let him be obliged to master them as he progresses; to go over every sentence and paragraph and page, until he can pronounce every word, understand every sentence, and give it the proper expression in reading. In this way only can he prevent his unconquered words from harassing him in the rear. If the difficulties before him are really too great for him to surmount, with reasonable aid from his teacher, he should wait until further drilling on easier fields has given him the skill and strength to advance successfully. If the child's studies are too simple and easily mastered, he will lack the proper stimulus to effort. If they are quite beyond his present reach, do not burden and perplex him with unavailing attempts, which will only dishearten and retard him.

Teachers, again, are liable to error in giving too much or too little aid to scholars, both at recitation and beyond the hour of reciting. An academic teacher once announced to his class in Algebra his purpose to give them no aid whatever in the entire term. He assigned as his reason for this course his desire to have them acquire the habit of thorough independence in study. No matter to what inferior motives the class ascribed his singular determination. This was doubtless far better than to have aided them at every step of minor difficulty. But the course which he adopted was an unwise extreme. The teacher becomes, in such a position, a mere hearer of lessons, not an instructor. I have oftener noticed the contrary extreme; the teacher assisting the pupil at every slight difficulty, when he should have left him to study longer upon it unaided. It is a difficult and delicate duty for a teacher to determine when to aid his pupil and when to refuse. His principal care should be to give him such assistance, when he gives him any, as will lead the pupil to a solution of the difficulty, rather than to solve it for him. The latter is oftener the easier course, but it is not the true teaching. In the sense



intended by a prime minister of England, in giving directions to the tutor of one of her princes, teachers should endeavor to make themselves *useless* to their pupils. In doing this, they will *so* help them as to make them independent of their aid in similar difficulties in future lessons.

In some branches of study the text-book can give only the prominent outlines of the science; leaving more or less of filling up and illustration to be done by the teacher, or to be drawn from other sources. Some teachers are prepared to do this. Others, unfortunately, hardly comprehend the contents of the book itself. Teachers of the latter class will be in no danger of aiding their pupils too much by imparting large additional knowledge. The former *may* fall into the error of attempting, in this way, more than is meet. In the first place they may consume too much of the time assigned for recitation, in this kind of supplementary lecturing. The subject in hand may be one of special interest to the teacher; as chemistry, or mental philosophy, or geology. His knowledge of these subjects is such that he finds pleasure in ranging beyond the contents of the text-book, and bringing in stores of facts and illustrations to instruct and entertain his class, while they, with a few hurried answers, escape the task of thorough recitation. Now while this may be, for the present, very pleasant to the teacher and pupils, it is not a wise use of time which belongs to the class for recitation proper. It is a loose and slipshod substitute for a careful statement by the pupils themselves, of the well-arranged principles which the book contains. And since the pupils cannot expect to acquire an exhaustive knowledge of the science in their school course, it is better for them to become thoroughly familiar with its fundamental principles, and to acquire the power of stating them clearly and readily, than to receive, undigested and unarranged, a larger amount of miscellaneous facts from the lips of the teacher.

The same tendency to over-talk is often seen in the other exercises of the school-room. I have known in some schools, a great waste of words in diffuse and pointless lecturing; mere loose talk which makes no impression on the pupils save that of weariness or disgust. The teacher should not be dumb before his school, but should talk briefly, with point, and to the purpose. At his recitations, let his classes do the reciting, not himself. He may add a few pertinent illustrations, with much advantage. And in

the general exercises of his school he should not destroy the effect of his "remarks," by making them too often and too much at length.

The question is sometimes raised whether recitations should be conducted by topic, or by question and answer. Here, again, my doctrine requires me to say, not exclusively by either method. Older pupils, on some branches of study, may be properly required to give the whole surface of the lesson in paragraphic statements, without the aid of questions. But the teacher, in his turn, needs to draw out the pupil's knowledge of hidden points and related ideas; and of course the exercise then becomes one of question and answer. For younger scholars, in some branches, I believe, moreover, in *printed* questions or directions, to aid him in taking hold of the author's statements and putting the subject-matter of the lesson in form to be recited. Of course no wise teacher will rely upon printed questions to the exclusion of his own; and as fast as the capacities of pupils will warrant, he will train them to use the topical method.

The practice of reciting in concert is often carried to an unwise extreme. Individual members of the class, being thus relieved from the necessity of giving independent answers, will often evade the more difficult points, or rely upon those around them to help them through. Even in reading, it begets a style of movement and intonation, necessary to the concert exercise, perhaps, but injurious to the easy and natural expression which the child should acquire. Yet the practice of reading in concert need not be entirely abandoned, as some have maintained. For a few minutes' change, it may enliven a dull exercise, fix better the attention of the whole class, or encourage diffident pupils. There is some force, too, in the argument that each individual, in a class of eight or ten, will derive more advantage from answering all the questions put to the class, than any one of them could do, by answering but two or three questions in the whole time of reciting. This method of conducting recitations, however, should be allowed only as the exceptional practice, not as the general rule.

Much has been said, against a teacher's using a text-book in conducting his recitations. It is said that he should be so familiar with every chapter, paragraph and sentence of the author, that he can always guide and correct the pupil or class, without referring to his book. I remember an earnest declamation on this subject,

in which teachers who made any use of text-books with their classes, in time of recitation, were denounced in terms of strongest reprehension and ridicule. Now, admitting that a teacher should thoroughly understand all that the text-book contains, and a great deal beyond it, and that many teachers do make a very slavish and unworthy use of the text-book, it by no means follows that the book may not be used without abusing it. The teacher may not retain in mind the precise arrangement of every sentence and paragraph, in all the text-books used in his school, and he may not regard it necessary or wise to spend the requisite time to reëxamine before every lesson the pages of each author, merely to fix in mind the arrangement of topics or examples. You might as well demand that the preacher should commit to memory his hymns and Scripture readings, and the lawyer his authorities. This talk against books becomes even more ludicrous, when the assumption is made that teachers ought to know so much more than the books contain, that he who leans at all upon the text-book as authority, must be an ignoramus. There is such a thing as being, in the proverbial sense, "wise above what is written," without knowing, after all, so much more than the authors themselves! Then let the teacher make a judicious use of his text-books, in recitation and out of it; and smile at those whose affected independence, after all, may be more in seeming than in fact.

#### IN OTHER THINGS.

There are several special topics, just now attracting the attention of educators and the public, which will expose us to the dangers of extreme opinions and unwise practice. One of these is the subject of *physical training* in the school-room, or school gymnastics. As teachers and parents, we have certainly been occupying the extreme of gross neglect. We have forced the intellectual culture, or rather the mental *cramming* of our children, and left the physical form to become distorted, and the general system to be undeveloped. We have compelled our pupils to breathe the foul air of unventilated school-rooms, while we have pressed their heated brains to double tasks. We have sacrificed our children's health, too often, to a vain show of intellectual attainments. Parents have too willingly allowed their daughters to run the terrible risk of prematurely failing in the race of life, by overburdening them at the outset of their career, with intellectual tasks too

severe for delicate organizations. From whatever motive of childish ambition, or parental pride, or supposed economy of time, this is all wrong. It is very true, then, that every teacher should be charged with the responsibility of guarding his pupils against this neglect of their physical health. But on the other hand, there is a liability to an opposite extreme. Too much time may be given in the school-room to gymnastic amusements; especially where children have much out-of-door exercise, in work or play; and require a good deal more mental than physical gymnastics. I would introduce in every school-room, some simple system of physical motions, with music if possible, and allow it to come in as a relief from study, two or three times a day. If a touch of the military is included, no matter. An improvement in position, movement and manly bearing, may in this way, be often secured to children otherwise careless, shuffling and lounging. With some simple exercises, such as I have indicated, let not parents be displeased. It can do no possible harm.

Essentially, the same view may be taken of object lessons, upon which I have remarked briefly in former reports. It is certainly true that young children's minds cannot be rapidly and naturally developed by the methods of abstract instruction, once so exclusively in vogue in the school-room. Their powers of observation need first to be trained to the careful study of objects around them; learning their qualities and their uses. This, in fact, is what they are ever doing, in certain undirected methods, outside of the school-room, and inside as well. Let the teacher, then, take in hand the training of these observing faculties: and by occupying them *legitimately* with something to gratify the eye, the ear, the touch, and the general curiosity, let him harness these powers and ply them in the direction of school order and progress, instead of finding them constantly in conflict with the school-room regulations. This can be well done, of course, only in schools which are graded to the capacity of such children.

In miscellaneous schools, there may be danger of attempting more in this way than can be successfully carried out. And there is the further danger in all circumstances, of underestimating the child's power of grasping abstract truths; or of so delaying his attempts in that direction, that he will too long need the simplifying and objective processes of mental training. Let children be set

upon the work of grappling with abstract principles as early as may be, *along with* their objective training.

The subject of professional schools for teachers, may also occupy in the public mind, an extremely high or an extremely low regard. Fully convinced, as I am, of the importance of normal training for our teachers, and anxious as I am that the facilities of this kind, in our own State, should be made of the most complete and satisfactory character, I feel the propriety of cautioning some sanguine friends, that with the confessed advantages of such institutions, they will not prove a royal road to learning the great art of teaching. I make no doubt that the practical result of their operation here, as elsewhere, will disappoint those who now expect no benefit from them; and it may equally disappoint the few who stand at the opposite extreme.

Other points might be introduced to illustrate this tendency to extreme opinions in educational affairs, but I forbear to occupy more time with a single theme. I cannot leave it, however, without expressing a sympathy with the extreme of enthusiasm which carries people, sometimes, "too fast and too far," rather than with that of conservatism, falsely so called,—which stands with its face to the past, struggling against the tide of progress which would bear it onward. Even a *hobby*, running away with its rider, is a less ludicrous picture than the "slow coach," lumbering along the dusty highway, the driver and passengers together, apparently indifferent whether they reach their journey's end at sunset or midnight. The spirit of the age is bearing us "onward." With the wise precaution and the homely phrase of the rough old Texan, let us "be sure we're right, then go ahead!"

## A BROADER INTELLIGENCE.

The studies of our common schools are necessarily limited in their range. They must be restricted, especially in the miscellaneous country schools, to what are called the common branches, with an occasional class in some "higher" study. How then shall our young people obtain that broader, general intelligence, which becomes them as the prospective citizens of this noble State, and this Great Republic? The knowledge sometimes spoken of as one of the foundations of our free institutions, does not consist in an acquaintance with arithmetic, and geography and reading. These, to be sure, are very important means to the higher end; and must be secured as the basis of further attainments. John Bright, one of the master spirits of English progress, who has long been taking lessons of our own institutions, says in a recent speech on American affairs: "Then Europe and England may learn that an *instructed democracy* is the surest foundation of government, and that *education* and *freedom* are the only sources of true greatness and true happiness among any people."

To secure this "instructed democracy," and the generous "*education*," which he wisely reckons one of the "sources of true greatness and true happiness among any people," we must extend and multiply the school-room beginnings many fold.

It is no doubt the duty of the teacher to lead his pupils beyond the range of mere text-books and recitations, and to kindle within them aspirations for broader and fuller knowledge of our own affairs as a nation,—our earlier history and our later progress. But this general knowledge cannot be obtained in any large measure within the walls of the district school-house. How then? Let the careful reading of a good family newspaper, be encouraged *at home*. Our young men and women should be storing up the important facts of our own history as it is *making* around us. But this is only local and temporary, however important.

They should read the standard authors in history, biography and literature of the past and present. But as only a few families have the means at hand, in suitably furnished libraries, it becomes obvi-

ous that town or district libraries should be provided for this purpose. The statute provides,—sec. 21, School Law,—that “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 a vote of each, unite for the purpose aforesaid.”

I regret that so little has been done, under the provisions of this act, to establish libraries in our school districts. I am well aware that books are liable to be abused and lost, in the circulation for which they are intended. But with proper regulations for their care, strictly enforced, there need be no loss at all commensurate with the value of such a library. Let the books be *carefully selected*. History, biography, travels, and a certain class of moral, high-toned stories for the young, should constitute the chief portion of the books in such a library. Some books of a different character, suited to the reading of older persons in the district, may be very well included. But it should be borne in mind that books having an especial attraction for the young, should compose the larger part of the district library.

In the multiplicity of other topics to which I have called attention in my former reports, and in my talks with the people of the State, I have neglected to give to this subject the prominence which it justly claims.

Books for the teacher's particular use, and general works on education, suited to the reading of parents, might be very well included in the catalogue. A list of such books was given in my last report: and I have been happy to learn that it has furnished a guide to many teachers in replenishing their stock of professional reading.

In the Appendix to this Report, may be found a catalogue of books suitable for district libraries, with the names of publishers whom agents may address for terms of supply. I shall rejoice to record a new impulse in this department of the great educational work. A small beginning in any district may lead to great and substantial results. In addition to the few dollars of school money which the district is authorized to appropriate, donations would often be made by friends, at home and abroad; and scholars themselves would find means of contributing something for this purpose.

I may here add, without impropriety, that the educational jour-

nal of our State, edited in part by leading teachers, and conducted by the Superintendent, ought to be in the hands of every teacher and school officer. Besides the methods of teaching and school government, and other information useful to teachers, it contains each year the school laws of the previous session, and sundry explanations of other laws, touching the duties of school officers and teachers, which can in no other convenient way reach those for whose benefit they are made. Districts are already warranted by the existing law on the subject of "Library and Apparatus," to authorize their agents to subscribe for such a work, and pay for it from the school money; but I recommend the passage of a special act directing this journal to be sent to every school agent and committee in the State.

#### INSTITUTES AND ASSOCIATIONS.

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The experience of our own teachers and of educators in other States has demonstrated the great utility of educational conventions, whether of the more formal kind, sustained by State appropriations and conducted by paid lecturers,—or those voluntary associations of teachers in County or State, in which they are themselves the principal managers and instructors.

Within the last year, the State Teachers' Association has held two sessions, one at Augusta in January, the other at Bath in November. Both these meetings were profitable to the teachers and others in attendance, and exercised a measure of influence, it is believed, in advancing the interests of education. Valuable truths were elicited by the papers read and discussions called forth, and new impulses given to the great work in which teachers of the State are engaged. But these associations reach only a small part of the whole number of our public school teachers.

One association, at least, should be organized in every county. I am happy to state that the teachers of Somerset County have excelled all others in this respect. They have sustained a county association with a good deal of vigor for the last four years; generally holding at least two sessions annually, with the happiest



results. But in most counties it has been found difficult to sustain these meetings, and pay all the expenses from pockets never supposed to be over-burdened. I do not hesitate therefore to recommend that a small appropriation be made from the State Treasury, to aid in conducting a series of association-institutes, which may combine the features and the advantages of the two organizations. I estimate that fifty dollars for each county, with the voluntary aid which could be obtained from teachers and other gentlemen in the vicinity, would secure the means of conducting the exercises of such an association during one week, to the great advantage of the teachers and schools in the several counties.

#### QUESTIONS AND REPLIES.

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During the last year, as heretofore, many letters have been addressed to the Superintendent, asking for interpretations of school laws, advice in cases of difficulty, and information upon school matters generally. Many of these points are involved in cases already presented in former reports. A few of them may be properly embodied in this Report. The following correspondence will introduce a topic which requires further treatment at the hands of the Legislature :

“ DAMARISCOTTA, *December 1, 1863.*

*To the Superintendent of Common Schools :*

DEAR SIR : — We would respectfully call your attention to one of the amendments to the School Law, made by the Legislature winter before last, which reads as follows: \* \* \* ‘And it shall be the duty of superintending school committees to select a uniform system of text-books, to be used in the town, due notice of which selection shall be given, and any text-books hereafter introduced into the schools of any town, shall not be changed for five years from the date of its introduction, unless by vote of the town.’

Now, in what way, and to whom shall said ‘due notice’ be given?

Does the ‘notice’ authorize a book to be used for five years ; or

does the fact that any text-book is admitted into the schools, under the sanction of the committee, bind it for that length of time?

Does the same principle apply to the 'selection' made by the committee, that applies to books 'hereafter introduced?'

What should be done in cases where a text-book has already been in use for two or three years, and the committee do not feel authorized to make a change now, and do not wish to compel the town to use it for the next five years?

The law in question appears to us a little obscure. Will you please to inform us upon these points, and oblige

Yours, very respectfully,

W. H. EVANS, ARTHUR CHAPMAN,  
*School Committee of Damariscotta.*"

REPLY.

"GORHAM, December 2, 1863.

GENTLEMEN: In answer to yours of yesterday, allow me to say that the section of the statute, to which you refer, was introduced as an amendment on the passage of a bill, and without previous recommendation by the Committee on Education. Hence the obscurity, which would doubtless have been avoided, had the clause been more carefully considered.

In answering your first question, allow me to say, that by 'due notice,' is doubtless intended such notice as will, in all probability, reach in season the parties concerned, viz. : parents, the school-children, and the teacher. In some towns, a notice posted upon the school-house door, four weeks before the commencement of the school, might be regarded as 'due notice.' In a town like yours, a printed list of the books authorized should be sent to all the families in town, or published conspicuously in the local papers.

2. In answering your second question, I will say, that 'the sanction of the committee' for the introduction of any book or books, must be accompanied by the 'due notice,' to make the transaction legal and complete.

3. The author of the amendment in question, may have *intended* that the whole list of books selected by the committee, and duly advertised, should remain unchanged during the period of five years, or until the town should authorize a change. But such is not the language of the article. Governed by the natural interpretation of

the expression 'any text-book hereafter introduced,' we should decide that books, previously in use, are not necessarily included in that provision of the law.

4. Thus the answer to your fourth question becomes easy. Use the old book as long as you please, and then supply its place with another.

*Advice.*—Do not be in haste to make any change in your school-books, in the fear that those now in use will be fastened upon you by your neglect to make the change *now*. And when you *do* make a change, be careful and make a wise selection; so that, if this *Law* is not soon changed for a higher and better one, the five years may not be too long a time for the profitable use of the new book in your schools.

Very respectfully yours,

EDW. P. WESTON.

To Messrs. W. H. EVANS and ARTHUR CHAPMAN."

I am aware that one point in the foregoing interpretation may not prove satisfactory to all parties; especially to publishers of books which have been a long time in use, and who regard them as secured by this law for a term of five years more.

I recommend that the plan detailed in my Report for 1861, be substituted instead of that which was adopted; and this failing, that such amendment be made to the act referred to, as shall render the duties of the committees under it, less liable to misinterpretation.

LETTER FROM AN AFFLICTED TEACHER.

"M——, June 23, 1863.

MR. WESTON:—As a teacher of the common schools in Maine, I beg for information on the following subjects:

Does the *teacher* have charge of the children from the time they start in the morning till they reach home at night?

If they quarrel on the way to and from school, and persuasion fails, who shall correct them, teacher or parents?

Suppose they—the little ones,—by permission of parents, get dismissed half an hour before the close of the school, who *then* shall have authority over them on their way home? Will the case be any different from what it would be, if they staid till 4 o'clock?

For myself and several other afflicted ones, I ask. We want to know our duty, and then are willing to do it.

Very respectfully."

## ANSWER.

“These questions involve one of the most important and difficult points in school management. The law of the State, that is the Statute Law, throws no light on the subject. Indeed the Statute does not so much as define the length of the school day; so that by *that law* the teacher does not know when ‘his day is done.’ Many such matters are decided by general usage, or special agreement, or the order of the agent or committee having jurisdiction in the premises. The principles of the ‘Common Law,’—and the decisions of the courts upon special cases tried before them, constitute our guide in such matters.

One of the oldest and best established principles of the common law, is, that the teacher stands *in loco parentis*, and for the time being is invested with the parent’s authority. Thus while the child is in school, he is lawfully under the teacher’s control, and is not subject to any petty interference of parents. Here, as elsewhere, however, the courts, interpreting the common law, are governed by what seems *reasonable* in the circumstances. A parent, for good reason, would doubtless be justified in requiring the child to leave the school-room even against the orders of the teacher, and the courts are competent to decide between them. This point, however, the nature of the teacher’s authority *in the school-room*, not being raised by our ‘afflicted’ friend, we pass to the point of greater difficulty; viz., *Does the teacher’s authority extend beyond the school-room, and if so, how far?* Here, too, the principle of *reasonableness* is to be consulted. Is it not reasonable that the teacher should interest himself for the welfare of his pupils when they are outside the school-room? When they are in the neighborhood of the school-room, coming or going, or playing around the door at recess, or within a reasonable distance of the school-room, at any other time or place, does not the parent *expect* and *desire* that the teacher should have a watchful care over the child? Is it not a reasonable expectation? And if it is reasonable that the teacher should exercise such a supervision of the children, in behalf of the parents, is there not a reasonableness, nay, even a *necessity* that the teacher be invested with *authority* to the same extent? And if authority is given to him to *take care* of the children, so far as he can, even when beyond the school premises, then he must have authority to restrain and punish, if need be. In a word, while a teacher, guided by his own sense of duty and a regard to the wishes of the parents, seeks to exercise the widest and kindest

control over his pupils, he must be invested with a corresponding power to enforce that control.

But our questioner asks whether the teacher has rightful charge of the children 'from *the time they start*, until they *reach home*.' Let us apply the principle of reasonableness again. The parent is not less interested in the care of the child than is the teacher, and must be supposed to know more of the child's conduct *when near home*, than the teacher can know. When, therefore the child comes within the presence, or near to the premises of the parent, he naturally passes *from* the control of the teacher *to* that of the parent.

But again, there may be more or less of the way, in which the child is under the immediate eye of neither parent nor teacher. What then? Is there such a thing as a *joint* interest and a *joint control*, a control not confined to one party or the other? This seems to be the reasonable understanding. As must be the case with the father and mother in the management of their children in the family, so as between teacher and parent, there may be a joint jurisdiction.

Either party or both may, with propriety, watch over, restrain or punish the pupil, as the nature of the case may demand. It is not always clear in which party the major authority resides. But if one party has taken the matter in hand for investigation or discipline, the other party may wisely cooperate, or may, perhaps more wisely, leave the management of the case in the first hands. To *interfere*, except for the clearest good reasons, is a very unwise and impolitic course. Thus the second question is answered. *Either* the teacher or the parent may administer the necessary correction; and both may do it if they judge it necessary.

In answering the last question, we may say in general terms, that the case is the same, whether the pupil remains until the close of the school, or is dismissed by permission of the parents. But since it is ordinarily expected, or implied, that a dismissed pupil will go directly to the house of his parents, or to some other place to which he is sent by them, any delay or misconduct by the way, is more blameworthy for that reason, and should be more carefully investigated by the teacher. Thus the responsibility and authority of the teacher, seems a shade *fuller* than it might otherwise be.

But our friend, the good lady who has propounded these ques-

tions, may still be at a loss to know how to divide her authority with that of parents in her district, — or how to hold it in concurrence with them. Perhaps the spirit of *concurrence* is not apparent among the people for whose children she labors with so much pains. The disposition to oppose and find fault with the teacher is too often manifested. We advise teachers to leave to parental management all cases of misdemeanor not so affecting the character of the school, its discipline, or its progress in study, that the teacher is compelled, by every principle of propriety, to take cognizance of it. Profanity, personal injury done to a school-mate, tardiness, or any other misbehavior outside the school-room, which has a direct influence within the school-room or upon the pupils, should be investigated and adjusted by the teacher. If a pupil, on his way home, should enter an orchard and steal from its owner, or should commit any other criminal offense, it would be better to leave the case in the hands of parental or municipal authority. At the same time the teacher would have a moral duty to discharge.

Other cases will require the exercise of a cool and careful judgment or good common sense, which is often a better guide than any common law. The positions taken in the above reply, we believe are strictly in accordance with the decisions of the courts."

The subject of the following correspondence is one of delicacy as well as of difficulty, but none the less important on that account. The letter was received in early summer. It is thought best to present it without the writer's name:

"DEAR SIR: — I write you about a matter which may appear to you a small one; and yet it is a matter of much importance to us.

In determining whom to admit and whom to reject as instructors in our schools, political preferences have been laid aside. But when a teacher enters the school-room, wearing a "copperhead" as a badge; and when that teacher shrouds that breast-pin in black, on learning of the death of the traitor Jackson; the question arises whether such a course of conduct ought to be tolerated.

Our friends are sacrificing their lives to save their country; and here is a *she-cesh* teacher in full sympathy with the rebellion. Can such a teacher comply with that section of the statute which requires all instructors of youth "to impress on the minds of those committed to their care, the principles of humanity, justice, love of country," &c., while she is mourning the death of traitors. Ought

such bare-faced impudence and treachery to be allowed for a moment? Please answer, and oblige, &c."

## REPLY.

"MY DEAR SIR:—I do not wonder that you are quite indignant, as your letter indicates on the face of it, that a 'school mistress' charged with the responsibilities of her high vocation, should condescend to exhibit such a spirit before her pupils, many of whom, it is to be presumed, belong to patriotic families.

You do well, of course, to avoid any *partizan* preferences in the selection of teachers. Democrats and Republicans alike, are interested in the success of our schools; and ought to be anxious alike for the progress of our children in study. And while all are assessed alike for the support of the schools, there is every reason why the party at any time dominant in town or state, should share all municipal responsibilities and privileges, fairly and equally with their neighbors of the opposite political persuasion. Party politics should be *wholly ignored* in school affairs. I regret that the choice of school officers should be governed at all by such considerations.

You will exercise great care, therefore, lest any action which you may take may seem to be dictated by *partizan* feelings. But the case to which you refer in your letter, is not one of a merely *partizan* character. Such deportment on the part of the teacher is an outrage on the feelings of all patriotic citizens, and is worthy of attention on your part.

The wearing of a copper badge, to be sure, the head of 'Liberty' from an old cent, need not be offensive in itself. I should let such a taste work itself out uninterrupted. But if the teacher in question expresses her sympathy for the person and course of a dead rebel; and takes pains to *show* that she prefers the success of our enemy rather than that of our country; I must answer your question in the negative;—she can *not* discharge the duty required of her by the statute to which you refer;—and your duty in the premises appears plain. After freely conversing with her, and giving her a full opportunity to explain the conduct charged against her, if it shall prove true that she has thus outraged the loyal sentiments of the citizens for whose benefit she was employed let her services be discontinued as unprofitable. We cannot afford to be taxed for the support of southern teachers in northern schools. If in the largeness of our liberality we allow all persons

to cherish such sentiments as they will, and yield to them the largest liberty of speech ; let it be understood that we cannot suffer our children to be poisoned with disloyal sentiments at our own expense. The loyal community have some rights which we are bound to respect, as well as those who adorn themselves with copper breast-pins and mourn when traitors fall victims to their own folly. Let your course be governed by the matured convictions of your own judgment, under the guidance of that "justice and patriotism," which you are under solemn obligation to have taught in the schools within your jurisdiction, and no one can rightfully complain."

#### ANOTHER CASE.

The clerk of a school district in Hancock County, asked whether an agent who has removed his legal residence from a district, has a right to perform the duties of agent any longer therein ; and whether a new agent, if chosen, is bound to recognize the engagement made by the former agent, before leaving the district, with a teacher for the winter school, and whether said teacher could sustain a claim against the district for damages, if not allowed to keep the school. The following is the substance of the answer given :

The agent's authority to act, as such, closes when he is no longer a citizen of the district ; but his engagement with the teacher, being virtually the engagement of the *district*, through him, as *their agent*, is valid and binding ; and any failure of the district to fulfill their part of the contract, would give to the teacher a claim for damages.

Many other points of more or less difficulty are raised every month ; and I beg to suggest to the Legislature the need of two things ; first, the revision of the School Statutes, for the purpose of altering some points and making others plain ; and secondly, the preparation of a digest of decisions of the courts, upon questions concerning school affairs ; the whole, when completed, to be put in a proper form for circulation among the people of the State.



## VOICE OF THE TOWNS.

## PART SECOND.

The space originally reserved for extracts from the town reports, when the printing of the several parts of this report was commenced, proving quite too small, we here resume what was suspended on the ninety-sixth page. We are compelled to extract briefly, and to condense rigorously. Our friends, the town officers, will please see the necessity of compressing their better thoughts into briefer paragraphs.

## BATH.

SAMUEL F. DIKE, *Chairman of Committee.*

The Chairman claims for his report of this year the merit of brevity. Most of his comments are of local application. The schools of Bath are among the very best in the State, in the thoroughness of the grading, and the efficiency of the instruction.

Mr. Dike concludes his report with the following statement :

It affords us pleasure to be able to state to our fellow citizens, that the condition of our public schools is quite as good as at any former period. The schools have nearly all become thoroughly graded, and the pupils can much more readily find their true positions and rank. The older pupils are thus made, to some extent, judges of their own ability to enter and continue in a certain class. It is true that parents are sometimes dissatisfied with the classification or rank of their children. If the children fail to maintain a high rank from lack of application, the remedy is in their own hands. If they fail for want of knowledge and ability, it is unreasonable on the part of parents to attempt to put their children into classes higher than their qualifications and abilities will warrant. It is not profitable to the children; it is injurious to their health, and it often operates to great discouragement, and prevents them ever attaining that rank in their classes which they otherwise would attain.

It is true that not all children can stand equally high in their classes. They have different capacities given to them. But all who are diligent and faithful can stand well; and such deserve and will receive the reward which will sooner or later follow all well doing. If parents were more ambitious of goodness, faithfulness, diligence and other similar qualities in their children, than of the highest rank or position, it would be far more conducive to their own happiness and to the future welfare of their children.

An excellent feature of the Bath report, not noticed elsewhere,

is the incorporation of several sub-reports of teachers with that of the Supervisor. Mr. Dunton, Principal of the High School says:

The scholars of the High School, have generally labored successfully the past year. Their department has, also, with a few exceptions been satisfactory. Corporal punishment has not been resorted to, I believe, in a single instance, during the year. This has been owing to no relaxation in discipline, and to no scruples, on my part, in regard to inflicting corporal punishment, but simply to the fact that in my opinion there has been no necessity for it.

When we remember that the course of studies in this school, covers a space of four years, and that no pupil is entitled to a diploma who has failed to pass a satisfactory examination on a single study of any one term, we must admit that these graduates have done nobly. And yet it is to be deeply regretted that the class is not larger. It is a benefit to remain in the school and receive its instruction and discipline for one or two years; but it is a much greater benefit to reap the advantages of the entire course. What is the paltry sum that a boy can earn in two years, compared with the mental discipline and power derived from the completion of such a course of study, as that prescribed for this High School? What legacy can a parent bequeath to his children to be compared in value to education? And when will parents learn to value knowledge above money?

Messrs. Graves and Ham also present gratifying statements of the condition of their grammar schools; the per centage of attendance in Mr. Ham's school, for the year, reaching 94.7, and that in Mr. Graves's 96.5.

These admirable results come from the vigorous and persistent efforts of earnest and faithful teachers, and a Supervisor who understands his work.

#### SHAPLEIGH.

ALFRED HULL, E. W. BODWELL, *Committee.*

The Committee of this town report each district with care, giving as the result of their examinations, an encouraging statement of their condition, and conclude with the following appeal for coöperation.

While your Committee are fully sensible of the responsibilities devolving upon them, they feel that they have a right to call for the cooperation of school agents and parents, in this great work. And as we have very good teachers in this town, who have taken great pains to qualify themselves for teaching, and as the schools are more successful under their charge than under the charge of those from abroad, we would therefore recommend that they be employed to teach our schools if their services can be obtained for a fair compensation. And we would, as in former reports, call the attention of parents to the importance of visiting the schools. An occasional visit from each parent, would very much encourage the teacher, and enliven the interest of the scholars. Parents, let us not be indifferent to the voice of duty. The public school demands a large share of our solicitude, for it brings the means of intellectual culture to all. The rich and the poor may partake of its benefits. Let us then see that our children are properly trained and educated, that they receive all the benefits of the schools, and the advantages of a moral and intellectual culture; that they may be qualified to fulfill the arduous duties of life.

## HARTLAND.

W. CORTHELL, *Supervisor.*

This report discusses many important points, not the least of which is, superficiality or want of thoroughness :

My first visits to the schools, resulted in a very unpleasant discovery,—a discovery that the system of instruction pursued in your schools was seriously, perhaps I should say, radically defective. Superficiality was everywhere a marked feature. It was to be found in every branch of instruction. It was evident, too, that this evil was of long standing. In the first place, there had been a wrong beginning. The foundation had never been properly laid, and hence the superstructure had nothing substantial to rest on.

In reading, the scholars had been constantly pushed along from book to book, always in advance of their attainments, and hence continually subject to that discouragement which is ever the result of reading lessons too hard for the pupils. Added to this, was the general practice of teachers pronouncing every word at which the scholar hesitated,—and this, in some cases, was nearly half the words in the lesson,—the pupil pronouncing it after the teacher and then leaving it. I regard this as no better than passing over such words entirely;—permitting the scholar to pronounce such words as he can master himself, and to omit the rest. It is obvious that the child must learn these words, *one by one*, and this he cannot do unless he is made to spell them out by their letters, and divide them into syllables.

In connection with this, is the evil of putting them forward from book to book, faster than their attainments will warrant. In a very large number of cases, pupils were reading in the Fourth Reader, and in some instances the Fifth, who should have been in the Third. Your Supervisor has good reason to believe, that in the majority of cases, these pupils have not been regularly advanced to the classes in which they are found; but, as a teacher observed, have been “smuggled in.” They have placed *themselves* there in many instances; but once there, they, and too often their parents, also, object to their being put back.

The same evil exists in other branches. The recitations betray a want of knowledge of fundamental principles, as both taking it for granted that to be tolerated in this higher class, even though “smuggled in,” confers all the requisite honor.

Teachers have been in fault for weakly yielding to this childish ambition, and perhaps in some cases, fostering and encouraging it. And, doubtless, too many of your teachers have had too little appreciation of the importance of thoroughness in every branch of education.

The evil above described, your Supervisor regards as one of no small magnitude. Nor is it one that admits of an easy cure. Your children's habits have been formed under its influence, and with many of them these habits are so fixed as to become a second nature. It will be no easy matter to break up their indolent, sluggish habits of study, and their loose, careless, halting manner of recitation. Yet it must be done. And to effect it, there is required the earnest coöperation of parents and teachers, with your future superintending school committees.

Your Supervisor, on his first visits to the schools last summer, directed special attention to this subject. The importance of thoroughness was urged both upon teachers and scholars, in every school in town. At each subsequent visit it was

urged again. The same course has been pursued in the winter schools. The result has been a decided improvement. Teachers, generally, have required a more thorough preparation for reading, spelling and recitations from their scholars, and some have insisted on perfect lessons, at least, in some branches.

The topic presented in the following paragraph is vital to the welfare of our children :

Another evil which exists quite extensively in your schools, is a lack of orderly deportment, and of those amenities and proprieties which are ever becoming in the young. And here, too, the evil must be attributed mainly to a wrong beginning. This wrong beginning is in the family. The family and the school are very intimately connected. The former is the nursery of the latter. If plants are neglected in the nursery, and suffered to grow without form or comeliness, no after culture or pruning of the gardener, can wholly correct this deformity. 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. If this work is not accomplished there, it cannot be done elsewhere; and the result will be rudeness, insubordination, inattention to study, and general deficiency.

The home where rudeness of demeanor, harshness of language, and 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 state that something has been effected toward the cure of this evil. This is particularly the case in the village schools, where the evil is most apparent. At the commencement of the summer schools, a large portion of the boys, and some of the girls, were addicted to the use of profane language. Even little boys of four and five years of age, had learned to swear. Your Supervisor brought this subject before the two village schools on his first visits to them. Both of their teachers from that time labored earnestly to correct this evil; and one of them obtained a promise from the boys in her school, that they would swear no more during the continuance of the school. The teachers of the winter schools have followed up this good work earnestly, and with satisfactory results. This low, unmanly, and foolishly wicked practice, so far as I have the means of knowing, has in a measure, disappeared.

#### NEW SHARON.

T. H. MCLAIN, D. L. SWAN, J. W. SMITH, *Committee.*

The Committee announce their governing motive :

In the performance of our duties, we have been guided solely by what, in our judgment, the interests of the schools demanded, without stopping to inquire whether any particular individual would be pleased or displeased with our action.

Although it would be pleasant for us to be able to report that every school in town has been attended with the most abundant success, and been conducted with satisfaction to all concerned, yet our duty requires us to state things as we find them.

Economy in the employment of teachers may be misdirected :

While our citizens are obliged to submit to burdens and taxation to support the

Government, it reflects the highest credit upon them that they are not disposed to withhold any of the necessary funds for the education of children at the public expense, and while the people are liberal in their appropriations for the support of the public schools, they have a right to expect that those to whom they commit the care of their schools, and the expenditure of their school money, should make a wise and judicious disposal of it.

Quite a number of our summer schools were not quite as successful as could have been desired. The school agents were, without doubt, honest in their selections of teachers, wishing to secure as long a term of school as possible, for the amount of money committed to their care.

This principle of *rigid economy* led many agents to employ inexperienced teachers, because they could be hired at a low price; and though nearly all of them possessed the necessary book knowledge, many of them were wanting in that aptness to teach and govern, which are the first essential qualifications of a good teacher.

Although it is not our intention to be any more personal in these remarks than a true statement of the case demands, it is but justice to young teachers of *our own town*, to say that they are nearly all exceptions to that class of teachers just alluded to. Nearly all of them conducted their schools with entire satisfaction to their employers, and with great credit to themselves, and believing as we do that the teachers of New Sharon are not surpassed by those of any town around us, it is a mistaken policy to send them out of town for employment, and import others, much inferior, to take their places.

Of the neglect of geography the Committee complain—and assign a reason :

The study of geography is still sadly neglected in our schools. In most of the schools not more than 12 per cent. of the scholars consider the study of geography worthy of any portion of their time and attention. This unfortunate retrograde movement in this interesting and useful branch of common school education, is clearly traceable to the introduction and use of outline maps, to the exclusion of all *text books* in geography.

An obstruction which ought to be removed :

One of the most serious objections to the successful operation of the schools, in some districts at least, is the spirit of faction among members of the district; one party being disposed to grumble and find fault with any measure which a representative of the other party (who may happen to be elected school agent,) may think proper to adopt. Under such a state of things the teacher always feels more or less embarrassed, and his usefulness thereby becomes greatly impaired.

#### YARMOUTH.

JAMES BATES, *Supervisor.*

The Doctor endorses his report thus: "*Copy—which I can find no law requiring.*" As the same suggestion came last year from the same source, and as others may labor under a similar impression, they are referred to the "Acts and resolves of 1861," to "an

act to amend chapter 11 of the revised statutes," or to the copy of the same in the Superintendents' Report for 1861, page 13 of appendix, where the following words will be found:—"Sect. 3. Section forty-nine of said chapter is amended by striking out the words, *if their reports are printed.*" Without these words the clause reads, "and they shall transmit a copy thereof to the Superintendent of Common Schools."

The first item of this report is worthy of consideration by other school visitors :

From an impression that a visit at the commencement and close of a school afforded very inadequate means of judging of its usefulness, in most cases two additional calls of an hour or two have been added to the number of visits formerly made.

#### A bad picture of irregularity :

The attendance in this district is more irregular than in any one in town. Such is the indifference of some parents in this respect, that a full class on any day is a rare thing. It is a great evil, and hinders not only the progress of the delinquents, but of others, and is truly disheartening to the teacher.—Visited every term four times, and always found good order and reasonable proof of energy and progress.

#### Same damaging influence in another school :

Mr. W. is an experienced teacher, maintains good order and imparts instruction readily and rapidly; and whenever he can have regular attendance is sure to show good progress in his pupils. Visited three times with much satisfaction.

#### Another school is marked by its excellence in animation :

Mrs. M. evinced great efficiency. My four visits were without previous notice, and I always found the school ready to recite their lessons in a full, animated voice, showing great interest in whatever lesson they had in hand. The reading of the first class is not surpassed by a class of any age in town.

#### A high school and high teacher commended :

It is a pleasure to speak of such a man and such a school. Both stand from the shoulders upward, higher than any other school in town, when all the circumstances of government and improvement are considered. It was governed by love, and by a happy, ready and rapid faculty of imparting instruction; every eye was wide awake and every tongue ready to answer at recitations.

#### Some fast young men trotted out :

For some time it was doubtful if the school could be controlled; nor was it until some of the master spirits left rather than to obey. W. is a critical teacher and his method of instruction excellent, as was abundantly evident from the examination of those who remained to reap the benefits of his instruction.

The problem has not yet been solved—what is the best mode of governing some very fast young men belonging to this district? The man to do it may be found, and it is hoped will be, soon.

## BARING.

S. M. SMITH, E. R. DOTEN, *Committee.*

This Committee report with great brevity ; closing with a single " practical observation : "

We believe the last year's experience, as well as that of former years, plainly establishes this fact :—that scholars and parents can render *any* school of but very little value. A school is like our national Government; it must be supported by the people, or it will fail.

## CHELSEA.

S. W. BARKER, *Supervisor.*

Mr. Barker reports the condition of the several schools in his town with some minuteness. Of one he says :

At the examination I found better and more perfect lessons than in any other school in town. The teacher had instilled into the minds of the scholars, that thoroughness is requisite for a good school in all things pertaining to the school-room, and, as the result of this, I found good order. Not a whisper was heard, nor any unnecessary noise made. Quietness reigned, all reaping the reward of their own doing.

A summer teacher employed in a winter school :

*Winter.* The district appreciated the services of Miss M. by employing her for the winter term. At the commencement an indication was apparent of having a profitable and interesting school; the teacher having the sympathy of the parents and the affection of the scholars. The school commenced favorably and progressed well. The examination passed off with life and animation. The several branches had received due care and attention. The first class in reading had improved much.

The pupils of a small school appreciate their privileges :

This is a very small school, with a small amount of money; consequently, we cannot expect as much improvement as in the larger schools. The scholars in this school seem to appreciate the privilege of attending school, and have made more rapid strides than in some larger schools. At the close, I found an orderly, industrious and profitable school,—one that met my expectations.

Conclusion :

The standard of the schools, the past year, I think, has advanced. Many think it of minor importance; think that the education of their children is of little or no consequence. I find parents who, instead of accounting it a benefit, and something to be prized to have an opportunity to send their children to the public school, reverse the thing, and reckon upon it as a privilege to the school and those concerned in it, that they send them there at all. They go further; and having, perhaps, become offended at the necessary rebuke or chastisement of a scholar, often endeavor to thwart the teacher, the supervisors, and all who are trying to uphold and sustain the school, by withdrawing their scholars from it, and by keeping them at home.

Such may seem to them revenge, but it is charged with torment which will burst upon their own heads and overwhelm them with sorrow.

As long as the school is thus lightly regarded, it will continue to be a light and trifling institution to those who thus hold it. It cannot rise, for the curse of worthlessness is upon it; it cannot advance, for the motive power is withdrawn; it cannot grow, for the life-giving influence is not bestowed. What, then, can it do, so far as such persons are concerned, but to waddle along, never rising in strength and capacity above childhood, and never exceeding the dwarf in stature. It can do much and we can do much for it. Already we have schools in town which have nearly surmounted all such difficulties, and others fast attaining to such a position.

### NEW GLOUCESTER.

J. A. ROSS, *Supervisor.*

The Supervisor reviews the schools under his care, with very wide extremes of censure and commendation, and concludes with the following suggestions :

*First.* Our school laws are not properly complied with. In some instances they are becoming a dead letter. This is particularly true respecting some of the sections referring to agents. Several of the schools have not been visited the second time, owing to the agents having failed to give notice when they were to close. This makes it difficult for the Supervisor to give a fair report and is unfair to the teacher. On this point the law is very explicit. "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." Now, although a written notice will not probably be insisted on, yet some notice should be given by the Agent, of the time the school is to close.

*Secondly.* There is not sufficient carefulness respecting registers. This year the teachers have been very prompt in returning them. Only one is missing,—that of the winter school in District No. 12, kept by Mr. Freeman. But some of the registers are not properly filled. One is so deficient that had it been returned to me, I should have refused to receive it. In two, the length of the school is reported twelve days,—a preposterous return. In quite a number, the twelfth and thirteenth questions are not answered at all, or answered incorrectly. The attention of teachers is directed to the following clause of the school laws :

"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."

*Thirdly.* I reiterate what was said in the report of last year, respecting the importance of writing. This branch of study is entirely too much neglected in our common schools. It should be made more prominent in the examination of teachers, and of school, and then it will assert its place in the department of instruction.

*Fourthly.* The uniformity of books in our public schools is a point of essential importance. In this particular we have made decided improvement. In order to



reach perfection it is only necessary for parents to bear in mind that it belongs to the Committee alone to designate what books shall be used in school, and not to the teacher. There was one attempt made this winter to set aside a book designated by the proper authority, and to use another instead; but this attempt was promptly and decidedly rebuked.

## PRESQUE ISLE.

DAVID B. PIKE, DANIEL STICKNEY, MOSES ROSE, JR., *Committee*.

The Committee send only a few paragraphs of their report, as published in the Aroostook Herald, as follows :

The Committee are happy to say that we regard all these as good teachers. Some are better than others, to be sure; some excelled in one department and some in another, and yet without exception all were interested in the prosperity and welfare of their pupils, and manifested a very praiseworthy industry and skill in governing and teaching. We have been called but once to take notice of any unpleasant incident in the schools, and that the case of a boy who, we are happy to say, heeded the admonition and advice given him, and remained a good and obedient scholar. We have heard no complaint against any teacher worth calling a complaint, and the uniform remark among parents and scholars, so far as we know, is,—“ We have had a good school.”

It will be noticed that all but three of the schools have been taught by females. This is just as it should be. The time has gone by, we hope never to return, when it required a man of physical strength and courage to *govern* a school; when the teacher had to go into the school-room armed with a dangerous weapon, in order to command reverence and obedience from the pupils.

It is found that love and kindness, pleasant words and gentle means, accomplish what cannot be done by force. We believe our children are more easily led by smiles and persuasive words than driven by frowns, threats and severity. And who so capable of managing a school and leading pupils in the right way, as gentle, smiling and amiable young ladies?

At a time when our young men are wanted upon the battle field in defense of all that is near and dear to the American heart, among which, and not the least, are these very nurseries of freemen, the ladies should do all the teaching of the young *ideas* how to *shoot*, whilst our young men are *shooting* the enemies of our country.

We unhesitatingly recommend to agents and those who are desirous of obtaining good teachers, every one of the ladies who during the past year have taught in this town, as eminently qualified for teachers.

## CORNVILLE.

L. E. JUDKINS, DANIEL EVANS, JAMES FOLSOM, *Committee*.

The Committee call attention to the peculiar trials of the teacher, —a point not sufficiently considered by many of our citizens :

There is, perhaps, no profession which has so many unseen trials and vexations as

that of the public school teacher. It is, we think, justly called a thankless occupation. We are apt to look upon it as a matter of course, forgetting that it is to the school-house, in a great degree, that we are indebted for that advancement in civilization which makes us at the same time the wonder and envy of the world.

All, we think, that is necessary to render our system comparatively perfect, is the cordial coöperation of parents and guardians with the teacher. But we are sorry to say that it is too often the case, that the trouble in our schools originates outside the school-room. Parents and others should see to it that they do not themselves strike the notes of discord, which so often reëcho to the great damage of our public schools.

The general condition reported good :

We are glad to be able to report so general success in our schools the past winter. Good order and attention to study have been the *rule*;—the *failures* are exceptions.

The failure, on the part of agents, to notify the Committee of the commencement and end of schools, has been a source of some embarrassment to your Committee.

#### TRESCOTT.

STEWART MCFADDEN, WM. H. LEIGHTON, JAMES KEEGAN, *Committee*.

The report from this town has never before been forwarded to the Superintendent's office. It deals plainly with the town, for sundry deficiencies and neglects, but is adapted to that particular latitude, rather than to a wider circulation. A few paragraphs are presented below :

We propose, at this meeting, to do something for the better government of our schools in the future, and for better agents in our respective school districts. We cannot say much in regard to the teachers. If the children had a good supply of books and the coöperation of parents, we think they would do much better. But we have never known a parent to visit a school in this town, even at an examination. We would also recommend to the inhabitants of this town to supply a sufficient number of histories to each district, so that the children will know something of the manners and customs of different nations.

Your Committee would further say, that this town can never safely reckon upon good schools until all matters of difference with respect to agents and parents are adjusted on a fair basis, and that adjustment strictly adhered to,—and parents coöperate cheerfully with the teachers in their efforts.

#### SEARSPORT.

EMERY SAWYER, *Supervisor*.

Mr. Sawyer represents the summer schools, as successful in nearly every district in town, and in his notice of the winter schools makes the following suggestions :

The winter schools this year have been far better than the average of winter

schools. The progress made by the scholars in the various branches taught, shows that the teachers have, some of them at least, been of superior merit, and fully adequate to their work. The scholars who have attended school *regularly*, have, as a general thing, manifested a creditable desire to learn, and far more than an average amount of study has been performed. Still there have been many imperfections, and some serious drawbacks to that prosperity which we all desire. And one *great drawback* which I will mention is, the *irregularity* with which many of the scholars enter the school-room. Said one teacher to me the past winter, when speaking of the difficulties of the school, "I have to wait, five, ten, and sometimes fifteen minutes before commencing my exercises, and then begin perhaps with twenty scholars, when I should have fifty or more." The same has been a general complaint of many of the winter teachers. Scholars should always commence school with the first day of the term, and be in attendance every day of the session, at the appointed hour for commencing the exercises. It is of but 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, and a regular time each day for reciting that lesson. The lessons are, or should be, consecutive and progressive, and if a scholar is irregular in attendance while the class goes on, much instruction is lost, and that scholar cannot go on understandingly, because he has not attained a knowledge of the previous lessons. This is one great reason why many scholars become discouraged, and only study as they are driven to it; and, if left to their own direction, would give up study in disgust. If you wish your schools to be profitable, see to it that your children are in the school-room all the time the school is in session. The teacher has no power to compel the scholar to attend school. This power lies wholly with the parent or guardian. And if you wish your children to be interested in study, and arrive at a creditable eminence as scholars, see them often in the school-room personally. Let them know that the parent and teacher are both enlisted in the service. Gladden and encourage the teacher often by your presence in the school-room, and at the same time invite your children to study, for they will be ashamed to see you come and they show no progress. Above all let no word of disappointment ever escape you in the scholar's hearing, however much you may be dissatisfied with the teacher and the school. I have known more harm done by a half hour's growling and fault-finding at the village store, than the best teacher the land ever produced, could remedy by three months' hard service in the school-room. While such practices exist, look not for that success which should be attained from our common schools. This is a glaring evil, not only in this but in other localities, and until it is rectified, no matter how well your schools may be graded,—no matter how good teachers you employ, you will not attain the object desired.

## WINDHAM.

EDWIN S. ELDER, *Chairman of Committee.*

Mr. Elder presents in the paragraph which follows, a point of difficulty which teachers have often experienced, and the remedy of which, if any there be, must be found at home :

There is another circumstance from which many of our schools suffer more or less,

every winter. It is the practice of having social assemblies during the continuance of the school, which are attended by all the larger scholars from two or three districts. The mere fact of scholars being out one or two nights every week, until twelve o'clock or later, must decrease the amount of study, and thereby retard the progress of the school. But when we consider that each party is the subject of conversation and apparently uppermost in their minds for many days before and afterward, we must conclude that they are productive of great injury, and ought to be discontinued. Our larger scholars attend school only three months out of twelve; and it would seem that their attention should be exclusively directed to their studies, rather than to things of doubtful utility. Therefore we suggest that if parents would discourage this practice, they would not only confer a great benefit on their children, but on nearly every winter school in town.

#### He considers the selection of teachers :

We believe that our schools might be greatly benefited by authorizing the Committee to assign the teachers to the different schools. Many good results would follow :

*First.* Each district would probably secure the services of a teacher especially adapted to the wants of the school; which under the present system is not always the case. We do not wish to be understood as censuring the agents. We doubt not that they do the best possible under the circumstances. But the question is, who best understands the requirements of the school and the suitability of teachers? Is it he who knows nothing of the particular manner and ability of the teacher and perhaps has not visited the school in his district since he left? Or is it men who are well acquainted with the peculiarity of each school and the method of instruction of each teacher.

*Secondly.* Under this arrangement none but the best teachers would obtain schools; for your Committee would give a preference to the best. But now the first applicant stands the best chance, especially if a relative or connection of the agent.

*Thirdly.* The Committee would establish more uniform wages. The wages at present vary very much; some paying as high as thirty dollars per month, while others obtain the services of equally good teachers for fifteen dollars. With female teachers there is a still greater disparity. Yet the agent is not to be blamed, for he does not profess to be a judge of the value of the different teachers, or of the amount of labor to be performed in the different schools. But the Committee ought to have a pretty correct opinion as regards both the value of the teacher and the requirements of the different schools.

#### LIVERMORE.

HIRAM C. BRIGGS, *Supervisor.*

Mr. Briggs explains the grounds on which he reports the character of the schools in this town :

In speaking of the different schools, I shall endeavor to give as truthful and correct an account as possible. It would afford me the greatest pleasure to speak in terms of ungratified commendation of all the schools and teachers, if I could do so consistently with a true sense of duty. If any district has had the services of good

and efficient teachers, it should be known to the credit and benefit of all concerned. If any has been less favorably situated, this *also* should be known for the proper action of all concerned. It is an unpleasant, and, I might almost say, the *only* unpleasant feature of my office that I am sometimes called upon to speak of defects and failures; but, as the servant of the public interest, it will ever be my aim to act in a conscientious manner, and with a special reference to the greatest good of the greatest number.

I have reported the several schools as they appeared to me when I visited them, and I have done it in as few words as possible; thinking it far preferable to give a report in a few words, and in language that none can misunderstand, than to devote a whole page to the reporting of one school, and that in such a manner that one cannot tell whether I think a school profitable or not. I am happy to say to the town, that our schools, on the whole, have been as profitable as in any previous year that I have had the charge of them. A few of them have been somewhat injured on account of irregularity of attendance; and this irregularity was caused, in part, by the scholars giving more attention to the education of their heels than their heads.

#### The Supervisor reports another spelling-match :

When I first visited the winter schools, I notified the scholars that I should call them together some time during the season for another spelling match. To the district that missed the fewest words, I was to present a copy of Webster's Unabridged Dictionary. The match came off the 7th of February and District No. 10's winning the Dictionary. That these spelling-matches have been instrumental of a vast amount of good is the testimony of almost every teacher in town. I would again recommend to my successors to continue the practice of calling the districts together at least once a year for a like purpose, until every district in town possesses a copy of Webster's Dictionary.

#### A graceful acknowledgement :

On closing my connection with the schools, I would renew my thanks to the many parents and friends of education, from whom I have always received hearty coöperation and sympathy. Such parents by their sympathies and kind wishes have made my duties doubly pleasant. I shall always remember them as friends of our public schools. I can never forget our teachers; they are a noble class in society, young men and young women who educate themselves to educate others. In my labors for the schools I have always received *their* hearty coöperations. The kind treatment and universal respect that I have received from the scholars of our town have taught me to love them.

#### BOWDOINHAM.

H. CURTIS, *Supervisor.*

There is one feature in the spirit of Mr. Curtis's report, especially worthy of notice and imitation by other supervisors or committees. I refer to his mode of criticising the labors of teachers, in pleasant contrast with the harsh and severe treatment which many teachers receive at the hands of their supervising officers.

The cases must be rare in which the errors of teachers require so merciless and faultfinding criticism as some of the reports contain. Mr. Curtis says, more generously :

With respect to the different instructors, each and all, one prominent fact should in justice be distinctly stated. It is the zeal, the earnestness, the exertion which each teacher has put forth to the fullest extent of his power to make the school prosperous and useful. Devotion so ardent, so intense, it is believed, has not been witnessed heretofore. Viewing such to be the fact, it is painful to a reporter to speak of the defects of such teachers, or of any want of value in their schools; but while strict truth may demand this, it may admit the palliations of charity. Teachers have arduous duties to perform, and such as none so well as themselves can fully apprehend. "To err is human," and therefore their faults should be named in the spirit of candor and benevolence.

Elementary training urged upon the attention of teachers :

Your Supervisor has deemed it necessary to call the attention of every teacher, to the value and importance of elementary instruction—beginning with the articulation of all the changes and variations in vowel and consonant sounds, and thence upward—as the only sure means of rendering pronunciation distinct and clear. The same to be applied to grammar as a separate study, so as to enable the student to understand the force and signification of each clause, and to possess the ability to analyze and construe sentences in advance of parsing the words. This method not only renders the science easy and simple, but it shortens, by nearly one-half, the time formerly occupied in acquiring it.

Another and a very important view of the irregular attendance of scholars :

But want of constancy and promptness, not only produces the evils enumerated, but it is of itself, a *bad education*; the habitual practice leaves its mark upon future character. Observation and experience fully verify this, while they assure us of the fact that the young, who from early life are required to attend school regularly and promptly, and while there to obey the teacher and attend faithfully to their duties, rarely fail to become good scholars, and in the end to secure a competent share of learning. But better still; these habits of regularity, promptness, order and studiousness, growing up with children into future life, will with as much certainty, characterize them as men and women of known fidelity and integrity, as that "like will produce like." I offer these remarks in the spirit of affectionate counsel, and with no design to censure; and will only add, that if the invaluable blessings of general education become ours by the wise appointment of a merciful Providence, then we as parents incur an awful responsibility, if we misimprove the opportunity which he has placed in our power, to secure these blessings to our children.

KENDUSKEAG.

T. B. ROBINSON, *Supervisor*.

Mr. Robinson opens his report by a reference to the origin of the common school system in our colonial infancy :

It may be useful to glance at the early steps of the New England States, some two hundred years ago, relative to our present system of common schools. The year 1647 was the memorable time when the broad foundation was laid for all that is essential, in our estimable system of our public schools.

The measure seems to have originated by a general movement of the people, in several of the towns of Massachusetts. To meet the demand of this feeling, the Legislative Assembly of that colony passed the following preamble and orders, November 11, 1647 :

“ It being one of the chief projects of Satan to keep men from the knowledge of the scriptures, as in former times, by keeping them in an unknown tongue; so, in these latter times, by persuading from the use of tongues, that so, at least, the true sense and meaning of the original might be clouded by false glosses :—It is therefore Ordered, That every township in this jurisdiction, after the Lord hath increased them to *fifty freeholders*, shall then, forthwith appoint one within their town, to teach all such children as shall resort to him, to write and read; whose wages shall be paid, either by the parents or masters of such children, or by the inhabitants in general. . . . And be it further Ordered, That when any town shall increase to the number of *one hundred families*, they shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for the University:—Provided, that any town shall neglect the performance hereof, above one year, that every such town shall pay *five pounds* to the next school, till they shall perform this order.”

This legislative act was approved by Governor Winthrop. Its worth no man of that day could estimate, and its benefits even the present generation hardly realize.

An effectual remedy of a very serious evil, prevailing in some towns, seems to have been applied by Mr. Robinson in certain districts of Kenduskeag :

An inspection of the school-rooms and their appendages in District No. 1, before the summer term commenced, showed that serious abuses had been perpetrated during previous terms. The district agent took immediate measures to have the premises repaired and cleansed. At his first visits of the schools, the Supervisor read and commented on those sections of the State law, that relate to the wanton damages by scholars, of all such property. He did the same at his first visits of the several schools, both in the Summer, Fall and Winter terms.

In District No. 4, the agent told him that he had *replaced about forty lights* in the windows which had been broken at previous terms. At my last visit there, as the winter school closed, the windows *were all whole*, and no injury was perceptible to any of the school property. A like good result, to a good degree, has been secured to the school property of the several school districts. An importance should be attached here, beyond the simple fact of securing the property. It is educating the children to habits of care and economy about property in general. This was particularly enforced on the scholars. They were told it was a useful part of their education, which if properly regarded, would promote the wealth of the individual, the town, the State and the Nation.

An unusual experience is mentioned :

One gratifying feature in our schools, during the past year, is the *continued and full attendance of scholars to the close of the terms.*

Relative to the government and success of our schools, permit us to suggest, that parents have an important influence. Generally they do not visit the schools as much as is desirable. If they would occasionally visit their own school, we are persuaded both teachers and scholars would be benefitted. Parents may also do much toward the government and success of schools, by inculcating in their children, habits of respect and confidence toward their teachers. But if, on the contrary, they encourage, or even countenance them, in disrespect, and disconfidence toward their teachers, they are virtually depriving their children of all benefit from the schools. They are sowing in their impressible minds, the seeds of insubordination to all law and order, and imposing a cruel and unnecessary task on the teachers. With such an adverse outside influence, the most perfect teacher can do comparatively little good in a school. No persons should feel a deeper interest in having good schools than parents, and none have so much influence to make them good or bad.

#### GARDINER.

N. WOODS, G. BAILEY, J. W. DODGE, JOS. BRADSTREET, F. A. GARDINER, JOSEPH MERRILL, *Committee.*

The report of the Gardiner Schools indicates a degree of success attainable only as the result of long continued and faithful effort on the part of school officers. Note the following incidental remarks :

A good work has been wrought in this school by this teacher. Not only her diligent labors in the routine of the school-room are to be commended, but her unselfish devotion to the interests of the children at all hours, her visits to their homes, her attentions to them in sickness, are worthy of mention. Her influence over her scholars was of the most salutary kind, and it was with much regret we accepted her resignation.

When we remember the disorderly condition of this school as it first came under Miss F.'s care, and contrast it with its perfect quietude and propriety of appearance at the close of her engagement, we cannot but express our high appreciation of her services. She had evoked order out of chaos, and harmony out of discord, and made the worst school we have ever seen in Gardiner, one of the best. Yet, during the two years she was in school, we never saw her punish a scholar or heard her speak a harsh word.

Besides her faithfulness in teaching, we take pleasure in commending Miss S. for two things, too often neglected by other teachers. Her room is always neat, and children soon learn to keep it so; and she keeps a record, which both the Committee and herself can understand, so that her register is reliable when returned.

We have seldom visited a school better managed. The order was perfect; and all the exercises indicated a good winter's work on the part of teacher and pupils. There are several large boys in the school; but we doubt if they could have been



better governed by a male teacher. Miss C.'s success in this school is a sufficient refutation of the assertion sometimes made, that a woman cannot manage a school composed of large scholars. The discipline of no school in the city has been superior to this.

The Committee notice two sources of difficulty :

Reviewing the work of the year, two things strike us as having interfered with the best interests of our schools. First, the capricious intermeddling of the parents. One boy was taken from a school because of the attempt of the teacher to introduce a few gymnastic exercises, for the relief of the scholars. One girl was permitted to leave school, and assigned as a reason that the teacher was "silly and cross." One child was transferred, contrary to the rules, from one school to another, because she had been twitted by her schoolmates of "living in a small house." One girl did not attend one of our best schools, because the teacher was "ugly." One teacher was accused of "learning his scholars to lie and cheat;" not by directly inculcating these vices, but by being so strict as to induce them to "lie and cheat," to avoid punishment, we suppose. Some boys were removed because they were punished, not as we learn, with undue severity, but because they were punished at all. These are specimens of what is heard, not one year, and in Gardiner alone, but every year and in too many places. People thus thoughtlessly permit their foolish whims to interfere with the best interests of their children.

A national aspect of the matter :

Our free institutions are passing a fearful ordeal. The present national conflict is one of principles. On the one hand is arrayed the spirit of caste in deadly conflict with the spirit of liberty on the other. If rebellion triumphs, free schools, free speech, a free press, and freedom of conscience will be destroyed, and ignorance, immorality and barbarism will settle down, like a dark cloud, over the land. While we send our brothers and sons to the conflict which shall avert this dire catastrophe, let us see to it that the blessings for which they peril their lives shall not perish, through our indifference and neglect ; and let us contribute liberally for the support of those institutions upon which liberty, morality and prosperity must always depend.

#### CONCORD.

A. J. LANE, *Chairman of Committee.*

Mr. Lane fails to forward the report of his *schools*, sending only a few suggestions in regard to school agents, of whose office he says very truly :

The office, at first thought, appears to be a very insignificant one, and capable of being filled by almost any person. This is a mistake. The very best men should be elected to this office; those who have the welfare of the pupils, the community, and, in fact, the *welfare of this whole country at heart*. It is one of the most responsible offices in the gift of the town, and should not be thrown away upon those who care nothing about the education of their own children, or those of their neighbors.

## HARPSWELL.

D. L. SMITH, *Supervisor*, S. E. SMULLEN, his Successor.

Mr. Smith seems to have had an eye to the condition of the school-houses :

What is most needed in this town is better school-houses. You cannot expect your teachers to have that energy and order that they would have in better school-rooms; neither will your scholars be so orderly and neat; it is harder work to teach in such ill-contrived and dilapidated old houses. A school-house should be neatly finished, convenient and clean, as much so as our dwelling houses.

Of one school-room he says :

The use of a broom upon the floor would have given the old school-room a *little* better appearance.

He compliments the teacher in another district :

The teacher displayed a good deal of taste in ornamenting the school-room, and in keeping it clean and neat.

One teacher prosecutes her labors under difficulties :

In this district there is no school-house, and the teacher is obliged to take her pupils about, from house to house, wherever she boards. At my first and only visit I found seven scholars in attendance, this being a very small district. The teacher seemed to be doing well; she was careful to have her pupils do just right in everything. I was much pleased with the manner in which she managed her school; everything was in perfect order, and the teacher seemed to understand her business. I should be glad if Miss E. could have a larger school, in which her usefulness could be more felt. This teacher has the reading of a school journal, which she has improved to the advantage of herself and those who employ her.

Mr. Smullen endorses Mr. Smith :

In closing my report, I would say that I heartily endorse the sentiments of Mr. Smith, in respect to school-houses, teachers and agents; but will add that your duties to your children do not end here. After you have good school-houses, and competent teachers, you should see that the seats are occupied by your scholars every day. Your school-houses and teachers can be of no benefit to your children, unless they are in attendance, and avail themselves of the advantages that may be derived from them. You should visit your schools often. I know of nothing that will arouse the ambition of both pupils, and infuse new life into a school, more than frequent visits from members of the district. If you think your teacher is not doing his duty to your children, visit the school-room and ascertain the facts; if you are satisfied that he is doing his duty, still visit the school, thereby encouraging him and those whom you have placed under his charge.

## CUMBERLAND.

LOUVILLE H. MERRILL, *Supervisor.*

In answering the question "What good has been accomplished by the schools during the year," the Supervisor makes the honest confession, that it is not easy to say,—as many others might, for the same reason.

Visiting the schools, as I have, but twice during a term, I have found it very difficult to judge of the improvement made.

The notes of the several schools, however, show that his labors and advice were well directed. He closes with saying :

The number of scholars attending school in town, during the past year, has been less than in some former years,—owing, perhaps, to the state of the country; but the average attendance, in proportion to the number registered, has been much better than in years past.

Taking the schools in town as a whole, creditable improvement has been made.

The scholars have been drilled more upon the principles of Arithmetic and Grammar than has heretofore been the custom; and considerable attention has also been given to penmanship, but there is still room for progress in this branch.

While some of the agents have notified me of the times when their schools would commence and close, others have wholly neglected it, and I have failed to visit some schools more than once, on this account. Although the duty of parents to visit schools, has been urged upon you many times in the past, yet for some reason you have failed to answer the appeal. You know not how great an influence a short visit from the parents would have upon a school, unless you have been a teacher. It is not the children alone who are benefited. I ask all the parents present to attend to this matter for one year, and see if there are not beneficial results.

## WHITEFIELD.

R. S. PARTRIDGE, *Supervisor.*

Mr. P. notes the excellences of certain teachers, in the following terms :

Mr. M. is a ripe teacher. From the book of experience he has learned many useful lessons, which aid him much in the management of a school. His scholars were taught that punctuality and order are the prerequisites of a good school; and all violations of the same were investigated and punished. Mr. M.'s method of instructing is plain, thorough and practical. At the fifth week I found the school laboring successfully. Order perfect.

Mr. W. is a vigorous and stirring teacher. With a thorough education, he plants his standard high, and his whole mind bounds at once into the labor of elevating his school. Rarely do we witness a teacher possessing his ability and perseverance. The discipline of the school, the progress of the classes, and the harmony of scholars and teacher, prove Mr. W. to be the right man in the right place.

Miss H.'s method of teaching is smooth, yet firm—inviting her scholars pleasantly

along from principles to practice in a manner so kind, yet commanding, that her labors cannot fail of producing the required results. The scholars were studious, prompt at recitation, and thorough on examination.

Mr. C. possesses the happy faculty of making the school-room a pleasant home. He mingled freely with his scholars in their out-door amusements, but carried a firm, steady hand while teaching.

With pleasure I record the labors of our tried and worthy friend, Mr. L. With his large experience in teaching, he knows just what to do and when to do it. His kind manner and pleasant voice secure at once the admiration of his scholars, while they are taught to obey at the first summons. Although the term was only nine weeks, the general progress was commendable.

He closes with this appeal to parents :

Parents are you satisfied with your schools? Are your children making that improvement which you wish them to make? Are they regular at school? If not, where lies the trouble? Just manage your schools as you do your farms and stores, and we shall have better ones. Do not allow your children too frequently to visit places of public amusement, or loiter around stores and other public places while attending school; for they divert the mind, lessen the interest, and carry into our schools evils which require much hard labor to eradicate. Parents, do not look too lightly upon the education of your children, for upon it everything in the future depends. The time has come in the history of this nation, when the watchword is "Action, action," and upon the rising generation much, very much depends. Let us, then prepare for the work before us.

#### ATHENS.

WILLIAM M'LAUGHLIN, *Supervisor.*

Of the condition of schools in *our* "modern Athens," the Supervisor says :

The people of this town have cheerfully paid their taxes to help support their schools, and have a right to know how these institutions have prospered. In general, the schools of Athens the past winter, compare favorably with those of any previous year. There has been but one failure, and very little dissatisfaction expressed by parents.

He notices an important error in instruction, too prevalent in our schools, but for which the teacher is not wholly responsible :

Among the faults in the instruction of schools the past winter, I regret to notice a prominent one, that of putting scholars ahead of their proper attainments, which engenders superficial habits, and a want of thoroughness. This is particularly noticeable in reading and arithmetic. This hurrying over the books, and into higher books, is a decided obstacle to practical success.

He illustrates the propriety of obtaining skillful teachers :

If a person require the services of a physician, or a surgeon, a skillful and successful one is sent for: If you have an important law case to be tried, you employ

learned and distinguished counsel. Is the molding of immortal minds, the training of our children for the future destinies of life, of less importance? Surely not.

The following suggestions are not new, but true :

The importance of more interest on the part of parents for the efficiency of their schools and a more generous, unselfish coöperation with the teacher in his trials and responsibilities cannot be estimated. Sustain your teachers under all circumstances and at all times before your children, and if you have ought to say against the school or teacher, go and say it to his face.

Attentive and efficient supervision of the schools. The Supervisor or Committee should be men interested in education; who are conversant with the present modes of school teaching and management; who are willing to spare no time or expense in looking after the interests of the schools, and will discharge the duties of their office without fear or favor.

Upon the common schools of our land, depend the preservation and perpetuation of our free institutions. "They are the corner stones of that municipal organization which is the characteristic feature of our social system." They are the pride and glory of New England and the envy of the world.

#### CORINNA.

GEORGE H. DAY, *Supervisor*.

Mr. D.'s notes and comments are brief and pertinent. He gives a plain hint :

In order to have a good school in this district, the parents should either have more knowledge themselves, or interfere with their teachers less. This was not a profitable school, which I attribute more to the parents than to either the scholars or the teacher.

Something more than a hint :

Your school-house is a rotten, tumble-down old thing; a disgrace to a civilized community.

And another :

This is the most wealthy district in town, and I would not to-day take the gift of your school-house to use for a wood-shed. As one of the district, I am ashamed to say that we have more money than brains.

After dealing sharp blame or praise, in commenting upon the several schools, he closes with these just remarks :

Many schools are unprofitable, because the parents utter expressions of dislike in the presence of their children, which naturally prejudices the pupil against the teacher, and leads to many acts of disobedience. It is sometimes necessary that a disobedient scholar should be punished. It is the case in almost every district, that when a teacher resorts to corporal punishment, there are some who are inclined to deprecate the course the teacher has taken, however just it may have been. There are but few parents who do not find it difficult to restrain and control the actions of

a few children, when there is no one to dispute their authority. How much more difficult must it be for a teacher to control a houseful of children, unless they have the hearty coöperation of the parents. Let us each do our duty faithfully in this matter; each one take a lively interest in the education of our children, and we can hardly fail to have profitable schools.

#### PORT FAIRFIELD.

T. A. SAMPSON, A. S. TOWNSEND, F. W. SMITH, *Committee.*

The Committee report a commendable progress in their schools :

But in order to succeed fully in making them as profitable as they might be, we must take more interest in them ourselves, as parents, guardians, and citizens. We need better school-houses. We need a better supply of books. We need a more prompt and regular attendance of the scholars, and we need a more hearty support of *good* teachers, and less encouragement to *poor* ones. If we as fully realized as we ought, that the scholar must inevitably become the director of affairs in a few years, John would not be called away from his school on every slight occasion. For the fact is patent, that every day we keep a boy or girl away from a well-regulated school, we inflict an almost irreparable injury upon them. We need better school-houses ! The school-room should be large, and high in the walls, should be well finished and conveniently seated, and should be well ventilated.

Agents should seek for the best teachers, at reasonable prices :

We cannot expect a teacher who has devoted the best years of his life to qualifying himself for the high and responsible position of teacher, to serve for the same pay as a common laborer.

Of a teacher who makes his business a matter of study and professional preparation, they say :

At first visit, everything was found satisfactory, and at the close, it was found that everything had been done, that could be done by an experienced teacher, to advance the interest of the school, and with decided success.

#### MOUNT VERNON.

JAMES E. MERRILL, JAMES R. MARSTON, MOSES R. LEIGHTON, *Committee.*

The importance of other lessons than those of the books :

It should be remembered that in training our children to be really virtuous and useful members of society, there are other lessons to be learned, besides those derived from books; lessons of correct deportment, self-respect, self-reliance, and a cheerful submission to rightful and lawful authority. The object to be aimed at in education is threefold. The mind, the heart, and the manners, *all* are to receive appropriate training. Therefore in the selection of teachers, care should be taken to employ not only such as are well prepared to train the intellect, but those whose *habits* and *manners* are agreeable, whose feelings are refined, and who know how to appreciate and apply the principles of good breeding in the management of a school.

The common school is emphatically *the* institution of New England. Her citizens

are among the most refined, intelligent, liberty-loving and loyal of our whole country. It is to be hoped, amid the excitements of the present hour, while a portion of the American States have been so ready to incur the guilt of treason, and the calamities of civil war, in order that they may sustain and perpetuate *their* peculiar "Institution," that New England will *firmly stand by hers*,—and that the people of Mount Vernon, particularly, will not overlook the interests of their schools, but give them that liberal support which their importance demands.

## WALDOBORO'.

B. B. HASKALL, *Supervisor*.

The supervisor gives the statistics of the schools in town; records the exchange of old books for four hundred dollars' worth of new ones "without cost to any one," and concludes by saying:

It is not necessary in this report to speak particularly of the success of *each* school. Suffice it to say, that all were quite satisfactory; that there was but little difficulty and no case of insubordination.

Much might, and perhaps ought to be said, of the condition of school-houses. There are several that are wholly unfit for use; but this fact is equally well known to the inhabitants of such districts, and it is their duty to correct the evil.

## WOOLWICH.

SAMUEL FARNHAM, *Supervisor*.

The war has reduced the number of scholars:

Some of the brightest and bravest of our young men have taken up arms to defend our institutions and our homes, and their places, in the higher classes of our schools, have been made vacant; but the zeal of the people to sustain institutions, that are adapted to promote intelligence and patriotism is undiminished.

Mr. T. complains of the younger pupils in the winter schools:

The younger scholars should be kept at home in the winter term, by vote of the district, or if this is *not done*, the Committee should exclude from school the higher studies. To do the latter would virtually exclude from the school its best scholars, and deprive those who are unable to go abroad for instruction, of the opportunity to make that improvement which they desire. To do the former would be no injustice to anybody.

The military drill introduced into one school:

The large number of young men in this school seemed to indicate that the district had not furnished its proportion for the *war*; but the interest awakened by the brave soldier and skillful teacher, who will no doubt be a gallant officer, and especially the proficiency exhibited in the use of arms and military drill, afford assurance that it may be relied on for future emergencies.

## TEMPLE.

JOHN O. STAPLES, SIMON HACKETT, *Committee.*

The national army draws from the school army :

In visiting the schools, especially in winter, we have not found as many large scholars in attendance as in former years; some of the young men from nearly all the districts, having enlisted in the army.

To persons residing in the populous towns, it would seem a great hardship to be reduced to the necessity named below :

In this district there is no school-house, and only two families, and these are so widely separated that the small children could not go from one house to the other. Hence they had short schools in the winter at both houses, which was the best they could do.

In a few instances, families living in remote parts of their districts, have received their share of the money for family schools. In this way and in no other, can some of the children in town be saved from growing up in entire ignorance. We know not now of a single family having scholars between the ages of four and twenty-one, that has not derived more or less benefit from the money raised for the support of schools.

## SOUTH BERWICK.

JOEL BAKER, *Chairman of Committee.*

Mr. Baker represents the schools of South Berwick as in a prosperous condition, on the whole. Here is room for only his closing paragraphs :

The machinery with which our system of public schools has been kept in motion the past year, has run with as little friction as is common, considering the materials of which it is constructed. That every school in town for a whole year should be a successful one is hardly to be expected. That there should be no unfortunate selection of teachers, or no teachers approbated who are not worthy, is not reasonable to expect. With the utmost care on these points, one who is partially unfit for the station—like the running of a steamer past a blockading squadron—will occasionally find his way into the school-room. The trouble in this matter lies just here. One who is duly qualified according to law, has not always the requisite qualities of a teacher; which fact is only developed in the school-room when it is too late to prevent a partial failure of the school. The most that can be done in such cases is, to cut the term short by closing it at as early a day as practicable, trusting to the future for a more profitable expenditure of the money.

Abating the drawbacks mentioned in the preceding district reports, our schools the past year have been good. Teachers, with a few exceptions, have been judiciously selected, thorough and practical. As a whole our schools are in a prosperous condition, and our children are receiving in them much practical instruction. The moral tone of them is also good. And a salutary influence in this direction, has been exerted the past year by many of our teachers.



## SURRY.

C. K. HIGGINS, *Supervisor.*

The Supervisor reviews briefly the condition of the schools. He cannot give the statistics desired, because of the failure of teachers to make their returns; an evil, the effects of which are seen in the defective returns of a great many towns. He concludes with these remarks:

In my visits to the schools in town, I have endeavored to impress upon the minds of the scholars, that this one evil—irregularity in attendance, is the foundation of all other evils in the schools, and have charged them to guard against it. And the teachers for the past year, one and all, have used their best endeavors to induce the scholars under their charge to be punctual and regular in their attendance on the school. Now, if parents have done all that could be done by them, to secure the regular attendance of their children at the various schools in town, and supervisors, teachers and parents, have all failed to accomplish the object, what course shall we next pursue? Let us make one more combined effort; and let parents visit the schools in their several districts, at least, once each term, and encourage the teachers and scholars by their presence in the school-room, and thereby awaken an interest in the scholars that shall stimulate them to make every effort to be studious and regular.

## WINTHROP.

E. MARROW, *Supervisor.*

Mr. M. omits to report the schools in *District No. 4*, because it is under a "Board of Directors," who have the care of it. The Law probably needs a slight amendment by which this kind of omission may be avoided.

"Old Winthrop" parts with "a poor old school-house":

"The poor old school-house" that has been an object of many a blank cartridge from the siege guns of former school officers, has finally been demolished by its own forces. The owners of this structure have razed it to the ground, and intend to build a new house before the commencement of another term, one that shall be alike creditable to the district and beneficial to the school.

A reward of merit in an unusual form:

This school, for its good behavior and improvement, merits, as it will doubtless receive, the benefit of a few dollars expended in repairs upon the school-house.

General conclusion:

In the brief mention I have made of the condition of our schools, I have endeavored to represent them, as, in my judgment, they really appeared when I visited them.

If what I have said of any school differs materially from the opinion of those closely connected with it, it may be that we differ as to what constitutes a good school; but it is much more probable that our conclusions were formed at different

times, and under different circumstances. And here permit me to say that the safest and most satisfactory basis for a correct opinion upon any subject or branch of business, upon which we are qualified to judge, is to give it a careful examination *in person*. Yet it will not be denied, that men who are ever watchful of the doings of their servants, in other matters, will sometimes, allow the money appropriated for the support of their schools, to be expended without their knowing, for the time being, anything of the government inaugurated, or the mode of teaching, adopted in those schools,—save what they hear; and this in many instances from those whom, were they orphans, our State law would deem too immature in judgment to nominate their own guardians.

#### FALMOUTH.

A. F. WINSLOW, *Supervisor*.

Mr. Winslow presents a very full and particular report of the condition of the schools of which he is Supervisor, and in two of which he was a teacher. There is room here for only a few paragraphs. In the first, he appeals to school agents :

Have you done your duty for the past year? Have you notified me when your schools were to commence and close, as the laws require? Have you exercised your best judgment in employing teachers, without partiality toward relatives or particular friends? Have you, if you have employed such, consulted the wishes of your district first?

Have you been careful to purchase suitable wood for your school-house? Have you seen that your school-houses were in good repair, at the commencement of each term; provided with blackboards, etc.? Have you properly filled your blank returns and passed them to the municipal officers? Have you used your influence in sustaining your schools and inquired into their prosperity? Some have given the notice which the law requires, and many I have neither seen nor heard from during the year. Do you know that by law, one dollar for each day your schools have been in session, till you notify me by law, can be collected of you? Many would have to forfeit for the time of their whole schools, winter and summer. You should not send teachers to the Committee or Supervisor, when you are in doubt as to their skill in governing. If the teacher can answer the questions asked, he is entitled to a certificate. No matter how unsuccessful he has been, or if he is wanting of the requisite good sense. Use more care in this respect.

He contrasts his own town with another :

Our schools have been very short, for the reason that but little money was raised to support them. It is a time for economizing, we know; but would it not be advisable to curtail other expenses, less important, rather than to deprive the children of the privileges due them. Notice the contrast:—The small town of Castine, with 1,357 inhabitants, raises two thousand five hundred dollars, while Falmouth, with 1,965, raises only one thousand one hundred and eighty dollars. Castine, with five hundred and twenty scholars, four dollars and eighty cents per scholar; while Falmouth with six hundred and fifty-three, one dollar eighty cents per scholar. Shall we not raise more?

## BROWNVILLE.

W. S. SEWALL, T. A. SMITH, *Committee.*

Passing over many excellent hints scattered through this report, I find room for only the following general remarks :

It will be seen from this report, that the schools in this town, with some exceptions, have made advancement in *order, application and instruction.* Although the teachers have not, in all cases, adopted the best mode of instruction, or pursued the best course of discipline, or secured the most perfect order; still, it is believed that an effort has been made in this direction, and some approximation to this end. It is truly desirable that *all* our teachers look to a high standard, and aim after more excellence in their vocation. And it is highly important that *some* take more pains to qualify themselves for their duties. A term or two, of instruction in the art of teaching, at some county institute, or in some teacher's class at the academy, would be great help to them. And now-a-days, this is almost an indispensable requisite to success as a teacher; and quite a "*sine qua non*" to patronage. Indeed, a teacher who does not avail himself of such advantages, will find himself quite behind the times in the business of instruction.

Many of those who aspire to the teacher's office, seem to suppose that an acquaintance with the necessary book knowledge is the all-sufficient qualification. But in this, they make a great mistake; an innocent one it may be, but no less a mistake. A station of so much responsibility and influence, cannot be well filled without a good share of common sense,—some natural or acquired tact in the business, and a pretty good knowledge of human nature.

Before closing this report, it may be well to say there is a deficiency with our teachers in filling out their registers. The fact is nothing new; neither is the naming of it here. A full return cannot be made to the State, unless the registers are completely filled up, and no register is properly filled, unless every question is answered.

## ORNEVILLE.

JOEL ADAMS, *Supervisor.*

The Supervisor submits only some general statements in regard to school matters in his town, without a review of the separate schools. What he says of supplying the town with books, through an agent appointed for that purpose, seems to be worthy of consideration by other towns :

Let him cause a list of these books to be posted in every school-room in town, and also give a list to every teacher, with his certificate, requiring him to use no other books. Let the town see that the books are kept for sale in town. As it now stands, it is literally impossible for parents to ascertain what kinds of books are required, or to find them when they do know what kinds are wanted. To remedy this evil, we would respectfully suggest the propriety of towns purchasing books sufficient for one year, by raising money and sending directly to the publishers; thus securing them at the lowest figure, and placing them in the hands of agents in convenient locations to accommodate purchasers. Of course, credit would have to be given in

some cases, for the convenience of poor families with a large number of scholars. These are only suggestions for your consideration, which if promptly and faithfully carried out, would doubtless result in an actual saving of ten per cent. to parents, and an advance of twenty per cent. in the improvement of our schools.

## LITCHFIELD.

G. C. WATERMAN, B. W. BERRY, B. F. GRANT, *Committee.*

## The Committee find a pattern teacher :

The agent was fortunate in securing the services of an experienced and successful teacher, Mr. D. L. S. The course of instruction was thorough, and the government mild, but decided. The classes in spelling, in the sounds of the letters and Mental Arithmetic, were particularly interesting. Some maps drawn by the scholars, were exhibited, which were well executed. The interest of the school was good; with less truancy than usual. Mr. S., in his register, in addition to the returns required by law, gave the *punctuality, deportment and improvement* of each scholar.

## Good qualities in another teacher, and the necessary results :

This teacher brought to his work a well disciplined mind and a *heart devoted to his business*. We found both teacher and pupils interested, and were much pleased with the appearance of the school.

## Of another school and its teacher :

Those in Arithmetic were thorough. The classes in Algebra did themselves much credit. The first class of three young ladies finished Smyth's large work, and were ready on difficult questions. The teacher is a great worker in this branch of study, and was determined to make those committed to his care, understand the science of mathematics. Other studies were not neglected.

## A good reason for improvement is found in the united efforts of teachers and pupils :

The school was quiet and orderly, and the recitations showed that the teacher had faithfully performed her duty, and that the scholars had seconded her efforts for improvement.

## A lady teacher in the same school, summer and winter.

This school has improved greatly under the instruction of Miss D. The scholars are quiet and orderly, prompt and studious. The method of teaching was thorough, concise and interesting. Miss D. evidently understands the art of teaching in an eminent degree, and gains the respect and affections of her pupils, which is an essential element of success. The winter term was under the charge of the same teacher, and was conducted in a manner highly satisfactory. The order was good; the teaching exact and thorough, and the moral influence salutary.

## A question asked and answered :

The question naturally arises, how may the interest of our common schools be increased?

First. By holding all connected with the schools to a strict legal accountability. The selectmen of the town should withhold payment—as required by law—from all teachers, till they make return of register properly filled. Agents should notify the committee in writing, of the time schools are to commence, and probable length of schools, and should make the returns required by law, or suffer the legal consequences of their neglect. Teachers should be required to fulfil their duties in their schools, and to make full and complete returns seasonably.

Second. Parents should insist on the punctuality, diligence and good behavior of their children; their submission to the regulations of the teacher, and should frequently visit the school, to learn from actual observation, what their children are doing, and whether the school is a profitable one.

#### NORRIDGEWOCK.

EDWARD STONE, *Chairman of Committee.*

Mr. Stone has acted by desire of other members of the Committee, as the Supervisor of the schools in his town. His report shows a high degree of success in the efforts of teachers and their school officer. The cause of this may be seen in the opening paragraph :

Two years ago, your Committee, after careful consideration, determined that their best service to the town and its children, would be, to see that none but competent teachers should enter our schools; and they have accordingly raised the standard of qualifications as high as they could and get the requisite number of instructors. The wisdom of their decision and action is indicated by the fact that no complaints, formal or informal, have been made during the whole year,—a fact in striking contrast with our experience two years ago. No pupil nor teacher has been removed. With few exceptions the schools have been full to the very end of the terms. There has been unwonted enthusiasm among the agents. One said he meant to have the best school in town, and he ought to be well satisfied with the result. Another declared that he meant to have a good teacher at any price, and he was successful.

We congratulate the people that this spirit is abroad, because no district can afford to pay poor teachers. The children's minds come out of such training starved and dwarfed, as cattle come out of the barn in the spring, when they have been fed on poor hay.

All the schools have made good progress and been managed without the least insubordination.

Young Samsons show their strength, but abuse their privileges :

District No. 8 is again indebted to the Academy for a convenient home for its surplus children. It is to be regretted that some of the older scholars were more neglectful of the repeated favors of the trustees of the institution than became young gentlemen of their age and acquirements. We will call no names this time, but we are bound to inform the inhabitants that the juvenile Samsons tugged at two or more pillars of the structure, and actually threw down one, though luckily the edifice did not fall upon their own heads.

Many cases similar to that recorded below, are reported from other parts of the State :

The school in one district was suspended during the warm season by a fearful mortality. The winter session opened with ten missing faces, nearly one-third of the ordinary attendance gone to be educated in another world.

The experiment of employing female teachers in the winter schools, which has been urged so frequently in my reports and elsewhere, has been tried in this town more thoroughly than is elsewhere reported, and with marked success :

Only one male teacher has been employed in town during the past year. Five schools, taught by masters the previous winter, have been supplied by mistresses the season just ended, to the decided advantage of the children. All of them have been in the higher class of our instructors; four of them superior to their predecessors of last year.

The only doubt about employing females in the winter, has arisen from fear lest they should fail in government. We believe they excel, but any way, all doubt is dissipated among us. No. 8, one of the most difficult schools in town, has been completely managed by mistresses two years. And Nos. 6, 9, 10, 11 and 13, have been successfully controlled under the same mild discipline for the past season.

The money result of the experiment is quite decided. The above mentioned five districts have had an average increase of schooling above the previous year of two weeks and a fraction; and they have paid for female teachers, one dollar and seventeen cents less per week than they paid for male teachers a year ago. By comparing the wages of the winter terms of districts 3 and 8, we get a more striking contrast. The master in the former, gets ten dollars per week, while the two mistresses in the latter were hired for eleven dollars and seventy-five cents. Deducting board, the male teacher pockets the same compensation as the two females.

The scarcity of male teachers, in consequence of the drain for the war—the cheapness of females and their superior, more christian government, it is hoped and presumed, will throw the instruction mainly if not entirely into the hands of the latter, for the present, at least.

Persist in the work of improving the school-buildings :

Let the voters of the districts at their annual meetings examine their school-houses and premises. Let them put the buildings in thorough repair, whitening and painting the walls, smoothing the desks, cleansing the out-houses, and *repeating the cleaning weekly*. Let them declare by formal vote that every injury shall be repaired by the offender, that in case of neglect to do so, the agent shall compel him to pay double according to the law of the land. Upon such a basis the teachers and Superintending Committee can hope for success.

Fellow citizens of Norridgewock, will you take initiatory steps to save your children from corruption and your property from being whittled down? Will you give your school-houses a name for neatness in this Commonwealth? It remains with you whether you will execute what your better thoughts must ever demand.

## BROOKSVILLE.

B. DODGE, *Supervisor*.

Mr. Dodge makes a brief report, with valuable suggestions, from which we make a brief extract only :

The Committee chosen to re-district the town, performed that duty, and made the number of districts twelve instead of fourteen.

Laxity in government has been the principal failure in our schools the past year, and we might add to this, *want of invention* on the part of the teachers.

Our teachers need something besides an acquaintance with the books from which they instruct. They need the power to *originate methods* to interest the school, and kindle new zeal in the minds of scholars who do not feel particularly charmed with the idea of study. To have our schools what they should be, parents, teachers and the committee, should feel themselves bound to act together, and do all in their power for the welfare of our children.

## SEBEC.

J. LAMSON, *Supervisor*.

The Supervisor sends but a brief report. He complains of agents who have neglected their duty ; of poor school-houses where the children freeze ; of a change of books in one district, without authority ; but bears testimony to the general success of the teachers :

But though there may have been instances in which teachers, having little taste or talent for their profession, but laboring only for the money it brings them, have, doubtless, made a drudgery of their business, and toiled on from day to day with little pleasure to themselves and less profit to their pupils, yet I believe there has been generally a laudable anxiety on the part of the teachers for the improvement of their pupils ; that they have endeavored to do their duty, and have given general satisfaction to the parents and won the esteem and affection of the children.

Your Committee have presented no Utopian theories, have aimed to avoid schemes which might *seem* such. They have not asked you to do the first thing which you will deny your obligation to perform. They have only endeavored to point to the duty that lies before you, which you can fulfil. Will you pardon them for repeating their request to you, to look to your school-houses, and their appurtenances. Not that yours are more unsightly than those of your neighbors ; but would that we all might take an honest pride in having comely, tidy and comfortable homes for youthful study. Our children will be better and happier, our farms worth more, and the passing stranger will not forget them as he portrays the beautiful scenery of the grand Kennebec. May we warm and glow with enthusiasm at the thought of making some sacrifices for these we love best, those who will so soon take our places to bless us or to curse humanity.

Citizens of this town, you can now point with pride to a twofold success of a two year's progress, the introduction of a superior class of teachers and the general substitution of female for male instructors. In our opinion we are ready now for the

next great step—more thorough teaching, even to the degree of perfect recitations. We have long been aware, that here was the most serious defect in our educational department and have pressed the evil upon both scholars and teachers with reiterated urgency.

## SALEM.

W. S. HEATH, *Supervisor.*

Of the school in District No. 1, the Supervisor says :

Of this school I have but little to say, as I kept it myself. It was the most forward school in town,—a pleasant school with a poor teacher.

After some brief comments, Mr. H. says :

But few of the schools came up to the true standard of excellence. And what is needed to attain this, is better teachers. The cause of education demands that the standard of qualification should be raised.

## GREENE.

H. S. HILL, *Supervisor.*

Mr. H. notices in one school special pains taken by the teacher in elementary training :

The teacher labored hard for the advancement of her pupils, taking up many of the first principles which had been previously neglected in nearly all the branches pursued. Reading, in particular, was made a *study*, and not merely an exercise. The school was very successfully conducted and one of the most profitable in town.

Of another teacher he says :

Her chief aim seemed to be that her scholars should perfectly understand what they passed over. Hence her success.

He labors with the teachers, to have this want of thoroughness remedied :

At my first visits to the schools, I found a large portion of the scholars were sadly deficient in the first and most important principles, both in Arithmetic and in Reading. But very few could distinguish a vowel from a consonant. In almost all the schools, these matters received due attention, and commendable progress was made.

He expresses a just sympathy with teachers :

If there is any one, who demands the sympathy and support of the community, it is the teacher of public schools. A few of the parents—in one or two districts only—have visited the schools. There is nothing that will encourage a teacher more than to have parents, who feel an interest in the welfare of their children, visit him, not for the purpose of criticising and fault-finding, but to encourage and assist him. A half-day, a few times in the course of a term, can be spent to no better advantage.

He pleads for apparatus :

Another thing prejudicial to thorough and rapid improvement, is the want of



proper apparatus. None of the schools have anything of the kind except a black-board, and in some cases that is very poor. Each district should possess a globe and outline maps at least. There are no attractions in a school that has only four bare walls, and whose exterior is equally uninviting.

## BUCKFIELD.

THOMAS P. CHASE, A. P. BONNEY, *Committee.*

The very able report of this Committee closes with the following intelligent suggestions :

And here we wish to make some suggestions, which we think will commend themselves to everybody. No one can visit our schools, without feeling that the great fault in them is a lack of sufficient interest and enthusiasm. The mind of a child has "long, long thoughts," is unsteady and impulsive and unless by some means it can be fixed upon its lessons, it wanders, and the scholar either becomes dull and stupid, inclined to sleep, and regardless of his duties, or else, if of a more active turn of mind, finds in mischief and play, that employment and diversion of his mind, which, if he cannot find in his studies, he must and ought to find in some other way. It is of no use in such a case to say to a pupil, "*you must study*," or "*you must keep still*." There must be something more; and your Committee have seen school-rooms where it was a moral impossibility for children to study or keep still; and where the unfitness of their teacher almost justified them in doing anything else rather than studying and keeping still. There must be, in short, in the teacher, that peculiar faculty of constantly interesting the pupil, of making his tasks delightful and engaging, of stirring up his ambition, and of exciting his attention by resorting to variety and novelty, and art, in the conduct of recitations and the general exercises of the school-room. To be sure, it is difficult to find always a teacher who has this faculty, but at least care should be taken to secure teachers not altogether destitute of it. It is doubtless to be taken into consideration that for the small compensation we are obliged to pay, we cannot procure the best teachers; and that many of our teachers are not teachers by profession, but engage in the work for a term or two as an employment that occupies their time temporarily, and furnishes them with money for the rest of the year. It must be remembered too, that it is difficult for a teacher to endure the labor of keeping up, day after day, through the summer weather, the effort to interest and inspire her scholars. There comes by and by, after the first few days, a general indifference to the progress of the school. The teacher begins to get weary and to look forward to the end of the term. The scholar immediately catches the infection and grows idle or mischievous; the recitations become mechanical, and you cannot see that they differ to-day from what they were yesterday. A general atmosphere of dullness and indolence overspreads everything. The faces of the children lack expression. And that something is wrong is apparent from the fact that no sooner are they released from school, and in the open air, than they are changed in a twinkling into another set of beings; their eyes brighten; their faces look intelligent; their voices are enlivened; simply because they are now engaged in something—be it play or what not—in which their interest is secured and their feelings enlisted. Now, why cannot this principle be extended to the school-room? You can make children enjoy play. You can make them pursue it

with zeal and life. You can interest them in dancing, and in stories and in *Sunday* schools. Can it be that our common schools are the only place in the world, where they fail to find themselves entertained and alive? That this is not true is proved by the fact in our own town your Committee have had the pleasure of visiting school-rooms, where there was altogether a different state of things, and where the scholars were a busy little world, studying their tasks with a zest. But in other cases, your Committee were too well aware that the success of the schools arose from continued and exhausting labor on the part of the teachers, who felt that they had no assistance to look for, outside the school-house.

After all, we come back to the old propositions, which Committees have so long labored to enforce; first, pains should be taken to secure competent, active, zealous and conscientious teachers, and secondly, they should be sustained by the interest and aid of parents. See to it that your schools are not left to the supervision of the Committee alone. Interest yourselves in the performances of your children, and then observe how quickly *they* will interest themselves in them. Follow them to school, talk with them about their lessons, and about the events, and rewards, and incidents of the school-room, and you will thereby remove from their minds the idea that study is a drudgery, and the school-house is a mere machine-shop. With live teachers, and with a community interested actively in the education of its children,—and under no other circumstances, shall we have schools worth the money and time expended in their support.

#### GREENWOOD.

WILLARD HERRICK, W. G. WHITTLE, *Committee*.

The delinquency of agents and the non-attendance of scholars, occasion great regret to this Committee:

Your Committee find it necessary to come before you with a very partial report, in consequence of not having received a sufficient number of registers to be able to give a fair report of each district and term of school; therefore, it must be of a more general character. The schools have, we think, fully sustained their former reputation, and in many instances, through the energy of good teachers, have made decided advancement.

It is a sad task, however, to contemplate the amount of idleness in our town, on the part of scholars, caused either by the neglect, ignorance or willfulness of parents in not seeing that their children attend school regularly. Perhaps you would think us far from right, if we should say that not more than one-half of the scholars in town attend school either in summer or winter. But taking the registers for our guide, and going back to the school year ending April 1, 1871, which, we think, is a fair sample, we find the whole number of scholars in town was 344; number registered in summer, 203; average attendance, 165; number registered in winter, 243; average attendance, 182; which leaves nearly one-half, taking the average number who did not attend school in winter, and more than one half who did not attend in summer. The amount of school money which the law required to be raised, between the years 1850 and 1860, was nearly \$671. Since 1860 it is only \$526.80; which makes it necessary that scholars should be more punctual in attendance and more studious, or learn less.

## BANGOR.

JOSEPH BARTLETT, *Chairman of Committee.*

The report of the Bangor Committee is a valuable document, received too late to allow large extracts to be made from it. The schools of this city stand very high, in point of excellence; the result of careful and efficient supervision. The course of study extends through a five-fold gradation; the high schools covering the preparation for college, in the classics, and the more important English branches of a college course.

By a special arrangement for another year, it is hoped that the Superintendent's Report may cover a comparative view of the educational condition of the schools in our cities, and larger towns, more particular than any which has yet been presented.

*The compensation of teachers* is well presented in the following paragraphs:

These laborers are peculiarly worthy of their hire. The corps of public school teachers in this city numbers about eighty. The amount of labor which they perform annually, in the intellectual and moral training of our youth, is almost inconceivable to those not officially connected with the schools. Interest and pride alike inspire in them a commendable rivalry, especially those in the same grade of schools. Each teacher in the respective grades strives to excel the other in the excellence of his school, and to secure the approbation of the Committee and the parents of his pupils. They are more deeply and immediately interested than any other persons in the preservation of good order in their schools. Inability to do this is fatal to the prospects of a teacher, as much so as incapacity to instruct youth. The task of the successful government of a school of fifty to seventy or a hundred youth, from half as many different families, is, of itself, enough for one person. Superadd to this the task of instructing youth in a variety of studies, which can be done successfully only amidst quiet and good order, and it is seen at a glance that upon the teacher are imposed two such tasks that a failure to perform either contemporaneously is fatal to the hopes and aspirations of those who attempt it. No person can be retained in employment as a teacher after incompetency for either of these tasks is demonstrated to the Committee. The two-fold task must be successfully accomplished, or the much desired and in most cases much needed employment for wages is necessarily terminated.

Other considerations in respect to teachers have weight. The large expenditure of money, time, and severe application requisite to qualify one for the profession of school-keeping, is not to be thrown away by a failure to achieve success through a want of industry and courage to encounter the trials and ever recurring obstacles that lie in every teacher's path. All the motives are for success in the profession. Success ensures the desired employment, and this service should, above all others, receive an adequate reward.

The Committee have reason to be proud of the corps of teachers in the service of

the schools during the past year. Parents and pupils alike have reason to be grateful to them for the fidelity and zeal with which they have performed their daily tasks.

All the teachers whom the Committee have retained in the service are competent, faithful and efficient, though there may be shades of difference among them in the degree of their efficiency and usefulness. The greater portion of them rank as first class teachers, and have given entire satisfaction; the others rank high above mediocrity, and are improving daily as they have opportunity for more experience.

A considerable number of these teachers have habitually devoted to their pupils more hours of labor daily, than the prescribed number of hours for the daily sessions. Assistance to pupils in individual instances, and the recitation of omitted lessons by absence, or of lessons not fully prepared through idleness or indifference, are usually postponed till after the usual school hours. This practice prevails much more extensively in the three higher grades, though it is quite common in the lower grades; yet no one of these teachers has ever asked for or received any compensation for this voluntary yet valuable extra service.

Such being the qualifications, character, and good success of our public school teachers,—all but two or three of whom are of our own citizens and households, and were educated for their profession in our own schools,—it was with extreme regret that the Committee were obliged to reduce the amount of their compensation for services the last year. Their compensation before this reduction was fully merited for the service rendered. It has this year been too low, and for stronger reasons than those existing at the commencement of the school year, should in simple justice be materially increased.

To effect this a large appropriation, of a sum not less than that of former years, should be made hereafter. The Committee earnestly commend these considerations and this recommendation to the attention of the City Council.

The theory of our institutions is compensated labor. If the labor of our public school teachers be not properly classed in that of the industrial pursuits productive of material wealth and prosperity, it is simply because it has just claims to a higher rank, in the higher domain of intellectual and moral culture, of the arts and sciences, which lie at the foundation, not only of all industrial pursuits but of all professions in life. The farmer, the mechanic, the artist, the professional gentleman, all were beneficiaries of our free public schools, and from them derived the elementary qualifications of success.

Are not our public school teachers, above all others worthy of their hire? Should not the compensation of their labor be the last to encounter the implacable pruning-knife of retrenchment and reform in our public expenditures?

#### PRINCETON.

JAMES SPENCER, *Chairman of Committee.*

Mr. S. makes but a brief report. A plan of supplying the children of poor parents with books for present use, is suggested in the following paragraph:

There is a deficiency of books in nearly every school district. No. 1 raised a tax two or three years ago, and purchased a school library, which afforded every scholar

the opportunity of obtaining the use of such text books as they actually needed. This system we would recommend to the other districts, for by so doing, the necessity of leaving seats to borrow books, or of the scholars sitting idle for want of something to do is entirely avoided. If there is a library of text books common to all, there is no difficulty in classing each scholar; but as things now stand, there are, at least, one third more classes than there is actually any need of; thereby taking up the teacher's time for nothing.

The school-house in No. 1 is preserved, while that in No. 2 is desecrated :

The school-house in District No. 1 is, and has been, kept in better repair than any other in town. It has always been the custom in No. 1, as soon as school was closed, to fasten the doors and windows and thereby prevent the house from being needlessly injured, but in the other district it has been quite different, a considerable portion of the time; and not unfrequently has the school-house in No. 2 been used for a gambling saloon.

Suffer a word of exhortation :

Do not give credence to every silly tale that your children may tell, but weigh the matter carefully and if it is one of importance, in which your children differ with the teacher, go and talk the matter over with him; in no case speak disrespectfully of the teacher in the presence of your children; for evil influences that come from home are the hardest for teachers to contend with.

#### PARSONSFIELD.

E. S. WADLEIGH, SILAS MOULTON, ALVAH DOE, *Committee.*

The Committee experience the usual difficulty with school agents :

We have this year, as in former years, experienced great inconvenience from the neglect of agents to perform their lawful duty. The statute provides that if any agent neglects to give written notice to the S. S. Committee when any school in his district is to commence, and whether it is to be kept by a master or mistress, and how long it is to continue, he shall forfeit a dollar for each day the school is kept before the notice is given. Very few of our agents have fulfilled the requirements of the law; while many are liable to a fine of one dollar a day, for the time their schools have been kept during the year.

The importance of commodious and pleasant school-rooms :

Many of the school houses in this town are in a poor condition. The school-room is the nursery for the existing generation. How important, then, that with all its conveniences, beauty and attractiveness should have place. It should possess an attractive influence that will take hold of the scholar's affections in such a manner as would counteract all other influences, and help correct the evils of tardiness and frequent absences. No school will sustain good order steadily, when the scholars have too free communications with the outside, or are in danger of being entrapped by holes in the floor.

## ROBBINSON.

E. H. BALKAN, WALTER S. VOSE, RICHARD V. HAYDEN, *Committee.*

The Committee comment on decrease of numbers :

The number of scholars in town is annually becoming less. As a consequence, the town's share of the State appropriation is diminishing.

While other taxes are in no wise lightening, the town will not be likely very soon to materially increase its school tax. These things admonish us to look well to it, that our children be not deprived of any part of the limited means of education at present enjoyed. Your Committee are decidedly of the opinion that our town has been divided into too many districts, and that we should begin to consolidate. The smaller districts united, could, with their united means, command better teachers and enjoy longer schools. It is an established fact, that in schools of tolerably large numbers, there exists more of healthy stimulus to the minds of both teacher and scholars, and that better progress may be relied upon.

Commendation well bestowed :

The school appeared very orderly, and the conduct of the scholars, both in school and upon the street, was exemplary. We think a decided improvement has taken place in the out-door conduct, as well as in the scholarship of the pupils. The teacher reports to the Committee, that he has devoted much attention to the instruction of the school in reading and spelling. The improvement in these branches was marked. The manner of teaching reading was such as to assist the pupils to an understanding of what they read; a prime necessity to good reading.

The Agent's duty in employing teachers is properly set forth :

This is so important a duty as to demand the exercise of the best discretion; and upon its proper and wise performance, more than upon anything else, depends the interests of the school. While your Committee would abate nothing from the importance of that moral support which our schools claim from the whole community, of the paternal care and sympathy due from parents and friends, or of a lively interest and proper supervision on the part of the Superintending School Committee, they deem the selection of the teacher of more consequence to the school than any of these things. He is the soul and center. It is his duty to draw out the young mind, and by the inspiration of his own ardor, allure it to explore the delightful fields of knowledge; or he may, by his indolence and stupidity, dull and drag down the aspirations of youthful genius. You do not expect perfect teachers; but your ideal should combine talent, taste and refinement.

Change of teachers, and the consequences :

Writing has received more attention than formerly. A very great disadvantage in learning to write is the frequent change of teachers. The scholar is striving to acquire the art of penmanship under the direction of one teacher, when in comes another, who puts him upon a different style; his handwriting does not become fixed, as it would under long practice with the same teacher. The same is in some degree true of other studies. Each teacher has a different way. What he thinks it very important to have learned, the next may take equal pains to have unlearned, when

perhaps the difference is merely a distinction without a difference. These considerations show how desirable it is when a good teacher is once obtained, to secure his services for successive terms.

Children should be taught their first lessons at home :

The idea of perching up little fellows on benches, with feet dangling in air, three hours, or even two, in each half day, to receive as many minutes' attention, is preposterous and cruel,—better far that in the home circle letters should mingle with play and frolic; and let no parent plead a want of time, who can find any time to follow the fashions of the day.

DAMARISCOTTA.

W. H. EVANS, *Supervisor*.

With many other excellent ideas, for which we have no room in this report, we find the following upon the need of better training for teachers :

I have been impressed, also, with the need of securing the services of a higher grade of teachers than has been sought for in our schools commonly. The time is past, it is to be hoped, for any such idea to be in vogue, that almost any person with a little smattering of the common English branches, can succeed very well as a teacher. The simple truth is, that there are not many who are "apt to teach," or have the natural or acquired ability to impart instruction. Teaching is both a science and an art, and has to be acquired like everything else of the same nature. Its principles must be understood, as well as the art of putting these principles into practice; and in no school hardly is there so much need of this kind of knowledge and ability to teach, as in those very schools, where according to the judgment of many, almost any one will answer. I would put some of the best teachers in the primary and intermediate schools, on the principle that the foundation of knowledge should be the best and most thorough possible.

A grand difficulty exposed :

Mr. W. is an adept in the profession, understands well both how to govern a school and impart instruction; but he met with the same difficulty just alluded to. There were some scholars, he told me, who had not averaged, in their attendance, more than a fifth part of the time; and yet the parents found fault because these children had not learned more at school. Can it be expected that any amount of labor on the part of the teacher will make up for irregularity of attendance on the part of the scholar? The great curse of this school obviously is lack of constant attendance of the scholars. If the people of this district desire a good school, for which there exists as good material as can be found in town, they must remedy that glaring defect.

Discourses of a school-house in bad odor :

The building now used for a school-house in district No. 4, is well adapted, no doubt, for its original purpose, but it is unfit to put children into, either in summer or winter. In summer an old tannery does not emit the most pleasant of smells,

and in winter there is altogether too much ventilation for comfort. The district ought either to put up a school-house or divide itself between the adjoining districts.

A gratifying interest manifested by *some* parents :

I have noticed, also, with pleasure, the interest taken by many parents in the schools where their children attend. But there are many indications that in every district in town there are some parents who do not seem to care whether their children receive any mental culture or not. The school record kept by the teacher is an excellent test, commonly, in this particular. The names of those scholars who are frequently absent and tardy, designate in nine times out of ten the regard which parents have for the education of their children, the interest they take in the welfare of the school. It is an almost invariable rule—exceptions rare—that the children reflect the views of their parents in this, as in any other subject. I have found it true commonly, that parents who appreciate the advantages of education and desire their children to share in its benefits, will send good faithful scholars to the school-room, so that ultimately the foundation of a good school is formed in the family, and here if any improvement is to be made in our schools, making them efficient and productive of the highest and best results to the scholars, must the improvement begin. Parents must appreciate the incalculable blessings of education, both mental and moral, and until this be done, no permanent reform can be expected, no higher grade of schools will be likely to exist. “The stream will rise no higher than the fountain.”

#### GREENFIELD.

JOHN WHITE, R. JOHNSON, *Committee*.

This Committee close their very brief report with a few suggestions upon the subject of studying history in their schools :

Your Committee would further recommend that the study of history be introduced into our schools. We find that the scholars are generally very ignorant about history. We have in fact examined teachers who were well qualified in all other respects, who were very deficient in this respect. It is a time now, above all others, when children should study history. They ought to know what our free schools and free institutions cost, that they may better know how to prize them. It is as true as it is sad, that very many of the people of good old New England, renowned for being the home of education, renowned for being the birth-place of free schools, are doing all in their power, secretly and as openly as they dare, to aid the present rebellion, which is aimed at free institutions.

#### HAMPDEN.

S. W. MATTHEWS, D. C. BURLEIGH, *Committee*.

This report contains a very full and particular exhibit of the school affairs of Hampden. From the miscellaneous comments of the Committee, we take the following paragraphs. In the first an *unusual* compliment is paid to *parents* :



The order was good; the scholars rendering a cheerful obedience to the rules of school. We observed an almost entire absence of whispering, and a pleasant and respectful deportment which showed that *good parents* at home had exerted a sound and healthy home influence, and joined the duty of obedience to *teachers* as well as parents.

Another school exhibits a painful contrast :

An examination of the sad condition of this school, discloses two principal causes of failure; a want of coöperation and interest on the part of parents, and consequently a want of interest on the part of scholars. This state of things has existed to a greater or less extent for many years, until it has become a chronic evil. We fear that home government has grown lax. Young America is *rampant*, and parental influence for good, *couchant*. The scholars complain, parents echo those complaints, and thus a reflex influence is exerted, prejudicial to the school, and ruinous to the young. If parents would be careful how they speak of teachers and schools in the presence of their children, visit the schools, and act like sensible men and women in the matter, we should hope to see a new era inaugurated. Until that is done, no teacher, however faithful, however well qualified, can succeed in the district as he might otherwise do.

An unwarranted procedure on the part of a teacher :

The teacher assumed the responsibility of suspending the school on Wednesday afternoon, contrary to the advice of your Committee and the express wishes of the district. We do not understand from the agent that he employed the teacher on any such condition.

Conclusion of the whole matter :

The common school system, imperfect though it is, has nevertheless given to New England a character for intelligence second to that of no people on earth. By the facilities which it offers, the son of the poorest man may become the peer and even superior of him upon whom Fortune has, from his birth, showered her golden favors. It is truly a *common* school system, from which the wealthy are not debarred, but within which they can claim no peculiar advantages. How jealously, then, should it be guarded, how protected, fostered, nourished. To this end, parents should exercise a personal surveillance over it. They should frequently visit the school, cultivate the acquaintance of the teacher, encourage and advise, and thus prove by their acts that the education of the young is an object of deepest moment to them.

GRAY.

ALBERT H. SAWYER, JAMES WHITNEY, *Committee*.

They say of one school :

Some of the scholars were absent from school more than one-half of the time. If the parents in this district want their children to have an education, they must see that they are in school during school hours.

A wise course :

The teacher seemed to gain the good will of her pupils, and the order was good.

The scholars did not go over so much ground as in some previous terms, yet it is believed that they went more thoroughly.

A criticism of stiffness :

At my first visit this school did not appear well. There seemed to be a sort of stiffness on the part of the teacher toward the pupils, which if not overcome, would have rendered the school a failure. At my last visit, this independence or stiffness had somewhat diminished, and the school appeared better.

Parents at fault :

We believe this teacher to be well qualified to instruct in this district, and he labored hard to make the school profitable, but did not succeed. It is my opinion that if he had received the coöperation of the parents and scholars of this district, as he deserved, he would have been far more successful.

A teacher may create an interest :

At my first visit the scholars were orderly, but did not show much interest in their lessons. The teacher, however, was interested and faithful, and soon created an interest throughout the whole school.

The book trouble not yet remedied :

I must call the attention of citizens to the want of uniformity in the books now in use, in most of the schools in town. There are three or four different kinds of grammars used, to the great disadvantage of the school; making three or four classes, where there should be but one, and needlessly occupying the teacher's time.

RUMFORD.

JOHN ELLIOT, H. F. HOWARD, F. J. RUSSELL, *Committee.*

The Committee make a faithful report of the several districts under their supervision, with valuable suggestions of local adaptation. We copy only one paragraph :

From five hundred to six hundred dollars are annually expended by young people at various High Schools and Academies in the State, in the study of branches necessary to be taught in the schools. It is an encouraging fact that those who intend to teach have no idea of palming themselves off upon the community half qualified. Were our school-rooms, text-books and other apparatus in full keeping with the qualifications of our teachers, we might hope for great improvement in our schools.

BUXTON.

G. W. WHITNEY, A. K. P. MESERVE, *Committee.*

Among the miscellaneous items, the Committee say of one school :

While no branch of study was neglected, the paper of original compositions read at the examination would have done credit to older and wiser heads than those of its composers.

## Of a teacher in another school :

Her discipline was good and mode of instruction acceptable. She is self-reliant and determined in her conduct towards her scholars, but not severe.

## Good and bad qualities in a teacher :

Mr. B's school was of a very gratifying character. His discipline was good, and the scholars made good progress under his direction. Parents and scholars were apparently perfectly satisfied with the school. He neglected to return his register, consequently the statistics of his school cannot be given.

Regretting the condition of some of their school-houses, they ask :

When shall we see a change for the better? Not surely until parents learn that a good education is of more value to their children than an over-abundance of this world's goods. But we believe that most of you are already convinced of this fact. The hopeful signs seen in several districts, we trust, are to bear their fruit the coming year. Hence we leave these things to your superior intelligence, believing that we over-estimate no man, when we ascribe to him a greater love of his children than of shiplasters or greenbacks.

## The great desideratum :

But the most important requisite to the success of our schools is to obtain good teachers; for without them we cannot have good schools. Too often the candidates presented to the Committee for examination are possessed of just learning enough to secure a certificate. Sometimes they have already begun their schools, and yet their general appearance is such as to raise grave doubts of their capacity for the discipline and government of a school. Such teachers are generally passed, because if refused we often get no better ones. Or again, teachers of undoubted qualifications have engaged a school in which they have but recently been a scholar; and to refuse a certificate might be very unjust, for they sometimes succeed well. The most of our failures are among one or the other of these classes. How shall we remedy this? I answer, by allowing your Committee to employ the teachers. The first class we should not employ at all, and the second, by being put in schools where they are strangers, would stand a fair chance to become successful instructors.

## CAMDEN—MEGUNTICOOK DISTRICT.

SAMUEL G. ADAMS, E. K. SMART, F. P. CHAPIN, T. R. SIMONTON, E. M. WOOD,  
*Grading Committee.*

No general report has been received from the town Committee of Camden. The report of the Grading Committee of the principal district, is presented nearly in full, as it contains a very good argument for the system of grading, and some of the practical results; which may encourage other villages similarly situated, to go and do likewise :

Your Committee beg leave to suggest a few facts from the statistics just presented.

1. The importance of some system of graded schools like the one we have adopted. The smallest number in attendance during any one term was 312. These divided equally among six schools, give fifty-two pupils to each teacher. If there were only fifty-two scholars to attend school in the district, the case would be quite different. There would not then be so many studies, nor such difference among individuals in advancement as we now find among our three hundred and twelve scholars. With only fifty-two scholars, we could not well have graded schools. But with 312 scholars as the least number in attendance, and with 543 in the district, we must have some graded system in our schools, or run the risk of great waste and entire failure. It is in education as in other business, if one can manage his capital single-handed, it is of course unnecessary and unwise for him to divide his work with another. But with increase of capital come increased facilities for working, and of course an increase of labor, and greater need of systematic arrangement. Our children are the capital on which we work our common schools, and the poorest parent in the district is as likely to be the greatest shareholder as the richest, and to draw the greatest dividend. We think it must be plain to every one, that some system of schools in a village like our own, properly conducted, with scholars graded according to age and advancement, and teachers able to give their whole time to a few studies will have great advantage over any arrangement that can be had, where scholars of all ages and degrees of advancement, and all kinds of studies are under the care of a single teacher. Your Committee would submit in this connection, that the amount of money raised for the support of our schools is just as necessary as cloth for a garment. If your boy needs a good looking coat, you must get him a pattern not only large enough to cover him, but to grow in. Make his coat too narrow in the back and he will burst it. Make it too short in the arms or waist, and you leave too much of him out in the weather. The question was asked last year, and by many honestly, why if the grading system would be good by raising \$400, in addition to what the town allows, it should not be equally good as far as it might go without the \$400? Your Committee would respectfully offer, as we doubt not the district will bear us out in, that without the \$400 raised by tax, we could not have had a full pattern to work with, or must have either employed inferior teachers, or cut short the schools, neither of which would have satisfied the District or have given the system a fair trial.

2. On the other hand, your Committee would suggest the difficulty of classifying 350 or 400 scholars, making four grades out of three, and six schools out of five, so as to do strict justice to every pupil. There must necessarily be, in such a case, several scholars standing near the boundary line, separating different grades, and with the imperfect examination only that could be had, some were doubtless placed too high at first, others too low. It has been very gratifying, however, to find that with very few exceptions, parents and children have manifested confidence in the Committee's arrangement of scholars in the different grades, and we are sure that when we have arranged any one in the matter of classifying, it has been placing scholars too high at first, rather than too low.

3. The attendance upon the school, compared with previous years, is worthy of note. As already stated, there has been during the past year, an average of four-

teen per cent. of our scholars in the schools above what attended the year before. And the actual attendance of the past year, compared with the one previous, is thirty-seven and a-half per cent. greater. One reason of this increased attendance is, that a number who year before last were out of town to school, with others who would have gone, had it not been for our present system of graded and advanced schools, have remained at home. Another is, that the scholars generally have been more punctual than formerly.

The plan of teachers reporting weekly the attendance and deportment and rank of scholars to the parents and guardians, has, in most cases, worked admirably. We are sure that nothing costing so little, has so awakened a desire for improvement and a laudable ambition on the part of the scholars, and interested parents in our present system of schools like these weekly reports. That our schools have become, by one year's trial of this system, what they should be, or will be at the end of another year if sustained, we do not, of course, pretend. Looking back over the year, your Committee see many ways in which superior foresight and the experience they have gained might enable them to do better. For your Committee have been to school as well as the children. We have only time further to add, that while the present system, in its first year of experiments, has cost us not a little time and anxiety, and we can probably see as much done wrong and left undone as any in the district, yet it is pleasant to look back upon our weekly visits to the schools, and upon pupils and friends gathering in increasing numbers and interest from term to term on examination, and to be able heartily to commend the marked success in most cases, and in all cases the fidelity of the teachers.

#### PARKMAN.

A. J. W. STEVENS, *for the Committee.*

The Director makes a brief report, apparently in great haste. He says of that portion of the schools under his supervision :

I have endeavored to do the best and all in my power, to promote the usefulness of the schools under my care. I think they have generally been useful.

A prophet not without honor in his own country :

Mr. H. has exceeded the expectations of his best friends. It was the first school he ever taught in town, and I think there are but few young men who can teach a better school than Mr. H. If he wishes to have justice done to his talents, he would better stay in town and teach school among his old neighbors, than to go out of town. *We need such teachers at home.*

#### CHARLOTTE.

D. J. FISHER, AVERY RICH, *Committee.*

This Committee are very brief in their comments. They say of one school :

This school was not so satisfactory as this teacher's schools usually are. Scholars and teachers both worked pretty well, but did not seem to work well together.

In another school the result was different, for the very good reason assigned :

A full term in this district was taught by Mr. Rich, with his usual success. Parents, scholars and teacher, were all interested, and the advancement corresponded with the interest.

#### REMARKS UPON THE TOWN REPORTS.

The Superintendent has interspersed brief hints in presenting the reports upon the preceding pages ; and will only add with brevity that he has endeavored, from the mass of material in hand, to make such selections as would give the most variety, and the most valuable suggestions to those who are interested in reading the Annual Report. I have given something from every report which has come to my office, except one or two which were without any mark to indicate where they came from. It will be seen by some persons who look for reports from their own towns, that their Committees have failed to perform their duty in this respect. It is hoped that a remedy will be found for this deficiency, in some appropriate legislation.

Much might be said of the spirit and value, or want of value, shown in these reports. Let them speak for themselves. I will only add the single suggestion that many Committees,—in passages not embodied in this report,—are in the habit of reporting the failures of teachers,—apparent or real,—in a tone quite too sharp and unkind. They are often guilty even, of gross inconsistency, in reproving parents for disparaging the labors of teachers in the presence of their children, while they do the same thing more severely, in a more public manner, in open town meeting, or in the printed report. Not infrequently such remarks, claiming to be made from a sense of duty, appear to be prompted by much lower motives. Let Committees have an eye to mercy as well as justice in this duty of reporting their schools.

## THE PERMANENT SCHOOL FUND.

The diminution of State bounties to the public schools, by the remittance of a portion of the usual bank tax, and the prospect of a still further reduction of the same kind, renders it doubly important for us to inquire into the condition, present and prospective, of our permanent school fund.

This fund was originally created by an act of Legislature, passed February 23, 1828, which authorized the Land Agent to sell for this purpose, a number of townships, not exceeding twenty, the avails of which sale were to be set apart by the treasurer as a permanent fund for the support of common schools.

By a resolve of the Legislature of 1850, the Land Agent was authorized, with the advice of the Governor and Council, to set apart and reserve twenty-four half townships of the undivided lands, and make a record of the townships so reserved. All moneys arising from the sale of these townships, not exceeding one annually, were to be added to the permanent school fund. It appears that nothing was done to carry this resolve into effect; until further action was had by the Legislature of 1856, when another resolve was passed requiring the Land Agent to attend to the duty before neglected.

The following is a list of the townships set apart for this purpose under the double resolve of 1850 and 1856,—including those which remained unsold of the townships set apart by the resolve of 1828:

Townships.	Counties.	When Reserved.	No. Acres unsold.
No. 3, R. 4, W. B. K. P.,	Franklin,	Feb. 23, 1828,	23,040
“ 3, R. 5, “	“	“	23,040
“ 2, R. 8, “	“	“	20,200
“ 4, R. 3, N. B. K. P.,	Somerset,	“	11,520
“ 4, R. 4, “	“	“	23,040
“ 4, R. 5, “	“	“	23,040
“ 7, R. 9, N. W. P.,	Piscataquis,	“	23,040
“ 12, R. 3, W. E. L. S.,	Aroostook,	“	16,017
“ 4, R. 5, “	“	“	6,404
“ 10, R. 5, “	“	“	15,777
“ 9, R. 6, “	“	“	11,428
“ 2, R. 11, “	Piscataquis,	“	4,288
“ 13, R. 4, “	Aroostook,	“	2,788
“ 4, R. 6, W. B. K. P.,	Oxford,	Aug. 24, 1850,	22,185
“ 1, R. 7, “	Franklin,	“	20,200
“ 1, R. 6, “	“	“	10,540
“ 4, R. 9, N. W. P.,	Piscataquis,	“	23,040
“ 3, R. 9, W. E. L. S.,	“	“	22,040
“ 14, R. 3, “	Aroostook,	“	23,040
“ 11, R. 16, “	“	“	23,142
“ 11, R. 17, “	“	“	29,940
“ 9, R. 17, “	Somerset,	“	24,296
“ 13, R. 10, “	Aroostook,	“	23,994
“ 12, R. 10, “	“	“	24,632
“ L, R. 2, “	“	“	12,018
“ 8, R. 18, “	Somerset,	“	23,883
			487,567

By a resolve of the Legislature, bearing date of April 13, 1857, it was provided that 20 per centum of all moneys hereafter accruing from the sale of public lands, should be appropriated to increase the public school fund.

Such, in brief, is the three-fold origin of the *Permanent School Fund*. This fund, according to the Treasurer's report, amounts, now,—Jan. 1, 1864,—to the sum of \$168,677.22, having increased by the sale of lands within the last year, by the sum of \$7,427.06.

In addition to this amount, the school fund is entitled, by the resolve of 1857, to 20 per centum of the moneys received from the sale of lands on general account. No such sales have been made since the passage of the resolve, until within the last year. In 1863 the Treasurer's account credits the Land Office with \$29,796.75 received from general sales. When the proper division and adjustment of this sum has been made, it will add the sum of \$5,959.35 to the school fund.

Besides this, there are securities in the Land Office arising from the sale of school lands, amounting to \$20,869.83. These securi-



ties, when converted into cash, together with the 20 per cent. of last year's sales, will make in the aggregate the sum of \$195,506.40. Should the sales of another year increase this to \$200,000, in round numbers, we shall have for distribution among the towns, the sum of 12,000. The amount apportioned in July, 1863, including the bank tax and the interest of the school fund, was \$89,505. The diminution in the amount to be distributed to the towns when we shall have lost the bank tax, will be severely felt.

Inquiring now into the prospective increase of this fund, let us ascertain what portion of the lands reserved for school purposes, remain unsold,—and the approximate value of the same.

Recurring to the preceding table, I find, on inquiry at the Land Office, that five of these townships have been *again set apart* and *lotted* for settlement. From these settling lands, no money-revenue can accrue to the treasury for school purposes or any other. In the place of one of these townships, however, it should be stated that another, C, R. 2, has been substituted as a *school township*.

Another diversion of the lands reserved for the school fund has been made the past year, doubtless by inadvertence. The Governor and Council designated one quarter of No. 11, R. 16, to be conveyed to the Trustees of Waterville College, another quarter of the same to the Portland Mechanics' association, and the remaining half to the Western Normal School. One half, also, of No. 3, R. 4, W. B. K. P., was set apart for the Normal School. As titles to some of these lands have already been issued to the parties concerned, it is presumed to be too late for the correction of this error, by the selection of other lands, to meet the claims of these institutions. The damage threatening the interests of the common schools by the diversion of these lands from their proper use, may be averted by the appropriation of money or other lands of equal value. It is recommended that proper action in the premises be taken in the Legislature at an early day; authorizing the treasurer to increase the permanent school fund, by an amount of money equal to the full value of the lands diverted to settling and other purposes, or requiring the Land Agent to select and *reserve against all future encroachment*, new townships of equal value, to replace those which have been alienated from their proper use.

Besides the school lands thus temporarily alienated, there remain unsold about fourteen townships in wholes and fractions, or not far from 320,000 acres, some of which is of medium value and

might bring fifty cents an acre in the market, while very much of it will remain without a purchaser for many years, at any price.

I learn from the Land Agent, that about eighty townships still remain in the hands of the State. Forty of these have been set apart as settling lands. Fourteen or fifteen are reserved for the increase of the permanent school fund. Four or five will be required to replace those which have been taken from the school lands for settling purposes. Two have been appropriated for the Normal Schools. Thus only eighteen or twenty townships remain, subject to future disposal.

The average price of lands sold last year was forty-one cents an acre. Some townships were of unusually excellent quality. Others were sold as low as fifteen cents an acre. It will thus be seen that the lands remaining to be sold for any purpose, cannot produce a large amount even at the highest estimate. It now becomes an important inquiry how these remaining lands shall be disposed of, with the greatest advantage to the people of the State.

I submit that no use can be made of them, so satisfactory to the whole people, as to devote them entirely to educational purposes; after deducting the cost of administering the Land Office, and any liabilities for the public debt now resting upon them. It would seem eminently proper, in view of the State's twofold obligation,—to her common schools and her colleges and seminaries,—that one-half of the whole net value of these lands should be added to the common school fund, and the other half be appropriated, with a wise discretion, to endow such higher seminaries, as will have the means when thus endowed, to render the greatest amount of educational service to the State.

As the Superintendent has sometimes been charged with hostility to the interests of the higher seminaries, he may be allowed to repeat from his last report the following paragraphs on the relations of the academy and the common school :

In many of our towns there is a conflict of interests between the academy and the common schools, which ought not to exist. It should be discouraged by citizens interested in the proper education of all the children, and should not be encouraged by any action of the State. In all places large enough to sustain a system of schools of the highest grade,—such as are found in Portland and Bangor, Bath and Augusta, Belfast and Hallowell, Gardiner and Brunswick, Saco and Biddeford,—the Academy has ceased to

be of service, and if retained, becomes inevitably a hindrance to the prosperity of the free schools. It would seem therefore an unwise policy for citizens to ask, and for the Legislature to grant, a charter for an Academy in any such place. A free High School at the top of a graded system, would insure a vastly greater good to the whole population of such places.

If academic schools already exist in such villages, let citizens make an arrangement to use the Academy for a High School, still admitting pupils from abroad, who are qualified to enter the grade established. Tuition may be required for scholars residing out of town, and some arrangement be made to receive pupils who reside in town, on payment of a small fee, or a portion of the public money. The character of the Academy and the condition of the common schools would thus be improved together. A better classification would be possible in the High School, and the interest of some citizens, before withdrawn from the public schools, would be necessarily returned to them with their children; thus rendering them more respectable, efficient and useful.

But again, there are many portions of the State, where no town is sufficiently populous to sustain a high grade of schools, and where the Academy becomes a public necessity. Parents must send their children out of their own neighborhood to some such school, if they would fit them for college, or give them more than an elementary education. We need, then, a few well endowed and well conducted Academies or Seminaries for such pupils. We have enough already in some parts of the State, perhaps too many. Let the best of these be better endowed, in sufficient numbers to meet the public demand, and let the others die. We need now a few better classical and scientific Academies, not more of the miscellaneous, half-fledged affairs, which disgrace the name. The result of the State's policy in past years, in granting a charter whenever asked for, and doling out a few hundred dollars now and then, or a few acres of land to starve them upon, has been to keep them all in a state of weakness and inefficiency. As a consequence, many of our young men and women leave the State for an education at better equipped institutions, and thousands of dollars are annually spent abroad which should be retained within the State. Let us learn wisdom from experience, and not multiply such schools to their mutual disadvantage; but *encourage and strengthen those which have a favorable position, and are needed to supply the actual wants of the community.*

As to the objection sometimes made, that these institutions are of a denominational character, and for that reason unworthy of support, the Superintendent said in a former report, and the remarks are equally true at this time :

It is commonly understood, moreover, that these several institutions are under the more direct control of distinct denominations, and that the aid which they have received, has been given to them in the spirit of fair-dealing toward different religious interests. This feature of our educational system may be somewhat peculiar to our own State ; and whatever might seem to be its merits or defects, as judged before the experiment, the policy has been adopted and carried out with great public advantage. By the moderate aid rendered to these several schools, their denominational friends have been encouraged and stimulated to sustain them ; by money and patronage, and have thus established important public institutions which could not otherwise have existed, and whose benefits are by no means confined to the particular denominations who feel responsible for their support. It is distinctly understood that all these institutions are freely open to the whole public, and that those who find it desirable to avail themselves of the privileges there offered, can do it without receiving the least improper influence of a denominational character. The spirit of our whole community is too liberal and independent, to suffer from a public institution any encroachment upon the largest liberty of opinion in religious matters. And we believe that the men who conduct these seminaries have too much of christian liberality to attempt an undue influence over the religious opinions of their students. While, therefore, we would discourage and discountenance the merely sectarian element, as unworthy of a place in our public institutions, it does not appear that the denominational interest and support given to these different schools, has damaged the cause of general education, but quite the contrary. Let our friends, then, of whatever name, receive all praise for their efforts to sustain their several institutions, and to extend the elevating influences of liberal culture, as widely as possible, among the communities in which they have a controlling power.

## GENERAL SUMMARY OF THE RETURNS FOR THE YEARS ENDING APRIL 1.

	1861.	1863.
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, . . . . .	399	403
Number that have made returns, . . . . .	395	391
Number of children between four and twenty-one years, . . . . .	249,061	234,775
Number registered in summer schools, . . . . .	138,924	141,168
Average attendance in summer schools, . . . . .	105,381	99,360
Number registered in winter schools, . . . . .	148,571	150,247
Average attendance in winter schools, . . . . .	116,557	130,359
Average attendance for winter and summer, . . . . .	110,969	114,859
Number in winter who did not attend in summer, . . . . .	-	28,189
Ratio of attendance to whole number of scholars, . . . . .	.45	.49
Average length of summer schools, in weeks, . . . . .	10.8	10.3
Average length of winter schools, in weeks, . . . . .	10.6	10.9
Sum of the average for winter and summer, . . . . .	21.4	21.2
Number of school districts in the State, . . . . .	4,151	4,059
Number of parts of districts, . . . . .	360	401
Number of school-houses in the State, . . . . .	4,010	3,827
Number reported in good condition, . . . . .	2,157	2,264
Number of school-houses built within the last year, . . . . .	119	75
Cost of the same, . . . . .	\$92,358	\$77,003
Estimated value of all the school-houses in the State, . . . . .	1,250,000	-
Number of male teachers employed, . . . . .	2,995	2,344
Number of female teachers, . . . . .	4,926	5,918
Number of male teachers employed in summer, . . . . .	-	116
Number of male teachers employed in winter, . . . . .	-	2,203
Number of female teachers employed in summer, . . . . .	-	4,059
Number of female teachers employed in winter, . . . . .	-	1,812
Wages of male teachers per month, besides board, . . . . .	\$22.01	\$24.10
Wages of female teachers per week, besides board, . . . . .	2.19	1.94
School money raised by taxation, . . . . .	478,017.76	416,630.79
Excess above requirement of law, . . . . .	64,626.00	39,470.79
Average amount raised per scholar, . . . . .	1.92 $\frac{1}{2}$	1.76
Amount of public school fund, . . . . .	154,760.36	161,250.16
Interest of same apportioned to schools, . . . . .	9,280.62	9,675.00
Bank tax distributed to schools, . . . . .	76,128.30	79,830.00
Amount derived from local funds, . . . . .	19,210.31	15,025.19
Contributed to prolong public schools, . . . . .	12,483.22	9,136.85
Amount paid for private schools, . . . . .	43,517.68	43,690.67
Paid for repairs, fuel, &c., . . . . .	57,013.41	43,180.65
Average cost of board per week, . . . . .	1.45	1.46
Estimated amount paid for board, . . . . .	134,390.93	126,634.16
Amount paid for school supervision, . . . . .	12,053.13	12,710.33
Aggregate expenditure for school purposes, . . . . .	742,952.01	1,263,251.22
Number of towns that raised less than the law requires, . . . . .	76	74

## NEW SCHOOL-HOUSES.

It is gratifying to notice that even in a year of so much alarm and confusion as 1862,—the season covered by the returns dated 1863,—seventy-five new school-houses were erected at a cost of \$77,000. One of these, the elegant new edifice in Portland, was erected at an expense of 55,000, and is in all its internal arrangements and appointments, unsurpassed by any school building in the land. It was planned and is used for the combined high schools, formerly taught in separate buildings, but now brought together in this, under one principal. The room for girls is entirely separate from the room for boys, there being no communication between them, except through recitation rooms on a lower floor, into which those members of the two schools who recite together, come by different passages, meeting each other only in the presence of their teachers. This arrangement is supposed to combine the advantages of the mixed school, and to avoid any possible evils of such a school. The building also accommodates two grammar schools, and greatly increases the school-room accommodations of the city. The building was first occupied by the schools in September last; and was dedicated to its noble uses with brief exercises, on the morning of its occupancy, about six hundred pupils and many friends being present. After singing and prayer, Mayor McLellan addressed the Committee as follows :

*“ Mr. Chairman and Gentlemen of the Superintending School Committee :*

In behalf of the City Council and the Committee on Public Buildings, I am here to place in your charge and keeping this building. It was erected under the direction of the former City Council; we have had only to see to its completion.

Under the direction of the architect, Mr. Harding, the contractors, the Messrs. Stuart, have complied with the terms of their contract in every particular, and there has not been by the present Committee any deviation from the original plans furnished by Mr. Harding.

The building for its purposes, we believe to be all that could be asked for.”

Mayor McLellan concluded by handing the keys of the building to the Chairman, as the emblems of their possession and immediate authority under the city government.

Rev. Mr. Burgess, Chairman of the School Committee, replied as follows :

*Mr. Mayor* :—The Superintending School Committee, with special gratification and warm gratitude, receive this noble building and join in your satisfaction that “it is all which can be desired.” In the action of the present and of preceding city governments, they recognize the determination of the citizens, that nothing shall be lacking to secure the best education for our children, not only when they are very young, but when they grow to the age in which they are strongly tempted to give up school and study. They feel the added weight of responsibility which the generous provision of the city has laid on them, and with the help of God will take it up. A city so careful and so liberal toward the interest of the children cannot but prosper.

Mr. Burgess then called upon Rev. Mr. Stebbins, who delivered the following eloquent address :

*Mr. Chairman* :—I desire to tender to you and to the gentlemen associated with you in the Committee, my grateful acknowledgements for the honor you have conferred upon me in assigning to me a part in these ceremonies. It is especially gratifying to me that although I am not associated with you in the School Board, you have done me the justice to suppose that I was not an indifferent observer of this magnificent enterprise on behalf of public education.

Enterprise! do I say? If it were implied by this that there was anything in this undertaking in the nature of speculation or experiment, that it was a project, a scheme, not yet domesticated in the experience of the community, I should indeed commit a great wrong and impair the moral dignity of this occasion. The noble, inspiring aspect of this work is, that it has been conceived, carried on, completed, with a sobriety of purpose, a calm steadiness of performance, such as men apply in the pursuit of their daily bread :—that it is the product of a sentiment so well fixed in the public mind, that education is esteemed one of the chief staples of our common life. No new undertaking, no adventure, no scheme, however magnificently conceived, and however brilliant its promise, could be so grand, as this social opinion settled into a habit which no longer attracts attention, and provides education as daily bread for all.

Let it not be supposed that I am indifferent to or ignorant of the

many errors of public opinion still in vogue concerning the real objects and methods of education. Let it not be supposed that I would depreciate this hour to an occasion of self-adulation, or the flattery of our own pride. But I feel that a well-grounded decorous self-respect, not only justifies but demands that we should set forth to ourselves that in which we all rejoice. Amid all the errors that may be entertained concerning education, it is cause of distinguished congratulation that our lot is cast in a community, in a civilization which produces as one of the incidents of a conviction common as air, such an edifice as this.

And may we not gain yet another testimony to the steady benignant powers of society, in which we may take a profound satisfaction, from the events in the midst of which this work has been carried on? The Government, of which we are a part, has been engaged in a war which not only makes the whole land tremble, but shakes the very globe. We have contributed our share for the common defence, and we have built this noble structure for the education of our children, unmolested by alarms from without or from within, with a feeling of security, which not only attests that the foundations of society still stand firm, but that its resources are free and untouched by emergency.

With conscious satisfaction and with just pride as a citizen, I congratulate you, Mr. Chairman and fellow citizens, on the completion of this noble building—fair expression of the guardian care of a noble people for the coming generation!—pledge and crown and promise of a free state!—bright particular glory of constitutional liberty and Christian civilization! More beautiful than Grecian temples, and fountain of power mightier than Roman Senates!

In coming here to-day to throw open these doors, we not only open gates of new privileges to the young, but we remind ourselves of our obligations to the founders of the State, as we receive and perpetuate their wise and benignant purpose. They say to us with the accumulated authority of wisdom and devotion, 'Go forth and educate this people, or liberty shall be dissolved in license, and law shall be lost in anarchy.'

Concerning the general architectural structure and effect of this building, the city has done well in avoiding all extravagant ornamentation, yet giving a certain dignity of durability.

This is not the occasion to enter into any discussion of theories



of education. Among the changes and discussions going on in public sentiment, however, there is one so prominent and conspicuous that to refer to it cannot be considered an intrusion of individual opinion or a suggestion to those of greater experience.

Time was, when the actual benefits of the common school to the young pupil were estimated by the distance of books and leaves through which he had passed, and the ambition of teachers was to put their scholars through the books. It arose in a misconception of the real object of youthful studies; in the opinion that knowledge, information, instead of mental activity was the end of discipline. Kindred to this, was the opinion that the more hours were spent in school per diem the better. The two opinions were counterparts and complements of each other, and they both have this fatal error, that they conceive of the human mind as a tub and not as a fountain. The human mind, offspring of God, 'Bright source of intellectual rays,' is an original, free, self-moving power, whose life is its own activity. It is the duty of the educator to study this bright, ethereal essence, that he may lead forth its powers into the beauty of that free, moral, and intellectual life. It is not to cram with stores of knowledge, but by all motive, authority, and persuasion, to entice it forth upon its wings; finding its home in the elastic air, and rejoicing in the glad activity that bears it up.

It belongs to you, Mr. Chairman and gentlemen of the committee, to mark out and assign the *curriculum* of the mind. I need not say in this presence that it is one of the most important trusts committed to man. It puts you in direct and immediate relation with the great conservative powers of society. It gives you the formation of the intellectual life of a generation of men, and through that, giving an impulse upon the air whose vibrations shall never cease. Your intelligence and public virtue need no suggestions from me concerning the large claim which society lays upon you. What elevation of public spirit! What sobriety and patience of purpose! What noble contempt of personal ease and aggrandizement! What enlightened liberality! What equanimity of judgment!

To you, Mr. Master, I offer the congratulations appropriate to the occasion. A field of duty is now open to you which challenges your noblest powers and your noblest ambition. An opportunity is here offered you of unfolding buds of intellectual and moral

beauty, under the genial climate of your own mind. It will test your own quality, and give scope to culture enriched from afar, and nourished daily by the aroma of literature. It challenges the elegance of an accomplished gentleman and a finished scholar. It gives you opportunity to make full proof of your vocation, and to show yourself indeed *Magister Puerum et Puellarum*. What amenity of manners! What urbane decision! What bland authority!

Young Masters and Misses, I bid you all hail! Hail happy sons and daughters, to whom the gates of the Temple of Knowledge are thrown open, and never shut! With what gratitude, and joy, and devotion, should you come up to these elevated seats! With what filial duty and affection, should you repay a mother's kisses, and a father's watchful providence! With what assiduity and zeal, with what noble enthusiasm should you repay the care of a watchful and benignant people! Come to these halls with a noble purpose! Grasp as with hooks of steel the dry paradigm and formula, and soon the dead stick shall bud and blossom in your hand, fountains shall gush at your side, and the whole land of your pilgrimage shall be the dwelling-place of thought, of memory, and imagination; and you shall go out to the world as living powers, whose joy is their life and their law!"

Hon. Jedediah Jewett spoke substantially as follows:

"I am deeply gratified at being present on this happy occasion, and my mind is carried back forty years to the time when I was, like you scholars now, a pupil in the English High School, as it was then denominated, which was my only Alma Mater. The building was a very humble wooden one, and stood on Exchange street, near where Mr. Crockett's shop now stands, and you can judge of the contrast between that building and this, when I say that one of the boys who attended that school could jump up and touch his hat to the ceiling above. I look back upon no act of mine as Mayor of this city with more pleasure than that of signing the order for the purchase of the valuable lot on which this splendid building stands.

I had intended to make an endowment, at this time, of a sum, the interest of which should be used for the purchase of medals to be given to scholars in this school for superior scholarship and meritorious deportment, but upon consultation with several gentlemen in Boston, where this custom prevails, I am induced to

forego that design, and subscribe a sum for the purchase of apparatus for chemical, philosophical, and astronomical illustrations.

I here present a subscription book headed by myself with fifty dollars, and for that purpose I hope that nine other persons will be found who will make the sum up to \$500."

This book was then signed by ex-Mayors Thomas and McCobb, with the same sum.

An occasion of so much interest may well justify its prominent mention.

I have already alluded to the erection, the last season, of a neat and commodious school-house, two stories high, well lighted and ventilated, in the village of Machias.—Another has been built in the town of Tremont, at an expense of several hundred dollars, by the liberality of Capt. J. I. Stevens, an early resident of that town: an example worthy of imitation by other gentlemen, who may well remember the spot on which they acquired the rudiments of learning. Appropriate dedicatory services were had at the opening of the house.—At Morrill's Corner, Westbrook, the district has erected a fine brick edifice, at a cost of about five thousand dollars. Plans of this building will be given in the appendix, if they can be made ready in season. As this building is of just about the size and character needed in a great many of our villages, to accommodate the growing wants and improved tastes of their citizens, this house is quite worthy of examination, as one of *the models*. Much credit is due to the enterprise which succeeded in producing so fine a result, in the midst of opposition. The architect, Mr. George M. Harding, of Portland, is also worthy of honorable mention, as having accomplished his part of the work with most excellent taste. It cannot be sufficiently urged upon parties wishing to erect anything more than the most ordinary school-room, that economy and taste alike require the aid of a competent architect to execute the design and working plans for such a building.—The arrangements for heating, devised by Mr. J. W. Adams, of that place, are very admirable; and the oak furniture from the establishment of Mr. J. L. Ross, of Boston, is very neat in its pattern, thoroughly made, and suitably graduated to the different sizes of pupils. No better school furniture can be found. It would give me great pleasure to take the citizens of many a district equally able to build a respectable house, but hitherto neglecting it, to this beautifully finished and furnished edifice, and incite them, if possible, to imitate an example so worthy.

To accomplish such a result, I am aware, requires a good deal of labor and patience on the part of those who undertake it. There will almost always be opposition from a portion of the people, who will honestly or selfishly deprecate the expenditure of "so much money," as burdensome and useless. Extravagance in school buildings is very possible, but the cases are rare in which the danger lies in this direction. And if we consider the *educating power* of the *school-room itself*, we shall cheerfully consent to be taxed a few additional dollars, for so worthy an object. I know it is often said that if a school has a good teacher and is well supplied with books, the children will learn as well in one place as another; provided it is barely comfortable.

Some point us to the example and experience of the fathers, and from their success in overcoming the disadvantages of small and inconvenient school-houses, argue the sufficiency of such accommodations for the children of the present generation. But those were times of comparative ignorance and poverty, the sins or misfortunes of which might be winked at then, but should *now* be everywhere repented of and forsaken. The log huts of a hundred years ago were well enough in their time. They sheltered our noble ancestors, while they felled the forests and laid the foundations of future prosperity and comfort. The log school-house was the necessary and appropriate contemporary of those rude dwellings of the forefathers. But now that abundance has taken the place of poverty; now that neat and elegant dwellings in city and country have displaced those plainer and poorer structures, why should the school-house of that period be regarded as good enough for the children of to-day?—But I need not pursue the subject further. I congratulate the people of the State that a better day has dawned, and our intelligent citizens are seeing the importance of these things in a clearer light. May the old school-house, however venerable its appearance and sacred its association, disappear with the coming of the better.

#### SCHOOL MONEY RAISED.

Many towns have failed to raise the amount of money required by the Statute for the support of schools; while others have raised much more than the legal amount. It would seem that no town can yet be so reduced in its resources, that sixty cents for each inhabitant is a burdensome tax for school purposes. The penalty

prescribed by law for such failures is practically nothing. I must ask the Legislature to consider the propriety of withholding from all towns thus failing to comply with the Statute requirement, their share of the interest of the school fund. Towns so indifferent to their welfare that they will not raise the minimum amount required by law to support schools for their own children, ought not to expect aid from the State whose laws they violate.

#### ACADEMIC RETURNS.

The following resolve was passed by the Legislature of 1861 :

“ WHEREAS, The various academies and other chartered literary institutions of the State sustain important relations to the interests of public education : and

WHEREAS, Many of them hold funds bestowed by the liberality of the State, therefore

*Resolved*, That all such institutions be required to make an annual return to the Superintendent of Common Schools, in the month of August, of the amount of their funds and the mode of investment of the same, of the number of scholars in attendance, and such other statistics as may be designated in the blanks which shall be furnished to them by the Superintendent.”

In accordance with this resolve, the Superintendent sent properly prepared blanks to all the colleges, seminaries and academies in the State. Failing to receive the returns from a large number of these institutions, at the time specified in the resolve, I sent to them notice of the failure. But many of them have still neglected the duty required by the State. A table in the appendix will show which of these institutions have made their returns. The others are supposed to be *dead*, or only in that *dead-and-alive* condition which forbids a prompt discharge of the duties expected of living bodies.

Such institutions will not presume to ask for aid at the hands of the Legislature, whose requirements they seem wholly to ignore.

The facts drawn from such returns, accurately made, are of much value in ascertaining the educational facilities of the State, and the amount of money expended by our citizens in academic and collegiate education. Will the trustees and principals of all such institutions please make such minutes, or keep such records during the year, as will enable them to fill the blanks with accuracy in August next.

## REMARKS ON THE TABLES.

It is with great regret that I am compelled to speak of the incompleteness and inaccuracy of the returns on which the tables are based. Committees complain that agents in many districts wholly neglect to make their returns, and hence the Committees are compelled to make *approximate* estimates. In five towns and many plantations Committees have failed to make any return whatever to the Secretary of State, and many have made return of only the *number of scholars*, with the intention of securing in this way their portion of the school bounties, and an evident indifference to any thing further. Let me inform such towns that this does not answer the requirement of the law; and the Secretary of State is authorized hereafter, not to accept the returns from any town, unless made *in full*, as the law requires.

I must urge further, that the law be so amended that towns failing to make their *returns* as required by law,—and their *reports* as is also now required,—on or before the first day of July, shall be deprived of their proportion of the school fund for that year. If the statute were still further amended, requiring the Selectmen to withhold from any district not making its legal returns to the municipal officers, its share of the State's bounty for that year, they would be prompted to more fidelity and accuracy in this matter. If our statistical tables are to be made wholly reliable for any purposes of comparison, one year with another, and one part of the State with another, something must be done to make them more nearly accurate.

## DIMINUTION IN THE NUMBER OF SCHOLARS.

You will notice that there is a large falling off in the number of scholars returned in 1863, as compared with previous years. I ascribe this in part to greater care in making the district returns. A practice has prevailed in former years of making a *rough estimate* of scholars in any district; such estimate for safety sake always being made *large enough*. I have issued for two years past properly prepared blanks for the use of agents in making their returns, requiring a list of scholars' names to be made according to law. So far as these have been used, the tendency has been to *reduce* the number of scholars belonging in the several districts and towns to something like an accurate figure. The result of many such reductions would show itself *in thousands* in the grand aggregate.

I am not satisfied, however, that this is the whole cause of the diminution. There is reason to believe that the large emigration of young men and young families, from this State to California and the West within the last fifteen years, has arrested the *production of the article*. Let our authorities look well to the means of retaining within our own borders the young people born upon our soil, and of drawing from other sources a larger population to occupy our unappropriated territories, and improve our industrial facilities.

#### DISTRIBUTION OF THE ANNUAL REPORT.

Complaints frequently reach us that towns have not received their copies of the School Report. This is the fault of Representatives, whose duty it is made, by a Resolve annually passed, to carry to their several towns or districts the packages made ready for them at the Superintendent's office. One copy is sent to each town clerk by the Secretary of State, with the other state documents, and a package for the Superintending Committees of the several towns from this office. Members of the Legislature, and friends of education, desire copies for themselves and for distribution; and it is only with the greatest difficulty that the Superintendent has been able to save enough for his occasional use during the year. Only five thousand copies of the Report have been printed annually. Twice that number, at a much less expense, in proportion, should be printed, to meet the increasing demand for this document. We should have enough for all the school officers, committees and agents in the State; and some proper means of distributing them should be devised.

#### BETTER SUPERVISION NEEDED.

In my last Annual Report, I urged the necessity of a better system of general school supervision. It is no less true this year, that some improvement in this regard is required.

Our school organization, as it now stands, is defective in provision for efficient and uniform superintendence. Every squad of our school militia is practically independent of every other, and of all superiors. Each school is managed very much according to the particular ideas of its individual teacher. There is little comparison of systems and methods, with other teachers, and little responsibility to the Superintending Committee. In classification,

instruction and discipline, there is no uniform principle or practice. There is no standard system of tactics. No Scott nor Hardee is prescribed as a guide. Each company trains by itself, according to the notions, better or worse, of its own captain or "orderly." Want of competency, skill or authority, prevents the committee from exercising proper control. In fact there is often a clashing of authorities between the different officers.

Again, the committees, although made by law responsible to the town for a proper report of their official proceedings, often fail to make one, and oftener fail to send a copy of it, as the law requires, to the State Superintendent. For this neglect there is no penalty. The Superintendent has no authority to enforce in any way whatever this reasonable provision of the law. All his powers are advisory, and all the superintendence he can exercise is of the nature of inspection and report. He may make "suggestions," but has no right to *direct* any course of instruction or management. From the nature of the case, he cannot come in personal contact with all the teachers and schools. His field is so large, and other prescribed duties so numerous, that the pleasure of examination and supervision of individual schools is in a great measure denied him. I submit, then, that our necessities require a modification of our system, so as to secure an arrangement something like the following: The Superintendent of public instruction should have under his general supervision, subject to wise regulations, all the affairs of public education for the State. His office at the capitol, furnished with all the appliances necessary to the proper discharge of his duties, should be the center of all the educational operations of the State. Under his direction and reporting to him, there should be in each county or congressional district, a special commissioner of public schools, whose duty it should be to visit each town in his circuit, and every school, if possible,—hold meetings with the people for the free discussion of all school matters,—conduct institutes of instruction for teachers, and by friendly counsel seek to remove any difficulties arising between parents and teachers,—with authority to settle certain matters which might be referred to him; in a word, to do for each county or district what the State Superintendent cannot possibly do for all. These district commissioners would receive the reports of the several town committees, compare, condense, and arrange according to some system issued from the State department of education, and forward them to headquarters for further use.



School Committees, acting in some sort under the county or district commissioner, should have the entire control of school affairs in their respective towns, performing all the duties now required of agents, committees and selectmen together; thus avoiding the conflict of jurisdiction, so often arising, and securing something like uniformity in school arrangements throughout the county and State.

Teachers under the entire control of one municipal authority, and required to report directly to the committee employing and paying them, with forfeiture of pay as a penalty of failure to comply with all the provisions of the law, would be more careful in the discharge of every duty, whether of discipline or instruction.

Every person concerned, pupils, teachers, parents, and officers of every grade, would feel the impulse given to their work, by putting each into systematic relations to every other party. With a wise administration of the whole system by competent persons, such as would be sought out for the purpose, our school army, now sadly "demoralized" by want of efficient and systematic discipline, would fall into the line, and commence a more earnest and cheerful "forward march."

I have found the views thus expressed last year, to meet with much favor among educational men. Will the Legislature give to the subject an earnest consideration?

#### PERSONAL LABORS.

The Superintendent has spent such portion of his time during the year, visiting and lecturing, as he was able to withdraw from duties of his office. The normal school movement has called for a considerable special labor in that direction; rendering it necessary to visit many places within the State for investigation, and to impart the desired information on the subject, to citizens and trustees proposing to receive the schools. I have also found it necessary to examine into the character and operation of normal schools, in other States in and beyond New England. As a special report upon this subject will become necessary, after the plans for our own schools are more nearly matured, I forbear entering into particulars here.

I record with great pleasure the fact that in no year of my service in this department, has there been shown, by the people whom I have met and whom I have addressed upon educational topics,

more interest in the subject, or more evidences of determination to sustain in vigorous operation, our great system of free, public instruction.

#### CONCLUSION.

I cannot close this report without urging upon all parties concerned,—and who is not concerned?—the duty of new efforts to sustain our public free schools. Their utility, their necessity, and the importance of elevating them to a still higher standard, is admitted by all. Yet that omission is made too often, in a formal and feeble way, which betokens great indifference on the part of those who make it. It is not enough to open the door of the school-house and say to the children—“go in.” That house should be made pleasant and attractive. It should be occupied by a living, working teacher, and surrounded and guarded by influences from parents and committees which shall urge and encourage the children to make the wisest use of their advantages. Society, the country and the world, will presently demand their services. Are we training these children in the schools of to-day for the responsibilities to which they will be called, as they press onward to the positions which await them in the fast coming years. Let us give practical answer to this question, by renewing our most earnest efforts to promote their progress, not in knowledge alone, but in all those virtues which adorn the character of the young, and fit them for the most worthy positions in society.

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# APPENDIX.

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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.	No. in winter schools who did not attend in summer.	Average length of summer schools in weeks.	Average length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Auburn, . . . . .	1,372	800	649	844	710	-	12.3	11.0	17	3	18	6	-	-	510 83	-	14	23	9	21 21	1 98	1 75
Danville, . . . . .	465	264	200	344	277	53	10.5	10.3	10	1	9	3	-	-	100 00	-	8	10	3	20 00	1 81	1 75
Durham, . . . . .	620	326	242	365	309	39	9.2	10.8	15	3	15	6	-	-	85 00	-	11	14	5	19 00	1 67	1 38
East Livermore, . . . . .	369	238	183	275	234	-	9.6	12.1	5	3	8	6	-	-	-	-	5	9	4	17 70	2 02	1 03
Greene, . . . . .	458	232	179	290	225	58	10.7	9.3	14	3	11	4	-	-	-	-	7	11	5	17 01	2 04	1 17
Lewiston, . . . . .	2,601	1,433	1,064	1,418	1,057	-	16.7	9.2	15	2	20	12	1	2,200 00	-	2	9	28	21	-	-	2 75
Lisbon, . . . . .	501	333	264	368	276	39	9.6	10.0	11	3	10	5	-	-	50 00	-	9	11	2	18 61	2 10	1 17
Leeds, . . . . .	500	300	241	320	267	20	9.3	10.2	13	1	13	7	-	-	100 00	-	11	12	2	19 36	1 53	1 33
Livermore, . . . . .	582	359	289	447	348	88	9.7	10.2	18	1	18	10	-	-	200 00	-	14	18	5	22 00	1 60	1 50
Minot, . . . . .	612	460	344	540	430	80	10.2	11.0	10	2	8	7	-	-	-	-	8	9	1	27 00	2 25	1 50
Poland, . . . . .	1,075	688	538	706	587	173	10.0	10.6	22	3	20	10	-	-	-	-	13	22	8	22 27	2 05	1 46
Turner, . . . . .	957	522	417	593	498	81	9.2	8.8	18	2	20	16	-	-	225 00	-	16	19	3	19 60	1 91	1 08
Wales, . . . . .	192	123	96	138	117	-	10.3	9.5	7	1	7	2	-	-	-	-	5	7	2	16 00	1 95	given
Webster, . . . . .	320	-	-	-	-	-	-	-	11	1	11	11	-	-	-	-	5	8	6	-	-	-
	10,634	6,378	4,706	66.48	53.26	631	10.3	10.2	186	29	188	105	1	2,200 00	1,270 83	2	137	201	76	19 98	1 91	1 49

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.	No. in winter schools who did not attend in summer.	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 employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Amity, . . . . .	142	82	19	39	13	13	11.0	7.0	3	-	2	1	-	-	21 05	-	2	3	-	15 00	1 75	1 57
Ashland, . . . . .	179	117	92	43	49	14	12.0	9.0	5	-	-	-	-	-	-	-	-	4	1	-	2 00	1 50
Bridgewater, . . . . .	202	114	95	125	104	-	13.0	12.0	4	-	4	3	-	-	15 00	-	-	5	4	-	2 50	90
Fort Fairfield, . . . . .	431	256	29	233	33	58	11.0	7.0	9	-	6	5	-	-	-	-	2	9	4	19 30	2 18	1 22
Hodgdon, . . . . .	439	271	162	157	103	44	14.6	10.6	9	1	8	2	-	-	60 83	-	5	9	1	16 80	1 66	94
Houlton, . . . . .	843	404	268	407	306	-	15.0	10.4	9	-	7	3	-	-	107 00	-	4	9	4	22 50	2 52	2 00
Linneus, . . . . .	309	170	114	182	116	-	13.2	13.4	9	1	6	2	-	-	-	-	4	6	4	16 00	1 85	1 12
Littleton, . . . . .	273	429	112	135	109	19	13.0	13.0	7	-	3	3	-	-	12 00	-	1	6	5	13 00	2 00	1 06
Lyndon, . . . . .	117	67	42	80	63	23	13.2	13.1	2	-	2	-	-	-	5 43	-	1	3	1	16 00	2 50	1 25
Masardis, . . . . .	99	51	36	-	-	-	11.0	-	3	-	2	1	-	-	-	-	-	2	2	-	2 12	1 50
Maysville, . . . . .	343	200	125	189	91	85	9.0	9.5	13	-	6	3	-	-	-	-	3	9	5	17 00	2 09	1 50
Monticello, . . . . .	191	142	102	90	67	-	11.0	11.5	7	-	7	4	-	-	-	-	3	6	2	17 00	1 85	1 03
New Limerick, . . . . .	112	38	27	47	48	32	6.2	7.0	4	4	3	3	-	-	25 00	-	1	2	3	13 00	1 70	1 32
Orient, . . . . .	99	52	31	25	16	-	14.0	9.0	3	-	2	-	-	-	1 50	1	1	-	13 50	-	-	
Presque Isle, . . . . .	313	209	143	123	74	57	10.1	10.5	3	-	4	2	-	-	32 80	1	2	6	3	25 00	2 65	1 50
Sherman, . . . . .	245	64	52	88	66	20	10.0	11.0	5	1	3	3	1	587 00	6 80	-	1	2	1	30 00	2 37	1 75
Smyrna, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Washburn, . . . . .	150	88	69	50	39	23	10.3	9.4	4	-	2	-	-	-	-	-	-	2	4	18 00	1 56	88
Weston, . . . . .	179	108	75	70	50	-	12.0	11.0	5	2	4	1	-	-	8 00	-	2	5	-	15 00	1 80	87
Alva pl., . . . . .	200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bancroft pl., . . . . .	119	77	57	40	29	-	17.0	13.0	3	-	3	2	-	-	20 00	-	-	-	4	-	2 12	1 00
Barker pl., . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Belfast Acad. Gr. pl., . . . . .	109	60	42	63	44	2	11.0	11.0	4	2	4	1	1	337 00	10 00	-	1	4	2	15 50	2 00	1 50
Crystal pl., . . . . .	120	48	32	52	38	15	11.0	12.0	4	1	3	3	1	60 40	13 55	-	1	4	2	17 00	1 75	1 25
Dion pl., . . . . .	619	107	107	26	16	-	-	-	9	-	1	1	-	-	-	-	-	5	1	-	1 50	67
Dyer Brook, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



CUMBERLAND 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.	No. in winter schools who did not attend in summer.	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 employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Baldwin, . . . . .	440	282	196	295	223	33	10.7	9.3	11	1	11	1	-	-	75 00	-	8	10	1	18 25	1 79	1 34
Bridgton, . . . . .	959	563	418	519	416	41	10.0	9.0	26	2	29	16	1	150 00	-	13	20	1	20 00	1 92	1 25	
Brunswick, . . . . .	1,714	852	726	1,656	864	264	11.0	12.0	24	-	27	24	-	-	150 00	12	18	29	19	23 50	3 75	2 60
Cape Elizabeth, . . . . .	1,294	633	578	859	790	-	12.5	12.6	12	-	12	3	-	-	136 00	12	16	8	2	26 50	2 33	3 00
Casco, . . . . .	456	247	188	286	228	48	11.6	13.7	9	-	8	2	-	-	70 00	-	6	8	2	22 00	2 25	1 23
Cumberland, . . . . .	-	322	233	366	284	118	9.8	9.8	12	2	10	5	-	-	-	1	8	10	1	24 40	2 00	2 00
Falmouth, . . . . .	659	372	300	488	390	90	8.8	10.1	12	-	12	3	-	-	111 60	-	11	10	1	26 83	2 69	1 73
Freeport, . . . . .	977	496	363	675	506	143	10.1	11.3	17	3	17	3	-	-	75 58	-	14	18	3	20 66	2 13	1 45
Gorham, . . . . .	1,143	690	500	500	400	-	13.5	10.0	20	1	18	-	-	-	-	-	10	18	6	20 00	2 25	1 50
Gray, . . . . .	697	384	284	436	365	98	9.4	11.7	11	-	11	9	1	400 00	121 19	9	12	2	18 70	1 88	1 80	
Harpwell, . . . . .	595	396	396	363	282	105	10.2	10.2	12	-	12	1	-	-	-	-	9	14	3	20 88	1 86	2 00
Harrison, . . . . .	462	253	190	360	288	75	9.0	11.5	14	2	14	9	-	-	50 00	-	6	13	7	13 00	2 37	1 00
Naples, . . . . .	413	331	252	143	93	104	8.5	4.9	13	-	12	-	-	-	120 00	-	5	12	6	15 00	2 00	1 20
New Gloucester, . . . . .	650	321	256	363	303	83	11.0	10.8	13	2	11	6	-	-	133 14	-	10	12	4	22 31	2 04	1 63
North Yarmouth,* . . . . .	391	169	120	217	174	-	11.3	10.5	7	3	7	5	-	-	100 00	-	5	7	2	26 00	2 05	1 50
Otisfield, . . . . .	436	242	182	304	252	62	10.0	12.0	12	1	12	6	-	-	50 00	9	8	12	4	16 00	1 60	75
Portland, . . . . .	9,754	5,334	4,129	5,347	4,040	-	21.0	21.0	16	-	19	19	1	50,000 00	4,570 41	-	12	74	77	73 60	6 03	2 00
Pownal, . . . . .	388	221	169	312	250	128	10.0	9.5	8	4	12	7	-	-	-	-	5	7	6	19 00	2 19	1 39
Raymond, . . . . .	501	232	185	318	253	-	6.5	11.6	11	-	11	2	-	-	-	-	6	8	5	21 00	2 26	2 12
Scarborough,* . . . . .	723	342	250	390	274	-	12.3	12.3	11	1	10	7	-	-	85 00	-	10	9	-	29 70	3 60	1 63
Sebago, . . . . .	378	243	185	289	202	72	10.0	10.1	8	2	9	6	-	-	50 00	-	9	9	1	13 27	1 66	91
Standish, . . . . .	757	415	324	433	381	67	12.5	11.3	16	1	16	8	-	-	94 47	-	10	16	3	18 70	2 00	1 25
Westbrook, . . . . .	1,762	1,328	865	1,670	804	298	14.5	14.5	17	-	17	6	-	-	455 61	1	12	21	9	35 00	2 25	2 38
Windham, . . . . .	949	504	395	600	490	100	10.0	12.0	19	-	19	12	1	800 00	-	14	18	8	20 00	2 50	1 25	
Yarmouth, . . . . .	683	346	265	416	323	-	10.8	4.8	7	2	9	1	-	-	-	-	6	9	0	30 83	2 34	2 09



FRANKLIN COUNTY.

Avon, . . . . .	302	160	150	249	192	89	8.7	10.0	12	-	11	8	-	-	75 00	2	6	7	2	15 50	1 40	1 00	
Carthage, . . . . .	-	125	100	140	126	15	8.0	9.0	7	-	5	5	-	-	-	-	3	7	4	15 00	1 50	1 10	
Chesterville, . . . . .	400	297	236	284	225	63	8.2	9.3	12	1	11	6	-	-	-	-	5	12	6	20 37	2 05	1 12	
Farmington, . . . . .	950	504	367	634	473	150	8.9	10.1	30	6	23	8	-	-	-	-	14	20	11	18 00	2 00	1 50	
Freeman, . . . . .	250	178	139	200	187	75	8.4	8.9	10	2	10	7	-	-	25 00	-	7	8	3	15 57	1 13	1 00	
Industry, . . . . .	294	160	130	275	250	80	8.0	10.0	12	1	9	6	-	-	50 00	-	5	7	5	13 00	1 40	95	
Jay, . . . . .	633	333	272	460	375	149	10.0	11.8	16	4	15	8	-	-	105 00	-	11	16	6	19 50	1 66	1 14	
Kingfield, . . . . .	201	98	63	142	106	43	10.0	12.2	6	-	5	4	-	-	80 00	-	5	6	-	19 50	1 77	90	
Madrid, . . . . .	191	65	42	131	90	66	10.0	9.3	8	-	5	3	-	-	-	-	5	2	2	12 00	1 58	1 00	
New Sharon, . . . . .	640	384	304	500	416	126	9.4	10.2	19	2	19	6	-	-	125 00	-	9	17	11	20 11	1 76	1 50	
New Vineyard, . . . . .	310	165	130	252	235	109	9.4	10.2	12	3	8	6	-	-	49 37	-	6	9	4	15 67	1 75	95	
Phillips, . . . . .	643	339	249	449	337	-	9.0	10.1	19	-	14	12	-	-	60 00	-	13	13	3	15 86	1 40	1 00	
Rangely, . . . . .	113	40	15	74	18	43	8.8	11.3	4	-	4	2	1	\$184 00	7 00	-	3	2	-	12 83	1 55	1 00	
Salem, . . . . .	138	91	79	117	75	26	8.2	10.9	7	2	6	-	-	-	23 11	-	3	4	1	15 00	1 33	95	
Strong, . . . . .	260	164	121	209	158	45	10.4	11.8	8	4	7	4	-	-	52 00	-	4	7	5	17 05	1 63	1 03	
Temple, . . . . .	220	129	26	186	156	60	7.0	2.0	10	1	7	3	-	-	50 00	-	5	7	5	15 50	1 50	1 00	
Weld, . . . . .	415	215	155	297	231	90	10.1	10.3	11	1	11	2	-	-	60 00	-	4	7	7	16 50	1 58	1 00	
Wilton, . . . . .	600	350	250	510	275	-	9.0	10.5	14	4	18	10	-	-	-	-	1	12	15	5	18 50	1 75	1 25
Eustis pl., . . . . .	123	91	69	36	31	-	7.3	6.0	4	-	3	-	-	-	23 00	-	-	4	3	-	1 34	1 00	
Letter E pl., . . . . .	51	32	27	35	31	12	13.5	15.5	2	-	2	1	-	-	-	-	2	2	1	12 00	1 92	98	
Perkins pl., . . . . .	44	24	18	34	27	-	10.0	8.0	3	-	-	-	-	-	-	-	-	4	-	-	1 31	-	
Rangely pl., . . . . .	25	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	
Dallas pl., . . . . .	53	30	22	26	20	-	8.0	8.0	1	2	1	-	-	-	9 24	-	1	1	-	18 00	1 25	1 50	
Sandy River pl., . . . . .	73	47	27	52	35	15	5.5	6.0	4	-	2	-	-	-	16 00	-	2	4	1	13 00	1 50	1 50	
Washington pl., . . . . .	28	22	12	24	19	6	8.0	12.0	1	-	1	-	1	125 00	-	-	-	1	-	-	1 00	1 00	
	6,958	3,783	2,903	5,316	5,018	1,262	8.6	9.8	229	33	197	121	2	309 00	1,039 72	3	125	181	86	16 09	1 50	1 10	

\* In footing these columns the last published returns of these towns—whose returns for this year are incomplete—are used in order to ascertain as nearly as possible the aggregates and averages due to the county.

APPENDIX.

HANCOCK COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	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 employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Amherst,	170	123	89	99	74	15	14.0	8.0	3	1	3	1	-	-	30 88	-	2	4	1	25 00	2 38	1 50
Aurora,	161	72	46	25	18	3	11.8	8.0	3	1	3	3	-	-	9 00	-	1	3	-	20 00	2 00	1 19
Bluehill,	181	161	331	471	355	-	11.7	8.2	18	1	18	8	1	59 00	-	11	19	1	1 26 10	2 07	1 40	
Brooklyn,	420	223	222	303	233	34	9.6	8.7	9	1	8	6	-	-	114 00	-	7	10	3	27 00	1 72	92
Brooksville,	613	336	282	230	177	62	14.0	8.3	12	1	12	4	-	-	-	-	10	11	2	21 86	1 95	94
Bucksport,	1,395	999	515	918	665	-	11.0	10.5	12	1	21	17	-	-	221 00	1	10	21	8	27 70	2 24	1 58
Castine,	532	325	275	288	234	43	13.9	12.0	4	1	6	5	-	-	536 45	1	5	7	4	34 00	2 75	2 08
Cranberry Isles,	148	96	73	108	96	12	8.5	9.6	5	1	4	1	-	-	37 50	1	1	4	4	26 00	2 04	2 00
Deer Isle,	1,699	1,023	796	950	740	-	6.5	7.0	31	1	30	25	-	-	-	-	21	30	8	23 00	2 25	1 50
Dedham,	195	194	82	162	131	58	8.8	9.3	6	1	5	5	-	-	30 00	-	-	4	7	-	2 26	1 25
Eastbrook,	66	41	35	39	33	19	5.9	4.9	4	1	1	1	-	-	1 50	-	1	4	-	18 00	1 44	-
Eden,	498	285	222	350	281	95	8.1	9.8	14	1	9	2	-	-	107 84	6	-	10	8	25 50	2 35	1 33
Ellsworth,	2,334	1,270	888	1,126	973	100	11.7	13.3	21	2	22	14	1	475 00	200 00	3	14	32	12	37 50	3 22	2 50
Franklin,	462	289	214	120	97	18	8.8	8.0	11	1	7	3	-	-	18 00	-	3	8	-	26 00	2 13	1 09
Gouldsborough,	822	530	328	362	276	109	7.8	8.1	16	1	13	9	-	-	200 00	-	10	16	7	34 28	1 52	1 30
Hancock,	398	225	168	209	23	106	12.0	9.0	7	1	3	3	-	-	45 00	-	7	7	-	24 60	2 12	1 11
Mariaville,	163	149	121	155	137	15	8.2	9.2	5	1	5	3	-	-	9 00	-	1	5	4	25 00	2 00	1 50
Mount Desert,	497	297	161	262	209	125	8.4	8.9	12	1	10	3	-	-	-	-	8	9	-	26 12	1 95	1 50
Orland,	736	536	412	670	457	216	10.5	9.3	17	2	16	10	-	-	165 00	1	9	19	3	26 00	2 15	1 63
Otis,	93	60	44	70	48	17	7.2	6.2	3	1	3	2	1	100 00	16 00	-	2	2	-	18 00	1 62	1 31
Penobscot,	693	497	314	501	423	94	11.7	10.3	13	1	13	5	-	-	170 00	-	10	13	3	25 00	2 15	1 37
Sedgwick,	538	328	252	381	306	108	5.9	8.7	10	1	10	3	-	-	116 07	-	9	10	1	26 30	2 10	1 16
Sullivan,	267	186	142	174	141	-	14.8	9.8	6	1	6	4	-	-	-	-	6	6	-	23 93	2 00	1 33
Surry,	575	390	272	370	298	-	8.9	9.3	8	1	8	6	-	-	87 35	-	7	10	3	25 00	2 26	1 28
Tremont,	730	485	355	151	440	66	10.3	10.0	14	1	11	10	-	-	-	-	17	14	3	28 50	2 18	1 26
Trenton,	606	350	300	425	370	-	10.4	9.5	12	1	11	4	-	-	-	-	9	11	2	25 00	2 50	1 50

Swan Island, . . .	170	143	190	140	95	-	10.2	6.0	5	-	4	2	1		207 00	11 30	-	3	5	2	20 00	2 05	1 15
Verona, . . .	226	149	110	175	150	49	8.9	10.9	6	-	6	5	1		500 00	30 00	-	4	3	2	24 00	2 50	1 40
No. 19, . . .	10	8	8	-	-	-	20.3	-	1	-	1	1	-		350 00	10 25	-	-	1	-	-	3 50	50
No. 33, Mid. Div., . . .	41	34	25	-	-	-	8.0	-	1	-	1	1	-		-	-	-	-	1	-	-	2 00	1 25
Old Harbor or Marshall Island, . . .	8	-	8	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	1	-	1 75	-
	16,339	12,107	7,184	9,431	8,374	1,365	10.3	9.4	299	9	271	165	5		1,682 00	2,108 59	13	190	395	89	25 50	2 09	1 38

KENNEBEC COUNTY.

Albion, . . .	455	279	298	345	268	75	10.4	10.0	14	-	14	9	-		90 00	-	10	10	4	19 00	1 60	1 00	
Augusta, . . .	2,721	798	516	773	628	159	11.5	12.6	23	-	24	14	-		-	-	16	22	6	24 02	2 44	-	
Belgrade, . . .	697	377	319	465	366	88	8.	8.6	18	-	18	11	-		-	-	10	15	8	19 00	2 25	2 23	
Benton, . . .	515	271	213	396	251	85	9.3	10.6	10	-	10	7	-		68 69	-	7	19	3	19 45	2 05	1 04	
Chelsea, . . .	414	229	185	222	163	59	11.6	10.2	9	-	9	5	-		150 00	-	2	8	6	29 30	2 06	1 33	
China,* . . .	1,225	649	536	789	651	-	10.5	11.9	23	1	22	19	-		-	-	19	22	3	24 27	2 50	1 37	
Clinton, . . .	670	444	335	511	374	129	10.6	13.8	12	-	12	9	-		132 48	-	10	12	8	17 14	2 07	1 20	
Farmingdale, . . .	279	228	164	61	25	-	11.9	13.1	3	1	5	3	-		41 40	-	3	6	3	23 59	2 15	1 44	
Fayette, . . .	299	134	196	297	155	88	9.0	9.7	10	4	10	5	-		89 75	-	4	7	7	17 34	1 98	1 23	
Gardiner, . . .	1,499	957	678	875	694	52	18.3	12.0	-	-	15	7	-		567 29	4	3	16	17	40 59	2 59	1 63	
Hallowell, . . .	712	477	384	436	351	-	19.0	12.0	3	-	10	10	-		346 81	2	2	8	7	44 09	2 44	1 83	
Litchfield, . . .	691	319	251	420	325	191	9.6	10.5	14	1	15	12	-		100 00	-	10	-	4	16 59	1 61	1 03	
Manchester, . . .	238	122	85	160	128	38	11.9	12.0	7	-	7	2	-		95 09	-	4	7	3	22 09	1 62	1 25	
Monmouth,* . . .	614	400	322	422	339	-	11.0	10.2	12	2	12	5	-		25 09	-	7	12	5	22 31	2 21	1 25	
Mt. Vernon, . . .	484	283	222	398	316	149	8.9	9.6	13	-	13	7	-		96 00	-	10	10	5	20 83	1 78	1 15	
Pittston,* . . .	1,059	569	599	594	513	-	8.9	8.6	18	-	17	7	-		-	-	10	22	7	20 66	2 25	-	
Readfield, . . .	489	277	216	343	293	72	9.5	11.5	12	-	12	7	-		150 00	-	5	12	8	18 80	1 85	1 47	
Rome, . . .	323	248	191	325	254	67	8.7	9.3	8	-	8	7	1		200 00	80 00	-	6	8	2	19 00	1 90	1 37
Sidney, . . .	657	414	317	349	430	126	8.2	9.1	29	-	29	16	1		336 00	98 46	1	10	17	10	18 28	2 23	1 37
Vassalborough, . . .	1,149	679	461	719	615	99	9.0	10.3	23	-	23	14	-		500 00	-	13	24	13	20 00	2 30	1 35	
Vienna, . . .	332	147	119	241	207	59	7.7	11.4	19	-	10	8	-		62 49	-	5	6	5	21 00	1 77	1 33	
Waterville, . . .	1,689	949	693	851	633	175	10.0	11.2	15	1	20	15	-		190 00	1	8	23	14	26 50	2 55	1 41	
Wayne, . . .	492	218	158	330	269	137	9.5	10.7	10	2	10	4	1		250 00	100 00	-	5	8	7	21 75	2 05	1 30
West Gardiner, . . .	504	313	237	354	282	41	11.2	12.5	9	-	9	6	-		-	-	4	9	5	29 59	1 98	1 75	
Windsor, . . .	541	452	439	470	449	45	11.9	11.0	13	2	13	4	-		-	44 52	-	11	12	-	18 59	1 63	1 05

\* See foot note, page 199.

## KENNEBEC COUNTY, (CONTINUED.)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	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 employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Winslow, . . .	651	385	278	466	345	98	10.1	10.2	16	1	15	5	1	250 00	156 94	-	10	15	7	18 50	2 25	1 25
Winthrop, . . .	732	346	293	653	501	306	3.11	10.2	10	1	10	6	-	-	258 52	1	9	10	6	22 28	2 16	1 60
Clinton Gore, . . .	97	72	57	80	53	43	8.3	10.3	2	-	2	1	-	-	10 00	-	-	2	2	-	2 47	1 15
Unity pl., . . .	14	13	10	13	6	-	6.0	10.0	1	-	1	1	-	-	12 00	-	-	1	1	-	1 63	50
	20,011	9,983	8,487	12,224	9,758	2,237	10.2	10.9	338	18	311	228	4	2,830 00	3,465 35	9	213	334	176	21 80	2 06	1 33
KNOX COUNTY.																						
Appleton, . . .	610	373	299	489	34	116	10.0	9.5	12	1	11	7	-	-	75 00	-	9	13	5	20 00	1 83	1 06
Camden, . . .	2,015	1,220	1,040	1,450	1,200	125	10.1	12.0	19	-	20	15	-	-	-	2	14	24	11	25 00	2 00	2 00
Cushing, . . .	301	203	124	196	133	-	11.4	8.0	7	-	6	2	-	-	14 00	-	6	7	-	19 37	1 62	1 25
Friendship, . . .	269	163	135	210	145	44	11.1	9.5	6	-	6	2	-	-	32 25	-	5	6	1	21 68	1 49	1 25
Hope, . . .	438	266	205	310	261	98	11.8	11.5	7	1	7	4	-	-	59 18	-	6	9	1	20 80	1 83	1 23
North Haven, . . .	407	239	181	273	208	127	9.8	10.8	6	-	6	5	1	400 00	67 00	-	7	6	-	27 00	1 50	1 75
Rockland, . . .	2,757	1,656	1,240	1,764	1,315	-	13.3	17.0	5	2	14	9	-	-	-	3	8	22	15	30 40	3 18	2 00
South Thomaston, . . .	651	367	275	476	367	-	9.0	10.0	12	-	11	8	-	-	-	-	10	12	3	22 50	2 33	1 84
St. George, . . .	1,137	646	477	697	541	51	9.0	9.5	19	8	17	4	-	-	159 31	-	14	14	5	18 20	2 22	1 50
Thomaston, . . .	1,103	688	560	666	499	14	10.9	15.0	1	3	11	9	1	700 00	400 00	2	4	11	9	32 00	4 25	-
Union, . . .	780	569	502	640	591	179	10.2	11.7	15	-	15	10	-	-	100 00	-	13	13	2	22 00	1 62	1 69
Vinalhaven, . . .	679	305	243	560	431	252	9.4	8.0	11	-	11	6	-	-	55 00	-	12	7	3	23 00	2 25	1 10
Warren, . . .	933	606	520	662	580	78	10.4	10.6	19	2	19	7	-	-	180 00	1	15	18	3	22 00	1 90	1 87
Washington, . . .	599	306	258	446	378	140	12.0	12.0	13	-	11	5	-	-	130 00	-	10	13	3	20 00	1 75	1 50
Matineus Isle, . . .	109	56	46	83	58	29	12.0	12.0	1	1	1	1	-	-	13 68	-	2	1	-	17 80	2 25	1 75
	12,808	7,666	6,127	8,902	6,751	1,253	10.6	11.2	153	18	166	94	2	1,100 00	1,285 42	8	135	176	61	22 45	1 47	1 45

LINCOLN COUNTY.

Alna, . . . . .	390	194	118	224	185	-	10.0	8.5	6	-	6	4	-	-	-	6	6	-	20	50	1	80	1	35			
Boothbay, . . . . .	1,079	630	523	766	576	299	10.3	10.3	17	-	17	8	-	-	-	281	45	-	15	15	1	26	12	2	00	2	43
Bremen, . . . . .	332	225	183	272	187	89	9.5	11.5	9	1	9	5	-	-	-	75	00	-	6	9	2	20	00	1	75	1	57
Bristol, . . . . .	1,268	718	541	804	613	86	12.0	11.0	21	1	18	10	-	-	-	-	-	-	17	23	3	23	00	1	85	1	23
Damariscotta, . . . . .	576	313	243	382	225	63	10.5	9.2	6	1	7	6	-	-	-	98	89	1	6	7	1	24	00	2	12	2	32
Dresden, . . . . .	461	255	189	321	253	91	10.0	9.8	9	1	7	3	-	-	-	55	32	-	5	8	3	20	00	2	22	1	41
Edgecomb, . . . . .	474	272	185	327	263	144	10.1	11.6	8	-	8	1	-	-	-	83	54	-	6	7	2	20	50	2	44	1	77
Jefferson, . . . . .	859	521	493	472	371	-	9.1	9.5	17	-	14	6	-	-	-	200	00	-	12	18	4	17	92	1	55	1	09
Newcastle, . . . . .	647	365	293	397	331	-	9.2	11.2	14	-	14	2	-	-	-	-	-	-	10	12	3	20	00	1	96	1	59
Nobleborough, . . . . .	695	368	326	417	331	49	11.4	8.5	12	-	12	5	-	-	-	-	-	-	11	13	1	20	58	1	74	1	50
Somerville, . . . . .	296	176	164	235	208	35	10.2	9.0	7	2	6	3	-	-	-	40	00	-	6	6	2	18	00	1	75	1	13
Southport, . . . . .	287	104	75	206	176	102	9.2	8.2	5	1	5	4	-	-	-	50	00	-	4	3	2	24	00	2	12	1	83
Waldoborough, . . . . .	2,059	989	682	919	712	275	13.	11.3	31	1	30	25	-	-	-	-	-	1	25	39	4	24	50	1	87	2	25
Westport, . . . . .	341	189	137	246	194	95	11.0	9.0	6	-	6	1	-	-	-	60	00	-	5	5	1	24	00	1	67	2	25
Whitefield, . . . . .	709	433	348	529	419	96	9.6	10.9	18	-	18	12	-	-	-	216	00	-	15	17	2	19	66	1	57	-	-
Wiscasset, . . . . .	767	785	-	336	250	-	11.3	11.6	6	-	6	6	-	-	-	-	-	1	6	6	2	23	75	-	-	2	25
Monhegan Isle, . . . . .	54	36	24	44	44	19	12.0	11.0	1	-	1	1	-	-	-	1	25	-	1	1	-	25	00	2	00	-	-
	11,096	6,573	4,564	6,888	5,341	1,440	10.5	10.2	183	8	184	107	-	-	-	1,166	53	3	15	186	33	21	85	1	90	1	73

OXFORD COUNTY.

Albany, . . . . .	334	115	121	222	174	103	8.3	8.7	9	1	6	6	-	-	-	37	00	-	6	9	3	15	75	1	64	99	
Andover, . . . . .	281	177	141	200	145	-	8.0	8.9	8	-	7	3	-	-	-	59	50	-	5	7	3	17	40	1	75	1	25
Bethel, . . . . .	998	561	403	681	520	-	7.4	8.5	25	3	26	9	1	-	-	-	-	-	15	24	12	18	59	2	12	1	33
Brownfield, . . . . .	580	321	241	413	302	104	11.1	11.9	15	-	14	7	-	-	-	132	45	-	6	12	9	15	61	1	85	79	
Buckfield, . . . . .	691	321	265	377	298	56	10.2	10.5	13	3	13	7	1	-	-	446	00	-	8	15	5	16	50	1	85	1	16
Byron, . . . . .	101	94	84	89	68	27	8.0	8.1	7	-	3	-	-	-	-	12	09	-	-	-	-	14	00	1	19	-	
Canton, . . . . .	359	226	176	309	240	74	9.6	10.7	10	1	9	3	-	-	-	96	92	-	4	10	6	19	75	2	00	1	25
Denmark, . . . . .	404	252	211	387	379	135	7.6	10.3	14	-	14	9	-	-	-	209	00	-	10	14	4	16	00	1	75	1	25
Dixfield, . . . . .	421	252	198	294	237	44	9.7	8.8	11	1	10	2	-	-	-	100	00	-	8	11	3	15	35	1	70	1	15
Fryeburg, . . . . .	580	283	264	380	274	90	9.8	11.2	15	-	15	5	-	-	-	125	00	-	6	14	9	18	00	2	50	1	25
Gilead, . . . . .	147	92	76	107	89	31	7.8	8.2	6	-	6	2	-	-	-	21	00	-	3	6	3	16	66	1	90	92	
Grafton, . . . . .	36	22	15	23	15	11	10.0	8.0	3	-	1	1	-	-	-	3	00	-	1	1	-	15	00	1	50	-	
Greenwood, . . . . .	339	203	163	257	200	54	8.0	8.5	13	-	12	6	-	-	-	48	34	-	8	11	4	15	37	1	47	1	05
Hanover, . . . . .	119	37	22	80	65	46	7.4	10.0	4	1	4	3	-	-	-	200	00	-	2	2	2	15	00	1	47	1	00
Hartford, . . . . .	416	277	212	304	257	78	8.3	9.8	13	3	14	7	-	-	-	40	00	-	7	13	-	14	00	1	82	1	29
Hebron, . . . . .	239	180	142	219	173	39	10.4	11.8	6	3	8	6	-	-	-	58	98	-	4	8	3	21	08	1	87	1	02

APPENDIX.

OXFORD 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.	No. in winter schools who did not attend in summer.	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 employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Hiram, . . . . .	485	329	225	334	260	78	8.2	7.6	14	2	14	3	1	250 00	79 89	1	8	12	5	17 25	1 78	0 83
Levell, . . . . .	556	322	242	385	303	90	10.4	10.5	11	1	13	6	1	-	125 60	4	13	4	16 25	1 73	2 00	
Mason, . . . . .	79	44	39	46	37	13	9.9	7.5	1	1	1	1	1	-	5 99	1	2	1	16 60	1 56	1 59	
Mexico, . . . . .	224	136	94	142	100	21	9.7	9.7	7	1	6	2	1	-	277 35	5	5	1	15 50	2 00	1 07	
Newry,* . . . . .	176	133	100	170	171	1	9.9	10.0	6	1	6	12	1	-	20 00	4	6	1	16 00	1 75	1 25	
Norway, . . . . .	803	536	416	564	453	127	8.3	9.7	15	1	17	14	1	-	110 71	1	11	17	12 50	1 32	1 25	
Oxford, . . . . .	508	299	227	211	159	56	9.9	10.0	10	2	11	4	1	-	40 00	7	9	4	21 60	2 00	1 56	
Paris,* . . . . .	1,032	579	449	636	549	189	9.4	11.7	13	1	18	14	2	800 00	290 00	15	20	9	20 25	1 75	1 62	
Peru, . . . . .	477	285	211	286	228	70	10.7	10.0	16	1	10	4	1	-	-	8	10	2	17 00	1 84	1 12	
Porter, . . . . .	453	321	261	247	209	55	10.2	10.9	3	3	13	2	1	-	110 00	9	13	1	16 55	1 82	1 04	
Roxbury, . . . . .	70	52	34	36	23	6	6.3	10.9	3	1	2	2	1	-	-	1	5	1	10 00	1 57	89	
Rumford, . . . . .	492	316	258	392	316	95	10.1	10.7	13	1	13	3	1	-	-	12	13	1	14 35	1 58	-	
Stow, . . . . .	219	110	90	190	160	89	8.0	10.0	2	1	7	4	1	-	60 00	2	8	6	19 00	2 90	1 69	
Stoneham,* . . . . .	216	131	86	167	104	1	10.0	10.0	6	1	5	1	1	-	-	3	5	1	11 33	2 60	1 25	
Sumner, . . . . .	427	245	193	273	219	83	9.4	11.0	16	1	15	11	1	-	50 00	8	13	5	16 00	1 60	1 12	
Sweden, . . . . .	269	161	129	192	155	31	10.0	10.5	9	1	8	5	1	400 00	45 00	5	7	3	19 13	1 88	1 45	
Upton, . . . . .	92	50	34	59	45	3	9.0	11.0	4	1	3	3	1	-	1 50	1	3	2	12 60	2 00	-	
Waterford, . . . . .	519	313	245	362	316	49	10.1	10.0	14	1	13	10	1	400 00	-	8	14	4	21 38	1 75	1 02	
Woodstock, . . . . .	381	171	126	331	170	83	10.9	10.0	11	1	10	4	1	500 00	40 00	6	11	3	19 58	1 75	1 09	
Andover N. Surplus,	42	14	12	-	-	-	8.0	-	2	1	2	1	1	-	-	1	1	1	-	1 50	1 50	
Franklin pl., . . . . .	118	78	60	68	47	13	8.6	11.0	3	1	3	3	1	-	60 00	1	3	2	16 00	1 60	1 14	
Lincoln pl., . . . . .	20	14	12	17	13	4	10.0	10.0	1	1	1	1	1	-	-	1	1	1	-	2 25	1 00	
Milton pl., . . . . .	98	50	23	31	19	13	12.0	11.0	2	2	2	2	1	-	30 00	1	1	1	16 00	1 75	1 13	
	14,762	8,973	6,406	9,469	7,731	2,092	9.2	9.8	365	32	358	174	9	3,296 00	2,508 06	2	205	350	132	16 53	1 87	1 16

PENOBSCOT COUNTY.

Alton, . . . . .	144	108	125	90	12	93	10.	7.	-	3	3	-	-	-	-	2	7	1	18 00	1 81	1 42			
Argyle, . . . . .	137	80	71	55	40	11	7.8	4.	-	-	-	-	-	-	-	-	-	-	-	-	-			
Bangor, . . . . .	5,974	3,776	3,101	4,026	3,157	250	11.	10.9	1	-	36	34	-	-	-	2,205 38	5	9	62	59	53 00	3 00	-	
Bradford, . . . . .	676	358	253	447	336	-	10.2	11.3	13	-	12	4	-	-	-	-	-	11	12	2	20 60	2 25	95	
Bradley, . . . . .	365	134	95	209	144	-	12.2	12.3	4	-	4	2	-	-	-	59 07	-	1	4	3	35 00	3 00	2 06	
Brewer, . . . . .	986	570	437	739	594	167	11.7	13.3	7	11	10	7	-	-	-	216 31	-	5	12	8	34 00	2 53	1 62	
Burlington, . . . . .	240	167	142	211	184	44	12.	12.	6	-	4	3	-	-	-	72 06	-	2	6	2	18 00	2 09	1 25	
Carnel, . . . . .	552	376	293	364	278	90	10.4	10.	11	-	10	6	-	-	-	91 65	-	7	13	4	21 00	1 61	78	
Carroll, . . . . .	185	118	87	129	89	59	11.2	10.	6	-	6	-	1	-	-	\$150 00	-	2	6	3	20 00	2 00	1 00	
Charleston, . . . . .	501	315	247	357	285	-	12.	11.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Chester, . . . . .	154	86	65	84	32	14	9.	8.	6	5	3	-	-	-	-	27 74	2	5	1	-	14 00	2 00	2 00	
Clifton, . . . . .	132	98	75	65	51	19	9.4	11.	4	-	4	2	-	-	-	21 50	-	1	4	3	16 00	1 77	87	
Corinna, . . . . .	618	343	263	466	365	123	8.2	10.4	14	2	15	10	1	-	-	300 00	275 00	2	17	14	19 50	2 03	1 00	
Corinth, . . . . .	732	501	367	503	389	-	5.3	13.3	18	1	16	9	-	-	-	-	-	5	18	8	20 79	1 90	1 09	
Dexter, . . . . .	858	578	446	573	464	50	9.8	10.6	12	1	15	10	-	-	-	-	-	1	5	16	11	20 96	2 44	1 28
Dixmont, . . . . .	581	324	262	399	317	100	10.	10.9	13	2	13	9	-	-	-	100 00	-	9	13	4	19 18	1 53	1 12	
Eddington, . . . . .	311	182	140	233	183	93	9.7	10.1	7	1	7	5	-	-	-	57 34	-	6	6	2	21 47	1 91	1 28	
Edinburg, . . . . .	25	13	8	16	9	3	10.	12.	1	1	1	1	1	-	-	376 00	4 00	1	1	1	-	2 13	1 23	-
Enfield, . . . . .	227	161	116	62	43	18	12.1	11.5	5	-	5	1	-	-	-	20 00	-	-	6	2	-	2 28	1 13	-
Etna, . . . . .	348	229	162	293	281	48	11.6	10.3	8	-	8	4	-	-	-	172 16	-	7	9	3	17 50	1 93	88	
Exeter, . . . . .	626	326	265	456	363	-	9.5	11.	13	1	13	10	-	-	-	-	-	10	13	4	20 00	2 00	1 75	
Garland, . . . . .	593	329	262	406	326	-	10.6	11.	9	3	10	7	-	-	-	-	-	8	11	3	22 13	2 15	-	
Glenburn, . . . . .	324	176	159	196	185	35	10.6	12.2	7	1	6	4	1	-	-	400 00	76 00	3	7	4	21 00	2 59	1 25	
Greenbush, . . . . .	313	226	166	46	40	-	14.2	8.	8	-	5	2	-	-	-	20 50	-	1	7	-	22 00	1 83	95	
Greenfield, . . . . .	162	110	96	40	35	-	14.	10.	5	-	1	-	1	-	-	200 00	20 00	1	5	-	22 00	2 50	1 25	
Hampden, . . . . .	1,248	876	695	912	849	-	10.5	9.	20	-	20	7	-	-	-	-	-	6	22	15	23 00	2 75	1 50	
Hermon, . . . . .	604	368	279	387	318	-	9.	12.	14	1	11	10	-	-	-	75 00	-	8	12	4	15 00	1 50	93	
Holden, . . . . .	319	214	148	200	167	-	9.4	10.	9	-	8	7	-	-	-	25 00	-	3	9	4	22 67	2 25	1 50	
Howland, . . . . .	84	-	-	-	-	-	-	-	4	-	4	1	-	-	-	-	-	-	3	1	-	-	-	-
Hudson, . . . . .	331	202	156	267	152	-	9.4	9.2	7	-	7	4	-	-	-	-	-	3	7	4	20 00	1 92	1 50	
Kenduskeag, . . . . .	349	222	159	246	197	24	10.4	12.3	4	3	6	2	-	-	-	-	-	3	6	4	22 00	2 25	1 75	
Lagrange, . . . . .	304	175	119	196	146	-	11.5	11.5	4	-	3	1	-	-	-	-	-	3	3	1	20 00	2 00	1 50	
Lee, . . . . .	374	112	86	243	204	26	8.3	9.6	9	-	9	5	-	-	-	75 00	1	5	5	1	18 20	1 94	1 25	
Levant, . . . . .	566	357	265	328	250	106	10.	10.1	10	3	10	4	-	-	-	65 00	-	9	9	2	19 63	1 88	1 13	
Lincoln, . . . . .	601	405	297	292	222	72	12.	11.4	11	-	10	4	-	-	-	-	-	3	12	6	24 67	2 47	1 45	
Lowell, . . . . .	228	123	92	52	40	13	9.	8.	7	-	4	4	-	-	-	16 00	-	1	5	-	20 00	1 85	1 25	

\* See foot note, page 199.

PENOBSCOT COUNTY, (CONTINUED.)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	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 employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Mattawamkeag, . . . . .	97	74	55	43	36	2	12.0	12.0	3	-	1	1	-	-	23 05	-	-	3	1	-	1 75	1 17
Maxfield, . . . . .	67	60	52	-	-	-	10.9	-	4	1	2	-	-	-	-	-	-	4	-	-	1 78	1 06
Milford, . . . . .	244	183	127	189	161	6	13.1	11.5	4	-	4	3	1	625 00	103 84	1	2	4	3	24 00	2 03	1 80
Newburg, . . . . .	480	300	253	386	336	86	9.8	10.8	10	-	10	8	-	-	85 00	-	9	11	4	21 50	1 75	1 15
Newport, . . . . .	491	197	149	222	166	56	10.6	10.4	11	2	10	7	-	-	-	-	2	11	8	25 00	2 00	1 50
Oldtown, . . . . .	1,274	766	556	744	575	57	10.2	11.0	8	-	10	10	-	-	245 36	3	8	16	8	26 82	1 79	1 83
Orono, . . . . .	776	426	325	308	242	80	15.0	12.5	1	-	10	8	-	-	200 00	1	4	9	2	32 00	2 60	2 00
Orrington, . . . . .	724	488	391	544	453	62	10.5	11.5	12	-	13	9	-	-	-	-	8	13	5	28 86	2 30	1 60
Passadumkeag, . . . . .	133	94	77	-	-	-	10.2	-	4	-	4	3	-	-	20 00	-	1	4	3	20 00	2 50	-
Patten, . . . . .	255	156	116	189	136	60	10.3	10.5	6	-	5	4	1	250 00	-	-	4	6	5	18 00	2 23	1 63
Plymouth, . . . . .	423	278	212	210	157	41	10.2	8.2	9	1	8	4	-	-	-	-	4	9	5	21 33	2 00	1 53
Prentiss, . . . . .	133	116	87	100	78	25	8.1	10.1	6	1	3	3	-	-	20 00	-	1	3	3	16 00	2 00	1 37
Springfield, . . . . .	375	257	192	195	157	67	10.3	10.5	6	5	1	-	-	-	40 81	1	4	5	2	21 00	1 90	1 12
Stetson, . . . . .	366	231	174	238	183	100	11.0	12.0	7	-	7	1	-	-	-	-	2	7	5	25 00	3 00	1 50
Veazie, . . . . .	290	288	162	224	180	25	12.0	12.0	3	-	3	2	-	-	75 00	-	1	4	3	35 00	3 75	2 00
Winn, . . . . .	133	60	44	30	24	-	12.0	7.2	3	-	2	-	-	-	-	-	2	1	-	-	2 87	1 25
Drew pl., . . . . .	-	-	-	10	8	-	-	4.0	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Medway pl., . . . . .	140	85	77	-	-	-	7.0	-	4	-	2	2	-	-	7 00	-	-	3	3	-	2 50	1 50
McCrillis pl., . . . . .	10	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Pattagumpus pl., . . . . .	40	-	25	-	-	-	20.0	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Webster, . . . . .	15	14	13	24	19	18	3.0	11.5	1	1	-	-	-	-	16 00	-	-	1	2	-	2 12	1 38
No. 2, Grand Falls, . . . . .	33	10	10	-	-	-	12.0	-	1	-	-	-	-	-	-	-	-	-	-	-	1 00	-
No. 4, Range 1, . . . . .	56	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mount Chase, . . . . .	97	47	45	-	-	-	6.1	-	-	-	2	-	-	-	-	-	-	3	-	-	1 70	-
	26,214	16,906	10,163	17,082	10,747	2,140	10.6	10.4	385	52	295	245	5	875 00	4,567 43	16	202	374	246	22 63	2 14	1 36



PISCATAQUIS COUNTY.

Abbot, . . . . .	297	113	168	231	183	57	7.4	10.4	9	2	8	2	-	-	75 00	-	1	2	8	25 00	2 05	1 12
Atkinson, . . . . .	419	293	227	319	247	-	9.3	9.6	11	-	9	4	1	500 00	75 00	-	4	11	6	17 00	2 25	1 25
Barnard, . . . . .	85	-	-	58	-	-	-	8.4	3	1	2	1	-	-	7 50	-	-	-	-	-	-	-
Bowerbank, . . . . .	44	-	-	41	29	-	-	9.5	3	-	2	2	-	-	3 40	-	-	3	-	-	2 00	1 30
Blanchard, . . . . .	56	30	22	38	30	10	10.0	16.0	1	-	1	-	-	-	16 00	-	-	1	1	-	2 37	1 13
Brownville, . . . . .	333	201	142	234	148	-	8.4	7.6	9	-	8	1	-	-	43 81	-	2	8	8	21 00	1 91	1 38
Dover, . . . . .	788	487	397	311	415	24	9.5	10.5	16	2	16	12	-	-	-	-	4	17	13	32 00	2 29	1 37
Foxcroft, . . . . .	397	287	227	222	177	55	9.4	8.5	11	-	11	5	-	-	-	-	4	10	6	24 75	2 05	1 20
Guilford, . . . . .	301	214	169	222	158	45	9.4	10.8	8	-	8	4	-	-	61 37	-	4	8	4	30 00	2 00	1 50
Greenville, . . . . .	118	56	48	64	50	20	12.0	10.0	4	-	3	-	-	-	20 00	-	1	3	2	30 00	2 25	1 25
Kingsbury,* . . . . .	92	59	40	-	-	-	-	-	3	-	2	1	-	-	-	-	-	5	-	-	1 66	1 25
Medford, . . . . .	181	45	35	101	77	25	9.2	10.0	6	-	4	3	1	350 00	17 50	-	1	5	3	15 00	2 17	1 00
Monson, . . . . .	265	192	120	130	93	53	7.1	10.5	9	-	6	5	-	-	40 00	-	1	10	6	25 00	1 65	1 10
Milo, . . . . .	415	260	180	285	220	-	9.6	9.5	9	-	8	3	-	-	140 00	-	2	10	7	20 50	2 00	1 50
Orneville, . . . . .	249	163	142	159	130	45	9.8	11.4	8	2	6	1	-	-	145 00	-	2	7	6	16 00	1 80	1 20
Parkman, . . . . .	436	281	195	324	225	101	11.2	9.5	12	2	13	5	-	-	80 65	-	6	13	5	17 57	1 28	1 14
Sangerville,* . . . . .	493	250	175	359	261	-	8.7	10.6	9	2	9	7	-	-	-	-	7	9	2	23 62	1 77	1 10
Sebec,* . . . . .	461	248	191	278	230	-	9.6	10.3	10	2	8	4	-	-	80 00	-	3	10	6	22 33	2 00	1 53
Shirley, . . . . .	139	96	71	103	66	35	7.8	10.6	3	1	3	2	-	-	10 00	-	2	3	2	22 00	1 75	1 50
Wellington, . . . . .	300	199	139	163	129	31	7.0	10.0	9	1	8	6	-	-	20 00	-	2	7	4	20 00	1 83	83
Williamsburg, . . . . .	86	28	19	38	22	38	10.2	13.4	3	-	3	2	-	-	9 00	-	2	2	1	-	1 75	1 25
No. 3, Range 5, . . . . .	15	12	10	-	-	-	10.0	-	-	-	-	-	-	-	-	-	-	1	-	-	1 00	1 25
	5,965	3,515	2,707	3,880	2,895	539	8.4	9.9	145	15	138	70	2	2,850 00	844 23	-	48	145	93	22 55	1 85	1 25

\* See foot note, page 199.

SAGADAHOC 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.	No. in winter schools who did not attend in summer.	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 employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Arrowsic, . . . . .	119	68	52	65	54	18	13.0	13.0	2	1	2	2	-	-	14 00	-	2	3	-	23 00	2 00	1 56
Bath, . . . . .	3,115	1,869	1,386	1,869	1,386	-	18.0	18.0	1	1	13	11	-	-	2,235 30	4	7	28	25	53 00	2 82	2 00
Bowdoinham, . . . . .	765	498	402	537	434	112	11.6	12.4	18	1	18	12	-	-	153 00	-	12	20	7	21 85	1 94	1 23
Bowdoin, . . . . .	626	374	236	435	339	121	10.1	9.5	18	1	18	8	-	-	108 00	-	15	17	4	17 50	1 40	1 25
Georgetown, . . . . .	506	267	177	275	189	103	13.0	12.3	8	1	6	4	-	-	50 00	-	4	6	3	23 25	2 36	1 75
Perkins, . . . . .	30	11	7	15	13	15	8.4	6.1	1	-	1	1	-	-	6 25	1	1	1	-	15 00	1 00	1 15
Phipsburg, . . . . .	-	447	292	547	385	137	10.0	11.0	14	-	14	12	1	200 00	70 00	1	10	12	4	20 25	2 40	1 75
Richmond, . . . . .	837	600	430	602	460	50	11.5	12.3	11	-	13	6	-	110 00	-	-	10	14	5	20 36	2 37	1 18
Topsham, . . . . .	528	345	256	409	290	-	10.5	11.2	10	-	13	6	-	-	125 29	1	9	11	5	-	-	-
West Bath, . . . . .	120	68	50	91	80	27	8.5	10.0	4	-	4	3	-	-	40 00	-	5	4	-	19 63	1 65	2 25
Woolwich, . . . . .	464	290	216	315	249	71	9.7	10.2	9	-	8	4	-	-	95 00	-	10	9	-	23 25	1 93	1 58
	7,110	4,887	3,626	6,201	4,389	651	11.3	11.4	96	4	110	69	1	310 00	2,986 84	7	85	125	53	24 31	1 99	1 57

SOMERSET COUNTY.

Anson, . . . . .	734	-	-	563	451	134	-	9.7	23	-	22	8	-	-	300 00	-	7	-	16	16 57	2 38	1 07
Athens, . . . . .	544	310	274	413	315	84	9.3	9.6	13	1	13	3	-	-	148 32	-	8	11	5	17 13	2 05	1 13
Bingham, . . . . .	353	160	123	230	155	107	10.2	10.9	12	-	8	4	-	-	75 00	-	1	8	10	26 00	1 81	92
Brighton, . . . . .	326	199	146	209	146	-	7.3	8.6	9	2	7	2	-	-	-	-	4	9	4	16 50	1 59	92
Cambridge, . . . . .	166	143	128	127	115	54	11.0	10.0	5	-	5	5	-	-	-	-	1	5	4	22 00	1 90	91
Canaan, . . . . .	745	386	299	445	381	145	10.0	10.5	12	3	12	5	-	-	-	-	10	13	4	18 00	2 00	1 25
Concord, . . . . .	240	100	74	179	138	68	8.5	8.7	12	-	9	6	-	-	32 00	-	4	7	7	19 50	1 65	99
Cornville, . . . . .	399	236	189	347	270	58	9.8	10.9	13	2	12	7	1	450 00	74 00	-	6	11	7	19 80	2 02	1 04
Detroit, . . . . .	275	183	136	195	145	22	11.1	12.3	4	1	5	3	-	-	66 41	-	2	5	4	19 00	2 11	1 28
Embden, . . . . .	371	239	200	317	287	117	8.0	12.0	14	2	11	8	1	200 00	75 00	-	5	10	9	18 00	2 50	1 00

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Fairfield, . . .	1,055	587	455	655	526	68	10.0	10.2	16	2	18	9	-	-	177	23	-	8	19	13	22	00	2	13	1	27	
Harmony, . . .	426	286	210	310	263	24	10.3	11.1	11	-	10	7	-	-	30	00	-	5	10	5	19	40	2	10	1	25	
Hartland, . . .	463	260	215	296	228	86	8.6	10.7	6	6	10	5	-	-	223	93	-	4	10	6	17	50	1	74	1	09	
Lexington, . . .	179	128	100	135	122	25	7.5	8.3	9	-	7	4	-	-	50	00	-	3	7	5	13	34	1	78	1	00	
Madison, . . .	576	342	264	444	356	133	9.3	11.0	18	1	16	8	-	-	75	00	-	9	16	8	25	00	2	00	1	08	
Mayfield,*	50	-	-	-	-	-	-	-	3	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mercer, . . .	364	230	180	310	225	15	8.5	8.9	11	-	11	2	-	-	-	-	-	8	11	3	22	00	1	80	1	25	
Moscow, . . .	240	140	128	188	160	48	7.0	9.1	9	-	6	1	1	300	00	99	00	-	2	7	7	21	00	2	03	1	00
New Portland,	541	326	259	460	384	134	8.0	9.0	18	1	14	11	1	175	00	100	00	-	6	14	11	18	93	1	86	1	00
Norridgewock,	634	347	264	436	336	85	8.4	11.2	20	4	16	9	-	-	140	00	-	1	13	16	28	00	2	27	1	14	
Palmyra, . . .	628	395	305	484	583	135	9.8	11.6	14	2	16	13	-	-	100	00	-	6	18	9	20	25	1	79	1	13	
Pittsfield, . . .	536	306	302	462	375	56	10.0	10.0	10	5	19	9	-	-	75	00	-	10	10	2	21	00	2	23	1	48	
Ripley, . . .	277	173	181	139	139	-	12.4	10.4	5	-	5	1	-	-	-	75	00	-	5	5	-	23	00	1	92	84	
St. Albans, . . .	987	467	334	563	440	96	10.2	10.7	15	1	15	2	2	900	00	200	00	-	11	15	4	22	00	1	86	95	
Solon, . . .	565	337	215	374	293	37	7.5	11.0	14	-	14	5	2	350	00	-	-	8	11	6	21	75	1	80	97		
Skowhegan, . . .	1,377	738	561	130	1,019	631	9.3	9.5	18	3	25	21	1	500	00	200	00	-	6	22	25	21	33	2	38	1	39
Smithfield, . . .	283	174	121	223	168	85	9.4	9.0	7	-	7	4	-	-	31	00	-	5	6	2	19	50	1	89	1	01	
Starks, . . .	490	307	298	375	224	98	8.6	9.1	15	3	14	9	-	-	112	00	-	10	14	6	18	10	1	75	1	28	
Dead River pl.,	50	20	15	22	18	2	8.0	8.0	1	3	1	1	-	-	22	00	-	1	1	-	15	00	1	50	given		
Flag Staff pl.,	18	20	15	20	15	3	8.0	8.0	1	-	1	-	-	-	5	30	-	-	1	1	-	-	2	00	1	38	
Moose River pl.,	44	41	36	-	-	-	12.0	-	1	-	1	-	-	-	3	00	-	-	1	-	-	-	2	00	1	25	
West Forks pl.,	35	18	18	12	12	2	9.5	8.0	3	-	2	1	-	-	-	-	-	-	3	2	-	-	1	50	1	00	
The Forks, . . .	88	62	-	-	10	10	-	-	4	1	1	-	-	-	-	-	-	-	3	-	-	-	1	50	-	-	
No. 1, R. 2, w. k. r.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	1	-	-	1	25	-	-	
No. 1, R. 3, E. k. r.,	77	53	45	70	63	3	8.1	10.0	3	3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
No. 1, R. 3, w. k. r.,	104	75	68	22	18	-	7.2	10.0	6	3	3	-	-	-	-	-	-	-	6	-	-	-	1	55	1	50	
No. 2, R. 2, . . .	41	45	24	33	16	-	7.5	8.0	3	-	2	2	-	-	8	59	-	-	3	2	-	-	1	28	76		
Jackmantown pl.,	28	12	12	-	-	-	8.0	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	1	00	1	25	
	14,107	7,947	6,985	9,179	7,587	2,045	9.3	9.4	356	46	334	177	9	2,875	00	2,087	78	-	156	317	195	20	24	1	90	1	25

WALDO COUNTY.

Belfast, . . .	2,175	1,025	805	1,075	918	50	11.0	11.0	15	1	18	9	-	-	15	00	-	1	15	26	13	25	50	2	25	1	75
Belmont, . . .	253	176	151	191	170	40	8.0	12.1	5	-	5	2	-	-	600	00	-	-	5	5	-	20	00	1	50	1	75
Brooks, . . .	397	237	163	281	212	44	11.5	9.3	7	-	7	3	-	-	149	78	-	7	7	-	24	00	1	92	1	50	

\* See foot note, page 199.

APPENDIX.

WALDO COUNTY, (CONTINUED.)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	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 employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Burnham, . . . . .	419	242	183	257	221	47	9.4	9.2	8	1	6	3	-	-	12 00	5	8	2	19 50	1 47	1 87	
Frankfort, . . . . .	898	589	393	661	496	165	8.4	10.2	9	4	10	5	-	-	202 30	10	17	6	21 50	2 50	2 75	
Freedom, . . . . .	392	163	126	267	227	164	9.9	8.7	9	9	7	-	-	-	110 00	9	9	-	18 00	1 73	1 59	
Islesborough, . . . . .	596	294	295	333	236	65	10.5	10.9	9	1	9	3	-	-	91 83	10	9	-	23 50	2 06	1 59	
Jackson, . . . . .	341	226	133	219	166	96	9.5	8.3	10	1	9	5	-	-	75 00	7	10	1	18 13	1 70	2 00	
Knox, . . . . .	415	339	117	362	216	73	10.4	10.2	9	2	9	8	-	-	183 61	7	9	2	13 14	1 85	1 00	
Liberty,* . . . . .	433	-	-	-	-	-	-	-	5	4	2	6	-	-	65 00	8	8	-	17 00	1 83	1 50	
Lincolnton, . . . . .	867	437	327	641	552	227	9.1	8.3	17	1	17	13	-	-	-	13	15	2	19 11	1 63	1 25	
Monroe, . . . . .	716	364	26	590	33	-	10.0	9.0	13	1	13	8	-	-	-	10	13	3	20 00	1 50	1 20	
Montville, . . . . .	-	336	232	493	399	67	11.5	10.0	11	7	14	4	-	-	43 00	15	13	1	20 00	1 58	1 75	
Morrill, . . . . .	221	159	112	165	145	-	10.2	10.3	4	4	6	1	-	-	60 00	4	6	1	18 25	1 69	1 25	
Northport, . . . . .	-	269	194	237	238	-	10.0	11.2	10	1	9	4	-	200 00	20 20	4	8	6	22 72	2 14	1 25	
Palermo, . . . . .	529	345	301	427	393	-	8.0	11.8	13	1	1	1	-	-	-	5	6	10	13 40	2 28	-	
Prospect, . . . . .	427	284	158	391	373	69	8.0	8.0	7	4	7	4	-	-	105 00	4	7	3	21 50	1 35	1 39	
Searsmont, . . . . .	643	332	369	439	359	142	12.8	16.6	12	2	11	9	1	-	40 00	11	12	1	22 00	1 65	1 40	
Searsport, . . . . .	959	656	496	602	505	165	9.8	10.9	11	4	11	1	-	-	114 00	7	15	7	34 39	2 18	1 38	
Stockton, . . . . .	729	486	362	602	486	129	10.6	10.9	10	5	10	8	-	-	200 00	7	13	5	27 57	2 55	1 75	
Swanville, . . . . .	429	237	188	335	193	59	9.1	9.5	6	2	6	5	-	-	60 00	3	7	4	25 00	1 50	1 10	
Thorndike, . . . . .	395	252	187	299	240	38	9.7	9.8	10	1	10	4	-	-	-	8	10	7	17 75	1 48	1 25	
Troy, . . . . .	576	322	252	461	355	79	10.2	11.2	12	3	12	9	-	-	79 21	9	12	3	21 00	2 00	1 17	
Unity, . . . . .	498	314	254	414	345	107	10.9	10.0	12	1	11	4	-	-	160 00	10	12	3	18 50	1 92	1 00	
Waldo, . . . . .	301	176	124	185	142	63	10.9	10.1	7	1	7	3	-	-	-	5	7	2	23 40	1 56	1 13	
Winterport, . . . . .	980	546	431	269	509	83	10.6	10.4	13	2	15	10	1	192 00	-	12	17	4	22 50	1 90	1 45	
	14,278	8,848	8,848	10,603	8,226	1,887	9.9	10.0	253	45	248	141	2	392 00	2,414 93	2	210	276	81	21 43	1 83	1 46

WASHINGTON COUNTY.

Addison, . . . . .	523	349	295	389	387	44	11.6	11.0	14	1	12	4	-	-	-	-	-	5	12	5	24 00	2 75	1 40	
Alexander, . . . . .	186	94	66	85	46	-	13.0	12.0	3	3	3	3	-	-	-	-	-	2	5	5	21 00	2 00	1 00	
Baileysville, . . . . .	136	100	75	35	26	8	11.3	16.0	4	1	4	-	-	-	-	-	-	9	4	1	-	1 75	87	
Baring, . . . . .	180	120	76	109	82	10	12.9	14.0	1	2	3	2	-	-	-	-	-	1	3	1	31 00	1 50	1 45	
Beddington, . . . . .	75	63	53	40	31	3	14.0	8.0	1	-	1	1	-	-	-	-	-	1	-	-	16 00	2 63	1 75	
Calais, . . . . .	2,218	1,261	939	1,241	1,000	-	15.9	14.5	9	-	15	11	1	700 00	-	-	-	3	8	20	15	31 00	2 50	2 22
Centerville, . . . . .	86	57	45	-	-	-	13.2	-	3	1	2	1	-	-	-	-	-	-	-	4	-	-	2 81	99
Charlotte, . . . . .	246	121	80	156	127	86	16.5	10.7	6	-	6	2	-	-	-	-	-	4	4	-	23 25	2 18	1 32	
Cherryfield, . . . . .	757	473	349	418	333	-	10.1	11.5	9	1	10	6	-	-	-	-	-	1	11	7	20 00	2 00	1 37	
Columbia, . . . . .	527	396	279	390	233	-	7.4	11.3	11	-	9	4	-	-	-	-	-	5	2	4	25 40	2 66	1 22	
Cooper, . . . . .	191	69	45	139	104	70	8.0	8.2	5	-	5	1	-	-	-	-	-	5	5	-	19 50	1 75	1 39	
Crawford,* . . . . .	129	80	62	70	55	-	7.0	9.0	3	-	2	1	-	-	-	-	-	-	2	3	-	22 00	1 50	1 32
Cutler, . . . . .	448	361	230	248	264	48	16.2	16.6	7	-	7	2	-	-	-	-	-	4	6	-	22 75	2 25	2 25	
Danforth, . . . . .	122	54	38	78	59	-	12.0	12.9	3	-	3	2	1	330 00	-	-	-	1	3	2	20 00	2 25	1 38	
Deblois, . . . . .	52	40	33	-	-	-	24.0	-	1	-	1	1	-	-	-	-	-	-	-	-	-	-	2 63	1 20
Dennysville, . . . . .	215	123	87	116	90	6	9.1	8.2	2	-	2	2	-	-	-	-	-	2	3	1	27 50	2 50	1 45	
East Machias, . . . . .	892	611	405	369	286	242	11.1	11.1	8	-	8	4	-	-	-	-	-	2	5	8	1	25 00	2 25	2 06
Eastport, . . . . .	1,670	885	509	966	530	-	20.0	20.0	1	-	6	6	-	-	1,000 00	-	-	3	4	9	8	-	-	1 32
Edmunds, . . . . .	197	180	116	108	49	-	8.3	4.5	6	-	5	5	-	-	-	-	-	2	5	1	18 00	3 09	2 00	
Harrington, . . . . .	439	294	246	196	142	-	9.6	11.0	10	-	7	5	-	-	-	-	-	3	9	4	22 00	2 84	1 53	
Jonesborough, . . . . .	211	155	104	-	-	-	11.3	-	7	2	5	3	-	-	-	-	-	-	-	6	1	-	1 88	1 17
Jonesport, . . . . .	514	257	210	259	260	73	12.0	3.0	11	-	7	7	-	-	-	-	-	-	3	11	-	22 00	3 50	1 75
Lubec, . . . . .	1,052	670	425	725	459	160	12.6	11.1	13	-	12	9	-	-	-	-	-	8	14	2	22 60	3 00	2 00	
Machias, . . . . .	935	624	526	543	447	81	15.6	14.0	1	1	11	10	-	-	-	-	-	2	3	9	7	50 00	4 09	2 00
Machiasport, . . . . .	642	309	260	319	270	-	12.0	11.0	9	1	9	6	-	-	-	-	-	6	6	5	26 50	2 75	2 50	
Marion, . . . . .	84	46	33	31	22	11	10.0	10.7	3	-	2	1	-	-	-	-	-	-	-	3	25 00	2 00	1 20	
Marshfield, . . . . .	200	132	97	140	100	6	16.0	16.5	2	-	2	2	-	-	-	-	-	1	3	2	18 00	1 50	1 56	
Meddybemps,* . . . . .	100	85	70	75	65	-	10.0	12.6	3	-	2	2	-	-	-	-	-	2	2	-	22 00	2 00	1 50	
Milbridge, . . . . .	591	402	319	244	194	58	9.5	9.5	11	2	8	-	-	-	-	-	-	1	4	13	2	28 00	1 75	1 50
Northfield, . . . . .	118	118	75	-	-	-	-	-	3	-	3	1	-	-	-	-	-	-	-	2	1	18 00	1 75	1 88
Pembroke, . . . . .	1,028	583	420	522	413	31	10.0	11.4	11	-	10	6	-	-	-	-	-	8	11	2	24 40	2 58	2 00	
Perry, . . . . .	556	238	198	330	302	27	13.0	12.0	12	-	12	1	-	-	-	-	-	5	7	3	24 00	2 50	1 75	
Princeton, . . . . .	278	211	167	230	148	19	11.0	11.0	4	-	4	2	-	-	-	-	-	3	5	2	20 33	2 27	1 52	
Robbinston, . . . . .	474	281	204	202	145	31	11.7	12.3	8	-	8	4	-	-	-	-	-	4	7	2	26 25	2 28	1 43	
Steuben, . . . . .	481	368	271	296	228	-	9.9	10.4	11	1	9	4	-	-	-	-	-	5	13	3	19 80	1 80	1 14	
Topsfield, . . . . .	194	102	64	87	55	15	10.5	12.5	4	-	4	3	-	-	-	-	-	2	4	1	15 50	2 00	1 42	

\* See foot note, page 199.

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.	No. in winter schools who did not attend in summer.	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 employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Trescott, . . .	284	224	157	122	96	42	10.8	4.2	8	1	5	4	-	-	25 28	-	3	8	-	23 00	2 13	1 20
Wesley, . . .	148	92	31	83	27	-	7.1	8.0	5	-	4	1	-	-	20 00	1	2	1	15 33	1 35	1 50	
Whiting, . . .	193	155	191	87	68	10	13.0	9.0	6	-	4	4	-	-	36 00	1	3	7	21 33	1 98	1 37	
Whitneyville, . . .	969	140	95	165	125	30	16.0	12.0	1	-	1	-	-	-	40 00	1	1	2	35 00	3 00	2 59	
Codyville pl., . . .	29	18	15	-	-	-	12.0	-	1	-	1	-	-	-	3 25	-	-	-	-	2 00	1 00	
Jackson Brook pl., . . .	40	40	25	-	-	-	12.0	-	2	-	1	-	-	-	5 00	-	-	2	-	1 75	1 75	
Talmadge pl., . . .	28	31	20	14	-	7	18.0	8.0	2	-	2	-	-	-	-	-	1	2	20 60	1 88	1 62	
Waite pl., . . .	43	26	20	36	24	10	12.0	18.0	1	-	1	-	-	-	12 00	-	1	1	20 00	2 00	1 68	
No. 7, R. 2, . . .	58	26	18	25	14	13	11.0	12.0	2	-	1	-	-	-	17 91	-	1	2	16 00	1 25	1 13	
No. 9, R. 4, . . .	28	23	18	-	-	-	12.0	-	2	-	2	-	-	-	20 00	-	-	2	-	1 75	1 25	
No. 14,* . . .	89	60	50	-	-	-	14.0	3.0	3	1	3	-	-	-	16 00	-	1	2	18 00	1 87	1 25	
No. 21, . . .	62	-	-	-	-	-	-	-	3	-	-	-	1	80	-	-	-	-	-	-	-	
	18,820	11,086	6,337	9,420	7,168	1,145	11.7	9.5	254	19	252	135	3	3,111 00	2,665 08	16	130	264	81	20 45	2 18	1 32

YORK COUNTY.

Acton, . . .	434	217	170	322	251	105	8.3	8.7	13	-	12	6	1	150 00	120 00	-	9	9	3 16 50	2 10	1 37
Alfred, . . .	492	193	138	141	155	59	9.1	10.5	8	-	8	2	1	4,400 00	100 00	-	6	7	3 20 66	2 03	1 55
Berwick, . . .	798	573	460	577	501	-	15.3	9.8	18	-	16	10	-	-	-	-	7	17	3 20 50	2 56	1 75
Biddeford, . . .	2,450	1,377	1,039	1,219	1,087	-	11.	12.	12	2	19	17	-	-	-	6	13	22	13 25 00	3 00	2 00
Buxton, . . .	998	588	470	656	492	174	12.5	12.8	17	1	16	8	-	-	225 97	-	13	17	4 20 65	1 95	1 25
Cornish, . . .	450	201	117	158	135	22	12.4	9.	13	-	12	4	1	200 00	30 00	-	6	8	2 14 33	2 04	1 00
Dayton, . . .	243	180	139	125	85	25	11.2	10.5	7	1	6	4	-	-	75 00	-	4	7	2 20 00	2 20	-
Elliot, . . .	-	334	236	386	554	52	10.6	11.3	8	-	8	4	-	-	-	-	6	7	3 21 50	3 00	2 00
Hollis, . . .	657	401	307	434	218	34	9.7	10.1	13	2	14	5	1	400 00	220 00	-	8	14	6 12 67	1 55	1 50

Kennebunk, . . . . .	1,022	588	454	597	442	48	10.	9.5	12	-	14	12	-	-	155 05	2	9	13	5	24 00	2 09	1 50	
Kennebunkport, . . . . .	975	608	432	615	449	-	17.5	14.3	13	1	13	4	-	-	150 00	2	7	12	-	25 00	2 00	2 00	
Kittery, . . . . .	1,204	667	506	692	530	-	11.8	12.3	12	-	13	4	1	600 00	-	1	11	12	3	34 00	-	2 00	
Lebanon, . . . . .	896	540	221	446	429	66	11.	12.	19	3	18	13	-	-	250 00	-	8	19	4	15 24	2 02	1 74	
Limerick, . . . . .	513	278	233	349	290	70	11.	12.	10	-	10	6	-	-	75 00	-	7	10	3	17 25	2 00	1 26	
Limington, . . . . .	-	387	295	459	412	116	11.5	9.	17	1	17	8	-	-	-	-	12	15	5	17 50	1 75	1 00	
Lynman, . . . . .	450	284	200	387	350	50	10.	9.5	11	1	11	7	-	-	-	-	1	10	9	-	18 00	2 00	1 50
Newfield, . . . . .	497	284	230	297	247	13	10.6	13.7	10	1	8	3	-	-	121 00	-	8	9.	1	18 50	1 89	1 75	
North Berwick, . . . . .	590	397	301	441	327	50	8.9	9.3	17	1	15	13	9	-	-	-	5	14	10	35 00	3 00	2 00	
Parsonfield, . . . . .	781	690	419	619	486	-	11.	10.5	18	-	18	2	-	-	-	-	-	17	18	1	-	2 00	1 00
Saco, . . . . .	2,011	1,833	1,382	1,902	1,365	-	15.1	18.5	9	-	15	13	-	-	769 06	3	13	22	32	13 75	1 84	-	
Shapleigh, . . . . .	487	299	226	262	196	48	10.5	10.2	14	1	11	8	-	-	65 78	-	7	13	3	18 00	1 98	1 38	
Sanford, . . . . .	835	503	372	499	375	16	10.6	9.5	16	3	16	13	-	-	333 65	-	12	19	3	21 51	2 34	1 49	
South Berwick, . . . . .	977	547	385	575	411	94	11.2	11.7	3	2	13	10	-	-	139 28	-	7	13	6	21 90	2 86	1 54	
Waterborough, . . . . .	787	394	267	432	314	138	10.7	11.4	14	1	14	5	1	427 00	117 60	-	12	14	2	17 50	2 60	1 50	
Wells, . . . . .	1,047	636	452	699	463	115	11.3	12.9	15	-	16	13	-	-	292 34	1	15	13	2	23 57	2 36	1 50	
York, . . . . .	1,060	654	445	599	402	-	11.2	13.3	14	1	15	10	-	-	-	-	1	12	15	3	19 00	2 00	1 75
	20,153	14,053	9,386	13,888	11,116	1,295	11.3	11.4	323	22	342	204	15	6,177 00	4,119 13	17	224	346	122	20 52	2 13	1 97	

\* See foot note, page 199.

SUMMARY OF TABLE I.

Counties.	Number of children 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.	No. in winter schools who did not attend in summer.	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 employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Androscoggin,	10,634	6,378	4,706	6,648	5,326	631	10.3	10.2	186	29	188	105	1	2,200 00	1,270 83	2	137	201	76	19 98	1 91	1 49
Aroostook, . .	9,326	4,282	2,401	2,776	1,896	496	11.1	11.1	178	24	106	66	10	1,447 00	482 73	4	38	129	66	16 77	1 86	1 93
Cumberland, . .	27,818	15,471	11,843	16,483	12,773	1,811	11.2	11.3	338	27	337	172	4	51,550 00	6,268 00	15	125	398	180	23 17	2 40	1 61
Franklin, . . .	6,958	3,783	2,903	5,316	5,018	1,262	8.6	9.8	229	33	197	121	2	399 00	1,039 72	3	125	181	86	66 09	1 50	1 10
Hancock, . . .	16,339	12,107	7,184	9,431	8,374	1,365	10.3	9.4	229	9	271	165	5	1,682 00	2,108 58	13	190	305	89	25 50	2 09	1 38
Kennebec, . . .	20,011	9,983	8,487	12,228	9,758	2,287	10.2	10.9	338	18	311	228	4	2,830 00	3,465 35	9	213	334	176	21 80	2 06	1 33
Knox, . . . . .	12,808	7,666	6,127	8,902	6,751	1,253	10.6	11.2	153	18	166	94	2	1,100 00	1,285 42	7	135	176	6	22 45	1 47	1 45
Lincoln, . . . .	11,006	6,573	4,564	6,884	5,341	1,440	10.5	10.2	183	8	184	107	1	-	1,166 53	3	15	186	33	21 85	1 90	1 73
Oxford, . . . . .	14,726	8,073	6,406	9,469	7,731	2,092	9.2	9.8	365	32	358	174	9	3,296 00	2,508 06	2	202	350	173	16 53	1 87	1 16
Penobscot, . . .	26,214	16,906	10,163	17,082	10,747	2,140	10.6	10.4	385	52	295	245	5	875 00	4,567 43	16	202	374	246	22 63	2 14	1 36
Piscataquis, . .	5,965	3,515	2,707	3,880	2,895	539	8.4	9.9	145	15	138	70	2	850 00	844 23	1	48	145	93	22 55	1 85	1 25
Sagadahoc, . . .	7,110	4,887	3,626	6,201	4,389	651	11.3	11.4	96	4	110	69	1	310 00	2,896 84	7	85	125	53	24 31	1 99	1 57
Somerset, . . . .	14,107	7,947	6,085	9,179	7,587	2,045	9.4	9.4	356	46	334	177	9	2,875 00	2,087 78	1	156	317	195	20 24	1 90	1 25
Waldo, . . . . .	14,278	8,848	6,707	10,603	8,226	1,887	9.9	10.0	253	45	248	141	2	392 00	2,414 93	2	210	276	81	21 43	1 83	1 46
Washington, . . .	18,820	11,086	6,337	9,420	7,168	1,145	11.7	9.5	254	19	252	135	3	1,110 00	2,665 08	16	130	264	81	20 45	2 18	1 32
York, . . . . .	20,153	14,053	9,386	13,888	11,116	1,295	11.3	11.4	323	22	342	204	15	6,177 00	4,119 13	17	224	346	122	20 62	2 13	1 97
Total, . . . . .	236362	141568	99632	150990	125766	28189	10.3	10.4	4080	401	3827	2262	76	77003 00	43180 75	116	2235	4107	1821	24 11	1 94	1 46

\* And tenths of weeks.



TABLE II.

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

ANDROSCOGGIN COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the state.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Auburn, . . . . .	4,023	923,077	2,500 09	88 20	-	1 82	479 88	-	1,000 00	-	28 00	133 12	1
Danville, . . . . .	1,336	301,003	900 00	98 40	-	1 94	-	-	150 00	-	-	42 00	1
Durham, . . . . .	1,623	453,376	1,000 00	26 20	-	2 25	238 10	-	100 00	-	141 00	50 00	1
East Livermore, . . . . .	1,029	301,703	617 40	-	-	1 67	114 69	60 06	-	-	-	35 65	1
Greene, . . . . .	1,225	338,402	735 00	-	-	1 60	165 28	-	103 00	-	110 00	28 50	1
Lewiston, . . . . .	7,424	2,426,374	6,500 00	2,045 60	-	2 49	931 00	-	-	-	-	240 00	1
Lisbon, . . . . .	1,377	404,016	1,000 00	173 80	-	2 00	80 00	-	40 00	-	-	32 00	1
Leeds, . . . . .	1,390	333,035	850 00	16 00	-	1 70	183 63	-	50 00	-	-	36 60	1
Livermore, . . . . .	1,596	430,779	965 00	7 40	-	1 65	215 92	105 82	300 00	-	240 00	44 00	1
Minot, . . . . .	1,799	546,581	1,000 00	-	79 40	1 63	227 55	-	150 00	-	50 00	40 00	1
Poland, . . . . .	2,747	577,671	1,700 00	51 80	-	1 58	386 00	-	100 00	-	-	70 00	1
Turner, . . . . .	2,682	743,218	1,610 00	9 20	-	1 68	-	200 00	200 00	200 00	25 00	70 00	1
Wales, . . . . .	602	188,642	450 00	88 80	-	2 34	77 54	-	-	-	-	14 00	1
Webster, . . . . .	890	312,015	531 00	-	-	1 67	129 00	-	-	-	-	20 06	1
Total, . . . . .	29,743	8,230,829	20,351 50	2,674 20	79 40	1 91	3,228 59	365 88	2,193 00	200 00	645 00	639 82	8

AROOSTOOK COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Am't derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pro-long public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Amity, . . . . .	303	28,884	185 00	3 20	-	1 30	49 15	-	-	-	-	12 00	-
Ashland, . . . . .	606	68,830	364 00	4 00	-	2 00	66 28	-	-	-	36 00	7 00	-
Bridgewater, . . . . .	441	44,372	200 00	-	64 60	99	70 76	46 00	-	24 00	8 50	-	-
Fort Fairfield, . . . . .	914	75,975	690 00	51 40	-	1 39	148 29	-	50 00	-	-	21 00	-
Hodgdon, . . . . .	963	118,467	580 03	20	-	1 09	-	60 00	5 00	-	16 00	16 00	-
Houlton, . . . . .	2,035	240,000	1,250 06	29 00	-	1 48	301 46	-	-	-	-	37 00	2
Linneus, . . . . .	785	77,270	400 00	-	71 00	1 29	119 06	47 08	13 00	-	-	16 75	-
Littleton, . . . . .	543	53,932	325 80	60 00	-	1 23	97 44	85 00	-	-	-	1 00	-
Lyndon, . . . . .	284	26,264	175 00	5 40	-	1 50	48 06	14 15	18 00	-	18 00	3 50	-
Masardis, . . . . .	190	19,801	120 00	6 00	-	1 33	-	57 00	-	-	-	-	-
Maysville, . . . . .	665	57,952	540 00	141 00	-	1 57	124 00	30 00	-	-	80 00	13 75	-
Monticello, . . . . .	483	54,369	290 00	1 20	-	1 52	62 64	35 00	-	-	34 00	20 00	-
New Limerick, . . . . .	224	26,712	136 00	2 96	-	1 20	39 32	46 32	-	-	-	6 00	-
Orient, . . . . .	233	17,712	75 00	-	64 80	75	34 69	19 03	11 25	-	-	6 00	-
Presque Isle, . . . . .	-	79,874	500 00	66 20	-	1 59	114 15	50 00	5 75	-	-	-	-
Sherman, . . . . .	-	-	350 00	50 00	-	1 43	-	-	10 00	-	-	-	-
Smyrna, . . . . .	165	24,793	-	-	-	-	-	-	-	-	-	-	-
Washburn, . . . . .	-	-	204 60	-	-	1 36	53 88	-	-	-	12 00	8 00	-
Weston, . . . . .	394	42,230	200 00	-	36 40	1 12	64 08	52 87	6 00	-	7 00	-	-
Alva pl., . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-
Bancroft pl., . . . . .	304	23,810	200 00	17 60	-	1 67	35 00	100 00	-	-	-	10 00	-
Barker pl.,* . . . . .	43	-	-	-	-	-	-	-	-	-	-	-	-
Belfast Acad. Gr. pl., . . . . .	287	24,549	175 00	2 80	-	-	34 00	10 00	-	-	28 00	-	-
Crystal pl., . . . . .	429	-	150 00	60	-	-	44 24	-	-	-	-	6 00	-
Dion pl., . . . . .	1,032	-	-	-	619 20	-	219 54	-	-	490 00	108 00	12 00	-
Dyer Brook, . . . . .	64	-	-	-	-	-	-	-	-	-	-	-	-

Dayton plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eaton Grant plantation, . . . . .	320	200 00	8 00	-	62	61 79	-	1 36	-	4 00	-	-	-	-
Fremont plantation,* . . . . .	338	200 00	-	2 80	1 46	35 00	-	-	-	25 00	1 00	-	-	-
Forestville plantation, . . . . .	179	62 40	-	45 00	60	39 00	-	-	-	-	2 50	-	-	-
Greenwood plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grant Isle plantation, . . . . .	545	-	-	327 00	-	193 61	-	32 00	100 00	-	9 00	-	-	-
Haynesville plantation,* . . . . .	169	66 75	9 15	-	75	14 88	30 00	-	-	-	-	-	-	-
Island Falls plantation, . . . . .	132	80 00	80 00	-	1 14	22 94	-	10 50	18 00	-	8 25	-	-	-
Leavitt plantation, . . . . .	-	50 00	-	-	1 25	-	-	-	-	-	-	-	-	-
Letter A plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Letter B, R. 1 plantation,* . . . . .	386	200 00	-	31 60	1 25	53 13	-	3 50	-	-	2 50	-	-	-
Letter G plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Limestone plantation, . . . . .	161	100 00	3 40	-	1 17	-	-	-	-	72 00	-	-	-	-
Macwahoc plantation, . . . . .	202	75 00	-	46 20	-	35 00	-	-	-	-	-	-	1	-
Madawaska plantation, . . . . .	585	-	-	3 51	-	134 64	-	25 00	3 29	-	9 25	-	-	-
Mapleton plantation,* . . . . .	-	159 60	-	-	1 27	30 12	-	-	-	-	2 50	-	-	-
Merrill plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Moluncus plantation, . . . . .	61	-	-	-	-	-	-	-	-	-	-	-	-	-
Moro plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 11, R. 1 plantation, . . . . .	174	50 00	-	54 40	58	-	-	15 00	10 00	-	-	-	-	-
Portage Lake plantation, . . . . .	-	50 00	-	-	-	28 75	-	-	-	-	-	-	-	-
Salmon Brook plantation, . . . . .	318	-	-	-	-	-	-	-	-	-	-	-	-	-
Sarsfield plantation, . . . . .	473	309 00	16 20	-	1 25	52 00	-	-	-	-	7 00	-	-	-
Eagle Lake plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fort Kent plantation, . . . . .	679	200 00	-	207 40	-	-	-	-	75 00	50 00	-	-	-	-
Hamlin plantation,* . . . . .	-	50 00	-	-	23	-	-	-	-	-	-	-	-	-
St. John plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Woodland plantation, . . . . .	-	35 00	3 26	-	1 00	9 61	-	-	-	14 00	-	-	-	-
Westfield plantation, . . . . .	-	30 00	3 00	-	1 25	8 73	-	-	-	-	-	-	-	-
St. Francis plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Van Buren plantation, . . . . .	616	370 90	40	-	-	87 82	-	-	-	-	-	-	-	-
Daigle plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Benedicta plantation, . . . . .	307	-	-	-	-	-	-	-	-	-	-	-	-	-
Golden Ridge plantation,* . . . . .	486	-	-	-	-	58 33	-	24 60	-	41 17	-	-	-	-
No. 9, R. 6 plantation, . . . . .	127	70 00	-	6 20	1 56	14 59	-	-	-	40 00	-	-	-	-
Reed plantation, . . . . .	72	-	-	-	-	332 13	-	-	-	-	3 00	-	-	-

\* The towns marked have furnished no returns, or only partial ones, but the last published returns are put in to fill the vacancies, in order to give as correct information as possible where the town officers are delinquent.

AROOSTOOK COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
No. 1, R. 4, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 6, R. 5, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-
Buchanan plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-
Nashville plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, . . . . .	22,449	1,856,237	9,388 05	564 35	1,727 60	1 01	2,938 11	682 47	380 69	1,616 00	653 67	240 00	3

CUMBERLAND COUNTY.

Baldwin, . . . . .	1,227	212,918	736 60	-	-	1 67	151 84	71 57	45 00	-	29 00	29 00	-
Bridgton, . . . . .	2,719	763,222	1,709 00	74 00	-	1 75	329 09	61 74	800 00	-	109 00	69 09	2
Brunswick, . . . . .	4,723	1,761,904	3,500 00	666 20	-	2 04	652 09	-	200 00	100 00	750 00	50 00	1
Cape Elizabeth, . . . . .	3,281	757,632	2,000 00	31 40	-	1 64	441 25	-	-	-	-	64 00	2
Casco, . . . . .	1,115	212,695	670 20	1 20	-	1 44	163 11	120 00	84 00	91 60	-	24 00	-
Cumberland, . . . . .	1,713	455,540	10,927 80	-	-	1 63	223 94	46 78	25 00	20 00	-	30 00	-
Falmouth, . . . . .	1,935	621,978	1,200 00	39 00	-	1 84	236 65	-	100 00	-	17 83	47 00	-
Freeport, . . . . .	2,795	821,460	1,800 00	123 00	-	1 84	364 10	-	-	-	16 00	71 87	2
Gorham, . . . . .	3,253	1,086,704	2,000 00	48 20	-	1 74	-	-	800 00	-	-	45 50	1
Gray, . . . . .	1,768	360,080	1,100 00	39 20	-	1 57	250 65	62 00	350 00	200 00	50 00	33 00	1
Harpswell, . . . . .	1,693	446,281	950 00	-	11 80	1 60	210 25	-	250 00	-	518 00	-	-
Harrison, . . . . .	1,252	241,072	800 00	48 80	-	1 73	168 57	44 00	100 00	-	150 00	35 00	1
Naples, . . . . .	1,218	233,327	800 00	69 20	-	1 97	201 35	-	12 00	-	-	17 25	-
New Gloucester, . . . . .	1,654	665,946	1,110 00	117 60	-	2 42	235 21	232 53	-	-	-	43 75	-
North Yarmouth,* . . . . .	1,076	454,776	675 00	29 60	-	1 91	128 16	217 66	-	-	-	6 00	-
Otisfield, . . . . .	1,201	255,904	725 00	4 40	-	1 66	149 76	141 29	40 00	-	-	20 00	-
Portland, . . . . .	26,342	21,866,000	33,917 00	18,112 40	-	3 37	3,384 27	-	400 00	700 00	-	-	1

Pownal, . . . . .	1,953	345,889	631 80	-	-	1 69	151 94	-	-	-	50 00	26 55	-
Raymond, . . . . .	1,229	167,260	737 40	-	-	1 47	184 24	139 64	15 00	-	15 00	23 50	-
Scarborough,* . . . . .	1,811	537,478	1,300 00	213 40	-	1 86	254 49	-	75 00	-	-	50 00	-
Sebago, . . . . .	958	149,625	580 00	5 20	-	1 59	134 52	-	51 59	-	10 00	8 00	-
Standish, . . . . .	2,067	451,689	1,399 00	59 80	-	1 81	277 44	93 60	61 25	-	5 25	55 00	-
Westbrook, . . . . .	5,114	1,834,050	3,100 00	31 60	-	1 76	650 54	120 00	450 00	-	25 00	98 00	4
Windham, . . . . .	2,635	786,758	1,600 00	19 00	-	1 68	336 78	146 40	359 00	140 00	-	75 00	-
Yarmouth, . . . . .	2,028	930,841	1,216 20	-	60 00	1 77	247 94	-	400 00	-	100 00	50 60	3
Total, . . . . .	75,698	36,361,035	64,177 00	19,680 20	12 40	2 31	9,427 09	1,488 91	4,808 75	1,251 00	2,007 08	971 42	18

FRANKLIN COUNTY.

Avon, . . . . .	802	129,977	500 00	18 80	-	1 64	113 99	-	-	-	10 00	22 00	-
Carthage,* . . . . .	502	63,557	302 00	80	-	1 80	58 18	30 00	50 00	-	-	9 09	-
Chesterville, . . . . .	1,313	236,446	672 00	-	115 80	1 60	182 17	-	-	-	-	33 09	-
Farmington, . . . . .	3,106	998,814	1,875 00	11 40	-	2 50	91 77	86 95	300 00	700 00	100 00	79 00	1
Freeman, . . . . .	666	129,137	409 00	40	-	1 60	50 24	46 00	25 00	-	20 00	16 00	-
Industry, . . . . .	827	180,096	504 00	3 84	-	1 74	101 72	6 73	104 00	-	25 00	24 09	-
Jay, . . . . .	1,686	367,722	1,012 00	40	-	1 60	226 46	78 28	86 09	-	40 00	30 00	-
Kingfield, . . . . .	671	99,451	405 00	2 40	-	2 14	76 82	50 00	40 00	-	-	13 00	-
Madrid, . . . . .	491	44,821	295 00	40	-	1 52	73 00	23 00	-	-	-	8 50	-
New Sharon, . . . . .	1,731	427,866	1,038 60	-	-	1 62	238 40	50 00	150 00	-	62 00	37 50	-
New Vineyard, . . . . .	864	143,387	618 40	100 00	-	1 67	117 93	12 00	27 00	-	112 00	16 50	-
Phillips, . . . . .	1,699	323,701	1,000 00	-	19 40	-	70 09	231 93	-	-	-	60 00	2
Rangely, . . . . .	238	430,579	150 00	7 20	-	1 30	40 05	54 60	-	-	31 00	7 00	-
Salem, . . . . .	396	71,715	250 00	-	7 60	1 81	54 64	-	44 00	-	-	7 00	4
Strong, . . . . .	714	152,959	450 00	21 50	-	1 73	101 94	70 60	170 00	150 00	108 00	18 00	1
Temple, . . . . .	726	113,569	441 00	5 40	-	2 00	78 60	-	-	-	-	14 00	-
Weld, . . . . .	1,035	176,847	509 00	-	121 00	-	142 17	-	25 00	-	-	19 50	1
Wilton, . . . . .	1,920	477,543	1,152 60	60	-	2 20	128 76	131 04	200 00	-	-	60 00	2
Eastis plantation, . . . . .	306	-	125 00	-	58 60	1 09	-	-	-	-	57 00	6 00	-
Jerusalem plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-
Letter E plantation, . . . . .	108	13,066	80 00	15 20	-	1 56	15 29	-	-	-	-	7 50	2
Perkins plantation, . . . . .	118	-	80 00	9 20	-	1 82	14 56	-	-	-	-	-	-
Rangely plantation, . . . . .	48	5,000	33 60	4 80	-	1 34	7 72	-	-	-	-	-	-
No. 3, . . . . .	25	10,000	-	-	-	-	-	-	-	-	-	-	-

\* See foot note, page 217.

FRANKLIN COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
No. 6, . . . . .	57	4,800	39 00	4 80	-	1 15	13 53	-	66 00	-	-	-	-
No. 2, R. 2, . . . . .	-	-	-	-	-	-	23 00	67 00	-	-	-	-	1
Dallas plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-
Sandy River plantation, . . . . .	176	-	40 00	-	65 60	1 37	-	-	-	-	16 00	7 50	-
Washington plantation, . . . . .	-	-	46 08	-	-	1 64	10 92	-	11 70	-	-	2 00	1
Total, . . . . .	20,574	4,285,843	12,009 28	207 14	388 01	1 73	2,021 79	938 13	1,298 70	850 00	581 00	487 00	14

HANCOCK COUNTY.

Amherst, . . . . .	384	50,046	200 00	-	30 40	1 19	58 26	85 50	-	-	-	6 00	-
Aurora, . . . . .	277	40,272	150 00	-	13 20	1 48	32 00	75 68	-	-	-	5 00	-
Bluehill, . . . . .	1,994	358,176	1,200 00	3 60	-	1 53	293 09	100 00	152 30	-	-	97 70	1
Brooklin, . . . . .	1,043	136,476	700 00	74 20	-	1 67	153 27	-	-	-	16 00	18 00	-
Brooksville, . . . . .	1,428	198,998	860 00	3 20	-	1 40	-	-	-	-	-	-	-
Bucksport, . . . . .	3,554	975,137	2,500 00	367 60	-	1 72	529 38	75 00	550 00	60 00	-	150 00	1
Castine, . . . . .	1,357	764,571	2,200 00	1,385 80	-	4 13	194 79	68 00	20 00	-	-	-	1
Cranberry Isles, . . . . .	347	53,710	208 20	-	-	1 82	61 53	-	-	-	219 50	5 50	-
Deer Isle, . . . . .	3,592	362,520	2,156 00	80	-	1 27	-	-	-	-	-	45 00	1
Dedham, . . . . .	495	94,388	300 00	3 00	-	1 54	74 63	68 98	40 00	-	-	20 00	-
Eastbrook, . . . . .	221	29,354	180 00	47 40	-	2 72	-	-	-	-	44 25	-	-
Eden, . . . . .	1,247	158,464	750 00	1 80	-	1 50	186 42	116 90	-	-	65 25	8 25	-
Ellsworth, . . . . .	4,658	896,299	4,000 00	1,205 20	-	1 71	847 98	-	200 00	-	-	400 00	3
Franklin, . . . . .	1,004	123,056	602 40	-	-	1 30	158 74	66 00	16 00	-	140 00	20 00	-
Gouldsborough, . . . . .	1,717	133,236	1,030 20	-	-	1 25	283 99	45 44	-	-	100 00	15 00	1
Hancock, . . . . .	926	180,822	554 40	1 20	-	1 40	148 18	-	-	-	95 00	28 00	-

Mariaville, . . . . .	458	49,106	200 00	-	74 80	1 21	76 45	50 00	100 00	-	-	7 50	-
Mount Desert, . . . . .	918	129,839	550 00	-	-	1 35	147 49	-	-	-	200 00	17 00	-
Orland, . . . . .	1,787	312,543	1,200 00	127 80	-	1 52	291 00	89 00	50 00	-	75 00	60 00	-
Otis, . . . . .	210	22,538	200 00	84 00	-	2 15	33 00	34 00	-	-	-	11 33	1
Penobscot, . . . . .	1,537	193,375	934 20	-	-	1 35	190 20	42 00	60 00	-	15 00	15 50	-
Sedgwick, . . . . .	1,223	192,918	800 00	66 20	-	1 85	198 43	18 05	75 00	-	30 00	43 50	-
Sullivan, . . . . .	862	135,994	518 00	80	-	1 34	104 85	80 00	17 00	-	51 00	8 75	-
Surry, . . . . .	1,322	164,922	800 00	6 80	-	1 39	206 09	91 54	50 00	-	20 00	40 00	1
Tremont, . . . . .	1,768	192,984	1,237 60	176 80	-	1 90	293 09	-	-	-	-	37 00	1
Trenton, . . . . .	1,400	210,667	500 00	-	340 00	83	211 92	-	-	-	175 00	20 00	-
Waltham, . . . . .	374	44,992	200 00	-	24 40	1 18	62 25	74 03	-	-	10 00	2 00	-
Hog Island, . . . . .	8	350	-	-	-	-	-	-	-	-	-	-	-
Long Island,* . . . . .	188	4,500	90 00	-	22 00	82	49 00	10 00	-	-	-	-	-
Swan Island, . . . . .	492	21,829	300 00	4 20	-	1 32	81 92	-	-	-	40 00	11 00	-
Verona, . . . . .	399	44,143	300 00	60 60	-	1 56	74 26	-	-	-	-	11 75	-
No. 7,* . . . . .	114	-	60 00	-	8 40	1 54	13 20	-	8 55	-	-	-	-
No. 10, . . . . .	33	6,000	14 50	-	3 30	1 40	2 80	-	12 00	-	12 00	-	-
No. 21, Middle Division, . . . . .	54	10,600	30 00	-	2 40	1 36	8 12	-	-	-	-	1 00	-
No. 33, Middle Division, . . . . .	96	18,000	-	-	-	-	-	-	-	-	-	-	-
Old Harbor & Marshall's Island, . . . . .	4	-	40 00	37 60	-	5 00	-	-	-	-	-	-	-
Total, . . . . .	37,728	6,520,692	25,565 70	3,553 60	210 90	1 62	5,065 43	1,200 12	1,350 85	60 00	1,308 90	1,064 78	11

KENNEBEC COUNTY.

Albion, . . . . .	1,554	304,850	935 00	2 60	-	2 05	195 00	-	75 00	-	-	32 12	-
Augusta, . . . . .	7,609	2,460,004	5,000 00	434 60	-	1 84	1,008 54	-	50 00	-	-	260 00	1
Belgrade, . . . . .	1,592	341,044	1,034 00	78 80	-	1 70	214 82	-	-	-	-	52 25	-
Benton, . . . . .	1,183	175,526	800 00	90 20	-	1 50	178 03	-	-	-	-	20 00	-
Chelsea, . . . . .	1,024	181,550	650 00	35 60	-	1 56	147 50	-	50 00	-	-	25 00	-
China,* . . . . .	2,720	555,976	1,725 00	93 00	-	1 28	473 72	-	200 00	-	75 00	40 00	2
Clinton, . . . . .	1,893	270,141	1,100 00	18 20	-	1 64	245 75	-	25 00	-	-	32 00	1
Farmingdale, . . . . .	836	333,359	650 00	112 40	-	2 41	107 40	-	-	-	-	16 00	1
Fayette, . . . . .	910	222,583	660 00	114 00	-	2 20	104 13	-	113 27	-	-	34 00	-
Gardiner, . . . . .	4,477	1,723,561	3,500 00	813 80	-	2 33	565 08	-	375 00	25 00	-	120 00	2
Hallowell, . . . . .	2,435	1,085,742	1,900 00	439 00	-	2 56	293 82	-	400 00	-	-	79 00	3
Litchfield, . . . . .	1,704	475,149	1,022 42	-	-	1 70	172 21	-	300 00	-	-	40 03	1

\* See foot note, page 217.

KENNEBEC COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Manchester, . . . . .	813	235,792	700 00	212 20	-	2 94	94 66	99 00	175 00	-	-	25 00	1
Monmouth, . . . . .	1,854	561,989	1,112 43	- 03	-	1 73	224 55	-	-	-	-	43 50	-
Mt. Vernon, . . . . .	1,470	315,186	882 09	-	-	1 82	192 98	-	57 00	-	12 00	37 59	-
Pittston,* . . . . .	2,619	619,711	1,690 00	28 60	-	1 52	368 15	-	100 00	-	40 00	60 00	1
Readfield, . . . . .	1,510	565,807	1,000 00	94 00	-	2 03	183 14	-	500 00	-	36 00	47 50	1
Rome, . . . . .	864	128,417	550 09	31 69	-	1 38	145 63	-	50 00	-	-	20 00	-
Sidney, . . . . .	1,784	568,912	1,382 42	12 02	-	1 64	240 00	-	125 00	-	75 00	61 50	-
Vassalborough, . . . . .	3,181	737,929	2,000 09	91 40	-	1 73	411 06	-	600 00	100 00	93 00	68 00	3
Vienna, . . . . .	878	151,024	526 86	-	-	1 67	119 78	-	-	-	-	22 50	-
Waterville, . . . . .	4,392	1,348,330	2,700 09	64 80	-	1 60	547 99	-	400 00	75 00	59 09	75 00	2
Wayne, . . . . .	1,194	256,032	720 00	3 60	-	1 79	156 56	-	85 00	-	15 00	25 00	2
West Gardiner, . . . . .	1,296	298,496	800 09	22 40	-	1 58	185 34	-	-	-	-	41 15	-
Windsor, . . . . .	1,518	271,001	930 09	1 20	-	1 74	203 00	-	100 00	-	-	37 09	-
Winslow, . . . . .	1,739	409,712	1,050 00	6 60	-	1 52	263 59	-	216 62	210 00	76 00	50 00	-
Winthrop, . . . . .	2,338	769,018	1,462 89	-	-	1 92	280 34	170 24	179 20	28 00	145 00	41 00	1
Clinton Gore, . . . . .	219	13,135	140 00	8 60	-	1 45	32 00	-	20 00	-	10 00	4 50	-
Unity plantation, . . . . .	54	10,388	20 00	-	12 40	1 42	5 95	-	-	-	-	2 00	-
Total, . . . . .	55,660	15,273,355	36,292 87	2,798 05	12 40	1 82	7,360 72	260 24	4,196 09	438 00	635 00	406 53	21

KNOX COUNTY.

Appleton, . . . . .	1,573	253,347	944 00	20	-	1 55	233 74	-	500 00	-	-	24 00	1
Camden, . . . . .	4,588	1,062,228	2,825 00	72 20	-	1 41	676 74	50 00	500 00	300 00	50 00	125 00	3
Cushing, . . . . .	796	103,507	483 09	5 40	-	1 60	113 23	-	-	-	-	13 22	-
Friendship, . . . . .	770	123,506	550 09	-	112 00	1 39	99 74	-	4 00	-	-	20 00	-



Hope, . . . . .	1,065	241,094	650 00	11 00	-	1 48	155 11	-	35 00	-	92 00	16 00	-
North Haven, . . . . .	951	146,446	600 00	29 40	-	1 47	146 74	-	65 00	-	-	15 00	-
Rockland, . . . . .	7,315	2,614,861	5,000 00	611 00	-	1 23	972 48	-	200 00	100 00	-	120 00	2
South Thomaston, . . . . .	1,615	343,462	1,000 00	31 00	-	1 54	239 94	-	450 00	-	45 00	30 00	-
St. George, . . . . .	2,716	343,132	1,620 00	-	-	1 43	412 16	-	-	-	25 00	42 00	-
Thomaston, . . . . .	3,620	2,653,573	2,800 00	628 00	-	2 54	387 00	-	-	-	-	50 00	1
Union, . . . . .	1,958	510,737	1,192 00	17 20	-	1 53	279 09	-	2 50	-	-	35 00	-
Vinalhaven, . . . . .	1,667	198,893	800 00	-	200 20	1 19	240 00	800 00	-	-	-	-	-
Warren, . . . . .	2,321	990,234	1,392 00	-	-	1 49	342 24	200 00	75 00	-	375 00	50 00	-
Washington, . . . . .	1,662	276,616	997 20	-	-	1 67	223 75	-	30 00	-	-	38 00	-
Matineus Isle, . . . . .	276	17,533	165 00	-	-	1 52	37 87	-	-	-	-	6 00	-
Muscle Ridge pl., . . . . .	183	20,650	33 00	-	76 00	82	18 20	-	26 10	-	-	3 00	-
	33,122	9,212,824	20,862 00	1,418 40	388 20	1 63	4,576 03	1,050 00	1,877 60	400 00	587 00	587 22	6
LINCOLN COUNTY.													
Alna, . . . . .	807	182,679	500 00	15 80	-	1 67	103 76	-	25 00	-	-	26 00	-
Boothbay, . . . . .	2,857	239,067	1,714 20	-	-	1 58	387 04	-	-	-	160 20	45 00	-
Bremen, . . . . .	908	107,595	544 80	-	-	1 64	125 64	-	50 00	-	150 00	18 00	-
Bristol, . . . . .	3,616	251,075	1,750 00	-	56 00	1 38	468 23	-	-	-	-	56 00	1
Damariscotta, . . . . .	1,366	377,242	1,000 00	180 40	-	1 74	218 45	-	75 00	100 00	-	32 00	1
Dresden, . . . . .	1,248	270,613	750 00	1 20	-	1 63	172 21	-	48 00	5 00	-	20 00	1
Edgecomb, . . . . .	1,112	167,730	667 20	-	-	1 40	178 79	-	-	-	-	25 75	-
Jefferson, . . . . .	2,122	298,677	1,273 20	-	-	1 48	322 59	-	50 00	-	-	57 50	1
Newcastle, . . . . .	1,792	392,503	1,075 20	-	-	1 66	240 00	-	-	-	50 00	56 00	2
Nobleborough, . . . . .	1,337	234,312	862 20	-	-	1 71	219 36	-	25 00	-	125 00	30 00	-
Somerville, . . . . .	606	33,504	360 00	-	3 60	1 22	102 67	-	-	-	-	26 00	-
Southport, . . . . .	708	37,126	375 00	-	49 80	1 30	103 26	-	109 00	-	20 00	9 00	-
Waldoborough, . . . . .	4,569	341,083	2,700 00	-	41 41	1 31	-	-	-	-	-	65 00	-
Westport, . . . . .	798	301,511	480 00	1 20	-	1 41	125 98	-	-	-	25 00	12 00	-
Whitefield, . . . . .	1,883	278,160	1,300 00	170 20	-	1 86	258 51	-	40 00	-	-	45 75	-
Wiscasset, . . . . .	2,318	665,096	1,200 00	-	190 80	1 56	285 84	-	1,200 00	-	-	48 00	-
Monhegan Isle,* . . . . .	195	3,506	95 00	-	22 00	1 75	18 95	-	26 10	-	-	3 00	-
Total, . . . . .	27,866	6,184,441	16,746 80	368 80	363 61	1 51	3,331 18	-	1,548 50	105 00	530 20	585 00	6

\* See foot note, page 217.

OXFORD COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pro-long public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Albany, . . . . .	863	149,847	500 00	-	11 80	1 50	121 97	36 00	20 00	-	-	21 00	-
Andover, . . . . .	748	91,153	455 00	7 20	-	1 62	96 09	21 21	36 00	-	-	23 75	1
Bethel, . . . . .	2,523	580,339	1,513 00	-	-	1 51	540 06	-	-	-	-	55 00	2
Brownfield, . . . . .	1,398	237,713	838 20	-	60	60	310 29	-	-	-	-	20 00	1
Buckfield, . . . . .	1,765	504,794	1,025 00	2 00	-	1 70	214 44	122 94	70 80	-	20 00	48 15	1
Byron, . . . . .	323	-	180 00	-	13 80	1 78	40 35	16 00	-	-	12 00	-	1
Canton, . . . . .	1,025	221,361	615 00	-	20	1 71	135 81	61 28	300 00	-	25 00	19 68	1
Denmark,* . . . . .	1,171	200,566	705 00	2 40	-	1 95	168 51	32 88	103 00	-	-	25 00	-
Dixfield, . . . . .	1,381	219,664	253 00	-	45 60	60	163 00	60 00	-	-	-	40 00	1
Fryeburg, . . . . .	1,625	550,593	1,000 00	25 00	-	1 72	-	90 00	1,900 00	-	100 00	75 00	-
Gilead, . . . . .	347	63,484	208 20	-	-	1 53	52 06	15 00	30 00	-	42 50	12 00	-
Grafton, . . . . .	111	23,298	60 00	-	60	1 66	16 75	-	-	-	-	2 00	-
Greenwood, . . . . .	878	119,410	530 00	3 20	-	1 83	128 16	-	20 00	-	-	31 09	-
Hanover, . . . . .	257	45,702	155 00	80	-	1 30	42 61	-	88 00	-	58 00	5 06	-
Hartford, . . . . .	1,155	259,913	693 00	-	-	1 66	123 79	23 83	1 20	70 00	60 00	35 00	-
Hebron, . . . . .	895	218,566	540 00	3 00	-	1 87	180 85	-	103 75	-	52 50	24 00	-
Hiram, . . . . .	1,283	210,153	772 80	3 00	-	1 43	177 68	-	75 00	-	32 00	29 00	-
Lovell, . . . . .	1,339	272,854	803 40	-	-	1 44	204 99	200 00	100 00	-	35 00	30 00	-
Mason, . . . . .	136	21,847	85 00	3 40	-	1 21	-	-	-	-	-	3 00	-
Mexico, . . . . .	671	84,722	330 00	-	72 60	1 47	68 67	39 76	50 00	-	-	12 50	-
Newry, . . . . .	474	87,638	276 00	-	8 40	1 61	67 36	12 92	6 06	2 76	-	-	-
Norway, . . . . .	1,982	540,355	1,200 00	10 80	-	1 49	287 26	13 70	350 00	-	35 24	48 00	1
Oxford, . . . . .	1,282	405,268	800 00	30 80	-	1 41	184 96	-	36 00	-	36 00	31 50	2
Paris, . . . . .	2,828	803,564	1,700 00	3 20	-	1 64	375 75	290 00	600 00	200 00	65 00	61 75	-
Peru,* . . . . .	1,121	199,676	700 00	-	-	1 48	165 79	34 38	90 00	-	-	28 00	-
Porter, . . . . .	1,240	186,204	744 00	-	-	2 50	172 56	101 30	62 00	-	-	30 75	-

Roxbury, . . . . .	211	43,045	175 00	48 40	-	2 50	24 04	-	-	-	20 00	4 00	1
Rumford, . . . . .	1,375	285,018	830 00	5 09	-	1 69	180 94	191 00	80 00	-	-	45 00	1
Stow, . . . . .	551	73,469	335 00	4 46	-	1 55	79 02	-	-	-	25 00	15 00	1
Stoneham,* . . . . .	463	50,045	309 00	22 20	-	1 37	72 27	-	-	-	-	22 67	1
Sumner, . . . . .	1,154	251,329	700 00	7 60	-	1 03	145 50	10 59	100 00	-	165 00	27 00	1
Sweden, . . . . .	728	185,120	500 00	63 65	-	1 88	100 48	107 95	80 00	-	-	37 09	1
Upton, . . . . .	219	34,398	126 00	-	5 40	1 49	32 61	-	100 00	-	-	4 60	1
Waterford, . . . . .	1,407	351,189	900 00	55 80	-	1 95	183 87	69 98	-	-	-	66 69	1
Woodstock, . . . . .	1,025	169,902	608 00	-	7 00	1 59	124 88	-	-	-	-	30 00	1
Andover North Surplus, . . . . .	66	3,800	2 00	-	-	6	9 12	-	-	-	14 00	-	1
Franklin plantation, . . . . .	335	26,420	150 00	-	40 00	1 17	47 69	-	3 50	-	-	6 58	1
Fryeburg Academy Grant, . . . . .	38	-	-	-	-	-	-	-	-	-	-	-	1
Hamlin's Grant,* . . . . .	79	17,680	47 40	-	-	2 02	8 00	-	3 50	-	-	1 00	1
Lincoln plantation, . . . . .	-	-	53 00	-	-	2 65	8 21	-	-	-	10 00	-	1
Milton plantation, . . . . .	271	28,222	175 00	12 40	-	1 78	38 96	-	25 00	-	30 00	2 00	1
<b>Total, . . . . .</b>	<b>36,700</b>	<b>7,834,162</b>	<b>20,583 80</b>	<b>310 25</b>	<b>615 00</b>	<b>1 50</b>	<b>4,995 29</b>	<b>1,461 03</b>	<b>3,233 75</b>	<b>272 76</b>	<b>837 24</b>	<b>972 71</b>	<b>11</b>

PENOBSCOT COUNTY.

Alton, . . . . .	531	58,184	318 60	-	-	60	84 80	33 00	-	-	-	4 00	1
Argyle,* . . . . .	380	38,718	225 00	-	123 00	1 64	40 42	-	-	-	-	-	1
Bangor, . . . . .	14,432	3,899,218	15,000 00	6,340 80	-	2 51	2,926 95	-	-	-	-	8 50	5
Bradford, . . . . .	1,558	686,197	950 00	15 00	-	1 35	246 14	62 69	20 00	-	-	48 00	1
Bradley, . . . . .	844	116,300	507 00	-	-	1 35	131 08	49 00	-	-	-	21 50	1
Brewer, . . . . .	2,836	562,499	1,710 00	-	-	1 73	377 24	50 50	50 00	10 00	-	60 00	3
Burlington, . . . . .	579	64,734	300 00	-	-	1 25	92 00	248 00	-	-	-	9 00	1
Carmel, . . . . .	1,273	188,235	775 00	11 20	-	1 40	213 39	96 09	158 00	-	39 00	41 25	2
Carroll, . . . . .	470	54,513	300 00	-	-	1 60	72 84	71 79	-	-	-	13 50	1
Charleston,* . . . . .	1,430	213,465	800 00	-	58 00	1 45	185 76	119 04	125 00	-	100 00	25 00	1
Chester, . . . . .	318	27,902	200 00	9 20	-	1 29	52 00	29 45	-	-	22 55	19 75	1
Clifton, . . . . .	307	36,529	150 00	-	-	1 13	49 83	61 05	-	-	-	15 50	1
Corinna, . . . . .	1,599	233,711	1,028 64	-	-	1 66	242 85	-	309 09	-	-	39 00	1
Corinth, . . . . .	1,789	313,870	1,073 00	-	-	1 46	273 09	63 00	100 00	-	-	56 00	1
Dexter, . . . . .	2,365	465,023	1,429 00	10 00	-	1 67	323 59	146 80	20 00	30 00	-	79 00	1
Dixmont, . . . . .	1,442	227,741	900 00	34 80	-	1 54	212 29	156 00	85 00	-	-	22 50	1

\* See foot note, page 217.

PENOBSCOT COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1860.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Eddington,	856	123,704	600 00	86 40	-	1 93	123 52	-	3 50	-	5 50	5 50	1
Edinburg,	49	13,713	50 00	20 20	-	2 00	9 83	-	-	-	-	-	-
Enfield,	526	47,886	320 00	4 40	-	1 16	76 08	25 38	3 50	-	10 00	17 75	-
Etna,	850	102,913	500 00	-	-	1 43	131 44	43 00	-	-	-	14 50	-
Exeter,	1,784	303,839	1,200 00	129 60	-	1 92	282 82	160 00	-	-	-	40 00	1
Garland,	1,498	212,551	900 00	-	-	1 52	252 34	90 72	-	-	-	35 00	1
Glenburn,	741	115,453	500 00	55 40	-	1 60	118 37	-	40 00	-	5 00	35 00	-
Greenbush,	655	62,813	394 00	-	-	1 25	107 79	30 00	15 00	-	-	7 50	-
Greenfield,	359	41,061	222 75	-	-	1 39	75 00	1 02	-	-	-	30 00	-
Hampden,	3,085	587,718	2,000 00	89 00	-	1 60	480 64	-	700 00	50 00	-	82 00	3
Hermon,	1,432	197,120	860 00	-	-	1 40	200 25	-	75 00	-	28 00	-	-
Holden,	804	168,938	500 00	19 60	-	1 56	119 06	19 79	40 00	-	-	24 00	-
Howland,	174	34,629	199 80	95 40	-	2 70	26 24	-	-	-	-	5 00	-
Hudson,	772	70,360	465 00	15 00	-	2 08	127 43	23 85	-	-	-	21 75	-
Kenduskeag,	816	119,744	500 00	-	-	1 43	145 03	51 91	-	-	-	22 00	1
Lagrange,	690	95,835	425 00	5 48	-	1 49	-	48 38	-	-	-	10 34	-
Lee,	937	68,151	560 00	-	-	1 50	-	-	100 00	-	-	12 00	-
Levant,	1,301	184,851	780 00	-	-	1 38	204 99	88 45	165 00	-	-	28 50	1
Lincoln,	1,651	290,455	980 00	2 20	-	1 61	229 73	151 82	250 00	-	16 00	36 00	2
Lowell,	557	64,383	230 00	-	104 20	1 85	100 48	20 00	-	-	-	10 00	-
Mattawankeag,	280	25,000	168 00	-	-	60	34 59	34 91	-	-	-	9 00	-
Maxfield,	162	17,568	115 00	17 80	-	1 72	19 65	-	-	-	-	4 50	-
Milford,	744	151,241	500 00	53 60	-	2 05	93 92	198 00	-	-	-	22 25	1
Newburg,	1,365	170,483	850 00	31 00	-	1 79	186 05	-	100 00	10 00	-	20 00	-
Newport,	1,403	250,534	840 00	-	1 80	60	144 00	144 00	100 00	-	-	39 00	1
Oldtown,	3,860	556,903	2,325 00	9 00	-	1 83	490 79	-	200 00	125 00	-	97 23	4

COMMON SCHOOLS.

Orono, . . . . .	2,554	343,069	1,550 00	15 60	-	2 00	282 16	-	25 00	-	-	56 00	10
Orrington, . . . . .	1,948	355,442	1,200 00	31 29	-	1 66	281 52	69 42	3 50	-	-	50 00	1
Passadumkeag, . . . . .	360	26,011	220 00	4 00	-	1 65	146 13	56 00	10 00	-	-	40 00	-
Patten, . . . . .	630	126,711	384 00	-	-	1 51	85 00	45 00	125 00	-	48 00	18 00	1
Plymouth, . . . . .	989	143,875	600 00	6 60	-	1 44	-	36 00	-	-	-	35 00	1
Prentiss, . . . . .	226	27,153	100 00	-	35 60	80	34 49	95 00	25 00	-	-	9 00	-
Springfield, . . . . .	854	84,228	525 00	12 60	-	1 40	150 36	75 18	-	-	-	44 00	-
Stetson, . . . . .	912	166,127	500 00	-	47 80	1 37	132 00	180 00	100 00	-	-	25 00	1
Veazie, . . . . .	891	139,992	549 00	5 40	-	1 86	97 00	-	-	-	36 00	12 00	1
Winn, . . . . .	253	25,057	150 00	-	1 80	1 06	42 00	-	30 00	50 00	-	8 00	-
Drew plantation,* . . . . .	-	-	69 00	37 20	-	1 54	14 19	-	-	-	-	-	-
Mattamiscontis plantation, . . . . .	31	-	-	-	-	-	-	-	-	-	-	-	-
Medway plantation, . . . . .	-	-	175 00	-	3 80	1 25	42 64	-	-	-	25 00	-	-
McCrillis plantation, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-
Pattagumpus plantation, . . . . .	105	-	-	-	-	-	14 92	-	-	-	-	-	-
Webster, . . . . .	-	-	50 00	-	-	3 33	9 10	112 00	-	-	-	-	-
Woodville,* . . . . .	230	-	90 00	-	48 00	73	44 78	-	-	-	-	-	-
No. 1, North Division, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 2, Grand Falls, . . . . .	-	-	35 00	-	-	1 09	-	-	-	-	-	-	1
No. 4, R. 1,* . . . . .	144	-	75 00	-	11 40	1 09	25 12	-	-	-	-	-	-
Mount Chase, and No. 5, R. 6, . . . . .	229	-	147 00	9 60	-	1 52	-	-	25 00	-	-	3 50	-
Whitney Range,* . . . . .	-	-	50 00	-	-	5 00	3 64	-	-	-	-	-	-
<b>Total, . . . . .</b>	<b>72,737</b>	<b>14,524,987</b>	<b>49,082 39</b>	<b>7,161 97</b>	<b>435 40</b>	<b>1 45</b>	<b>8,013 96</b>	<b>2,794 75</b>	<b>2,793 50</b>	<b>275 05</b>	<b>326 05</b>	<b>1,437 91</b>	<b>45</b>

PISCATAQUIS COUNTY.

Abbot, . . . . .	797	113,902	480 00	1 80	-	1 61	104 13	53 34	40 00	-	-	15 50	1
Atkinson, . . . . .	837	133,166	550 00	-	-	1 31	144 94	120 00	40 00	-	-	27 00	-
Barnard, . . . . .	172	14,869	108 00	-	-	1 27	26 57	-	-	-	-	1 50	-
Bowerbank, . . . . .	101	10,416	70 00	9 40	-	1 57	17 83	30 00	-	-	26 33	-	3
Blanchard, . . . . .	164	23,292	100 00	160 00	-	1 78	22 47	32 00	-	-	-	2 00	-
Brownville, . . . . .	793	105,067	500 00	24 20	-	1 60	124 80	32 80	-	-	8 00	24 00	1
Dover, . . . . .	1,990	415,677	1,200 00	-	14 00	1 45	-	-	-	-	-	60 00	1
Foxcroft, . . . . .	1,102	221,576	600 00	-	61 20	1 50	152 18	69 86	179 00	-	-	25 00	1
Guilford, . . . . .	837	140,863	510 00	6 00	-	1 66	114 69	47 10	26 00	-	8 00	24 00	1
Greenville, . . . . .	310	44,402	200 00	14 00	-	1 90	35 00	50 00	12 00	-	-	-	-

\* See foot note, page 217.

PISCATAQUIS COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the state.	Am't raised to pre-long public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Kingsbury,*	191	22,373	100 00	-	14 00	1 27	23 75	-	-	-	-	-	-
Medford,	354	36,751	200 00	12 40	-	1 10	62 90	7 20	4 00	-	4 00	9 00	-
Monson,	708	113,960	425 00	2 00	-	1 60	95 04	51 25	120 00	-	40 00	15 22	1
Milo,	959	125,441	690 00	24 60	-	1 44	145 99	127 21	20 00	-	-	10 00	1
Orneville,	512	68,069	397 20	-	-	1 20	113 00	50 54	-	-	-	5 00	-
Parkman,	1,166	204,164	700 00	40 00	-	1 60	-	9 00	300 00	-	-	34 00	-
Sangerville,	1,314	245,568	800 00	11 60	-	1 62	192 99	52 74	-	-	-	35 00	1
Sebec,	1,152	142,328	763 00	51 80	-	1 65	167 48	100 00	-	-	-	25 00	1
Shirley,	282	33,963	100 00	-	69 20	72	53 00	150 00	5 00	-	25 00	1 50	-
Wellington,	694	95,724	375 00	-	41 40	1 25	113 08	-	-	-	-	13 50	-
Williamsburg,	182	19,020	100 00	-	9 20	1 16	31 32	-	-	-	-	6 00	-
Katahdin Iron Works,	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 2, R. 5,	6	3,800	-	-	-	-	-	-	-	-	-	-	-
No. 3, R. 5,	31	3,000	20 00	1 40	-	1 33	5 46	-	-	-	-	-	-
No. 6, R. 9,	281	-	-	-	-	-	-	-	-	-	-	-	-
Chesuncook plantation,	-	-	-	-	-	-	-	-	-	-	-	-	-
Total,	15,054	2,705,228	9,468 20	359 20	209 60	1 58	1,751 62	983 14	746 00	-	111 33	333 22	12

SAGADAHOC COUNTY.

Arrowsic,	347	97,224	208 00	-	20	1 74	40 00	-	-	-	-	4 00	-
Bath,	8,078	5,876,933	9,500 00	4,633 20	-	3 04	1,159 29	-	1,000 00	200 00	-	400 29	10
Bowdoinham,	2,349	607,858	1,500 00	90 60	-	1 69	324 41	-	150 00	-	295 75	40 00	1
Bowdoin,	1,748	360,393	1,048 80	-	-	1 69	226 09	-	50 00	-	155 00	25 00	-
Georgetown,	1,254	189,554	775 00	22 60	-	1 53	185 34	-	75 00	-	-	30 00	-

Perkins, . . . . .	95	47,955	50 00	-	7 00	2 50	7 28	-	-	-	-	-	-	-	-	-	-
Phippsburg, . . . . .	1,750	536,487	1,100 00	50 00	-	1 75	270 89	-	63 00	-	126 50	45 00	1				
Ricmond, . . . . .	2,740	891,224	1,600 00	-	44 00	1 91	327 65	-	-	-	-	76 00	1				
Topsham, . . . . .	1,605	810,623	1,260 00	237 00	-	2 27	336 66	39 87	-	-	-	42 50	1				
West Bath, . . . . .	400	105,381	200 00	-	40 00	1 66	43 69	-	10 00	-	150 00	9 50	-				
Woolwich, . . . . .	1,319	530,772	800 00	8 00	-	1 72	174 76	-	40 00	-	20 00	42 25	-				
<b>Total, . . . . .</b>	<b>21,685</b>	<b>10,954,434</b>	<b>17,981 86</b>	<b>5,041 40</b>	<b>91 20</b>	<b>2 53</b>	<b>3,036 05</b>	<b>39 87</b>	<b>1,388 00</b>	<b>200 00</b>	<b>747 25</b>	<b>714 54</b>	<b>14</b>				

SOMERSET COUNTY.

Anson, . . . . .	2,001	449,911	1,260 00	-	60	1 63	145 00	262 19	300 00	-	-	60 00	-
Athens, . . . . .	1,417	273,026	850 00	-	-	1 36	-	-	130 25	-	30 00	36 00	-
Bingham, . . . . .	833	120,360	560 00	20 00	-	1 40	125 64	60 00	75 00	-	-	23 25	-
Brighton,* . . . . .	732	56,589	450 00	10 80	-	1 45	112 87	31 91	7 00	-	-	21 00	-
Cambridge, . . . . .	516	77,488	300 00	-	60	1 70	64 00	30 12	3 00	-	-	8 00	-
Canaan, . . . . .	1,715	273,634	1,100 00	71 00	-	1 48	270 02	42 00	100 00	-	-	51 25	1
Concord, . . . . .	541	69,179	324 69	-	-	1 31	86 28	74 00	36 00	-	32 00	16 00	-
Cornville, . . . . .	1,142	254,817	685 20	-	-	1 72	136 53	82 42	25 00	-	-	38 00	-
Detroit, . . . . .	659	85,874	400 00	4 60	-	1 45	93 20	45 01	100 00	-	-	24 00	1
Embsden, . . . . .	1,042	157,246	625 00	-	60 20	1 68	133 00	60 00	-	-	-	15 00	-
Fairfield . . . . .	2,753	674,890	1,700 00	48 20	-	1 40	336 87	-	100 00	50 00	6 00	70 00	2
Harmony, . . . . .	1,081	158,097	648 00	-	-	1 52	153 64	-	22 50	-	-	32 00	-
Hartland, . . . . .	1,650	153,777	650 00	20 00	-	1 40	61 50	-	100 00	-	-	34 03	-
Lexington, . . . . .	406	54,723	300 00	2 40	-	1 62	75 00	-	-	-	-	8 00	-
Madison, . . . . .	1,615	423,520	987 00	18 00	-	1 71	220 29	104 00	150 00	-	30 00	40 18	-
Hayfield,* . . . . .	118	9,315	70 80	-	-	1 41	16 38	-	-	-	-	-	-
Mercer, . . . . .	1,059	209,040	635 40	-	-	1 74	132 86	6 36	-	-	-	22 00	-
Moseow, . . . . .	574	61,702	345 00	60	-	1 43	79 47	26 56	20 00	-	27 00	12 00	-
New Portland, . . . . .	1,554	320,336	950 00	18 00	-	1 75	220 29	44 64	160 00	-	-	30 00	-
Norridgewock, . . . . .	1,960	449,743	1,140 00	-	-	1 79	247 58	-	-	-	37 63	47 50	1
Palmyra, . . . . .	1,597	232,731	960 00	1 60	-	1 52	226 21	69 79	100 00	-	50 00	38 00	1
Pittsfield, . . . . .	1,495	470,495	900 00	3 00	-	1 57	226 00	-	40 00	-	-	38 50	-
Ripley, . . . . .	656	75,794	400 00	6 40	-	1 45	99 02	32 43	10 00	-	-	10 00	-
St. Albans, . . . . .	1,808	281,044	1,084 80	-	-	1 37	170 00	70 00	-	-	20 00	36 00	1
Salon, . . . . .	1,345	245,396	867 00	-	-	1 42	-	50 00	-	-	-	-	1
Skowhegan, . . . . .	2,268	664,239	2,200 00	839 20	-	1 69	510 44	-	450 00	50 00	200 00	92 00	2

\* See foot note, page 217.

SOMERSET COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Am't derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pro-long public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Smithfield, . . . . .	7,033	112,390	476 00	-	-	1 58	120 00	-	75 00	-	-	15 00	-
Starks, . . . . .	1,341	261,430	804 60	-	-	1 41	187 14	-	111 00	5 00	50 00	35 00	-
Dead River plantation, . . . . .	-	-	80 60	-	-	1 60	16 00	-	20 00	-	-	-	-
Flag Staff plantation, . . . . .	-	-	-	-	-	-	76 00	10 40	-	-	-	-	-
Moose River plantation, . . . . .	-	-	-	-	-	-	17 14	-	-	-	28 86	-	-
West Forks plantation,* . . . . .	165	-	-	-	-	-	9 00	73 90	-	-	-	-	-
The Forks,* . . . . .	165	-	37 50	-	61 40	50	26 93	-	-	-	-	-	-
No. 1, R. 2, W. K. R., . . . . .	161	6,500	50 00	-	46 60	69	26 00	-	20 00	-	-	-	-
No. 1, R. 3, E. K. R., } . . . . .	227	13,000	-	-	-	-	80 48	-	10 00	-	-	-	-
No. 1, R. 3, W. K. R., } . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 1, R. 4, E. K. R., . . . . .	-	10,780	-	-	-	-	-	-	-	-	-	-	-
No. 2, R. 2, . . . . .	138	3,000	75 00	-	7 80	1 85	20 39	-	-	-	-	3 00	-
Jackmantown plantation, . . . . .	-	-	-	-	-	-	10 55	-	1 82	-	13 50	-	-
Total, . . . . .	36,547	7,136,994	20,656 60	1,024 00	177 20	1 46	4,591 72	1,605 37	2,166 57	105 00	623 99	856 31	12

WALDO COUNTY..

Belfast, . . . . .	5,520	1,802,307	4,500 00	1,488 00	-	2 43	791 91	500 00	2,000 00	2,200 00	-	90 00	3
Belmont, . . . . .	686	93,216	411 60	-	-	1 61	92 83	-	25 00	-	-	7 50	5
Brooks, . . . . .	988	158,278	600 00	7 20	-	1 51	159 46	-	25 00	-	-	20 00	-
Burnham, . . . . .	857	129,654	350 00	-	164 20	83	153 09	-	75 00	-	-	15 00	-
Frankfort, . . . . .	2,143	388,193	1,200 00	-	85 80	1 78	331 52	-	100 00	210 00	60 00	8 00	2
Freedom, . . . . .	849	159,284	569 00	59 60	-	1 88	116 49	-	437 63	-	118 00	21 00	-
Islesborough, . . . . .	1,276	148,271	765 60	-	-	1 53	187 14	-	-	-	288 00	14 00	-
Jackson, . . . . .	827	162,849	500 00	3 80	-	1 59	123 42	-	6 00	-	-	23 50	-



Knox,	1,774	189,421	660 00	-	44 40	1 10	155 10	-	-	-	30 00	15 75	-
Liberty,*	1,075	135,149	645 00	-	-	1 62	160 94	-	-	-	-	7 00	1
Lincolnton,	2,075	396,781	1,245 00	-	-	1 43	278 16	-	-	-	-	35 00	-
Monroe,	1,703	234,686	1,000 00	-	21 80	1 54	236 26	-	100 00	-	-	6 00	1
Montville,	1,685	357,652	1,011 00	-	-	1 67	229 37	-	100 00	-	28 00	18 00	-
Morrill,	629	100,540	377 40	-	-	60	83 00	-	59 00	-	18 00	-	-
Northport,	1,178	188,150	766 80	-	-	1 09	156 18	-	39 00	-	20 00	16 00	-
Palermo,	1,372	184,394	790 00	-	23 20	1 35	200 34	-	-	-	-	-	-
Prospect,	1,005	139,980	717 00	114 00	-	1 60	144 19	-	59 00	-	-	12 00	1
Seasmont,	1,657	264,813	934 20	-	60 00	60	225 04	-	2 00	-	-	25 00	-
Seaspport,	2,533	797,601	1,520 00	20 00	-	1 60	375 64	-	-	-	-	45 00	4
Stockton,	1,535	425,769	1,100 00	143 00	-	1 61	147 58	-	59 00	-	-	50 50	2
Swanville,	914	116,691	540 00	-	8 40	1 32	143 19	-	100 00	-	25 00	11 00	-
Thorndike,	958	186,728	590 00	15 20	-	1 48	-	30 00	25 00	-	30 00	22 00	-
Troy,	1,403	226,859	850 00	8 20	-	1 47	226 46	49 00	25 00	-	15 00	22 50	-
Unity,	1,320	297,564	800 00	8 00	-	1 61	167 48	-	25 00	20 00	-	34 25	1
Waldo,	726	120,765	441 00	5 40	-	1 46	195 58	-	20 00	-	-	12 50	-
Winterport,	2,380	378,194	1,500 00	7 20	-	1 53	356 84	-	100 00	-	-	35 00	1
Total,	38,438	7,773,529	24,231 60	624 80	407 80	1 70	5,349 61	579 00	3,570 63	440 00	632 00	511 40	21

WASHINGTON COUNTY.

Addison,	1,272	217,379	775 00	12 80	-	1 47	184 04	-	6 00	-	-	10 00	-
Alexander,	445	54,154	267 00	-	-	1 44	74 00	104 00	32 00	-	-	19 00	-
Baileyville,	365	50,624	200 00	-	19 00	1 44	49 54	-	-	-	-	9 00	-
Baring,	409	60,987	245 40	-	-	1 36	66 63	57 00	5 00	50 00	14 00	5 00	1
Beddington,	144	27,022	86 40	-	-	1 15	18 00	36 00	-	-	18 00	9 00	-
Calais,	5,621	1,170,338	3,600 00	247 00	-	1 62	847 62	-	390 00	150 00	400 00	50 00	3
Centerville,	119	38,556	115 00	31 40	-	1 34	29 96	48 00	-	-	-	3 00	-
Charlotte,	611	70,458	386 60	29 00	-	1 59	98 60	51 98	5 00	-	-	9 00	-
Cherryfield,	1,755	355,457	1,053 00	-	-	1 39	283 99	18 00	-	-	-	52 00	1
Columbia,*	1,265	249,244	800 00	41 00	-	1 49	195 52	-	-	-	-	-	-
Cooper,	468	39,272	276 00	-	4 08	1 42	67 73	-	-	-	17 50	14 00	-
Crawford,	273	28,883	250 00	-	13 80	1 93	48 42	-	-	-	-	-	-
Cutler,	890	83,000	500 00	-	34 00	1 11	131 00	112 00	-	-	-	4 00	1
Danforth,	283	5,000	200 00	31 80	-	1 63	45 00	35 00	-	-	-	4 50	-

\* See foot note, page 217.

WASHINGTON COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pro-long public schools.	Am't paid for school superintenden.	No. districts in which schools are graded.
Deblois, . . . . .	131	16,086	99 60	11 40	-	1 93	13 93	16 35	-	-	-	1 00	1
Dennysville, . . . . .	485	149,586	331 00	100 00	-	1 82	79 00	48 15	40 00	-	6 00	-	1
East Machias, . . . . .	2,181	481,877	1,310 00	101 40	-	1 49	324 77	-	-	-	-	31 00	2
Eastport, . . . . .	3,850	897,898	3,600 00	1,290 00	-	2 15	615 00	-	-	-	-	35 00	6
Edmunds, . . . . .	445	80,204	207 00	-	-	1 23	99 36	132 96	-	50	-	-	1
Harrington, . . . . .	1,130	247,133	678 60	-	-	1 87	161 19	-	20 00	-	-	15 00	1
Jonesborough, . . . . .	512	61,074	275 60	-	35 80	1 26	81 63	-	31 00	-	-	9 12	1
Jonesport, . . . . .	1,147	105,753	583 00	-	80	1 33	142 00	-	-	-	-	-	1
Lubec, . . . . .	2,555	257,739	1,538 00	-	-	1 70	387 79	72 00	160 00	-	-	25 00	1
Machias, . . . . .	2,257	670,769	1,590 00	165 80	-	1 60	315 69	-	-	-	-	50 00	9
Machiasport,* . . . . .	1,502	155,939	910 00	8 80	-	1 61	261 99	-	-	-	-	-	1
Marion, . . . . .	201	33,720	122 40	-	-	1 45	29 00	13 00	-	-	-	4 75	1
Marshfield, . . . . .	328	60,320	275 00	78 20	-	1 37	56 00	-	-	-	-	1 50	1
Meddybemps,* . . . . .	297	24,458	190 00	11 80	-	1 75	39 32	-	-	-	-	-	1
Milbridge, . . . . .	1,282	206,359	800 00	30 80	-	1 35	298 26	-	75 00	-	-	35 00	1
Northfield, . . . . .	261	41,450	159 00	-	6 60	1 27	37 39	-	-	-	-	2 00	1
Pembroke, . . . . .	2,263	394,087	1,381 80	-	-	1 34	385 95	120 60	200 00	-	-	47 50	3
Perry, . . . . .	1,195	187,126	920 00	203 00	-	1 29	205 71	211 00	7 20	-	-	20 00	1
Princeton, . . . . .	626	115,956	509 60	124 00	-	1 80	91 39	35 00	80 00	-	-	21 25	1
Robbinston, . . . . .	1,113	124,632	670 60	1 60	-	1 41	164 10	50 60	-	-	-	24 00	1
Steuben, . . . . .	1,191	161,677	714 60	-	-	1 48	179 40	-	-	-	-	19 00	1
Topsfield, . . . . .	444	85,595	150 00	-	116 40	78	66 94	132 00	-	-	-	6 00	1
TreScott, . . . . .	715	51,960	429 00	-	-	1 80	123 79	-	-	-	-	6 50	1
Wesley, . . . . .	343	36,202	222 00	16 20	-	1 50	49 88	78 00	-	-	-	8 00	1
Whiting, . . . . .	475	64,461	300 00	15 00	-	1 55	70 29	85 00	-	-	-	6 00	1
Whitneyville, . . . . .	581	87,023	351 00	-	2 40	1 30	-	-	-	-	-	7 00	1

Codyville plantation, . . . . .	63	-	57 00	19 20	-	90	12 00	-	-	-	-	-	-	1 00	1
Jackson Brook plantation, . . . . .	93	-	87 00	31 20	-	2 17	66 00	-	-	-	-	-	-	4 00	2
Talmadge plantation, . . . . .	96	16,000	99 00	32 40	-	2 50	70 00	-	-	-	-	-	-	-	-
Waite plantation, . . . . .	95	9,000	95 00	38 00	-	2 32	38 32	20 50	-	-	-	-	-	-	-
No. 7, R. 2, . . . . .	97	12,000	129 00	70 80	-	2 22	18 00	-	-	-	-	-	-	3 00	-
No. 9, R. 4, . . . . .	69	-	59 00	8 60	-	1 47	12 37	-	-	-	-	-	-	-	-
No. 14,* . . . . .	229	5,700	139 00	-	2 00	3 71	30 95	-	-	-	-	-	-	-	-
No. 18,* . . . . .	7	-	40 00	33 80	-	3 63	4 00	-	-	-	-	-	-	-	-
No. 21,* . . . . .	85	-	26 00	-	25 00	51	18 56	-	-	-	-	-	-	-	1
No. 31,* . . . . .	35	-	-	-	-	-	6 91	-	-	-	-	-	-	-	-
Total, . . . . .	42,555	7,603,945	27,813 20	1,535 40	229 88	1 49	6,623 31	1,482 56	901 20	250 00	455 50	570 17	35		

YORK COUNTY.

Acton, . . . . .	1,216	277,816	730 80	-	-	1 08	151 18	30 08	100 00	-	-	-	30 00	-
Alfred, . . . . .	1,255	581,024	800 00	47 00	-	1 62	170 63	-	-	-	-	-	45 25	1
Berwick, . . . . .	2,115	483,447	1,360 00	9 40	-	1 62	309 26	50 00	-	-	-	-	-	-
Biddeford, . . . . .	3,350	4,593,047	6,200 00	690 60	-	2 12	-	-	100 00	-	-	-	175 00	2
Buxton, . . . . .	2,833	686,353	1,800 00	88 20	-	1 80	372 83	-	137 36	14 76	-	-	68 02	-
Cornish, . . . . .	1,153	298,405	601 80	-	-	1 53	162 38	-	-	-	-	-	13 00	1
Dayton, . . . . .	701	199,478	500 00	79 40	-	2 19	-	-	-	150 00	-	-	18 00	-
Elliot, . . . . .	1,760	460,438	1,060 80	-	-	3 17	176 00	-	275 00	-	1,060 80	-	35 00	-
Hollis, . . . . .	1,683	343,599	1,160 00	90 20	-	1 67	243 00	-	100 00	-	25 00	-	20 00	-
Kennebunk, . . . . .	2,680	1,559,902	1,625 00	17 00	-	1 59	369 19	-	650 00	54 00	14 50	-	54 00	2
Kennebunkport, . . . . .	2,668	890,229	1,625 00	24 20	-	1 66	-	-	100 00	-	-	-	57 00	1
Kittery, . . . . .	2,975	363,327	1,660 00	12 60	-	1 50	378 29	-	-	-	-	-	25 00	-
Lebanon, . . . . .	2,030	489,674	1,320 00	96 60	-	1 56	310 20	-	287 00	60 00	25 00	-	58 40	2
Limerick, . . . . .	1,441	282,339	960 00	35 40	-	1 76	184 24	-	860 00	-	33 00	-	-	1
Limington, . . . . .	2,004	468,229	1,203 00	60	-	3 11	257 77	-	59 25	16 00	12 50	-	52 19	-
Lyman, . . . . .	1,307	269,853	840 00	55 80	-	1 87	-	-	-	-	-	-	15 00	-
Newfield, . . . . .	1,359	252,839	814 80	60	-	1 64	172 55	-	140 75	30 00	-	-	45 00	-
North Berwick, . . . . .	1,492	398,112	950 60	54 80	-	1 61	185 00	-	300 00	-	50 00	-	21 00	1
Parsonsfield, . . . . .	2,125	531,465	1,400 00	125 00	-	1 79	285 81	71 20	150 00	80 00	-	-	65 00	-
Saco, . . . . .	6,226	2,991,564	5,000 00	1,264 40	-	2 48	731 47	-	-	-	-	-	200 00	1
Shapleigh, . . . . .	1,273	216,372	763 80	-	-	1 56	184 24	53 00	550 00	60 00	26 00	-	-	-
Sanford, . . . . .	2,222	447,061	1,500 00	166 80	-	1 79	301 82	-	30 00	-	100 00	-	70 00	1

\* See foot note, page 217.

YORK COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
South Berwick, . . . . .	2,624	676,387	1,800 00	345 60	-	1 84	334 00	-	800 00	-	-	75 00	1
Waterborough, . . . . .	1,825	286,440	1,100 00	5 00	-	1 39	303 00	-	75 00	23 00	17 00	60 00	-
Wells, . . . . .	2,878	591,061	1,800 00	73 20	-	1 71	376 84	-	163 00	76 00	62 84	-	-
York, . . . . .	2,825	702,218	1,695 00	-	-	1 81	392 62	-	-	-	23 00	65 00	1
Total, . . . . .	62,124	19,135,618	40,420 00	3,281 80	-	2 00	6,366 72	204 28	4,879 36	557 76	1,454 64	1,266 68	21

SUMMARY OF TABLE II.

Counties.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Androscoggin, . . . . .	29,743	8,239,892	23,351 59	2,674 20	79 40	1 91	3,228 59	365 88	2,193 00	209 09	646 00	639 82	9
Aroostook, . . . . .	22,449	1,856,237	9,388 65	564 85	1,727 66	1 01	2,438 11	682 47	389 60	1,946 09	653 67	246 00	3
Cumberland, . . . . .	75,608	36,361,035	64,177 00	19,680 20	12 40	2 31	9,427 09	1,488 91	4,898 75	1,251 00	2,007 68	971 42	12
Franklin, . . . . .	20,574	4,285,843	12,009 28	207 14	388 01	1 73	2,021 73	938 13	1,238 76	850 00	581 00	487 00	14
Hancock, . . . . .	37,728	6,520,694	25,565 79	3,553 60	219 99	1 62	5,965 43	1,200 12	1,350 85	60 00	1,398 90	1,064 78	11
Kennebec, . . . . .	55,660	15,273,355	36,292 87	2,798 05	12 49	1 82	7,360 72	260 24	4,196 09	438 00	635 00	1,406 55	21
Knox, . . . . .	33,122	9,212,824	29,862 09	1,418 49	388 29	1 63	4,576 93	1,050 00	1,877 60	400 00	587 00	587 22	6
Lincoln, . . . . .	27,866	6,184,441	16,746 80	368 80	363 61	1 51	3,331 18	-	1,548 50	-	539 20	585 60	6
Oxford, . . . . .	36,790	7,834,162	29,583 89	319 25	615 00	1 59	4,995 29	1,461 03	3,233 75	272 76	837 24	972 71	11
Penobscot, . . . . .	72,737	14,524,937	49,082 39	7,161 97	435 40	1 45	8,913 96	2,794 75	2,793 50	275 05	326 05	1,437 91	45
Piscataquis, . . . . .	15,054	2,705,228	9,468 20	359 20	209 60	1 58	1,751 62	983 14	746 00	-	111 33	333 22	12
Sagadahoc, . . . . .	21,685	10,054,434	17,981 89	5,941 40	91 20	2 53	3,996 05	39 87	1,388 00	200 09	747 25	714 54	14
Somerset, . . . . .	36,547	7,136,994	29,656 69	1,924 00	177 20	1 46	4,591 72	1,605 37	2,166 57	105 00	623 99	856 31	12
Waldo, . . . . .	38,448	7,773,529	24,231 60	624 60	407 80	1 79	5,349 61	579 00	3,570 63	449 00	632 00	566 40	21
Washington, . . . . .	42,555	7,663,945	2,783 20	1,585 40	229 88	1 49	6,623 31	1,482 56	901 20	250 00	455 50	579 17	35
York, . . . . .	62,124	19,135,618	40,420 00	3,281 80	-	2 00	6,366 72	204 28	4,879 36	557 76	1,454 64	1,266 68	21
Total, . . . . .	628,600	164,714,168	416,630 79	39,470 79	-	-	78,737 22	15,055 69	37,353 10	6,337 57	9,136 85	12,710 35	258

APPENDIX.

**TABLE I.**  
**Of the Literary Institutions which have been Reported for 1863, as the Law Requires.**

Names of Institutions.	P. O. Address.	Incorporated.	Amount of original fund.	Derived from what source.	Amount since added.	From what source.
Bowdoin College, . . . .	Brunswick,	June 27, 1792,	-	Commonwealth of Mass.,	-	-
Waterville College, . . . .	Waterville,	June 19, 1820,	-	Public lands,	75,000 00	Subscription, State and friends.
Hallowell Academy, . . . .	Hallowell,	March 5, 1791,	-	-	-	-
Berwick Academy, . . . .	South Berwick,	March 11, 1791,	-	-	-	-
Fryeburg Academy, . . . .	Fryeburg,	Feb. 19, 1792,	8,000 00	Public lands,	4,000 00	Pub. lands & individuals.
Monmouth Academy, . . . .	Monmouth,	Feb. 22, 1803,	5,060 00	Pub. lands & individuals,	-	1 township land in 1862.
Gorham Seminary, . . . .	Gorham,	March 5, 1803,	-	Pub. lands & individuals,	9,000 00	From 2 townships of land.
Hampden Academy, . . . .	Hampden,	March 7, 1803,	3,000 00	Individuals,	-	Two half townships land.
Bluchill Academy, . . . .	Bluchill,	June 18, 1803,	6,252 00	Half township,	-	-
Hebron Academy, . . . .	Hebron,	Feb. 9, 1804,	3,000 00	Half township,	20,000 00	Individuals.
Bath Academy, . . . .	Bath,	March 16, 1805,	-	Public lands,	-	-
Bridgton Academy, . . . .	North Bridgton,	May 8, 1808,	4,000 00	Individ. and $\frac{1}{2}$ township,	5,500 00	Sale of lands.
Cony Female Academy, . . . .	Augusta,	Feb. 10, 1818,	-	-	-	-
China Academy, . . . .	China,	June 10, 1818,	500 00	From subscription,	3,000 00	State lands.
Matue Wesleyan Seminary,	Kent's Hill,	July 28, 1823,	-	-	-	-
Foxcroft Academy, . . . .	Foxcroft,	Jan. 31, 1823,	3,361 10	Sale of public lands,	-	-

Cherryfield Academy,	Cherryfield,	Feb. 18, 1829,	3,200 00	Public lands,	-	-	-
Westbrook Seminary,	Westbrook,	March 4, 1831,	-	-	-	-	-
Parsonsfield Seminary,	North Parsonsfield,	Feb. 6, 1833,	1,000 00	State,	2,000 00	\$1,000 from State,	\$1,000 from subscription.
Waterville Academy,	Waterville,	Feb. 12, 1842,	none.	-	-	-	-
Litchfield Academy,	Litchfield Corner,	Feb. 5, 1845,	5,000 00	Public lands,	-	-	-
East Corinth Academy,	East Corinth,	July 30, 1846,	3,500 00	Public lands,	-	-	-
Patten Academy,	Patten,	June 28, 1847,	4,400 00	Public lands,	-	-	-
Oak Grove Seminary,	Vassalborough,	April 5, 1854,	2,000 00	Subscriptions from the Society of Friends,	15,000 00	Same as original fund.	-
Maine State Seminary,	Lewiston,	March 16, 1855,	10,000 00	State,	-	-	-
Richmond Academy,	Richmond,	February, 1861,	-	-	-	-	-

TABLE I, (Continued.)

Names of Institutions.	Diminished in what way.	Present amount of funds.	How invested.	Income of same for last year.	How expended.	Rates of tuition per session.	Income from tuition fees last year.
Bowdoin College, . . . .	- - -	107,331 00	Notes, bonds & stocks,	7,100 00	Current expenses,	10 per session,	1,200 00
Waterville College, . . . .	- - -	59,900 09	In stocks & mortgages,	- - -	- - -	10 per year,	- - -
Hallowell Academy, . . . .	- - -	7,000 00	- - -	- - -	- - -	5 00 to 6 00	540 00
Berwick Academy, . . . .	- - -	- - -	- - -	- - -	- - -	5 00	1,000 00
Fryeburg Academy, . . . .	By fire and failures,	5,000 00	In bonds and notes,	250 00	Repairs & incidentals,	3 00 to 5 00	460 00
Monmouth Academy, . . . .	By fire,	2,200 00	In notes,	130 00	Incidentals,	3 00 to 4 00	130 00
Gorham Seminary, . . . .	By build'g, repr's, &c.,	4,800 00	U. S. bonds, city scrip and bank stocks,	- - -	Repairs & incidentals,	4 00 to 5 00	2,370 51
Hampden Academy, . . . .	By repairs and failures,	2,500 00	Notes and State scrip,	- - -	Salaries & incidentals,	3 00 to 4 00	500 00
Bluchill Academy, . . . .	By building,	5,381 77	Notes and stocks,	350 09	Repairs and salary,	2 00 to 3 00	175 45
Hebron Academy, . . . .	- - -	5,000 00	In notes,	300 00	In salary,	2 40 to 4 00	500 00
Bath Academy, . . . .	- - -	12,000 00	In the High School building,	- - -	- - -	3 00	- - -
Bridgton Academy, . . . .	- - -	9,500 00	Scrip, bonds and notes,	500 00	Salaries & incidentals,	3 00 to 4 00	813 09
Cony Female Academy, . . . .	By failure,	6,500 00	Bank stock and notes,	351 00	Repairs & investment,	- - -	- - -
China Academy, . . . .	Building, repairs and loss,	400 00	Notes,	24 00	Repairs,	3 00 to 5 00	- - -
Maine Wesleyan Seminary, . . . .	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Foxcroft Academy, . . . .	Erecting new build- ings, fences, &c.,	1,450 00	Secured notes,	100 00	Repairs, apparatus, &c.,	3 00 to 5 00	525 00
Cherryfield Academy, . . . .	By failure,	3,200 00	Mortgage,	192 00	Sustaining school,	3 00	200 00
Westbrook Seminary, . . . .	- - -	6,700 00	- - -	- - -	- - -	4 00 to 6 00	1,165 00
Parsonsfield Seminary, . . . .	- - -	- - -	- - -	- - -	- - -	3 00 to 4 00	- - -
Waterville Academy, . . . .	- - -	- - -	- - -	- - -	- - -	4 00 to 5 00	781 75



Litchfield Academy,	Building and sustain- ing school,	2,000 00	Real estate,	120 00	Support of schools,	3 00 to 4 00	-
East Corinth Academy,	Repairs and apparatus,	3,000 00	Loaned,	180 00	Support of schools and repairs,	3 50 to 4 50	500 00
Patten Academy,	By failure,	3,000 00	Secured notes and bank stock,	150 00	Sustaining school,	2 50 to 3 50	133 00
Oak Grove Seminary,	Loss in R. Road stock,	2,000 00	In notes,	120 00	Insurance, &c.,	3 50 to 5 00	1,075 00
Maine State Seminary,	-	10,000 00	State scrip,	600 00	Instruction,	4 00 to 5 00	-
Richmond Academy,	-	-	-	-	-	3 50 to 5 00	425 00

TABLE II.  
Of Literary Institutions which have been Reported as the Law Requires.

Names of Institutions.	Number of buildings.	Size of same.	Original cost.	Present value.	No. of vols. in Library.	Estimated value.	Value of apparatus.	Number of Trustees.	Number of different pupils in the year.	In Autumn.	In Winter.	In Spring.	In Summer.	Average age of pupils.	No. fitting for College.	No. preparing to teach.	No. who have taught.	No. who have entered the U. S. service.
Bowdoin College, . . .	63	are 4 stories, 100 ft. by 40; 1 is 3 stories, 50 by 50; 1 is 3 stories, 30 by 45; 1 is 2 stories, 120 by 86, . . . . .	93,500	74,700	30,000	-	-	13	134	-	-	-	-	-	-	-	-	-
Hallowell Academy, . . .	132	by 47, . . . . .	-	-	-	-	200	13	45	30	34	38	-	15	3	1	-	-
Berwick Academy, . . .	1	2 stories, . . . . .	7,000	7,000	400	200	150	15	105	60	40	65	60	17	12	20	11	6
Fryeburg Academy, . . .	1	- . . . .	5,000	-	1,600	650	-	13	159	46	22	70	21	15	8	-	-	-
Monmouth Academy, . . .	1	60 by 40, . . . . .	3,400	3,200	100	150	250	7	86	65	-	50	-	18	3	35	25	1
Gorham Academy, . . .	3	Brick Sem., 4 stories, 40 by 130; Wood Sem., 2½ stories, 40 by 50, . . . . .	18,000	14,000	1,200	600	500	15	309	135	94	117	77	18	10	40	25	22
Hampden Academy, . . .	1	- . . . .	3,000	2,000	500	-	600	15	120	85	-	93	20	-	4	30	25	45
Bluchill Academy, . . .	1	130 by 40, 2 stories, brick, . . . . .	-	2,500	200	200	-	13	50	32	26	29	-	-	1	20	-	6
Hebron Academy, . . .	2	Acad., 32 by 30; boarding house, 32 by 28, with L 40 by 26, . . . . .	3,600	2,500	300	200	300	7	-	110	-	93	17	-	20	50	60	10
Bath Academy, . . .	1	- . . . .	-	2,200	22,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Bridgton Academy, . . .	1	63 by 36, . . . . .	3,200	3,000	small	small	-	15	168	72	20	112	23	17	13	83	55	5



TABLE III.

Of Literary Institutions, showing the names of those whose reports for 1863 have not been made as the law requires.

Names of Institutions.	Where Located.	Incorporated.	Original cost of buildings.	Present worth.	Am't of original fund.	Derived from what source.
Washington Academy, . . . . .	East Machias,	March 7, 1794,	6,500	3,000	8,000	Public lands.
Lincoln Academy, . . . . .	Newcastle,	Feb. 23, 1801,	3,500	2,500	-	Public lands.
Farmington Academy, . . . . .	Farmington,	Feb. 13, 1807,	3,000	1,500	13,000	Public lands and individuals.
Bloomfield Academy, . . . . .	Bloomfield,	Feb. 13, 1807,	2,500	2,500	3,500	Public lands.
Warren Academy, . . . . .	Warren,	Feb. 25, 1808,	-	-	2,500	Public lands.
Limerick Academy, . . . . .	Limerick,	Nov. 17, 1808,	3,500	3,500	1,500	Public lands.
North Yarmouth Academy, . . . . .	Yarmouth,	Feb. 4, 1814,	8,000	8,000	9,000	Public lands.
Anson Academy, . . . . .	North Anson,	Feb. 28, 1823,	1,000	1,000	3,000	Public lands.
Alfred Academy, . . . . .	Alfred,	March 3, 1829,	1,000	600	300	State.
Titcomb Academy, . . . . .	North Belgrade,	March 30, 1831,	1,700	1,300	-	-
St. Albans Academy, . . . . .	Hartland,	Feb. 11, 1832,	3,500	2,500	2,500	State and individuals.
Lewiston Falls Academy, . . . . .	Danville,	Feb. 25, 1834,	2,500	2,500	2,500	E. Little.
Gould's Academy, . . . . .	Bethel,	Jan. 27, 1836,	2,000	2,000	800	Rev. D. Gould.
Freedom Academy, . . . . .	Freedom,	Feb. 18, 1836,	1,200	800	300	State.
Norridgewock Female Academy, . . . . .	Norridgewock,	March 20, 1836,	-	-	300	State.
Charleston Academy, . . . . .	Charleston,	Feb. 13, 1837,	2,500	1,300	500	State.
Eliot Academy, . . . . .	Eliot,	Feb. 26, 1840,	1,400	1,200	-	-
Newport Academy, . . . . .	Newport,	March 17, 1845,	-	-	-	-
Lee Normal School, . . . . .	Lee,	March 17, 1845,	1,000	800	5,000	State.

Thomaston Academy, . . . .	Thomaston,	April 7, 1845,	3,000	2,800	5,900	State and individuals.
Somerset Academy, . . . .	Athens,	June 20, 1846,	2,043	1,800	1,445	Individuals.
Mattawancook Academy, . . . .	Lincoln,	July 29, 1846,	1,300	1,000	3,000	Public lands.
Houlton Academy, . . . .	Houlton,	June 14, 1847,	2,000	1,000	6,500	Public lands.
Monson Academy, . . . .	Monson,	July 26, 1847,	1,200	-	3,500	State.
Litchfield Liberal Institute, . . . .	Litchfield,	July 26, 1847,	-	-	300	State.
Limington Academy, . . . .	Limington,	Aug. 8, 1848,	2,500	2,500	-	-
Standish Academy, . . . .	Standish,	Aug. 8, 1848,	1,200	1,000	4,250	Public lands.
East Maine Conference Seminary, . . . .	Bucksport,	June 8, 1849,	28,000	25,000	2,500	Scholarships.
Norway Liberal Institute, . . . .	Norway,	June 25, 1849,	-	-	-	-
Oxford Normal Institute, . . . .	Paris,	July 28, 1849,	-	-	-	-
Union Academy, . . . .	Oldtown,	Aug. 8, 1848,	-	-	-	-
East Pittston Academy, . . . .	East Pittston,	Feb., 1849,	1,000	800	-	-
Lebanon Academy, . . . .	West Lebanon,	Aug. 24, 1850,	-	-	1,000	State.
Calais Academy, . . . .	Calais,	Aug. 28, 1850,	3,000	2,500	2,000	Individuals.
Corinna Union Academy, . . . .	Corinna,	June 3, 1851,	1,700	1,200	800	Individuals.
Towle's Academy, . . . .	Winthrop,	Feb. 14, 1852,	-	-	-	-
Oak Grove Seminary, . . . .	Falmouth,	April 14, 1857,	2,300	2,000	-	-
Presque Isle Academy, . . . .	Presque Isle,	Feb. 17, 1858,	2,300	2,300	400	State.
West Gardiner Academy, . . . .	West Gardiner,	March 11, 1859,	1,200	1,200	-	-
Harpwell Academy, . . . .	Harpwell,	April 2, 1859,	-	-	-	-
Paris Hill Academy, . . . .	Paris,	Feb., 1861,	-	-	-	-

**TABLE IV.**  
**Of Literary Institutions, showing names of Officers, Teachers and Salaries.**

Institutions.	Officers.	Teachers.	Salaries.
Berwick Academy, . . .	F. B. Hayes, <i>President</i> . H. H. Hobbs, <i>Secretary and Treasurer</i> . . . . .	A. C. Stockin, A. M., <i>Principal</i> . . . . Miss C. Homer. . . . . Miss B. A. Demesitt, . . . . .	Tuition and \$200 per year. \$6 per week. do
Bowdoin College, . . . . .	Leonard Woods, D. D., <i>President</i> . Joseph M'Keen, M. A., <i>Treasurer</i> .	A. S. Packard, D. D. T. C. Upham, D. D. William Smyth, D. D. Eliphalet Whittlesey, M. A. Paul A. Chadburne, M. A. Joshua L. Chamberlain, M. A. Stephen J. Young, M. A. Cyrus F. Brackett, M. A. E. N. Packard, B. A. Joseph McKeen, M. A.	
Bluehill Academy, . . . . .	B. W. Flinchley, <i>President</i> . . . . . Rev. Samuel Bowker, <i>Vice President</i> . . . . .	Henry M. Stevens. . . . .	\$350 for 30 weeks.
Bridgton Academy, . . . . .	Rev. I. A. Douglass, <i>President</i> . . . . . L. Cram, <i>Treasurer</i> . . . . . Thomas H. Mead, <i>Secretary</i> . . . . .	C. E. Hilton. . . . . Rev. F. Yeaton. . . . . E. S. Huntress. . . . . Miss E. A. Hilton. . . . . Miss L. K. Gibbs. . . . .	\$400 and tuition. do do do do
Bath Academy, . . . . .	Samuel F. Dike, <i>Secretary</i> . . . . .	United with the Bath-High School.	

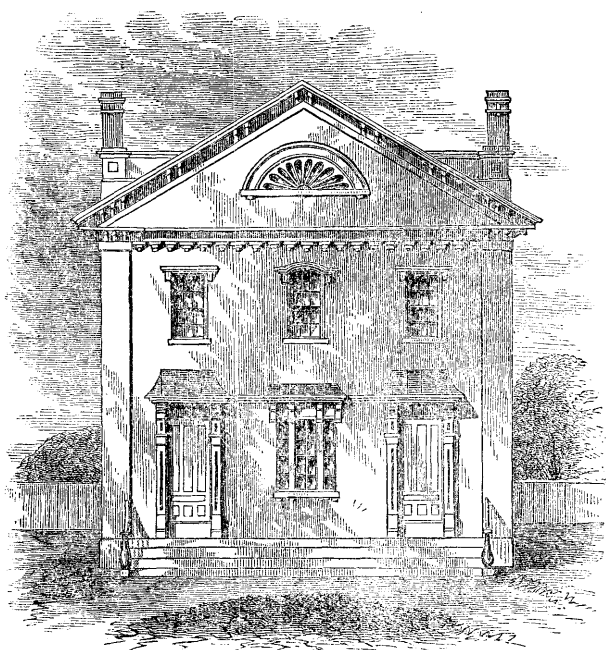
Cony Academy,	Rev. J. H. Ingraham, <i>President</i> . J. H. Williams, <i>Secretary and Treasurer</i> .	No Teachers.	
China Academy,	A. Marshall, <i>President</i> . D. C. Hanson, <i>Secretary</i> . Mark Rallings, Jr., <i>Treasurer</i> .		
Cherryfield Academy,	Joseph Adams, <i>President</i> . W. B. Naib, <i>Vice President</i> . D. Wiley, <i>Secretary</i> .	Elias Brookings, <i>Principal</i> . Miss Fanny Redman.	\$150 per term. \$4 per week.
East Corinth Academy,	Henry K. Dexter, <i>President</i> . Joshua Hawes, <i>Secretary</i> .	Charles H. Verrill, <i>Principal</i> . Miss Mary E. Elliot.	
Fryeburg Academy,	Hon. Joel Eastman, <i>President</i> . Asa Charles, Esq., <i>Treasurer</i> . Rev. D. B. Sewall, <i>Secretary</i> .	B. P. Snow. Miss H. B. Jewett. Nellie Bowers. S. P. Thompson.	\$200 and tuition. 66 per term. Receipts for music. \$66 per term.
Foxcroft Academy,		Mark Pilman. Sarah C. Bailey. Abbey E. Church. Miss A. C. Gower. Julia Carter.	
Gorham Seminary,	Josiah Pierce, <i>President</i> . J. Waterman, <i>Treasurer</i> . J. A. Waterman, <i>Secretary</i> .	J. B. Webb. J. B. Choate. Prof. Fred. Lubit. Miss H. C. Douglass. Miss C. E. Pendleton. Miss R. B. L. McLellan. Miss A. D. Barker. Miss D. Ripley.	\$400. \$400. \$200. \$300. \$160. \$200. \$160. \$400.
Hebron Academy,	Carleton Parker, <i>President</i> . Joseph Barrows, <i>Secretary</i> . C. C. Cushman, <i>Treasurer</i> .	Alanson C. Herrick, <i>Principal</i> . Sarah C. Bailey. Frank M. Hall. A. M. Millett.	\$300 and tuition.

TABLE IV, (CONTINUED.)

Institutions.	Officers.	Teachers.	Salaries.
Hampden Academy,	Hon. Elias Dudley, <i>President</i> . Rev. I. K. Mason, <i>Secretary</i> . John Crosby, Jr., <i>Treasurer</i> . . . . . . . . . . . . . . . .	Daniel C. Burleigh, A. M. Miss Ruth E. Babcock. Miss Sarah D. Crosby. Miss E. K. Crosby. Miss Clara E. Dudley. Edmund C. Atkinson.	
Hallowell Academy,	Hon. John Hubbard, <i>President</i> . Andrew Masters, <i>Treasurer</i> . C. Spaulding, <i>Secretary</i> .	Charles B. Chase. Sarah Wales.	\$350 per year.
Limington Academy,	S. M. Bradbury, <i>President</i> . I. L. Mitchell, <i>Secretary</i> . A. McArthur, Esq., <i>Treasurer</i> .	Frank P. Hill. W. G. Lord.	Tuition, and \$12 by Trustees. Tuition.
Litchfield Academy,	Rev. A. Barrows, <i>President</i> . A. P. Smith, <i>Secretary</i> . G. W. Springer, <i>Treasurer</i> .	Ozias Whitman. D. L. Smith.	Tuition and \$25 per term. do
Maine State Seminary,	E. Knowlton, <i>President</i> . J. A. Lowell, <i>Secretary</i> . O. B. Cheney, <i>Treasurer</i> . . . . . . . . . . . . . . . .	O. B. Cheney. L. W. Stanton. S. F. Neal. Miss H. C. Woodman. Miss S. A. Perkins. Miss N. L. Wood.	\$950 per year. \$800 do \$800 do \$450 do \$300 do \$300 do
Maine Wesleyan Seminary,			

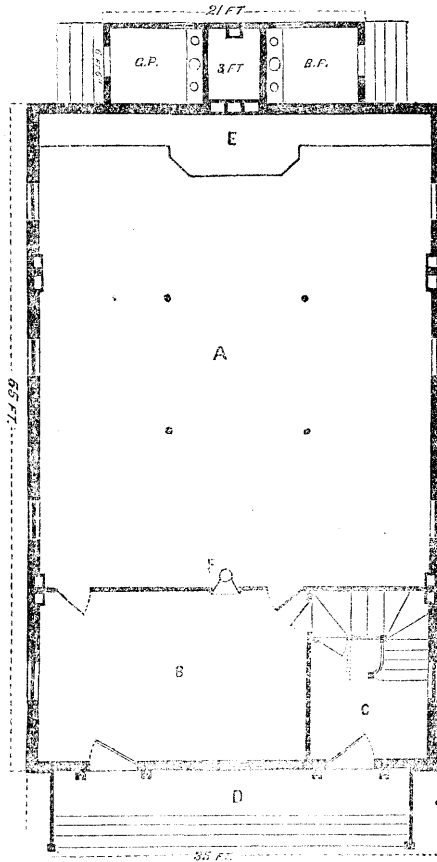


Monmouth Academy,	W. Wilcox, <i>President</i> . C. T. Fox, <i>Secretary</i> . I. S. Small, <i>Treasurer</i> .	George W. Trask. Jennie R. Gray. Frances Pierce.	\$80 per term. \$4 per week. do
Patten Academy,	David Haynes, <i>President</i> . S. E. Benjamin, <i>Secretary</i> .	Charles Fish, <i>Principal</i> . Rebecca B. Webber, <i>Assistant</i> .	\$150 per term. \$15.50 per term.
Parsonsfield Seminary,	Rev. John Buzzell, <i>President</i> , deceased. Rev. John Chick, <i>Vice President</i> . Hon. Moses Sweat, M. D., <i>Secretary</i> .	Addison Small, (Spring Term.) James H. Foss, A. B., (Fall Term.)	Tuition and use of house. do
Richmond Academy,	Robert T. Blugo, <i>Treasurer</i> . Benjamin F. Freeman, <i>President</i> .	R. A. Rideout.	Tuition.
Oak Grove Seminary,	. . . . . . . . . . . . . . . . . . . .	Augustus Jones, A. B. George Gifford, A. B. Ermina Jones. Phebe Bailey.	\$700. \$400.
Westbrook Seminary,	Hon. S. F. Hersey, <i>President</i> . G. M. Stevens, Esq., <i>Secretary</i> . Charles Fobes, Esq., <i>Treasurer</i> .	S. H. McCollister. A. Lovell. Mrs. McCollister. Miss J. C. Jordan.	\$1,000. \$600.
Waterville Academy,	. . . . . . . . . . . . . . .	J. W. Lamb. Mrs. J. W. Lamb. Miss A. S. Ham.	\$225 per year.
Waterville College,	Rev. James T. Champlin, D. D., <i>President</i> . Hon. Abner Coburn, <i>Vice President</i> . E. L. Getchell, Esq., <i>Treasurer</i> . Rev. Geo. D. B. Pepper, <i>Secretary</i> .	Rev. James T. Champlin, D. D. Samuel K. Smith, A. M. Charles E. Hamlen, A. M. Moses Lyford, A. M. John B. Foster, A. M.	



GRADED SCHOOL HOUSE, WESTBROOK.

ERECTED 1863. (See Report, p. 185.)



PLAN OF PRINCIPAL FLOOR  
of Westbrook School House.

- A. School Room, 33 ft. by 38 ft.
- B. Lobby, 14 ft. by 22 ft. 6 in.
- C. Entry, 10 ft. by 14 ft.
- D. Platform, 4 ft. by 31 ft.
- E. Teacher. [6 ft. by 8 ft.]
- B. P. & G. P. Boys and Girl's Privies,
- F. Stove.

## SCHOOL LIBRARIES.

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It is sometimes convenient for parties desiring to make up a library for the school or district, to know where they can find books well adapted to the purpose. The local dealers in our several towns and cities will be ready, of course, to aid in obtaining the desired supply. Of publishers out of the State—it is safe to say that, in Boston, Messrs. Ticknor & Field, Lee & Shepard, Walker & Wise, Gould & Lincoln, Roberts Brothers, J. E. Tilton & Co., and Crosby & Nichols,—and in New York, D. Appleton & Co., Barnes & Burr, A. D. F. Randolph, Harper Brothers, and C. Scribner, publish themselves or will furnish from other publishers an excellent assortment.

Among the recent publications of Ticknor & Fields well suited to this purpose, are Mayne Reid's very interesting stories in Natural History; such as *The Bush Boys*, *The Plant Hunters*, *The Young Gagers*, *The Boy Hunters*, *The Forest Exiles*, *The Desert Home*, and *The Grand Bear Hunt*. Also, Grace Greenwood's *History of My Pets*, *Recollections of My Childhood*, *Faith and Patience*, and *Flower People*. For a little older class of Readers the same House publish such books as Beecher's *Lectures to Young Men*; William Howitt's *Adventures in Australia*; Horace Mann's *Thoughts for a Young Man*; *Soldier's Life in India*; *Tom Brown at Rugby*; *Self Help, by Smiles*; *My Days and Nights on the Battlefield*, and many others. Walker & Wise, of Boston, publish a capital series with the general title of "*Spectacles for Young Eyes*,"—some of which are *Pekin*, *Moscow*, *Boston*, *St. Petersburg*; *The Color Guard*, a sketch of *Soldier Life on the Mississippi*; *the Pioneer Boy*, (Lincoln,) and *The Farmer Boy*, (Washington.) Lee & Shepard publish the delightful series of *Oliver Optic Stories*, *Rich and Humble*, *Poor and Proud*, and many others. D. Appleton & Co., New York, have *Mrs. Kirklands Memoirs of Washington*, *History of Greece*, *History of Rome*, *Household Science*, *Things Not Generally Known*, and a great many others.

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