

# MAINE STATE LEGISLATURE

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# DOCUMENTS

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# THE LEGISLATURE

OF THE

# STATE OF MAINE,

A. D. 1859.



AUGUSTA:

STEVENS & SAYWARD, PRINTERS TO THE STATE.

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1859.

FIFTH ANNUAL REPORT

OF THE

Superintendent of Common Schools,

OF THE

STATE OF MAINE.

DECEMBER, 1858.

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Published agreeably to a Resolve approved March 16, 1855.  
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# SUPERINTENDENT'S REPORT.

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

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

Very respectfully,

Your obedient servant,

MARK H. DUNNELL,

*Superintendent of Common Schools.*

NORWAY, December 30, 1858.



## SUPERINTENDENT'S REPORT.

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It has been my aim, in the preparation of this report, to set forth the existing condition of the common schools of the State, and make those suggestions and recommendations which the law clearly indicates, and as clearly authorizes. The annual school returns and my own investigations in different portions of the State, must form the basis of the recommendations herein contained. The policy of providing an annual report of the educational interests of the State presumes such subsequent legislative action as those interests shall seem to demand. This yearly exhibit, therefore, should clearly state the advances which have been made, if any, the actual working of each part of the system, the marked excellencies or defects of any particular part, as well as the additional or increased forces which the whole may require. If this be done with clearness of statement, and the propriety of the measures proposed be conclusively established, the Legislature should give them a ready adoption. When this shall characterize the legislation of the State, this department of the government will receive a strength and efficiency commensurate with its high and commanding character. The proper and systematically conducted education of two hundred and forty thousand children is indeed a question of far more vital importance than any local or material interest can ever become; for it takes hold of those immaterial and otherwise uncontrollable forces which will give character to the entire State, and make all other objects of legislation tend to the good or detriment of the whole people. It will be well for the youth of the State and for her permanent growth in intellectual and moral energies, when this truth shall be fully recognized and when the Legislature shall give a willing ear to the

arguments in support of any educational reform; for there will then be a constantly active power moving to the discovery of whatever may be required and confidently awaiting its enactment.

The extreme reluctance, too frequently discovered in the Legislatures of Maine to adopt measures which have been incorporated into the educational systems of other states, and with results far more emphatic than their most sanguine friends ever claimed, is well calculated to dishearten those who clearly see the pressing wants of our own and ineffectually strive for their remedy. This is less easily endured, as legislation can find no worthier object, or one which will give surer returns than that of general education, nor where favorable results will depend less upon contingencies which cannot be averted. But the past shall not lessen my freedom in presenting to you, and through you to the approaching Legislature, every change in our present school system, or those additions which I am compelled, by a faithful study and careful investigation, to regard as more or less demanded and entirely adapted to our peculiar condition and wants. The past shall not rob the future of the brightness with which faith and hope are able to surround her. Those actively devoted friends of the common school system of Maine who have assiduously labored to secure for it an increased power and symmetry, shall not be encouraged by any omission of mine to abandon the objects for which they have so persistently struggled, and in which they have long beheld with the eye of calm reason and a clear intelligence, a sure and substantial good. They shall be encouraged to labor till a selfish and sordid opposition shall quickly yield to the exacting demands of a thoroughly intelligent and awakened public sentiment, till Legislatures shall make haste to obey that sentiment, and till every school district in the whole State shall acknowledge the presence of a constant and watchful interest.

It will be my duty, therefore, most respectfully, to renew some of the recommendations made in my last annual report. Before proceeding to the discussion of particular topics, I may be allowed to report, that the number of scholars in the State, their average attendance, the average length of schools



For the year, the amount of money raised by tax and by voluntary contribution, are very nearly the same as last year. There has been a decrease in the expenditure for the erection of new school houses. A perceptible increase of correct sentiment in relation to the qualifications of teachers has been discovered. The demand for teachers of greater literary attainments and experience, or some special training for their work is gradually responding to the oft repeated arguments which have been presented on this subject, and to the long continued acknowledgment, that much of the school money has been worse than wasted, saying nothing of what is infinitely more deplorable than a waste of money—the unskillful mental discipline of so many thousands of the youth of the State. This is one of the most promising indications in the present condition of our educational affairs and may be hailed as the harbinger of the time when the entire people shall possess a thoroughly settled conviction that the laws of mental development can no more safely be disregarded in the process of education than the known laws of the mind; that these laws or powers require a certain and specific culture in their course of discipline, and that while a large majority of the teachers in our public schools, at this time, are destitute of this intimate or even a general acquaintance with mental philosophy, a thorough and searching reform must precede the introduction of a system of teaching which shall, in any considerable degree, secure those grand and beneficent results which must unavoidably attend a truly philosophical process of intellectual training. This result cannot be attained by any ordinary effort, or by any single agency. But when this end shall be reached, the Legislature will yield to the voice of the people and the press. It will make those enactments which time and experience shall indicate, and these will be followed by their legitimate consequences, under the execution of an enlightened public sentiment.

You are respectfully referred to the following pages for a more minute report concerning the results of my own doings, and for the practical operation of particular parts of our school system.

## ANNUAL RETURNS.

The annual returns, made to the office of the Secretary of State, on the 1st day of April last, by the Superintending School Committees of the several cities, towns and plantations, form the basis of the following summary of statistics and the accompanying statistical tables. Returns were received from all the cities and towns except five, and prepared with more exactness than heretofore. School Committees would render a valuable service to the State, and the cause of education, by giving full and complete answers to all the interrogatories contained in the blanks, and a strict regard of the time required by law for making them. Under this head I regard it my duty to call attention to the two following considerations:

1. As the law regulating the annual returns now is, while they are to be rendered on the 1st day of April of each year, and are also made the condition upon which the town shall receive its proportion of the State school funds, no town has ever failed to receive its proportion of the fund money, provided it made a return of the number of scholars merely. It may omit to furnish all the other statistical information which the law particularly specifies, and, making this return five years hence, when it shall have ceased to be of the least practical value, obtain ninety per cent. of its share of the distribution. In my last annual report, it was respectfully submitted to the consideration of the Legislature, whether its proportion of the State school fund should not be withheld from the city or town whose returns shall not be received by the first day of June, the time when the apportionment takes place, after having been notified of its delinquency on the first day of May preceding, as now provided by law. It is clearly within the power of the Legislature to fix the terms upon which its own gratuities shall be made. A bill was reported to the last Legislature, providing that the ninety per cent. apportioned to any delinquent city or

town on the 1st day of June, should be forfeited on the first day of October following, and added to the permanent school fund, provided a return be not received by that date. No objections were made to the provisions of this bill, in either branch, yet the day and mode of its defeat were not made a matter of record. Such a law exists in other States, and secures a prompt and full compliance with the other laws requiring school returns.

2. The laws now provide that school agents, during the month of April, shall furnish to the assessors a list of the children in their respective districts, between the ages of four and twenty-one years, as they existed on the first day of April; that the Superintending School Committee shall make a return to the Secretary of State, on the first day of April, and among other things, shall report the number of children in their respective cities or towns. It will be seen, therefore, that the returns made into the Secretary's office, on the 1st day of April, 1858, must give the number of children in the State on the 1st day of April, 1857, and the statistical tables contained in the report of the Superintendent of Common Schools, published as provided by law, in the month of December, must show the number of scholars as they existed twenty months prior to its publication. It will also be seen that the apportionment of the State school fund, made on the first day of June, is based upon the number of children as they existed fourteen months prior to the apportionment. These are radical defects, but may be easily remedied. Let the school agents be required to make out a list of the children in their districts on the first day of April, as now; let the School Committees make their return to the Secretary of State, on the first day of May; and let the apportionment of the State school fund be made on the first day of July, instead of the time now required by law. Manifest advantages would be gained by this change of the law. Returns made on the first day of May, would represent the condition of the schools for the school year ending on the first day of April immediately preceding. They would also furnish the amount of money raised by the city or town for the support of

schools at the preceding March or April meeting, and would give the number of the children at the commencement of the school year for which the money had been raised, and for which the State would apportion her school fund on the first day of July. It would give freshness to our educational statistics, besides making our system of returns wholly consistent. Other advantages might be pointed out, but sufficient have been indicated, it is believed, to show the manifest propriety of the change.

*A Summary of Statistics relating to the Common Schools of the State, for the school year ending April 1, 1858.*

Number of towns in the State, . . . . .	394
Number of towns that have made returns, . . . . .	389
Number of towns that have made no returns, . . . . .	5
Number of organized plantations, . . . . .	90
Number that have made returns, . . . . .	69
Number that have made no returns, . . . . .	21
Number of School Districts, . . . . .	4,127
Number of parts of Districts, . . . . .	394
Number of children between four and twenty-one years, . . . . .	240,739
Number of Scholars in the Summer Schools, . . . . .	132,182
Average number in the Summer Schools, . . . . .	100,726
Number of Scholars in the Winter Schools, . . . . .	154,860
Average number in Winter Schools, . . . . .	122,430
Mean average in Summer and Winter Schools, . . . . .	111,028
Ratio of mean average attendance to whole number of Scholars, . . . . .	.49
Number of Male Teachers, . . . . .	2,828
Number of Female Teachers, . . . . .	4,506
Average wages of Male Teachers per month, exclusive of board, . . . . .	\$21.86
Average wages of Female Teachers per week, exclusive of board, . . . . .	\$2.13

Average length of all the Schools for the year, in weeks and tenths of a week, . . . . .	19.9
Amount of money raised by tax in 1857, for support of Schools, . . . . .	\$402,761.11
Amount required by law, . . . . .	\$345,928.80
Excess over amount required by law, . . . . .	\$54,712.01
Amount received from State School funds, . . . . .	\$82,698.27
Amount received from local funds, . . . . .	\$14,286.76
Amount expended for private Schools, . . . . .	\$26,581.56
Amount of voluntary contributions for the support of private and prolonging public Schools, . . . . .	\$16,572.91
Amount paid to School Committees, . . . . .	\$14,060.08
Amount of Permanent School fund, . . . . .	\$149,085.48
Amount of bank tax distributed June 1, 1858, . . . . .	\$75,116.80
Number of School Houses built the past year, . . . . .	134
Cost of the same, . . . . .	\$66,739.00
Aggregate amount expended for School purposes the past year, . . . . .	\$623,699.69
Number of good School Houses in the State, . . . . .	1,926
Number of poor School Houses, . . . . .	2,007
Estimated value of all the School Houses, . . . . .	\$1,105,967.00
Average amount of School money raised per Scholar, . . . . .	\$1.59
Average amount received from the State, . . . . .	\$0,34.8
Average amount expended for private Schools, . . . . .	\$0,23.8
Total average per Scholar, . . . . .	\$2,17.6
Population of the State in 1850, . . . . .	580,308
Valuation of the State in 1850, . . . . .	\$98,900,127
Number of towns that raised 60 cents per inhabitant, as required by law, . . . . .	324
Number that raised less, . . . . .	65
Per centage of valuation of 1850 appropriated to Common Schools, in mills and tenths of a mill, . . . . .	4.1
Number of towns that raised \$4, and less, per scholar, . . . . .	1
Number that raised \$3, and less than \$4, . . . . .	3
Number that raised \$2, and less than \$3, . . . . .	33
Number that raised \$1, and less than \$2, . . . . .	344
Number that raised less than \$1, . . . . .	7

## NUMBER OF SCHOLARS AND THEIR ATTENDANCE.

The whole number of scholars returned, as will be seen by a reference to the above summary, is two hundred and forty thousand seven hundred and thirty-nine. Were the returns received from every town and plantation, the number would be about two hundred and forty-two thousand. The number this year, is twenty-five less than last year. As there are less delinquencies this than last year, the actual decrease in the number of scholars may be calculated at four hundred. The following table will exhibit the number of scholars in the different counties as reported in 1857 and in 1858, with the increase or decrease in each:

Counties.	No. of Scholars in 1857.	No. of Scholars in 1858.	Increase.	Decrease.
Androscoggin, . . . .	9,778	9,749	-	29
Aroostook, . . . .	6,451	7,455	1,004	-
Cumberland, . . . .	27,017	26,568	-	449
Franklin, . . . .	7,313	7,371	58	-
Hancock, . . . .	15,707	15,821	114	-
Kennebec, . . . .	22,107	21,787	-	320
Lincoln, . . . .	20,368	20,015	-	353
Oxford, . . . .	14,281	14,350	69	-
Penobscot, . . . .	27,217	27,415	198	-
Piscataquis, . . . .	5,881	5,901	20	-
Sagadahoc, . . . .	9,137	8,829	-	308
Somerset, . . . .	14,731	14,215	-	516
Waldo, . . . .	20,120	20,071	-	49
Washington, . . . .	17,308	17,228	-	80
York, . . . .	23,351	23,964	613	-

The above exhibit will afford an opportunity to explain any change in the number of scholars in the different counties. In Aroostook there has been an actual increase of but two hundred and twenty-five, as the plantations of Van Buren, Limestone and No. 5, R. 4, report seven hundred and seventy-nine, from which no returns were received last year. The decrease in Cumberland is due to an admitted error in the return of 1857, from the city of Portland, by which there appear to be five hundred and ninety-four less scholars this year than last, where-

as, in fact, there has not been any actual diminution. Admitting this error, there has been an increase rather than decrease in the county. The gain in Franklin is accounted for by the fact, that the town of Salem reports one hundred and thirty-nine scholars, from which no report was had last year. The falling off in Rockland and Waldoborough is nearly sufficient to account for that of the entire county of Lincoln. The town of Greenfield with one hundred and twenty-seven scholars, was taken from Hancock by the last Legislature, and annexed to Penobscot, which furnishes a reason, in part, for the gain in the latter county, and also shows that the former has made a larger real gain than one hundred and fourteen. The loss in Bath alone is equal to the whole loss in Sagadahoc. The town of Lexington with two hundred and fifty-seven scholars, has made no report the present year, and thus compensates a part of the decrease in Somerset. In York, Cornish did not furnish a return in 1857. The four hundred and twenty-five scholars in this town, and the increase in Biddeford, are equivalent to the gain in the county.

It will be observed by the above, that no marked changes have taken place, either in the number of scholars in the State, or in any individual county. The losses in such places as Bath, Rockland and Waldoborough are clearly attributable to the depression in business. Other and more minute causes might be assigned for some of the changes which appear, but sufficient have been presented, it is thought, to avoid any wrong conclusions which might have been drawn from the more general exhibit contained in the Statistical Tables.

But the attendance of these scholars upon the means of education is a question of far more significance than that of their number. If the State has not increased her population within the past two, three or four years, has she been strengthened in her moral forces, by the right discipline of those who are soon to assume places of responsibility and influence in her government, her agriculture, her commerce and her manufactures? Have all these two hundred and forty thousand children been at these fountains of intelligence, so wisely established, because

so entirely adapted to the genius of our government and the spirit of Christian civilization? Have they all practiced a regularity in attendance, so that not a link has been broken, or unobserved, in the golden chain that marks the order of the various elements of truth, or truths themselves, in the grand harmony and beauty of science and of nature? Has poverty kept any from the abundant feast? Has the infidel neglect of parents opposed barriers, or wholly withheld any from this armory of life's stern and solemn realities? Has a cold indifference, pervading the community, chilled to freezing a single youth's love of knowledge? Have unkind teachers kept any from these avenues to intellectual good? Have one, ten, one hundred, or one hundred thousand of these children been absent from the school? Have they been growing up in ignorance, in vice and crime? Could all these interrogatories be answered in the negative, the State might well proclaim a jubilee. She could glory in her coming strength, and like the Grecian mother, point to her children as the cause of a just pride. But the mortifying record must be made, that not one-half of the scholars in the State, on an average, were in the summer schools, and that nearly one hundred thousand were absent from the winter schools. The grand cause must be found with the parents of the absentees. Upon them must the responsibility rest. The results of absenteeism are more to be avoided in our cities and larger villages, than in the rural portions of the State, for evil habits are here more easily formed, and attended with more disastrous consequences, because not so readily detected or so easily counteracted. It is gratifying that the reported attendance, in all our cities, the present year, is larger than last. The following table will exhibit the ratio of the mean average attendance in the summer and winter schools, to the whole number of scholars. It is quite probable that the real increase in Bath is less than seen in this table, as the returns from that city in 1857, were quite defective.



	1857.	1858.
Augusta, . . . .	.39	.41
Bangor, . . . .	.52	.54
Bath, . . . .	.20	.41
Belfast, . . . .	.47	.49
Biddeford, . . . .	.28	.35
Calais, . . . .	.30	.37
Gardiner, . . . .	.47	.49
Hallowell, . . . .	.39	.41
Portland, . . . .	.32	.35
Rockland, . . . .	.46	.50

The average of the above is forty-three one-hundredths, while that in the State is forty-nine.

#### THE NUMBER OF TEACHERS AND THEIR WAGES.

The number of teachers employed in the State during the school year ending April 1, 1858, was seven thousand three hundred and thirty-four; males, two thousand eight hundred and thirty-eight; females, four thousand five hundred and six. It exceeds the number reported in 1857, by two hundred and one; males, fifty-one; females, one hundred and fifty. The average wages, per month, exclusive of board, paid to male teachers, have been \$21.86. Last year they were \$22.21. The wages paid to females have experienced a slight advance. The general depression of business has undoubtedly affected this department of service as every other.

A more enlightened sentiment with regard to the salary of teachers is gradually, yet perceptibly, possessing the public mind. When school officers shall seek for well qualified instructors, and be sustained by their constituents, compensating them with remunerative wages, such teachers will be found. The supply will be equal to the demand. Young men and women will deem it an object to make a special effort to possess the requisite attainments. When teachers receive but

a mere pittance for the service, and are not employed because of any personal merit or qualification, it would be unreasonable to expect any remarkable manifestations of energy or skill. They will assume their labors with a spirit very like that of their employers. School districts should believe in this truth, that a school six weeks in length may be of more value than one twelve weeks. It will be as the instructor makes it, with the aid and co-operation of parents. And the character which he shall give it will be according to his fitness and the spirit with which he executes his trust.

#### SCHOOL MONEY.

The law requires that sixty cents for every inhabitant shall be raised for the support of schools. The amount thus required of the cities, towns and plantations, from which returns have been received, would be three hundred and fifty-five thousand, nine hundred and twenty-eight dollars and eighty cents. The sum raised was four hundred and two thousand, seven hundred and sixty-one dollars and eleven cents, showing an excess over the amount required by law of fifty-four thousand, seven hundred and twelve dollars and one cent. The amount raised by tax, that received from the State and from local funds, that expended for the support of private and for prolonging public schools, that paid for school superintendence and for the erection of new school houses, constitute the sum of six hundred and twenty-three thousand, six hundred and ninety-nine dollars and sixty-nine cents, as the aggregate expenditure for the direct and indirect support of schools the past year. The amount raised gives to each scholar, on an average, one dollar and fifty-nine cents; that received from the State, thirty-four cents and eight mills; and from local funds, with the sum expended in support of private schools, twenty-three cents and eight mills, making an average sum to each scholar in the State of two dollars, seventeen cents and six mills.

It will be discovered, by estimates upon the above data, that the sum now raised by tax is very nearly equivalent to seventy cents to each inhabitant, and by a careful examination of the statistical tables accompanying this report, that the excess of fifty-four thousand dollars is raised by about three-fourths of the towns, while the remaining one-fourth raise less or only what the law imposes. It is respectfully suggested whether the law should not be amended so as to require seventy instead of sixty cents. Should the law be thus amended, the one-fourth would be compelled to bear a burden only equal to that voluntarily assumed by the other three-fourths. All are alike interested in the education of the youth of the State. The Legislature should seek to secure as great an equality as the case will admit. The three-fourths should not be asked to raise less, but the one-fourth more. The attention of the Legislature is invited to the following facts obtained from Table 1, Cumberland County. It will be seen that Baldwin, Falmouth, Pownal and Yarmouth raise the precise sum required by law. Portland furnishes an excess of \$10,877.60; Brunswick, \$1,014.40; Raymond, \$314.80, and Westbrook, \$588.80. North Yarmouth, with a valuation of \$327,670.00, raises by tax only \$700, a deficit of \$32.60, while Raymond, with a valuation of \$126,901.00, raises \$1000, and Gray, with \$238,092.00, raises \$1,100.00. The above are sufficient to show the propriety and justice of the suggested amendment to the law.

#### SCHOOL FUND.

The Permanent School Fund of the State, June 1, 1858, was \$144,016.90, and June 1, 1857, was \$136,346.54. This Fund has a prospective increase from the sales of 487,567 acres of reserved lands; from twenty per cent. of all moneys hereafter accruing from the sales of all the public lands, unsold and not otherwise appropriated; and from some \$30,000 on notes now due for school lands. The resolve of April 13, 1858, appropriating twenty per cent., was not supposed by the Land Agent

to apply to a certain class of sales, and, consequently, certain moneys have been paid into the treasury of State, since the passage of the resolve, which should have been returned as belonging to the School Fund. If the Land Agent has had a misapprehension of the resolve, he will speedily make the correction necessary to secure the intended increase to the Fund.

It becomes a question of interest, whether any further legislation is needed to give security to this source of aid to our common schools. The returns of the Land Agent to the Treasurer of State, of any money due to the Fund, as well as all securities taken for school lands when sold, should be open to the educational department of the State, that a minute exhibit may be made, when thought essential, of their amounts and character.

#### TEACHERS' CONVENTIONS.

The law which created the office of Superintendent of Common Schools, provided for Teachers' Conventions. Their intended object was to furnish instruction to the teachers of our common schools, wherein they were found deficient in their literary qualifications or their general views and methods of school government. It had long been the conviction of the entire community that not all those who acted as instructors of youth, had themselves been sufficiently taught. This, indeed, was a matter of positive knowledge with those who were qualified and had an opportunity to judge, while those who were skilled in the science of the mind and the laws of its development, clearly saw that the great majority of these teachers must teach with more than uncertain results. Hence arose the necessity for some means, however humble, to awaken the community to an intelligent view of the subject of school instruction, and open an avenue to the teachers for the needed improvement. It has been my aim to conduct the conventions in a manner consistent with these views, and gentlemen have been employed as instructors, who have had the requisite literary

qualifications and experience. Those branches have been reviewed which are taught in our public schools, and their elements have been developed as fully as the time would allow. This course has been pursued from a belief that many of our teachers, who might be pronounced qualified, on a general examination, would be found, on one more thorough, greatly deficient in their knowledge of elementary principles. Herein is the grand unfitness of many, and the cause of their failures in teaching, as well as the ill-success which many scholars meet in different branches of study. It also shows the necessity of creating a standard of teaching that shall have as its distinguishing feature, a thorough instruction in the fundamental principles of all the branches of a common school education. When such a standard is made, many modes of instruction now practiced and unavoidably attended with hurtful results, cannot longer exist. The recitation of the mere words of the textbook, with no evidences of individual thought on the part of the learner, is chiefly indebted to the necessary adherence of the teachers to the books, to their questions and answers. The rules and principles enunciated are taken as conclusive, the mind of the scholar making no effort to discover their reason or truthfulness. The mind educated in this manner, must be weak, at best, in its powers, and exhibit in its manifestations nothing better than a spirit of servile imitation or dependence. As every teacher imparts somewhat of himself to his pupils, then must the teacher, whose want of correct intellectual training is seen in such methods of teaching, occupy a position of fearful responsibility. Whoever gives this subject a moment's thoughtful reflection, cannot fail to admit the imperious demand which everywhere exists, not only for the Teachers' Conventions but for other agencies to render our schools a source of healthful mental discipline.

Another evil is found in many schools in the State, and has, in part, the same origin as that of the parrot-like recitation to which I have referred. It is seen in connection with the study of arithmetic. I refer to the use of aids, or keys, in which are given not only the answers but the solutions of the questions. This must tend to prevent a spirit of independent investigation

which is one of the best results of education. Such a course is not calculated to create an ability to call into exercise and combine in effort, all the powers of the mind in the investigation of truth. It begets a habit of dependence which forbids the idea of successful mental action. This improper use of helps on the part of scholars, results, in part, from inability in the teachers to render the required assistance.

Not only have the conventions sought to improve the literary qualifications of the teachers, but to impart correct views upon every duty devolved upon them. School organization, the methods of classification, management and recitation of classes, the duties of teachers towards their scholars and the parents, and their moral as well as legal obligations, were subjects to which the attention of teachers was repeatedly called. And, in fine, an effort was made to open up to the teachers the whole domain of their labor, and inspire them with noble purposes and aims in the discharge of their entire duty. I deem it a duty to call your attention to another feature of the convention system. It is adapted to awaken and call into action the community in which a session is held and extend its influence to the towns adjacent. The apathy of parents is one of the most formidable barriers to a much greater development of our common schools. To overcome this, some such agency is needed, and it has been frequently and voluntarily admitted by many communities in which sessions have been held, that highly favorable results have been effected by these public gatherings of the teachers and parents. It calls attention to the subject, provokes discussion, and this is followed by the adoption of more consistent and enlightened rules of action. A second and even a third session of the convention has been earnestly requested in a number of cases by the same community, from the visible results upon their schools. I am happy, therefore, to report that the utility and efficiency of the law providing for these conventions have been again, and it would seem conclusively, established by the spirit and numbers with which they have been sustained by the teachers of the State. Whatever doubts the framers of the law may have entertained in regard to the adaptedness of the system to our peculiar condition and

wants, its operation shows to have been wholly unfounded. It is especially gratifying in a State so slow to follow the experience of other States, and it would seem, so constitutionally timid in its legislation, to have a measure so vitally important secure for itself the hearty support of the entire community.

In giving a more specific report of the conventions which have been held the present year, I would state that a session of one week has been held in each county of the State. Notices were given by means of circulars and through the public journals. In every county, the instructors and members of the convention were received and entertained with marked kindness by the citizens of the place where it was held. A church or hall was gratuitously furnished in each county, and board was obtained at a reduced charge. In the city of Bath, the female members of the convention were provided with board, free of charge. The conventions in Aroostook, Penobscot, Piscataquis, Somerset, Waldo, Franklin, Androscoggin and Sagadahoc, were under the immediate instruction of Prof. P. A. Chadbourne of Williams' College, and Prof. Harry Brickett of New Hampshire. These gentlemen were connected with the conventions in this State in 1857. Their attainments and experience eminently fitted them for the position, and they fully sustained the reputation which they acquired the previous year. They not only imparted sound instruction, but sought to imbue the teachers with desires and purposes for higher attainments, and greater usefulness in their department of labor. Many teachers in Maine will long remember them, and their earnestly imparted instruction.

Charles Northend, A. M., of Connecticut, and Moses T. Brown, Esq., of New Hampshire, had charge of the conventions in Washington, Hancock, Kennebec, Cumberland, Oxford, Lincoln and York. Mr. Northend has had a valuable experience as a teacher and a Institute Instructor. His instructions and lectures abounded in correct views and practical hints upon the elements of the common English branches and the subject of school government. Mr. Brown, his associate, was eminently fitted for the department under his charge, and united in making the Conventions under their management deservedly popular and

useful. They labored with conscientious fidelity for the highest good of all the teachers, not omitting any subject connected with their peculiar wants. In addition to the day sessions, devoted to a review of the branches taught in our common schools, a public lecture was given each evening of the session. Besides those delivered by your Superintendent and Messrs. Chadbourne, Brickett, Northend, and Brown, a single lecture was given by each of the following gentlemen: John C. Caldwell, A. M., Principal of Washington Academy at East Machias, Lyman S. Strickland, A. B., Principal of Houlton Academy, H. L. Chase, A. B., Principal at Hampden Academy; M. T. Ludden, Esq., of Turner, Edward P. Weston, A. M., Principal of Maine Female Seminary, and Joseph J. Taylor, Esq., of Newcastle.

The whole number of teachers in attendance at all the Conventions, was two thousand and eighty-four. This will give an average attendance at each Convention of one hundred and thirty-nine, and is larger than on any preceding year since the establishment of the present system. It will also increase from year to year, provided the Conventions, in their character and exercises, be strictly kept to the purposes of their creation. The following table exhibits the place and time of each session and the number of teachers attending:

Counties.	Where held.	When.	Members.		
			Male.	Female.	Total.
Aroostook,	Houlton,	Aug. 23,	24	53	77
Washington,	E. Machias,	Aug. 23,	20	64	84
Penobscot,	Hampden,	Aug. 30,	77	119	196
Hancock,	Ellsworth,	Aug. 30,	49	97	146
Piscataquis,	Dover,	Sept. 6,	65	70	135
Kennebec,	China,	Sept. 6,	102	108	210
Somerset,	Hartland,	Sept. 13,	69	94	163
Cumberland,	Windham,	Sept. 13,	85	95	180
Waldo,	Camden,	Sept. 20,	34	41	75
Oxford,	Paris,	Sept. 20,	53	55	108
Franklin,	New Sharon,	Sept. 27,	75	65	140
Lincoln,	Jefferson,	Sept. 27,	55	58	113
Androscoggin,	Turner,	Oct. 4,	68	78	146
York,	Cornish,	Oct. 4,	107	106	213
Sagadahoc,	Bath,	Oct. 11,	28	70	98
			911	1173	2084



It should be stated that comparatively none are embraced in the above table who were not constantly in attendance, and wholly devoted to the purposes of the session. A desire for improvement and professional excellence was clearly evinced by a much larger number than on any preceding year. This should arouse the people to a ready and hearty response, and awaken in them the spirit of liberality. Among the seven thousand common school teachers in the State, there are many enthusiastically devoted to their profession, and solicitously awaiting the establishment of a Normal School, where they may pursue a course of study and discipline fitting them for a broader and more successful field of labor. It is respectfully submitted that the Legislature should second any advances which the teachers of the State desire to make. The young men and women to whom are entrusted the annual expenditure of more than half a million of dollars, and the education of so large an army of youth, will not be overlooked when the subject receives a tithe of the consideration which it merits. The overseer of a factory must be a perfect master of the business or lose his place. Yet, in the school room is being set in operation machinery as much more delicate, as the immaterial is superior to the material. The Teachers' Conventions, in the opinion of your Superintendent, are accomplishing much for the cause of common schools. An additional appropriation of five hundred dollars would greatly increase their power for usefulness. Another lecturer could be added to the corps of Instructors, and lectures could be delivered in towns adjacent to the place of meeting. For the support of Teachers' Institutes, \$4,800 are annually appropriated in Massachusetts, and in New Hampshire, \$5,200.

#### EDUCATION IN THE PLANTATIONS.

A resolve was passed by the Legislature in 1857, appropriating the sum of two hundred dollars to each of the plantations of Van Buren, Madawaska and Hancock, in the county of Aroos-

took, for the support of English schools therein, provided the plantations would each raise by tax the same sum for school purposes. The plantation of Hancock, alone, complied with the conditions of the resolve. A similar resolve was passed by the last Legislature. In my last annual report I gave a full account of my visit to these plantations, and intended to set forth their educational condition and wants, indicating an intention to repeat the visit the present year, but as neither of the plantations responded to the terms of the last resolve, I did not deem it my duty to carry out the expressed purpose. No improvement can be presumed in favor of the schools in Van Buren or Madawaska. The former reported, in April last, seven hundred and three scholars, but no summer or winter schools for the year ending at that time. In a neighborhood near Violette Brook, a few English and American families have maintained a private school for a portion of the year. Madawaska reported eight hundred and twenty scholars, one hundred and ninety-five attending the summer, and one hundred and fifty-seven, the winter schools. These schools were sustained by the money received from the State School Fund, the plantation not having raised any by tax. Mons. Francis Thibedeaux continues to sustain a private school, taught by a Frenchman. This is practically a free school. Rev. Henri Dionne also has a private school under his immediate direction at the upper chapel, to aid in the support of which the last Legislature granted the sum of one hundred dollars. This money has been passed to the agent of the district, and his receipt is on file in the office of the Treasurer of State.

Hancock plantation reported, last April, seven hundred and one scholars, one hundred in the summer schools and eighty in the winter schools, during the year ending at that date, and raised by tax for the support of schools, two hundred dollars. More attention is paid to the education of the young in Hancock than in either of the other plantations. At Fort Kent, in that plantation, a large and flourishing English school of fifty scholars has been in operation for three years, taught for the first year by a Miss Huntress, an experienced and ac-

complished teacher. The present instructress is a Miss Marshall of New Portland. A portion of the two hundred dollars expended in this plantation by me, according to the resolve, has been bestowed upon this school, and the balance upon three others. One of these was taught at St. Francis, for fourteen weeks, consisting of fifteen scholars. Books were purchased for them. It was the first school ever taught in this district, and was attended with very satisfactory results. Another school of fourteen weeks was taught in district No. two. Town's Readers and Spellers were also furnished to this school. An excellent teacher had charged of it, and awaked a lively interest in the scholars and the parents. The third school above Fort Kent, on the St. John, was in district No. four, and continued sixteen weeks. The whole number of scholars was twenty-three. In this school was a French class of six. In the Fort Kent village school, the following studies are pursued: reading, spelling, writing, book-keeping, astronomy, algebra, and the French language. The teacher receives \$250, exclusive of board, for the year. This school is doing much good, and is sustained mainly by private munificence. It is furnished with a neat and commodious house. Col. David Page of Fort Kent, has very kindly and gratuitously aided me in the establishment and superintendence of these schools in Hancock plantation. In giving me a report of these schools, he says: "Much good has been accomplished through their means, and parents, who hitherto have had no desire that their children learn to read, have begun to exhibit a lively interest on the subject of education. The wisdom of the appropriation is clearly established by the results already secured."

Vouchers will be furnished you for the two hundred dollars expended by me in this plantation.

It is a matter of profound mortification that so small a fraction of the children of this French district, consisting of the plantations of Van Buren, Madawaska, and Hancock, stretching along the valley of the St. John for more than a hundred miles and embracing some of the finest lands in Maine, should receive the rudiments of an education. Unless better educated,

they will do little more than perpetuate the burden which their fathers have cast upon the State, and be as unfit as they to understand or perform the duties of citizens. The inhabitants of Hancock seem disposed to respond to the liberality of the State, and make every reasonable effort to increase the general education of the young. This cannot be asserted of the other two plantations. It is left to the wisdom of the Legislature to devise such measures as the case demands.

#### THE MAINE TEACHER.

In the month of June last, I commenced the publication of a monthly journal, called *The Maine Teacher*, and devoted to the educational interests of Maine. Each number contains thirty-two pages. The average monthly issue will be one thousand copies. This will give three hundred and eighty-four thousand pages for the year. The positive usefulness of such a periodical will not be questioned, when it is remembered that the common schools of the State are without those potent auxiliaries, school libraries, and that a scarcity of reading matter upon almost every subject of a purely educational nature, everywhere abounds. Comparatively few of the public journals have been wont to furnish articles upon topics adapted to the intellectual wants of scholars, or presenting the duties and obligations of parents or teachers. No means have existed for reaching the great body of the public school teachers of the State, or the families composing their fields of labor. Knowing that in the educational history of many other States, such a publication was the precursor of almost revolutionary reforms in their school systems, the modes of teaching, and the views and sentiments of the people upon subjects affecting their schools, I deemed it wise, if not a positive duty, to inaugurate such an agency in Maine. The labor incident to its management and the risk of a support equal to its expense, have been cheerfully borne. It is believed that a greatly increased circulation can be secured for the second year, and thus render no unimportant service to the cause of common schools.

The attention of the Legislature is invited to the following considerations: The duties imposed by law upon the Superintending School Committees are not unfrequently onerous and always important. The examination of teachers, the supervision of all the schools, the selection and introduction of text books, the examination of plans for new school houses, the preparation of an annual report to the town and to the Secretary of State, have a vital connection with successfully conducted schools, and demand an amount of labor and time by no means compensated by the legal fee of one dollar per diem. Intelligence should distinguish the discharge of each of these duties. This intelligence cannot be presumed to be intuitively possessed by each and every member of the committee. A part of it, at least, must come to them from sources other than themselves. The TEACHER will enumerate, from time to time, the duties of these school officers, and furnish rules and suggestions for their right performance. In view of these and other facts, one copy should be sent to the school committee of each city and town in the State. This would require an appropriation of but three hundred dollars, a sum wholly trifling when compared with the larger amount expended in the support of schools. It should be duly considered, that this larger amount will secure results according to the intelligence with which its expenditure is superintended.

#### A STATE NORMAL SCHOOL.

The annual reports issuing from the educational department of the State, for a series of years, have presented the subject of a Normal School, and recommended its establishment. This has been the result of a thorough conviction of its utility and of its adaptedness to our system of common schools. The training of teachers for their work can be sustained by arguments as irrefragable as the professional education of any other class. As a system, it has been subjected, in a number of cases, to the severest tests, and in the midst of communities hostile to its

adoption, and ready to announce the slightest indications of failure. It would seem that this were enough to silence the voice of opposition, for, an opposition to be reasonable, must furnish arguments which have not been repeatedly and entirely refuted. The Normal School can authoritatively ask a place in any system of public schools, for it has maintained its professed character for many years in different States, countries, and nations, under various ordeals of practical utility, and with not a failure on record against it. In its character and history, it can safely challenge the deadliest opponent.

Its office is to qualify or train young men and women for a specific calling, and having but one prime object in view, it pursues it in a certain and specific course. The theological school does not profess to fit men for the law or for medicine, nor those of the latter, train its students for the pulpit. The Normal School is just as identical in its aims and character as the theological, medical or law school. The advocates of a theological course of study would be unwilling to dispense with a seminary established expressly to fit men, in their literary qualifications, for the ministry, with its course of study especially adapted to the work in view, for an opportunity, it may be, to prosecute the study of moral science in some other institution of learning, although its list of text-books be ever so complete. Nor will the friends of a Normal School be willing that it be robbed of its distinguishing features, but insist that it stand for trial, with its purposes well defined and its real character unchanged. It does not seek to prepare young men for college or for any one branch of business, but to educate them in reference to the work of teaching, by the adoption and use of a course of study philosophically arranged and, at each advance, meeting their intellectual wants, and with their minds constantly called to the object of their training. Although this subject has been received with a greatly increased public sentiment in its favor each year, yet there are those who still raise their voice and influence against it. They are, in many cases, either interested in some local institution of learning, professing to furnish as good facilities for Normal School instruction, or have

never examined the character or history of Normal Schools. Many who occupied this position but a few years since, have honorably yielded to the accumulated evidence in proof of their utility.

It is difficult to conceive how any can oppose objections to such a school in Maine, when its commanding excellence elsewhere has been attested by some of the most accurate scholars, intelligent educators and ablest statesmen of the age. They may have an opinion of their perceptive faculties sufficient for this, but it would be a mark of greater wisdom to survey the entire field and be able to speak from a knowledge of the whole subject. Such men as Silas Wright, De Witt Clinton, Henry Barnard, Horace Mann, Dr. Stone, Dr. Hopkins, Dr. Channing, John C. Spencer, Governor Banks, Edward Everett, Daniel Webster, and John Quincy Adams, have given their personal influence and weight of character to the educational policy which is here advocated. When Silas Wright was elected governor of New York, it was supposed, and with some reason, for knowing but little of the school then in operation at Albany, he had spoken against it, that he would recommend its suspension, but an examination into its aims and the manner of its management, made him one of its firmest defenders. On the dignity of the teachers' office the Rev. Dr. Channing well remarked: "We maintain that higher ability is required for the office of an educator of the young than for that of a statesman. The highest ability is that which penetrates farthest into human nature, comprehends the mind in all its capacities, traces out the laws of thought and moral action, understands the perfection of human nature, and how it may be approached, understands the springs, motives, applications by which the child is to be roused to the most vigorous and harmonious action of all its faculties, understands its perils and knows how to blend and modify the influences which outward circumstances exert on the youthful mind. The speculations of statesmen are shallow compared with these. It is the chief function of the statesman to watch over the outward interests of the people; but that of the educator to quicken its soul. The statesman must

study and manage the passions and prejudices of the community; the educator must study the essential, the deepest, the loftiest principles of human nature. The statesman works with course instruments for course ends; the educator works by the most refined influences on that delicate, ethereal essence—the immortal soul.” The same eloquent divine, in an address delivered at Boston, in 1857, thus advocated the establishment of an institution for the professional training of teachers: “We need an institution for the formation of better teachers; and, until this step is taken, we can make no important progress. The most crying want in this commonwealth is the want of accomplished teachers. We boast of our schools; but our schools do comparatively little for want of educated instructors. Without good teaching a school is but a name. An institution for training men to train the young would be a fountain of living waters, sending forth streams to refresh present and future ages. As yet, our legislators have denied to the poor and laboring classes this means of education. We trust they will not always prove blind to the highest interest of the State. We want better teachers and more teachers for all classes of society. We want that the resources of the community should be directed to the procuring of better instructors, as its highest concern.” The Rev. Dr. Stone well remarked as follows: “To every sort of business in which men engage, some previous discipline is considered necessary, and this idea, confirmed by all experience, proceeds on the universal and very correct assumption, that the human mind knows nothing of business by intuition, and that miraculous inspiration is not to be expected. A man is not thought capable of shoeing a horse, or making a hat, without serving an apprenticeship at the business. Why, then, should the task of the schoolmaster, the most difficult and delicate of all, the management of the human mind, that most intricate and complex of machines, be left to mere intuition, be supposed to require no previous training. That the profession of school teacher should so long be kept so low in the scale of professions, that it should even now be so generally regarded as a pursuit which needs, and can reward, neither time nor



pains spent in preparation for its important duties, is a plain truth and example of the extreme slowness of the human race to perfect the most important parts of the social system." In an address delivered by Rev. Dr. H. Humphrey, on the opening of the Normal School at Westfield, Mass., we find the following words: "It is not so well considered as it should be that education is both a science and an art. Though not one of the exact sciences, it rests on deep and complicated elementary principles, and calls for a more careful study of the early susceptibilities and operations of the human mind than any other science. Every child has, if I may so speak, *three* natures—a physical, mental and a moral, between which there are mysterious sympathies and connections that reciprocally govern and are governed. He has organs of sense, which are the inlets of knowledge, and without which he could not learn any thing however skillful the teacher. He would still have a mind, but it would be a prisoner, groping hopelessly in a dungeon. He has perception, reason, memory, and imagination. He can learn and apply rules, understand propositions, and in simple examples, see the connection between premises and conclusions. He can be stimulated and swayed by motives, and is peculiarly alive to their influence. He is susceptible to a great variety of opposite emotions—of hope and fear; of joy and sorrow; of love and hatred. Every child, in the primary school, has a moral as well as a rational nature—has a *conscience*. He can discern between good and evil. He knows the difference between right and wrong: between truth and falsehood. In short, he has within him all the elements of high responsibility, all the noble faculties of an accountable being. But these faculties are yet to be unfolded, to be cultivated, to be *educated*. The understanding needs it. The memory needs it. The imagination needs it. The conscience and heart need it. This is what I mean by education as an *art*, and the art here, as in most other cases, is founded upon the science. It is seizing upon the elements and reducing them to order; it is arranging and applying fundamental principles. It is molding the mind and stimulating it to high and noble aims. It is drawing out

its powers, teaching it its own strength, and making it work, as the incumbent atmosphere does the steam engine. In fine, it is the art of educating the whole man, of symmetrically cultivating all the powers and faculties of the pupil's mind, and training him up to the love and practice of all the virtues. In this view, education holds a high, if not the highest, rank among the liberal and useful arts. But it is no more intuitive than any of these. The art of educating, as well as any other art, must be studied, must be learned."

It has been repeatedly argued against Normal Schools in Maine, that its seminaries and academies can furnish teachers for the common schools. The objection hardly deserves to be honored with a mention, for while the academies may have well educated many teachers, it is a matter of history that they have hitherto failed to furnish a tenth of the requisite number. This same objection was used in Massachusetts, and was thus answered by the Hon. Horace Mann. He says: "The Normal Schools were supposed by some to stand in an antagonistic relation to academies and select schools: and some teachers of academies and select schools have opposed them. They declare that they can make as good teachers as Normal Schools can. But academies and select schools have existed in this State, in great numbers, for more than half a century. A generation of school teachers does not last, at the extent, more than three or four years; so that a dozen generations of teachers have passed through our public schools within the last fifty years. Now, if the academies and high schools can supply an adequate number of school teachers, why have they not done it? We have waited half a century for them. Let them not complain of us because we are unwilling to wait half a century more. Academies are good in their place; colleges are good in their place. Both have done invaluable service to the cause of education. The standard of intelligence is vastly higher now than it would have been without their aid; but they have not provided a sufficiency of competent teachers, and if they perform their appropriate duties hereafter, as they have done here, tofore, they cannot supply them; and I cannot forbear to ex-

press my firm conviction, that if the work is to be left to their hands, we can never have a supply of competent teachers for our common schools, without a perpetual Pentecost of miraculous endowments." The Hon. Edward Everett spoke of the results which might be expected from the common schools of Massachusetts, under the instruction of graduates from her Normal Schools: "Talent will constantly spring up on her barren hillsides, and in her secluded vales, and find an avenue through her schools, to the broad theatre of life, where great affairs are concluded by able men. Other States may exceed her in fertility of soil, but the skillful labor of her free citizens will clothe her plains with plenty. Other States may greatly outnumber her, but her ingenuity will people her shady glens and babbling waterfalls with half reasoning engines, which will accomplish the work of toiling myriads. Other States will far surpass her in geographical domain: but the government of cultivated minds is as boundless as the universe. Wheresoever on the surface of the globe, and in the long line of coming ages, there is a reasonable being, there is a legitimate subject of mental influence. From the humblest village school, there may go forth a teacher who, like Newton, shall bind his temples with the stars of bride's belt—with Herschel, light up his cell with the beams of before undiscovered planets—with Franklin, grasp the lightning. Columbus, fortified with a few sound geographical principles, was, on the deck of his crazy caravel, more truly the monarch of Castile and Aragon, than Ferdinand and Isabella, enthroned beneath the vaults of the conquered Alhambra. And Robinson, with the simple training of a rural pastor in England, when he knelt on the shore of Delft Haven, and sent his little flock upon their gospel errantry beyond the world of waters, exercised an influence over the destinies of the civilized world which will last to the end of time."

In a treatment of the subject of a Normal School, I have deemed it allowable and even advisable to adduce arguments based upon the nature of the mind, its laws, its education, the work of the educator, and his special preparation, and, if possible, drawn from sources which would secure the respect and

confidence of the Legislature and the people of the State. This use of testimony has had no other object than to produce a conviction that the Normal School, with its influence, is imperiously demanded in Maine. This would seem an unnecessary labor when it is universally admitted that the usefulness of a school must largely depend upon the qualifications of the teacher, that he must conduct and aid the physical, moral and intellectual unfolding of the learner, and instill, by precept and example, correct views and rules for study. It is difficult to see, why it should not be equally conceded, that the teacher should receive a professional training, for it cannot be held, with any reason, that the ability to teach comes to any one by intuition any more than to perform any other service, and that while the mechanic has to deal with the visible facts and laws of nature, to combine and educe the desired results therefrom, the educator has to study the invisible laws of mind, as discovered in their outward manifestations, and learn how to draw them forth by processes of application. And while it comes to us from every section of the State, that our common schools, those intended nurseries of intelligence from which must flow the guarantees of our future security and prosperity, are weak and well nigh powerless for good through the admitted unfitness of too many who essay to govern and instruct them; and while the truth is forced home to every mind by the irresistible conclusions of reason and reflection, that the education of the youth of a free people who are soon to be the law-makers, to mould and fashion every element of society, infinitely transcends every other question subjected to legislative action, it is painfully difficult to understand or abide the indifference of the people to a consideration of questions which seek a partial remedy at least for these every day failures of our common schools to meet the full demands of the age.

Were it a question or measure which merely pertained to the material resources of any portion, or even the entire State, or to the discovery of some mine of coal, lead, iron, copper, silver or gold, it might be disregarded, and yet the State suffer no enduring detriment, but when it reaches the mine of mind, not

found in one section of the State alone, but wherever its jurisdiction extends, or her laws are to be executed, or her institutions are to be upheld, or invention resulting from some new combination of the laws of matter, made well nigh certain by the proper education of the whole people, should burst forth, gladdening, it may be, a thousand hearts, the case becomes far otherwise. When reports are received from the Normal Schools of a large number of States, whose common school laws and history are, and have been, like our own, that these schools have raised and maintained a higher standard of teaching, have sent forth, from year to year, those who have become not only model teachers, but pioneers in the cause of popular education, infusing a new life, a spirit and intelligence throughout all classes of society, it may well be asked, why Maine should not embrace this means to increase her educational forces? The State has a geographical position and a richness of physical resources to make her as powerful and as rich in the wealth and happiness of her citizens as the thorough education of all her children would render her in intellectual resources.

With a quarter of a million of children to be educated, will she allow forty, thirty, twenty, or even ten of her most enterprising young men and women to go out from her bosom each year to receive a professional training as teachers in Massachusetts, or other States, and there remain? Will she not adopt a policy based upon the assumption that the highest intelligence is the highest good of the whole people, that ignorance, vice and crime are expensive and continually gnawing at the vitals of the State, and that it is better to sustain the common and Normal School than the Reform School and the State Prison? Will she not proclaim to her sister states, that she, too, finds in the education of the entire people a sure element of prosperity, and claims as hers, the physical, mental and moral capacities of all the children within her borders? Is it not time for Maine to exhibit a more progressive and hopeful spirit in her legislation, as though she intended, hereafter, to make time in the race of States; as though she was resolved to retain her sons and daughters at home, to surround them with the means of physical and mental wealth, and as though she had already furnished

her full quota to swell the tide of Western emigration? Has not the time come when our wants should be canvassed and satisfied, when our elements of prosperity should be ascertained and developed? In the direction of popular education, a State Normal School is one of these wants. It would infuse a new life into the common schools of the State, would send forth model teachers into every section of it, and call around it her educated men. It would retain for their present fields of labor many teachers who are awaiting the action of the approaching Legislature on this subject. The establishment of a Normal School would constitute an epoch in our educational history, and be attended with the same beneficent results which have followed their operation in Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Michigan, Missouri and Wisconsin. It would have the cordial support of the teachers and friends of education in every section of the State.

I would recommend that the sum of four thousand dollars be annually appropriated for a term of three years, for the establishment and maintenance of a State Normal School, for the training of teachers in the art of instructing and governing the common schools of the State; that the management of the school be committed to a Board of six trustees, one from each congressional district, to be appointed by the Governor and Council, and that said school go into operation whenever any person or persons or corporation shall offer to the Board of trustees, for a time not less than three years, the necessary building or buildings and apparatus for the accommodation of not less than two hundred and fifty pupils, to the acceptance of the trustees.

#### SCHOOL AGENTS.

Chapter eleven of the Revised Statutes provides for the election of a school agent, either by the town or district, and defines his duties and powers. It is one of his duties to employ teachers from the money placed in his hands for that purpose.

Section ten of this chapter provides that any town may choose a committee consisting of not less than three, all or one-third each year, and invest them with the rights, powers and obligations of Superintending School Committees, and school agents, including the power of determining the age and qualifications of scholars to be admitted into the several schools, of employing teachers, and expending money raised for school purposes. Very few towns have, probably, availed themselves of the above provision; yet, it is eminently worthy of their consideration. Many weighty reasons could be given why it should be more generally adopted.

The persons who are elected as agents cannot, in every case, be qualified to employ teachers because not competent to judge of their qualifications or fitness for the school to be supplied. It could be urged, I am well aware, that the Superintending School Committees are elected to decide upon the literary attainments of candidates, and that agents are not required to regard that point. This may be quite satisfactory in argument but the practical operation is otherwise. When a teacher has been engaged and the time fixed for the school to commence, he is far more likely to obtain a certificate from the committee than if they were clothed with the powers of an agent and at liberty to postpone any contract till after the examination. The candidate would be more completely at the disposal of the committee. Favoritism too frequently prevails with agents in the choice of teachers. This often results in dissatisfaction in the district, and thereby lessens or wholly destroys the usefulness of the school. It is quite evident that committees would exercise a more thorough supervision of the schools by this increased responsibility. They would very materially seek a more intimate acquaintance with the wants and characteristics of each school and district. It is highly important to have the duties of one officer as distinctly marked and independent of those of any other as possible. This would be mainly secured, in the case under discussion, by transferring the employing of teachers from the agents to the committees. Such is the course now pursued in most, if not all, our cities, and with satisfactory results. I have merely wished to call the attention of towns

to the law without enlarging upon the favorable effects which it is believed would follow an acceptance of its provisions.

#### DUTIES OF SCHOOL COMMITTEES.

A large proportion of the evils from which many schools suffer, might be remedied, or greatly lessened, by a full discharge of the duties imposed by law upon Superintending School Committees and Supervisors. These duties are too frequently disregarded, or not performed according to the spirit and intention of the law. Many schools, each year, are burdened with teachers of surpassing stupidity, cast upon them by committees who failed to discover it. They should view it as a responsibility which the cause of common school education places upon them, in examining into the literary qualifications of teachers, to demand a full compliance with the law. The standard of attainment should be raised to its legal height and kept there. If it produce a scarcity of teachers, let that scarcity continue till candidates come forward who can answer the terms of the statute. It were far better to be without teachers than perpetuate a class who are now found within their ranks, and the mental faculties of a school lie dormant, than be subjected to the treatment of some unskillful operator. Many persons find employment in our schools, because agents are ready to engage them, and committees encourage their effrontery by giving a certificate without an examination. When the requirements of the law are rigidly observed, candidates will soon learn that they must possess the necessary scholarship. The influence of the teacher who is a scholar indeed, clear in his perceptions of the elements to be communicated, and clear in his instructions, is incalculable. Committees, in this respect, stand at the fountain-head of influence over the schools under their direction and are earnestly entreated to initiate the much needed reform.

To examine the several schools and inquire into the regulations and discipline thereof, and the proficiency of the studies therein, constitute another important duty. An energetic and



faithful supervision will generally make a school of the like characteristics. Teachers will be encouraged, the scholars stimulated to greater efforts, and parents disposed to secure a more regular attendance of their children. In their visits, committees do not always assume the correction of errors in government, discipline and instruction which the law evidently contemplates. Especially the young and inexperienced need advice, and if received from the committee at the right time, might avoid many difficulties. The introduction of new text-books should be done with great wisdom and prudence. It should not be attempted till an absolute need exists, and then only with the best works on the subject that can be found. Our schools are not suffering from a want of books so much as from an almost infinite variety upon the same subject. There should be but one series in each department allowed, and if that has been published twenty years, it will be of more service than the most recent publications causing a multiplied number of classes. Committees should assist teachers in classifying their schools at the commencement of the term, exercising their right to banish from the school such text-books as are not enumerated in their recommended list. They could do this rightfully, whereas the teacher might attempt it at the risk of his usefulness. In the selection of text-books, the paper and binding should be thoroughly examined. An inferior quality of paper becomes easily soiled. Many reading books which have been recently introduced, are so poorly bound that they fall to pieces in a single term. The attention of committees is called to this subject. In their annual report to the town they should clearly set forth the real condition and wants of the schools. This should be done with conscientious fidelity and state the success which has attended the modes of the instruction and government of the teachers. It will incite teachers, parents and scholars to nobler efforts. Attention is also called to the annual return to be made into the office of the Secretary of State. Full and complete answers should be furnished to all the inquiries contained in the blank forms. They form the basis of many valuable calculations, and prepare the way for intelligent legislation. Committees are entrusted with duties

of the highest interest, and should be actuated by motives of a pure and disinterested benevolence. They should not expect a full reward for their services, except in the consciousness of doing something for the youth of the State. A service which seeks to fit the coming generation for all the responsibilities of society and the State—to call out and cultivate the moral and intellectual faculties of their nature, and to imbue them with christian sentiments, should bring its own reward.

#### SCHOOL LIBRARIES.

I have not sufficient data to attempt a full discussion of the incalculable good which would accrue to our common schools and the community at large by the creation of common school libraries. A few considerations will be submitted, and the passage of a law recommended which shall initiate the policy indicated, and justify a more elaborate presentation of the subject at some future time. The common school does not fulfill its whole mission when the elements of an English education are taught, no matter how thoroughly. The provision is indeed beneficent whereby the State aims at the mental training of its children and youth, and requires so much discipline as shall fit them for the duties and responsibilities incident to her form of government. It is not enough, however, that their physical and mental powers be unfolded, trained, disciplined, or even prepared to grasp the laws of science, art and nature, but tastes, habits, and principles of action are to be formed which shall render this education a source of individual happiness and usefulness, as well as honor and service to the State. A taste for books and the habit of reading should be fruits of a primary education. The mind must be supplied with food, it must have recourse to the investigations and researches of other minds, treasured up in books. The scholar should be directed to the right sources, to books which contain the most reliable scientific truths, and to those of a general literary character which

present worthy and enobling views of life and duty, else the education of the people becomes a curse and not a blessing.

By the existence of a well selected library, the public school would not confine its influence to the children, but extend it to all the families composing the district, impart a general intelligence, a knowledge of the discoveries which have been made in the worlds of mind and matter, hold up to them the lives of the great and good in all ages and in every department of labor, and thus repeat its power. A diffusion of knowledge among the people is the grand supporting pillar in our political fabric. It is not enough that a few men have brought enduring honor to themselves, their country and age, by some discovery or vast acquisitions of learning, while the great body of the people are unable to catch the light of truth as it comes to them from these intellectual luminaries, or themselves to educe it from the sources fixed by the Origin of all light and truth. That civilization which God owns, and man's nature craves, breaks down an aristocracy of talent and makes knowledge in all her sublime offices, the common inheritance of a common humanity. It seeks to bring all to the same height, that they may look to the same depth. But the practical operation of our system of universal education has not yet equalled the beauty of its design. The library would achieve another result than an increase of the means of general information. It would tend to bring parents to the school room. It would increase the attractions of the place. A habit of reading the books in the library would create a sympathy with the reading and studies of their children. To the scholars, indeed, it would be a part of their education. Many cease to be learners or add to their stock of knowledge when their school-days end, because they have no confirmed taste for books. Every one has seen that the ordinary reading exercise of the school is little more than mechanical, and the meaning of the author very rarely comprehended. Let the pupils pursue a course of reading from the library at the same time, and with a different object in view, they would not be satisfied with a mere pronunciation of the words, but strive to understand their meaning. The abundance of bad books and the scarcity of good books for the young, call for a

library in every school district in the State. The books should be free from partisan and sectarian dogmas, from fictitious and false views of life, but abound in sentiments and principles calculated to draw out and foster the best impulses of our nature. To Governor Marcy of New York, belonged the honor of first putting this idea into practice, and millions of the youth of that State will continue to bless his memory. The law in New York authorized each school district to raise, by tax, the sum of twenty dollars for the first year, and ten dollars any subsequent year, for the purchase of a common school library, but in Massachusetts, subsequently a law was passed, authorizing thirty dollars the first year and ten any subsequent year, for the purchase of a library and apparatus. I recommend that a similar law be passed by the approaching Legislature, conferring upon each district the right to raise, by tax, twenty dollars the first and ten any subsequent year, for the purchase of a school library and apparatus. Many districts will at once avail themselves of the law, and thus prepare the way for a presentation of statistics and a more complete discussion of the subject in some future communication.

#### PHYSICAL EDUCATION.

The work of education is by no means complete when the intellectual faculties and powers alone are drawn out and disciplined. This may have been accomplished with the highest exhibitions of intelligence and skill on the part of the educator. He may have displayed a wonderful knowledge of the powers to be educated, the order and succession to be observed, as well as the course of studies. The mind, in its perceptions of truth and deductions drawn therefrom, may claim our admiration for its brilliancy and strength. But while this mental training has been progressing, other parts of the student's nature have claimed attention. Man has a physical, mental and moral nature, and so dependent are these, one upon the other, that if one suffers, the others suffer with it. A symmetrical education demands the proper development and culture of

all three. This can only be attained in their due and proper exercise, for exercise is a primal law of our being. The possession of these natures proclaims an intended purpose, and in their united and harmonious development do we find this purpose displayed in characters of beauty and power. "What would Washington's qualities of mind and heart have availed his country, unless the manly strength, the frame of iron had been added? A good man he might have been, a patriot he surely would have been; but the Father of his Country, never! The soul that trusted in God, the conscience that felt the omnipotence of justice and right, the heart that beat for his country's weal alone, the mind that thought out her freedom, was upborne by the body that knew no fatigue, by the nerves that knew not how to tremble. Washington had to endure physical fatigue enough to have killed three ordinary men, and how well did his youth prepare him for a life of protracted toil. Hear his biographer, Irving: "He was a self-disciplinarian in physical as well as mental matters, and practised himself in all kinds of athletic exercises, such as running, leaping, pitching quoits and tossing bars. His frame, even in infancy, had been large and powerful, and he now excelled most of his playmates in contests of agility and strength. As a proof of his muscular powers, a place is still pointed out at Fredericksburg, near the lower ferry, where, when a boy, he threw a stone across the river. In horsemanship, too, he already excelled, and was ready to back, and able to manage the most fiery steed."

Other illustrations could be given, but it needs neither these nor arguments to show that the subject under consideration deserves the thoughtful attention of every class of society. That the laws of our physical being are violated in the family, in society through her customs, and the school, we have only to witness the curved spines, rounded shoulders, contracted chests, the pallor, premature weakness and death which everywhere meet our gaze. These bodily forces, intended for high and holy purposes, must continue, undiminished by abuse, else that spiritual force, the mind, be robbed of her intended assistance. The laws of health must be preserved in the school, or it fails to fulfill its noble functions. Here the young are to be fitted

for life, its labors, its toils, its struggles with nature and her laws, the arts, the sciences, the laws and government of society, and the duties of religion. To this end, the location of the school-house at a sufficient remove from swamps, marshes, or stagnant water, from the vicinity of decaying vegetable or animal matter, its construction, the size and height of the room, and the means and appliances of ventilation, become vitally important questions. They will conduce, if duly regarded, to give the glow and beauty of health, a buoyancy of spirit, an elasticity of mind, without which, all study is a burden, neither kindling nor keeping alive a single spark of intellectual fire. The formation of many diseases which are carried through life or give a premature death to their possessor, is laid in the school room. The poisoned air is allowed no escape and the subtle agent does its work. Another source of injury to the health of scholars, is the long and continuous confinement to which they are subjected. This is especially true of the youngest members of the school. The growing limbs of such should not be cramped or kept in one position for a length of time. They call for relaxation, and hence smaller scholars need oftener and longer recesses. Children from four to eight years of age, if in the school at all, cannot study and very naturally will not. Motion, and not rest, is their "destined end and way." Let an occasional recall to their reading and spelling be required, and then let them have their sports and plays, drinking in the pure air, God's best medicine. Committees and parents strangely err when they suppose that the mental growth of any scholar depends upon the length of time during which the mind applies itself to the lesson. A protracted confinement to study and a consequent physical exhaustion drag down the mind by the strong cord of sympathy. The single effort, though but for a moment, will secure the greatest concentration and discipline of the mental faculties, when aided by the harmonious action of the other parts of our complex being. I regard it a duty to allude to a practice, found in many of our primary schools, which has a bearing upon this subject. Many teachers allow their scholars to read while in a sitting posture, and this is frequently seen with very small children. It is no wonder that

all the younger members of a school have become more or less round shouldered in a single term. While in a sitting posture, the head is brought forward and downward, till the spine forms a perfect curve. The standing, erect position is always the correct one in the reading exercise for every member of the school, and in every exercise for the younger. Without extending the discussion of this interesting topic, parents are particularly invited to look well to the physical education of their children. The different sports of the year, such as fishing, gunning, leaping, jumping, throwing quoits, the bat and ball, coasting and skating, should not be frowned upon. They have a twofold use; they bring out the bodily powers, and turn the mind from idle and vicious habits. The daughter had better roam the forests, coast the hill or bind the skates to her feet, than drink in the poisoned air of the heated room.

#### MORAL EDUCATION.

Although the intellectual faculties receive a harmonious culture, each philosophically disciplined, till they excite our admiration with their skill and dexterity at analysis, or cogency of reasoning, and although the physical organs be trained to act with the utmost harmony and energy, yet the moral sense, or faculty, must be educated, or the work is incomplete. It will be admitted that the moral perceptions, by which man discriminates between right and wrong, which teaches him his duty to God and his fellow, to society and the government under which he lives, is susceptible of a high degree of culture. The duty rests somewhere, that this culture be given. It is not enough for the State to say, that it ought to be provided for in the sabbath school and at home, for whether this has been neglected or not, she is greatly interested in having her future citizens well fitted for their responsible duties, and taught to respect and obey the laws of the Moral Governor of the Universe, the principles of honesty and truth, and the nature and rights incident to property. Inasmuch as thousands of the youth of the

State receive little or no moral instruction, the public school should exercise its right to impart it. It claims the right to bestow some mental training and none the less should it the moral. Does not, indeed, the welfare of society as much depend for its security and growth in all the essential elements of prosperity upon moral character, as upon the intellect? A distinguished writer has said: "Man has a body; its health, its comfort, are to be regarded. He has an intellect; its craving nature is to be satisfied, its power is to be brought out, its unfolding is to be directed, its appetite is to be fed with that which is strengthening and healthful, its spirit of research is to be animated and inspired with an enthusiasm for what is useful and profitable. He has a faculty of discovering beauty, order, congruity, proportion, symmetry, excellence. It belongs to education to train it, to encourage and to stimulate it. He has a moral nature, a moral sense, which it is the work of education to quicken. It is the great governor of every thought, word or action. Surely that form of training which leaves out this important part of man's compound being, can be developing only a very dangerous element in society. That knowledge is power was never denied. But it must not be forgotten that it is power for evil as well as for good. The strongest intellect and the most finished scholarship are powers which, when under the control of bad hearts, can shake the family, the social circle, or the political fabric, to its centre with the most disastrous throes and convulsions. Too often, alas, has the history of the past attested—too constantly, alas, does the experience of the present attest—the destructive energy of trained and cultivated intellect, obedient to the impulses of selfishness and ungoverned passion." Every plan of education should seek to develop a power and energy of mind under the direction of pure hearts and principles, to awaken in youth an admiration of what is noble, high, good and useful. It is feared that the sacred character of the Bible is less inculcated than in the days of our fathers. They may have taught its precepts with severity, but that severity shows how deeply they felt its divine origin and efficacy. It should not be used in the school to teach the tenets of a creed, but to furnish those moral precepts which should mould, fashion, guide



and direct the character, life and actions of every individual enjoying the blessings and privileges of a christian commonwealth. Children should be taught to regard it as the word of God speaking to them, and presenting rules of thought and action. This moral culture need not be attempted at stated times, but by the daily exercise in reading the Bible, by the occasional precept, quickening the moral perceptions and drawing out the nobler impulses of the child's nature, and by the living example of the teacher. The influence of the instructor is rightly considered in the law which defines his duty. It is as follows: "The presidents, professors and tutors of colleges, the preceptors and teachers of academies, and all other instructors of youth, in public and private institutions, shall use their best endeavors to impress upon the minds of the children and youth committed to their instruction, the principles of morality and justice, a sacred regard for truth: love of country and humanity, and a universal benevolence; sobriety, industry and frugality: charity, moderation and temperance, and all other virtues which are the ornaments of human society: and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, and promote their future happiness; and the tendency of the opposite vices to slavery, degradation and ruin." The public school teachers, at the present time, are not less correct in their characters and habits, or less devoted to their calling, than at any former period; yet, the nature of this topic will justify this discussion. It is too little considered how many evils to society flow from a neglect of the early training of the young. The truants and morally neglected of to-day, become the convicts of to-morrow. The records of our Reform School show how few of its inmates had the restraints and support of correct examples thrown around them before their commitment. I have gathered the following facts from the last annual report of this school: Out of four hundred and eighty-nine who have been received into this institution, since its establishment, three hundred and forty-nine were truants, three hundred and thirty-two were sabbath-breakers, four

hundred and thirteen were untruthful, and four hundred and one were profane. The records of the State Prison furnish an equally mournful picture. Out of one hundred and twenty-eight, eighty-four are under thirty years of age, and twenty-seven under twenty, portraying how early the seeds of crime were sown. The hundreds of thousands expended in the erection and support of these institutions, the arrest and convictions of their inmates partially show how deeply concerned is the State, in the early moral education of its children. It appeals to the highest hopes and best endeavors of parents, teachers, patriots and philanthropists.

#### RECOMMENDATIONS.

It may be proper to recapitulate the principal recommendations contained in the preceding pages:

1. That the law providing for the distribution of the State School Funds, should be so amended, that no city or town shall receive its proportion for the year, which shall not have made its annual return to the office of the Secretary of State, as now required by law, on or before the first day of October, the same having been notified of its delinquency, as now required by law; and that the amount apportioned to such city or town on the first day of June, and so forfeited, shall be added to the permanent school fund.

2. That the Superintending School Committee be required to make their annual return into the office of the Secretary of State on the first day of May, instead of April as now provided by law, and the Treasurer of State be required to apportion the State School Funds on the first day of July in each year, instead of the first day of June.

3. That the sum of two thousand and five hundred dollars be annually appropriated for the support of Teachers' Conventions.

4. That the sum of three hundred dollars be appropriated to aid in the maintenance of THE MAINE TEACHER, an educational journal, devoted to the common school interests of the State; provided that one copy be sent to the Superintending School Committees in the several cities and towns of the State.

5. That the sum of four thousand dollars be annually appropriated, for the term of three years, for the establishment and maintenance of a State Normal School.

#### CLOSING REMARKS.

It has been my endeavor, in the preceding pages, to present a correct view of the practical operation of our system of general education. I have not attempted a discussion of theories, but a presentation of such facts as I have gathered from the school returns, and personal investigations in different sections of the State. The number of school children, the weeks or months of school, the number and wages of teachers, and the aggregate expenditure for school purposes, have been stated, with such suggestions as each seemed to warrant. In the adoption of this course, I have intended a conformity with the law which defines my general duties, and indicates the character of my annual report. I am not allowed the pleasure of reporting to you that our schools have been unusually prosperous, nor am I compelled to say, that they have fallen below an average degree of usefulness. There have, indeed, been decided improvements, but far less than could be wished. A growing demand for instructors of higher qualifications, an increased attendance, a more enthusiastic support of the teachers' conventions, the publication of an educational journal, and a more general desire for the establishment of a Normal school, are the encouraging signs. Among those of an opposite nature, is the wide spread indifference of parents to the more vital interests of the school. It prevails throughout the State. Parents regard it a duty to secure the benefits of the school to their children, but consider their work accomplished when their children

are in attendance, and are supplied with the required textbooks. Here is the grand secret to the want of success to which our schools are unquestionably entitled. Their very character supposes the constant and ever watchful supervision of those who are most deeply concerned. Parents should visit the school, encourage both teacher and scholars, be in the school in body as well as sympathy, and act as though they believed the truth that the character of a school depended largely upon their efforts. The teacher may labor with the utmost fidelity, be skilled in the art and science of teaching, have his own soul alive to all the responsibilities of his position, have the love and obedience of all his pupils, and yet the solicitous care and approving word of the parent are needed. He must study the duties and obligations which the laws of nature and society impose upon him, develop in his children a love of knowledge, and give the school, in all its interests, his warmest support. The failure of committees, in their official conduct, to meet every legal and moral obligation, furnishes another serious hinderance to our schools. They should not cease their labors, always onerous, poorly remunerated, and never appreciated, when the provisions of the law have been complied with, but go forth influenced by a broad and generous philanthropy, calling in the truant and absent children, appealing to parents, bringing them into the school, and thus impart a deep and all-pervading enthusiasm. This calls for a spirit of active benevolence. Without this spirit, many an institution in the land, now showering its blessings upon thousands of the poor and needy, reclaiming men from courses of vice and crime, and sending joy and gladness to many a family, would cease its work of love.

Our common schools, the crowning glory of our institutions, so beneficent in their design and results, call for the united action of individuals, society and the State. First named in the constitution among the means for the education of the people, they should receive the first care of the Legislature. Extending their privileges to the poor as well as the rich, and thus inviting all to the same hopes and aspirations, they proclaim the character of our civil polity, and the principles upon which it rests. Wise and liberal measures should be adopted for their increased

efficiency. An intelligent view should be taken of all the interests involved. It should be considered how fundamental are these interests, and how incomparable is the difference between an enlightened public mind and the uncertain caprices of ignorance. Shall not the beauty and potency of knowledge come to the laborer in every department of human industry; intelligence discover means to meet the multiplied and increasing wants of agriculture, manufactures and commerce; the many and not the few have the keys to the treasure-house of truth? The public school gives an affirmative answer. That it may be furnished with power to fulfill her high mission, let parents provide their children with every needed help, imbue them with correct views of study and duty, throw around and into the school their warmest support; let the teacher consider the nature of his calling, that he deals with the tender mind of youth, that he will make ineffacable impressions thereon, lead forth its powers according to, or in violation of, the grand order of nature, and that he, of all workman, needs the highest culture, the soundest judgment, and the heart of a Christian philanthropist; let school officers guard well the public school, keep it true to the purposes of its creation, and insist upon intelligent and right minded teachers; and let the State, through her Legislature, gladly second and encourage every element of progress, and promptly supply any additional agencies; then will our common schools secure, in their practical working, the social, moral and intellectual elevation of the whole people, and impart honor, security and prosperity to the State.



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STATISTICAL TABLES.

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## STATISTICAL TABLES.

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The materials composing these tables were collected from the annual returns made to the Secretary of State, April 1, 1858. The labor of collecting the information which they were designed to afford, is greatly increased by the defective manner in which too many of them are made. While a return, in some instances, may give a part of the items sought, it will wholly omit the remainder. For illustration: it will give the whole number of scholars, but not the number in the summer or winter schools. The returns of Masardis, Bridgton, Pittston, Edinburg, Bowerbank, Frankfort, Beddington, Centerville, Deblois, Edmunds, Jonesborough, and Northfield, will illustrate this defect. Table III exhibits the defective returns better than any other. No returns were received in season for this report from Smyrna, Winn, Lexington, Mayfield and Prentiss.

### TABLE I.

This table gives the population and valuation of each city, town and plantation in 1850; the amount of school money raised in each per scholar; the amount raised by tax and required by law; the excess or deficit in each case, and the amount received from the State. A part of these items could not be given in the case of those towns which have been incorporated since 1850. The exact valuation, in every case, may not be given to the new towns, or to those from which they were formed. No population could be given to many of the towns incorporated since 1850.

### TABLE II.

In this table are given the whole number of districts, and parts of districts; the number of male and female teachers, with their average monthly and weekly wages, respectively; the average length of schools in weeks and tenths; the number of good and poor school houses; the number built the past year, and the cost of the same.

**TABLE III.**

This table embraces the whole number of scholars; the whole and average number in the summer and winter schools; the mean average in the same; and the ratio of the mean average attendance to the whole number of scholars, expressed in mills and tenths.

**TABLE IV.**

This is a graduated table, showing the comparative amount of money appropriated by the different counties in the State for the education of each child, between the ages of four and twenty-one years; the sum total of the amount raised by tax, the income of the State school and other funds, and the amount expended for the support of private schools; the amount of voluntary contributions for support of private and public schools; the amount paid for school superintendence; the total amount expended for school purposes; the value of all the school houses in the county, and the number of children between four and twenty-one years of age.

**TABLE V.**

This is also a graduated table, in which each city and town are numerically arranged according to the amount of school money raised per scholar, on a scale running from one to one hundred and twenty-one. Castine ranks one and Prentiss one hundred and twenty-one. Towns having raised the same amount of school money per scholar, have the same rank. Also each town is ranked from one to forty-seven, according to the ratio of the mean average attendance to the whole number of scholars. Argyle ranks one, and Bridgewater and Littleton each rank forty-seven. The per centage of school money raised in proportion to the whole valuation, expressed in mill's and tenths, is indicated on a scale from one to ninety-eight. Nickertow ranks one, and Yarmouth ranks ninety-eight.

TABLE I.

ANDROSCOGGIN COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by --.	Am't apportioned from school fund.
Auburn, . . .	2,840	400,605	1 48	1,704 00	1,704 00	-	430 00
Danville, . . .	1,636	322,715	1 75	1,200 00	981 60	218 40	231 00
Durham, . . .	1,894	376,358	1 68	1,150 00	1,136 40	13 60	240 92
East Livermore, . .	892	150,035	1 77	532 20	535 20	-3 00	114 42
Greene, . . .	1,347	220,908	1 75	808 20	808 20	-	166 95
Leeds, . . .	1,652	225,330	2 63	1,000 00	991 20	8 80	179 06
Lewiston, . . .	3,584	580,420	2 16	3,500 00	2,150 40	1,349 60	526 77
Lisbon, . . .	1,495	263,167	1 79	900 00	897 00	3 00	173 87
Livermore, . . .	1,764	271,633	2 02	1,200 00	1,058 40	141 60	196 76
Minot, . . .	1,734	297,184	1 94	1,200 00	1,040 40	159 60	219 45
Poland, . . .	2,660	318,168	1 50	1,500 00	1,596 00	-96 00	350 16
Turner, . . .	2,537	418,832	1 46	1,522 00	1,522 00	-20	344 62
Wales, . . .	612	115,332	1 63	375 00	367 20	7 80	81 00
Webster, . . .	1,110	194,439	1 82	666 00	666 00	-	119 95

AROOSTOOK COUNTY.

Amity, . . .	356	14,349	1 54	200 00	213 60	-13 60	43 55
Asnland, . . .	354	-	1 91	350 00	212 40	137 60	36 51
Bridgewater, . . .	143	-	78	250 00	85 80	164 20	105 08
Fort Fairfield, . . .	401	-	1 03	400 00	240 60	159 40	141 37
Hodgdon, . . .	862	61,734	1 28	500 00	517 20	-17 20	139 30
Houlton, . . .	1,453	141,599	1 14	871 80	871 80	-	268 57
Linneus, . . .	561	25,199	1 20	400 00	336 60	63 40	118 57
Littleton, . . .	255	-	96	150 00	1 3 00	-3 00	49 44
Masardis, . . .	122	10,209	1 88	90 00	73 20	16 80	16 94
Monticello, . . .	227	16,518	1 42	200 00	136 20	63 80	74 50
New Limerick, . . .	160	13,383	1 02	100 00	96 00	4 00	28 30
Orient, . . .	217	-	1 01	100 00	130 20	-30 20	25 65
Smyrna, . . .	172	8,121	-	-	103 20	-	-
Weston, . . .	293	28,140	1 40	250 00	175 80	74 20	58 00
<i>Plantations.</i>							
Bancroft, . . .	157	-	1 35	100 00	94 20	5 80	24 00
Barker, . . .	-	-	1 15	15 00	-	-	3 57
Belfast Acad. Grant, . . .	259	-	1 13	155 40	155 40	-	47 00
Benedicta, . . .	325	-	05	7 60	195 00	-187 40	56 62

## COMMON SCHOOLS.

## AROOSTOOK COUNTY, (CONTINUED.)

Plantations.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.
Crystal, . . .	175	-	1 39	100 00	105 00	-5 00	26 24
Dayton, . . .	49	-	-	-	29 40	-	-
Eaton Grant, . . .	188	-	-	-	112 80	-	-
Fremont, . . .	-	-	-	-	-	-	-
Golden Ridge, . . .	194	-	54	73 0	116 40	-43 40	45 29
Hancock, . . .	592	-	29	200 00	355 20	-155 20	91 00
Haynesville, . . .	96	-	-	-	57 60	-	16 24
Leavitt, . . .	37	-	-	-	-	-	17 00
Letter A, . . .	-	-	-	-	-	-	-
Letter G, . . .	361	-	1 32	250 00	216 60	33 40	61 00
Letter H, . . .	203	-	1 24	203 00	121 80	81 20	69 00
Limestone, . . .	-	-	1 57	54 00	-	-	9 33
Macwaho, . . .	-	-	-	-	-	-	22 11
Madawaska, . . .	1,278	-	-	-	766 80	-	264 42
Molunkus, . . .	99	-	-	-	119 40	-	5 19
Moro, . . .	-	-	-	-	-	-	-
No. 1, R. 5, . . .	-	-	-	-	-	-	-
No. 5, B. 3, . . .	34	-	-	-	20 40	-	-
No. 5, R. 4, . . .	-	-	1 22	50 00	-	-	9 12
No. 6, R. 4, . . .	37	-	-	-	22 20	-	-
No. 9, R. 6, . . .	59	-	1 21	40 00	35 40	4 60	11 87
No. 11, R. 1, . . .	106	-	-	-	63 60	-	-
Plymouth Grant, . . .	252	3,306	-	-	151 20	-	-
Portage Lake, . . .	168	-	-	-	100 80	-	46 32
Presque Isle, . . .	288	-	1 68	315 09	-	-	65 35
Reed, . . .	76	-	-	-	45 60	-	-
Rockabema, . . .	49	7,623	1 11	40 00	-	-	11 75
Salmon Brook, . . .	176	-	1 58	150 00	105 60	44 40	33 15
Van Buren, . . .	1,950	-	-	-	630 00	-	-

## CUMBERLAND COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.
Baldwin, . . .	1,100	156,238	1 52	660 00	660 00	-	151 74
Bridgton, . . .	2,710	472,161	1 59	1,700 00	1,626 00	74 00	355 10
Brunswick, . . .	4,976	1,107,822	2 21	4,000 00	2,985 60	1,014 40	621 49
Cape Elizabeth, . . .	2,082	256,287	1 45	1,500 00	1,249 20	250 80	351 10
Casco, . . .	1,045	152,314	1 42	631 70	627 00	4 70	159 27
Cumberland, . . .	1,656	326,815	1 48	1,000 00	993 60	6 40	234 01
Falmouth, . . .	2,164	401,273	1 93	1,298 40	1,298 40	-	216 10
Freeport, . . .	2,629	563,146	1 74	1,800 00	1,577 40	222 60	353 61
Gorham, . . .	3,088	684,732	1 56	1,950 00	1,852 80	97 20	435 25
Gray, . . .	1,788	238,092	1 5	1,100 00	1,072 80	27 20	248 27
Harpeswell, . . .	1,535	314,941	1 60	925 00	921 00	4 00	193 16
Harrison, . . .	1,416	229,816	1 93	900 00	849 60	50 40	196 98
Hapes, . . .	1,025	135,97	1 40	700 00	615 00	85 00	171 79
New Gloucester, . . .	1,848	395,501	1 78	1,110 00	1,108 80	1 20	221 91
North Yarmouth, . . .	1,221	327,670	1 87	700 00	732 60	-32 60	154 17
Otisfield, . . .	1,171	211,185	1 70	720 00	702 60	17 40	154 16

SUPERINTENDENT'S REPORT.

CUMBERLAND COUNTY, (CONTINUED.)

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from scho. fund.
Portland, . . .	20,819	7,311,561	2 87	23,369 00	12,491 40	10,877 60	3,021 32
Pownal, . . .	1,074	241,550	1 45	644 40	644 40	-	159 69
Raymond, . . .	1,142	126,901	2 16	1,000 00	685 20	314 80	166 95
Scarborough, . . .	1,837	386,549	1 79	1,300 00	1,102 20	197 80	252 32
Sebago, . . .	850	70,162	1 30	600 00	510 00	90 00	129 85
Standish, . . .	2,290	329,206	1 80	1,375 00	1,374 00	1 00	276 18
Westbrook, . . .	4,852	1,201,922	1 98	3,500 00	2,911 20	588 80	575 52
Windham, . . .	2, 80	407,708	1 49	1,450 00	1,428 00	22 00	331 14
Yarmouth, . . .	2,144	727,527	1 88	1,286 40	1,286 40	-	237 46

FRANKLIN COUNTY.

Avon, . . .	778	80,677	1 50	466 80	466 80	-	107 74
Carthage, . . .	420	42,142	1 48	220 00	252 00	-32 00	50 40
Chesterville, . . .	1,142	140,612	1 70	685 20	685 20	-	145 86
Farmington, . . .	2,725	597,064	1 73	1,650 00	1,635 00	15 00	386 95
Freeman, . . .	762	73,637	1 76	457 20	457 20	-	98 00
Industry, . . .	1,041	130,845	1 61	540 00	624 60	-84 60	116 00
Jay, . . .	1,733	220,551	1 59	1 040 00	1,039 80	20	221 91
Kingfield, . . .	662	73,273	1 53	400 00	397 20	2 80	90 22
Madrid, . . .	404	23,964	1 13	242 00	242 40	-40	67 41
New Sharon, . . .	1,732	310,226	1 47	920 50	1,039 20	-118 70	228 42
New Vineyard, . . .	635	65,538	1 57	497 40	381 00	116 40	117 88
Phillips, . . .	1,673	208,745	1 53	1,000 00	1,003 80	-3 80	234 01
Rangely, . . .	43	4,800	1 58	150 00	25 80	124 20	30 00
Salem, . . .	454	60,029	1 96	273 00	272 00	60	48 40
Strong, . . .	1,008	169,091	1 44	408 00	604 80	-196 80	98 85
Temple, . . .	785	72,550	1 52	392 50	471 00	-78 50	94 02
Weld, . . .	995	92,232	1 35	567 00	597 00	-30 00	139 99
Wilton, . . .	1,909	320,566	1 70	1,188 10	1,145 40	42 70	241 95
<i>Plantations.</i>							
Dallas, . . .	458	26,900	1 83	128 00	274 80	-146 80	-
Eustis, . . .	-	-	56	50 00	-	-	-
Jackson, . . .	321	15,000	-	-	192 60	-	46 67
Letter E, . . .	126	6,000	1 76	75 60	75 60	-	13 84
No. 4, . . .	139	3,920	75	56 00	83 40	-27 40	20 72
No. 6, . . .	74	2,000	-	-	44 40	-	-

## COMMON SCHOOLS.

## HANCOCK COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; deficit indicated by —.	Am't apportioned from school fund,
Amherst, . . .	323	43,962	1 91	250 00	193 80	56 20	44 55
Aurora, . . .	217	33,672	2 53	200 00	130 20	69 80	25 93
Bluehill, . . .	1,939	350,221	1 43	1,165 00	1,163 40	1 60	283 00
Brooklin, . . .	1,002	77,832	1 70	700 00	601 20	98 80	140 00
Brooksville, . . .	1,333	105,901	1 33	800 00	799 80	20	214 00
Bucksport, . . .	3,381	626,338	1 65	2,500 00	2,028 60	471 40	492 21
Castine, . . .	1,260	597,360	4 19	2,250 00	756 00	1,494 00	186 30
Cranberry Isle, . . .	283	38,759	1 26	169 80	169 80	-	47 36
Deer Isle, . . .	3,037	227,042	1 01	1,500 00	1,822 20	-322 20	510 19
Dedham, . . .	546	55,094	1 45	350 00	327 60	22 40	83 30
Eastbrook, . . .	212	32,811	1 42	135 00	127 20	7 80	29 72
Eden, . . .	1,127	103,809	1 33	680 00	676 20	3 80	76 00
Ellsworth, . . .	4,009	675,945	1 79	4,000 00	2,405 40	1,594 60	767 00
Franklin, . . .	736	78,461	1 24	500 00	441 60	58 40	133 68
Gouldsborough, . . .	1,400	125,931	1 20	840 00	840 00	-	236 42
Hancock, . . .	960	83,070	1 31	552 00	576 00	-24 00	139 30
Mariaville, . . .	374	36,487	1 30	250 00	224 40	25 60	69 48
Mount Desert, . . .	777	79,181	1 30	466 20	466 20	-	123 75
Orland, . . .	1,580	277,433	1 35	1,000 00	948 00	52 00	382 22
Otis, . . .	124	19,341	2 56	200 00	74 40	125 60	23 85
Penobscot, . . .	1,556	160,286	1 30	935 00	933 60	1 40	249 21
Seaville, . . .	139	17,000	1 25	70 00	83 40	-13 40	23 85
Sedgwick, . . .	1,234	119,748	1 57	850 00	740 40	109 60	192 17
Sullivan, . . .	810	107,255	1 74	486 00	486 00	-	99 55
Surry, . . .	1,189	125,104	1 30	750 00	713 40	36 60	189 42
Tremont, . . .	1,425	102,505	1 29	855 00	855 00	-	231 24
Trenton, . . .	1,205	148,720	1 35	700 00	723 00	-23 00	176 00
Waltham, . . .	304	41,881	1 35	185 00	182 40	2 60	47 10
<i>Plantations.</i>							
Eagle Island, . . .	32	1,000	-	-	19 20	-	-
Harbor & Marshal Is., . . .	16	800	3 08	40 00	9 60	30 40	3 46
Hog Island, . . .	12	400	-	-	7 20	-	-
Long Island, . . .	152	3,500	9 1	105 00	91 20	13 80	26 63
No. 7, . . .	109	13,132	1 07	64 00	65 40	-1 40	15 29
No. 10, . . .	20	8,000	-	-	12 00	-	5 88
No. 16, . . .	-	8,000	-	-	-	-	-
No. 21, Middle Div., . . .	26	8,000	79	15 00	15 60	-60	4 00
No. 33, Middle Div., . . .	51	26,000	89	25 00	30 60	-5 60	8 00
Swan Island, . . .	423	17,898	1 32	260 00	253 80	6 20	64 67
Wetmore, . . .	405	56,596	1 72	300 00	243 00	57 00	63 26

SUPERINTENDENT'S REPORT.

KENNEBEC COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.
Albion, . . .	1,601	231,097	1 66	1,000 00	962 40	37 60	207 73
Augusta, . . .	8,227	2,080,712	1 66	4,900 00	4,936 20	—36 20	1,027 17
Belgrade, . . .	1,722	304,943	1 64	1,030 00	1,033 20	—3 20	216 37
Benton, . . .	1,189	155,992	1 62	800 00	713 40	86 60	172 82
Chelsea, . . .	1,096	146,869	1 60	725 00	657 60	67 40	152 43
China, . . .	2,769	456,635	1 39	1,650 00	1,661 40	—11 40	413 07
Clinton, . . .	1,743	188,606	1 72	1,045 96	1,045 80	—16	272 37
Farmingdale, . . .	-	253,927	2 14	800 00	-	-	138 95
Fayette, . . .	1,085	194,777	1 81	650 00	651 00	—1 00	103 70
Gardiner, . . .	5,226	1,385,298	1 98	3,500 00	3,135 60	364 40	609 39
Hallowell, . . .	3,201	967,042	2 54	2,500 00	1,920 60	579 40	380 92
Litchfield, . . .	2,100	299,608	1 48	1,000 00	-	-	241 95
Manchester, . . .	825	239,501	2 50	700 00	495 00	205 00	103 01
Monmouth, . . .	1,925	356,882	1 92	1,202 15	1,155 00	47 15	217 76
Mount Vernon, . . .	1,479	239,054	1 78	900 00	887 40	12 60	168 68
Pittston, . . .	2,823	693,319	1 58	1,700 00	1,693 80	6 20	413 07
Readfield, . . .	1,817	439,723	2 16	1,200 00	1,090 20	109 80	205 66
Rome, . . .	830	79,097	1 17	450 00	498 00	—48 00	103 70
Sidney, . . .	1,955	458,556	1 69	1,200 00	1,173 00	27 00	252 00
Vassalborough, . . .	3,099	641,288	1 63	2,000 00	1,859 40	140 60	431 00
Vienna, . . .	851	126,125	1 38	510 60	510 60	-	131 45
Waterville, . . .	3,965	1,018,362	1 41	2,400 00	2,379 00	21 00	573 10
Wayne, . . .	1,367	233,339	1 79	850 00	820 20	29 80	156 92
West Gardiner, . . .	1,260	228,880	1 49	800 00	756 00	44 00	189 42
Windsor, . . .	1,793	260,427	1 76	1,100 00	1,075 80	24 20	216 37
Winslow, . . .	1,796	342,552	1 60	1,200 00	1,077 60	122 40	255 43
Winthrop, . . .	2,154	500,757	1 71	1,292 40	1,292 40	-	250 93
<i>Plantations.</i>							
Clinton Gore, . . .	195	6,722	1 51	125 00	117 00	8 00	23 00
Unity, . . .	110	5,681	1 05	40 00	66 00	—26 00	11 00

LINCOLN COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.
Alna, . . .	916	182,679	1 62	550 00	549 60	40	126 17
Boothbay, . . .	2,504	239,067	1 32	1,502 40	1,502 40	-	380 00
Bremen, . . .	891	107,595	1 77	534 00	534 60	-	110 96
Bristol, . . .	2,910	251,075	1 16	1,500 00	1,746 00	—246 00	412 00
Cushing, . . .	805	90,688	1 55	483 00	483 00	-	106 47
Damariscotta, . . .	1,328	377,242	1 63	1,000 00	796 80	203 20	211 89
Dresden, . . .	1,419	270,613	1 77	1,000 00	851 40	148 60	201 00
Edgecomb, . . .	1,231	167,730	1 37	740 00	738 60	1 40	185 96
Friendship, . . .	652	70,181	1 43	373 23	391 20	—17 97	141 90
Jefferson, . . .	2,223	298,677	1 49	1,333 80	1,333 80	-	341 76
Newcastle, . . .	2,012	392,503	1 98	1,500 00	1,207 20	292 80	266 50
Nobleborough, . . .	1,408	234,312	1 41	844 80	844 80	-	205 31
Rockland, . . .	5,052	1,036,599	2 07	5,500 00	3,031 20	2,468 80	990 33
St. George, . . .	2,217	233,820	1 26	1,330 20	1,330 20	-	369 86

## COMMON SCHOOLS.

## LINCOLN COUNTY, (CONTINUED.)

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by --.	Am't apportioned from school fund.
Somerville, . . .	552	33,504	1 42	331 20	331 20	-	79 85
Southport, . . .	543	37,126	1 29	326 00	325 80	20	84 00
South Thomaston,	1,420	285,300	1 40	900 00	852 00	48 00	222 60
Thomaston, . . .	2,723	740,576	1 63	2,000 00	1,633 80	366 20	397 65
Union, . . .	1,974	341,621	1 60	1,148 28	1,184 40	-36 12	243 33
Waldoborough, . .	4,199	941,088	1 37	2,500 00	2,519 40	-19 40	665 04
Warren, . . .	2,428	777,730	1 57	1,460 00	1,456 80	3 20	321 46
Washington, . . .	1,756	143,560	1 53	1,053 60	1,053 60	-	233 00
Westport, . . .	761	101,511	1 23	406 00	456 60	-50 60	112 36
Whitefield, . . .	2,160	278,160	1 75	1,400 00	1,290 00	104 00	262 69
Wiscasset, . . .	2,344	605,096	1 51	1,200 00	1,405 80	-205 80	311 78
<i>Plantations.</i>							
Matinicus, . . .	220	20,000	1 28	132 00	132 00	-	36 30
Monhegan, . . .	103	3,506	2 24	110 00	61 80	48 20	15 98
Muscle Ridge, . .	56	-	62	56 00	33 60	22 40	20 74

## OXFORD COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by --.	Am't apportioned from school fund.
Albany, . . .	747	71,843	1 40	450 00	448 20	1 80	110 96
Andover, . . .	710	75,390	1 33	426 00	426 00	-	97 68
Bethel, . . .	2,253	266,498	1 44	1,351 80	1,351 80	-	305 55
Brownfield, . . .	1,320	159,636	1 47	792 00	792 00	-	185 00
Buckfield, . . .	1,657	259,924	1 57	1,020 00	994 20	25 80	225 71
Byron, . . .	296	19,968	1 22	168 00	177 60	-9 60	48 08
Canton, . . .	926	142,735	1 50	580 00	555 60	24 40	121 24
Denmark, . . .	1,203	170,710	1 58	800 00	721 80	78 20	107 06
Dixfield, . . .	1,180	153,729	1 22	600 00	708 00	-108 00	125 00
Fryeburg, . . .	1,524	279,088	1 79	1,200 00	914 40	285 60	233 36
Gilead, . . .	359	47,622	1 42	215 40	215 40	-	49 09
Grafton, . . .	108	7,000	2 16	80 00	64 80	15 20	13 48
Greenwood, . . .	1,118	53,000	1 63	680 00	670 80	9 20	136 54
Hanover, . . .	366	38,212	1 30	160 00	219 60	-59 60	24 24
Hartford, . . .	1,293	169,665	1 73	708 00	775 80	-67 80	145 52
Hebron, . . .	839	118,567	1 54	550 00	503 40	46 60	117 88
Hiram, . . .	1,210	160,713	2 04	1,000 00	726 00	274 00	165 91
Lovell, . . .	1,196	163,722	1 32	800 00	717 60	82 40	205 00
Mason, . . .	93	12,022	1 36	75 00	55 80	19 20	16 25
Mexico, . . .	481	57,480	1 27	250 00	288 60	-38 60	69 13
Newry, . . .	459	48,564	1 61	275 40	275 40	-	40 25
Norway, . . .	1,962	326,473	1 47	1,200 00	1,177 20	22 80	286 54
Oxford, . . .	1,233	183,800	1 58	900 00	739 80	160 20	188 03
Paris, . . .	2,883	481,259	1 74	1,729 80	1,729 80	-	355 68
Peru, . . .	1,109	103,798	1 31	666 00	665 40	60	149 82
Porter, . . .	1,208	165,198	1 51	725 40	724 80	60	165 91
Roxbury, . . .	246	15,929	1 63	148 00	147 60	40	32 15
Runford, . . .	1,375	184,692	1 54	825 00	825 00	-	69 00
Stoneham, . . .	483	25,390	1 73	300 00	289 80	10 20	62 57



SUPERINTENDENT'S REPORT.

OXFORD COUNTY, (CONTINUED.)

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by --.	Am't apportioned from school fund.
Stowe, . . .	407	47,881	1 64	350 00	244 20	5 80	60 78
Sumner, . . .	1,151	168,070	1 52	690 60	690 60	-	166 00
Sweden, . . .	698	124,268	1 61	450 00	418 80	31 20	98 85
Waterford, . .	1,448	263,096	1 74	900 00	868 80	31 20	180 85
Woodstock, . .	1,012	80,524	1 49	608 00	607 20	80	132 04
<i>Plantations.</i>							
Andover N. Surplus,	81	3,000	-	-	48 60	-	11 09
Franklin, . . .	188	6,584	98	125 00	112 80	12 20	40 80
Fryeburg Acad. Gt.,	64	3,000	-	-	38 40	-	-
Hamlin's Grant, .	108	5,560	2 80	70 00	64 80	5 20	12 00
Letter B, . . .	174	5,000	1 00	100 00	104 40	-4 40	31 80
Milton, . . .	166	10,220	1 60	150 00	99 60	50 40	29 37
No. 5, R. 1 and 2,	105	5,000	-	-	63 00	-	-
Riley, . . .	60	3,027	-	-	36 00	-	-

PENOBSCOT COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by --.	Am't apportioned from school fund.
Alton, . . .	252	13,346	1 50	300 00	151 20	148 80	60 84
Argyle, . . .	338	22,573	1 25	200 00	202 80	-2 80	28 00
Bangor, . . .	14,432	3,899,218	3 04	16,850 00	8,659 20	8,190 80	2,008 92
Bradford, . . .	1,296	85,488	1 22	800 00	777 60	22 40	221 22
Bradley, . . .	796	99,979	1 51	500 00	477 60	22 40	105 43
Brewer, . . .	2,628	363,316	1 30	1,250 00	1,576 80	-326 80	319 04
Burlington, . .	481	28,500	1 33	300 00	288 60	11 40	87 45
Carmel, . . .	1,228	107,228	1 43	750 00	736 80	13 20	170 94
Carroll, . . .	401	21,229	1 40	275 00	240 60	34 40	63 36
Charleston, . .	1,28	142,977	1 40	800 00	769 80	30 20	310 08
Chester, . . .	339	12,793	1 86	300 00	203 40	96 60	53 58
Clifton, . . .	306	19,295	1 37	190 00	183 60	6 40	44 22
Corinna, . . .	1,550	165,292	1 12	775 00	930 00	-155 00	185 26
Corinth, . . .	1,600	199,964	1 35	960 00	960 00	-	235 04
Dexter, . . .	1,948	267,561	1 40	1,200 00	1,168 80	31 20	307 28
Dixmont, . . .	1,605	219,612	1 56	1,000 00	963 00	37 00	221 43
Eddington, . . .	696	101,283	2 18	700 00	417 60	282 40	116 84
Edinburg, . . .	93	11,307	2 34	75 00	55 80	19 20	10 56
Enfield, . . .	396	27,163	1 67	300 00	237 60	62 40	55 63
Etna, . . .	802	50,975	1 52	500 00	481 20	18 80	106 49
Exeter, . . .	1,853	242,197	1 66	1,000 00	1,111 80	88 20	242 30
Garland, . . .	1,247	132,004	1 24	748 20	748 20	-	198 02
Glenburn, . . .	905	86,821	1 40	500 00	543 00	-43 00	118 57
Greenbush, . . .	457	22,096	87	226 25	274 20	-47 95	87 79
Greenfield, . . .	305	37,486	2 18	283 00	183 00	100 00	42 97
Hampden, . . .	3,195	423,441	1 48	2,000 00	1,917 00	83 00	461 46
Hermion, . . .	1,374	129,069	1 59	1,000 00	824 40	175 60	224 57
Holden, . . .	-	119,943	1 70	550 00	-	-	114 42
Howland, . . .	214	24,114	2 08	150 00	128 40	21 60	18 66
Hudson, . . .	717	41,296	1 48	500 00	430 20	69 80	121 33

## COMMON SCHOOLS.

## PENOBSCOT COUNTY, (CONTINUED.)

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.
Kenduskeag, . . .	-	-	1 49	585 00	-	-	135 50
Lagrange, . . .	482	38,300	1 24	300 00	289 20	10 80	82 27
Lee, . . .	917	68,151	1 49	595 00	550 20	44 80	135 16
Levant, . . .	1,842	169,397	1 24	680 00	1,105 20	-425 20	191 48
Lincoln, . . .	1,358	126,663	1 33	815 00	814 80	20	220 00
Lowell, . . .	378	19,609	87	189 79	226 80	-37 01	73 79
Maxfield, . . .	186	8,784	1 47	100 00	111 60	-11 60	20 74
Milford, . . .	687	128,876	1 33	400 00	412 20	-12 20	110 27
Newburg, . . .	1,399	115,354	1 51	900 00	839 40	60 60	201 16
Newport, . . .	1,212	195,203	1 37	730 00	727 20	2 80	172 82
Nickataw, . . .	-	4,000	1 29	150 00	-	-	36 33
Oldtown, . . .	3,087	336,995	1 43	2,000 00	1,852 20	147 80	517 10
Orono, . . .	2,785	259,930	2 11	1,700 00	1,671 00	29 00	302 45
Orrington, . . .	1,851	256,605	1 54	1,200 00	1,110 60	89 40	271 67
Passadumkeag, . . .	294	20,066	2 67	320 00	176 40	143 60	48 05
Patten, . . .	470	46,447	1 87	400 00	282 00	118 00	71 90
Plymouth, . . .	925	80,272	1 53	650 00	555 00	95 00	140 00
Prentiss, . . .	161	5,625	47	50 00	96 60	-46 60	-
Springfield, . . .	583	29,422	1 12	350 00	349 80	20	107 51
Stetson, . . .	885	78,987	1 50	550 00	531 00	19 00	123 75
Veazie, . . .	-	-	1 63	500 00	-	-	115 00
Winn, . . .	-	-	-	-	-	-	-
Woodville, . . .	-	5,000	-	-	-	-	33 18
<i>Plantations.</i>							
Mattawiscontis, . . .	54	6,000	-	-	92 40	-	-
Mattawaukeag, . . .	306	5,000	-	-	180 00	-	120 52
No. 4, R. 1, . . .	161	5,625	-	-	96 60	-	-
No. 5, R. 6, . . .	102	4,000	-	-	61 20	-	-
Pattagumpus, . . .	50	1,200	1 00	40 00	30 00	10 00	13 40
Webster, . . .	29	8,000	-	-	17 40	-	7 26

## PISCATAQUIS COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.
Abbot, . . .	747	65,351	1 57	450 00	448 20	1 80	99 00
Atkinson, . . .	895	111,181	1 47	550 00	537 00	13 00	128 00
Barnard, . . .	181	14,844	3 14	220 00	108 60	111 40	23 16
Blanchard, . . .	192	17,130	1 67	100 00	115 20	-15 20	23 16
Bowerbank, . . .	173	17,376	1 53	75 00	103 80	-28 80	15 50
Brownville, . . .	787	78,987	1 57	500 00	472 20	27 80	113 38
Dover, . . .	1,927	243,118	1 48	1,200 00	1,156 20	43 80	254 00
Foxcroft, . . .	1,045	142,707	1 46	600 00	627 00	-27 00	119 37
Guilford, . . .	834	94,714	1 45	500 00	500 40	-40	118 90
Greenville, . . .	326	36,150	1 83	200 00	195 60	4 40	26 00
Kingsbury, . . .	181	22,639	1 55	110 00	108 60	1 40	27 65
Medford, . . .	322	30,378	1 39	200 00	193 20	6 80	49 09
Milo, . . .	932	89,416	1 40	563 00	559 20	3 80	137 56
Monson, . . .	654	66,733	1 52	400 00	392 40	7 60	86 43

SUPERINTENDENT'S REPORT.

PISCATAQUIS COUNTY, (CONTINUED.)

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.
Orneville, . . .	424	28,926	1 48	254 40	254 40	-	55 34
Parkman, . . .	1,243	117,194	1 61	750 00	745 80	4 20	159 35
Sangerville, . . .	1,267	192,300	1 34	775 00	760 20	14 80	196 67
Sebec, . . .	1,223	104,786	1 74	809 00	733 80	66 20	127 00
Shirley, . . .	250	38,012	80	100 00	150 00	-50 00	40 00
Wellington, . . .	600	42,042	1 32	360 00	360 00	-	88 83
Williamsburg, . . .	124	22,014	2 24	150 00	74 40	75 60	23 85
<i>Plantations.</i>							
Elliottsville, . . .	102	10,884	1 85	50 00	61 20	-11 20	7 95
Np. 2, R. 5, . . .	-	-	1 07	15 00	-	-	5 88

SAGADAHOC COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.
Arrowsic, . . .	311	72,875	1 43	190 00	186 60	3 40	40 42
Bath, . . .	8,020	2,777,778	3 02	10,500 00	4,812 00	5,688 00	1,308 62
Bowdoin, . . .	1,857	247,813	1 66	1,089 60	1,114 20	-24 60	227 44
Bowdoinham, . . .	2,381	523,794	1 89	1,800 00	1,428 60	371 40	344 27
Georgetown, . . .	1,121	155,390	1 42	700 00	672 60	27 40	159 69
Perkins, . . .	84	26,721	2 97	50 50	50 40	10	6 00
Phippsburg, . . .	1,805	365,622	1 39	1,100 00	1,083 00	17 00	272 00
Richmond, . . .	2,056	405,475	1 61	1,600 00	1,233 60	366 40	343 68
Topsham, . . .	2,010	581,232	1 95	1,250 00	1,206 00	44 00	225 36
West Bath, . . .	560	88,645	1 24	200 00	336 00	-136 00	60 00
Woolwich, . . .	1,420	346,365	1 91	1,000 00	852 00	148 00	175 93

SOMERSET COUNTY.

Anson, . . .	2,016	310,391	1 60	1,210 00	1,209 60	40	279 63
Athens, . . .	1,468	244,687	1 51	875 00	880 80	-5 80	208 43
Bingham, . . .	752	86,322	1 35	452 00	451 20	80	114 42
Bloomfield, . . .	1,301	256,690	1 45	780 60	780 60	-	181 80
Brighton, . . .	748	46,919	1 43	450 00	448 80	1 20	107 85
Cambridge, . . .	487	30,526	1 67	291 60	292 20	-60	59 12
Canaan, . . .	1,696	116,363	1 28	1,017 60	1,017 60	-	285 16
Concord, . . .	550	30,376	1 28	330 00	330 00	-	90 56
Cornville, . . .	1,260	219,526	1 63	756 00	756 00	-	169 72
Detroit, . . .	517	50,685	1 24	311 00	310 20	80	83 31
Embsden, . . .	971	139,075	1 51	583 20	582 60	60	122 84
Fairfield, . . .	2,452	418,074	1 36	1,500 00	1,471 20	28 80	386 00
Harmony, . . .	1,107	130,286	1 52	665 40	664 20	1 20	148 28
Hartland, . . .	960	83,166	1 45	600 00	576 00	24 00	146 55
Lexington, . . .	538	43,288	-	-	322 80	-	-

## COMMON SCHOOLS.

## SOMERSET COUNTY, (CONTINUED.)

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.
Madison, . . .	1,768	281,045	1 72	1,100 00	1,060 80	39 20	221 22
Mayfield, . . .	133	3,435	-	-	79 80	-	-
Mercer, . . .	1,186	146,504	1 87	711 60	711 60	-	135 00
Moscow, . . .	577	48,616	1 48	350 00	346 20	3 80	85 73
New Portland, . . .	1,460	230,631	1 51	900 00	876 00	24 00	209 81
Norridgewock, . . .	1,848	344,406	1 60	1,108 80	1,108 80	-	239 19
Palmyra, . . .	1,625	162,897	1 47	1,000 00	975 00	25 00	242 92
Pittsfield, . . .	1,166	119,684	1 85	1,000 00	699 60	300 40	199 09
Ripley, . . .	641	57,648	1 43	400 00	384 60	15 40	93 39
St. Albans, . . .	1,792	168,540	1 41	1,075 20	1,075 20	-	265 11
Skowhegan, . . .	1,756	331,370	1 58	1,060 00	1,053 60	6 40	279 63
Smithfield, . . .	873	77,058	1 58	525 00	523 80	1 20	115 51
Solon, . . .	1,419	179,706	1 53	851 40	851 40	-	185 96
Starks, . . .	1,446	211,276	1 56	867 60	867 60	-	207 41
<i>Plantations.</i>							
Dead River, . . .	-	-	1 57	62 62	-	-	15 21
Flagstaff, . . .	-	-	3 32	76 40	-	-	16 00
Forks, . . .	210	5,000	-	-	126 00	-	27 00
Moose River, . . .	83	3,300	-	-	49 80	-	42 71
No. 1, R. 2, W. K. R., . . .	143	6,000	-	-	85 80	-	23 85
No. 1, R. 3, E. K. R., . . .	47	3,000	-	-	28 20	-	-
No. 1, R. 3, W. K. R., . . .	59	1,000	-	-	35 40	-	-
No. 2, R. 2, . . .	144	3,000	1 68	84 00	86 40	-2 40	22 50
No. 4, R. 1, N. B. P., . . .	98	2,000	-	-	58 80	-	-

## WALDO COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.
Appleton, . . .	1,127	206,691	1 28	860 00	676 20	183 80	222 75
Bellast, . . .	5,052	1,323,997	2 02	4,500 00	3,031 20	1,468 80	773 22
Belmont, . . .	1,486	125,215	2 06	4 9 98	-	-	79 85
Brooks, . . .	1,022	102,343	1 70	750 00	613 20	136 80	162 46
Burnham, . . .	784	82,284	1 07	350 00	470 40	-120 40	113 38
Camden, . . .	4,005	602,804	1 25	2,500 00	2,403 00	97 00	684 75
Frankfort, . . .	4,233	608,242	1 54	3,000 00	2,539 80	460 20	680 95
Freedom, . . .	948	146,537	1 50	568 80	568 80	-	126 60
Hope, . . .	1,110	159,342	1 49	665 00	666 00	-1 00	151 24
Islesborough, . . .	984	95,104	1 25	590 40	590 40	-	160 38
Jackson, . . .	833	117,782	1 72	600 00	499 80	100 20	131 35
Knox, . . .	1,102	133,194	1 52	660 00	661 20	-1 20	138 61
Liberty, . . .	1,116	99,715	1 42	669 60	669 60	-	153 82
Lineville, . . .	2,174	248,890	1 51	1,350 00	1,304 40	45 60	269 31
Monroe, . . .	1,606	184,206	1 49	970 00	963 60	6 40	235 73
Montville, . . .	1,878	258,037	1 57	1,100 00	1,126 80	-26 80	216 00
Morrill, . . .	-	-	1 31	368 40	-	-	100 59
North Haven, . . .	806	82,550	1 35	500 00	483 60	16 40	130 67
Northport, . . .	1,260	146,735	1 68	756 00	756 00	-	156 00
Palemo, . . .	1,659	177,886	1 27	700 00	995 40	-295 40	201 00

SUPERINTENDENT'S REPORT.

WALDO COUNTY, (CONTINUED.)

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess: a deficit indicated by —.	Am't apportioned from school fund.
Prospect, . . .	2,467	131,267	1 22	600 00	-	-	167 98
Searsmont, . . .	1,696	201,760	1 57	1,017 00	1,017 60	-60	220 18
Searsport, . . .	2,207	502,819	1 34	1,400 00	1,324 20	75 80	371 59
Stockton, . . .	-	232,000	1 41	1,000 00	-	-	248 19
Swanville, . . .	944	102,999	1 35	566 00	566 40	-40	151 40
Thorndike, . . .	1,029	142,604	1 43	620 00	617 40	2 60	30 00
Troy, . . .	1,484	164,444	1 50	900 00	890 40	9 60	212 23
Unity, . . .	1,557	236,034	1 92	950 00	934 20	15 80	172 82
Vinalhaven, . . .	1,252	103,921	1 22	752 00	751 20	80	208 00
Waldo, . . .	812	81,597	1 59	500 00	487 20	12 80	108 00

WASHINGTON COUNTY.

Addison, . . .	1,152	206,931	1 40	700 00	691 20	8 80	190 10
Alexander, . . .	544	36,722	1 47	326 40	326 40	-	69 48
Baileyville, . . .	431	24,700	1 62	250 00	258 60	-8 60	50 13
Baring, . . .	380	63,632	2 34	407 00	228 00	179 00	60 50
Beddington, . . .	147	21,028	2 22	120 00	88 20	31 80	17 97
Calais, . . .	4,750	735,422	1 25	3,000 00	2,850 00	150 00	799 84
Centerville, . . .	178	22,801	1 02	107 00	106 80	20	26 00
Charlotte, . . .	798	45,405	1 61	430 80	478 80	-48 00	100 25
Cherryfield, . . .	1,648	199,992	1 41	1,000 00	988 80	11 20	251 97
Columbia, . . .	1,140	169,931	1 36	700 00	684 00	16 00	165 00
Cooper, . . .	562	36,332	1 93	340 00	337 20	2 80	68 45
Crawford, . . .	324	20,994	1 75	200 00	194 40	5 60	44 00
Outler, . . .	820	76,870	87	350 00	492 00	-142 00	133 48
Deblois, . . .	126	-	1 34	78 00	75 60	2 40	20 46
Dennysville, . . .	458	99,853	1 30	275 00	274 80	20	71 20
East Machias, . . .	1,904	313,894	1 32	1,200 00	1,142 40	57 60	250 18
Eastport, . . .	4,125	660,519	2 24	4,000 00	2,475 00	1,525 00	574 14
Edmunds, . . .	446	57,385	1 41	267 60	267 60	-	57 78
Harrington, . . .	963	109,315	1 47	600 00	577 80	22 20	137 68
Jonesborough, . . .	466	45,754	1 73	260 00	279 60	-19 60	66 00
Jonesport, . . .	826	54,602	1 08	500 00	495 60	4 40	137 00
Lubeo, . . .	2,814	240,153	1 54	1,762 00	1,688 40	73 60	395 00
Machias, . . .	1,590	403,903	2 15	1,600 00	954 00	646 00	258 55
Machiasport, . . .	1,266	106,405	1 51	800 00	759 60	40 40	161 37
Marion, . . .	271	21,369	1 82	162 60	162 60	-	28 99
Marshfield, . . .	294	41,354	1 33	180 00	176 40	3 60	45 98
Medyemps, . . .	187	19,739	1 25	150 00	112 20	37 80	16 00
Milbridge, . . .	1,170	121,925	1 29	702 00	702 00	-	173 46
Northfield, . . .	246	24,950	1 43	150 00	147 60	2 40	40 00
Pembroke, . . .	1,712	158,994	1 10	1,027 20	1,027 20	-	304 26
Perry, . . .	1,324	115,374	1 48	800 00	794 40	5 60	189 07
Princeton, . . .	280	24,314	2 26	400 00	168 00	232 00	64 64
Robbinston, . . .	1,028	152,767	1 82	1,000 00	616 80	383 20	198 00
Steuken, . . .	1,122	119,136	1 50	673 20	673 20	-	154 51
Topsfield, . . .	268	26,642	1 81	250 00	160 80	89 20	44 25

## COMMON SCHOOLS.

## WASHINGTON COUNTY, (CONTINUED.)

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.
Trescott, . . .	782	62,349	1 36	469 20	469 20	-	107 16
Wesley, . . .	329	29,743	-	-	197 40	-	-
Whitney, . . .	470	61,260	1 45	300 00	282 00	18 00	69 12
Whitneyville, . .	519	86,052	1 79	400 00	311 40	88 60	78 10
<i>Plantations.</i>							
Big Lake, . . .	126	-	1 46	35 00	75 60	-40 60	8 85
Codyville, . . .	47	-	2 00	50 00	28 20	21 80	13 00
Danforth, . . .	168	5,000	-	-	100 80	-	-
Jackson Brook, .	-	-	1 93	87 00	-	-	14 52
No. 7, R. 2, . . .	61	3,500	2 55	79 00	36 60	42 40	13 00
No. 9, R. 4, . . .	59	11,000	-	-	35 40	-	-
No. 14, . . .	42	5,700	1 57	130 00	25 20	104 80	115 14
No. 18, . . .	20	3,500	-	-	12 00	-	3 69
Talmadge, . . .	46	11,000	2 06	68 00	27 60	40 40	81 27
Waite, . . .	81	9,000	2 29	80 00	48 60	31 40	50 42

## YORK COUNTY.

Towns.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of same raised by tax.	Am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.
Acton, . . .	1,359	213,825	1 77	815 40	815 40	-	161 00
Alfred, . . .	1,319	271,600	1 40	845 00	791 40	53 60	212 36
Berwick, . . .	2,121	219,101	1 47	1,700 00	1,272 60	427 40	392 80
Biddeford, . . .	6,095	2,176,728	2 28	6,750 00	3,657 00	3,093 00	930 47
Buxton, . . .	2,995	424,397	2 29	2,500 00	1,797 00	703 00	379 83
Cornish, . . .	1,144	198,622	1 95	830 35	686 40	143 95	143 10
Dayton, . . .	-	139,650	1 82	500 00	-	-	104 39
Elliot, . . .	1,803	320,658	1 61	1,081 80	1,081 80	-	229 57
Hollis, . . .	2,683	237,894	1 64	1,100 00	-	-	233 66
Kennebunk, . . .	2,650	732,996	1 56	1,600 00	1,590 00	10 00	357 07
Kennebunkport, .	2,706	512,135	1 74	1,800 00	1,623 60	176 40	348 43
Kittery, . . .	2,706	290,492	1 59	1,800 00	1,623 60	176 40	400 15
Lebanon, . . .	2,298	354,809	1 63	1,680 00	1,324 80	355 20	355 43
Limerick, . . .	1,473	235,780	1 72	900 00	883 80	16 20	181 81
Limington, . . .	2,116	346,786	1 61	1,269 60	1,269 60	-	274 79
Lyman, . . .	1,376	202,753	1 55	900 00	825 60	74 40	187 69
Newfield, . . .	1,418	212,832	1 64	850 80	850 80	-	177 21
North Berwick, .	1,593	331,148	1 52	1,000 00	955 80	44 20	198 40
Parson-field, . .	2,322	433,995	1 71	1,400 00	1,393 20	6 80	291 68
Saco, . . .	5,794	2,239,831	2 79	6,000 00	3,476 40	2,523 60	762 55
Sanford, . . .	2,330	334,654	1 70	1,500 00	1,398 00	102 00	321 00
Shap eigh, . . .	1,348	201,771	1 61	808 80	808 80	-	172 86
South Berwick, .	2,592	619,409	1 53	1,600 00	1,555 20	44 80	257 62
Waterborough, .	1,989	200,332	1 51	1,193 40	1,193 40	-	290 35
Wells, . . .	2,945	428,628	1 74	1,800 00	1,767 00	33 00	363 29
York, . . .	2,980	516,609	1 58	1,788 00	1,788 00	-	383 00

RECAPITULATION. — (TABLE I.)

Counties.	Population in 1850.	Valuation in 1850.	Am't of school money raised per scholar.	Whole am't of school money raised by tax.	The am't required by law.	Excess; a deficit indicated by —.	Am't apportioned from school fund.	Miscellaneous funds.	Am't expended for private schools.
Androscoggin, . . .	25,757	4,156,126	1 77	17,257 40	15,454 20	1,803 20	3,374 93	168 17	1,865 00
Aroostook, . . .	11,947	330,181	1 19	5,614 80	6,966 00	397 80	2,041 45	500 82	593 47
Cumberland, . . .	68,842	16,777,054	1 74	55,219 90	41,305 20	13,914 70	9,398 54	1,413 37	1,598 00
Franklin, . . .	20,019	2,740,300	1 50	11,407 30	11,985 60	—417 10	2,599 24	598 90	575 75
Hancock, . . .	33,728	4,534,475	1 55	24,148 00	20,236 80	3,949 60	5,449 04	1,124 86	1,9 5 00
Kennebec, . . .	58,206	12,435,771	1 70	37,271 11	33,663 60	1,807 51	7,639 37	160 00	2,935 83
Lincoln, . . .	46,806	8,261,559	1 51	31,215 11	28,083 60	3,131 51	7,056 89	200 00	3,286 25
Oxford, . . .	35,499	4,687,857	1 55	22,119 40	21,299 40	906 00	4,636 21	1,579 10	2,638 00
Penobscot, . . .	62,945	9,141,077	1 52	48,387 24	37,761 00	9,228 54	9,593 01	2,791 06	2,321 72
Piscataquis, . . .	14,429	1,586,882	1 59	8,922 40	8,657 40	250 00	1,926 05	829 83	224 17
Sagadahoc, . . .	21,625	5,597,710	1 86	19,480 10	12,975 00	6,505 10	3,163 41	249 87	657 00
Somerset, . . .	35,297	4,592,490	1 58	20,995 02	21,178 20	464 40	5,010 91	1,319 11	1,273 00
Waldo, . . .	46,633	6,800,999	1 49	30,243 18	25,608 00	2,186 80	6,779 05	549 00	2,386 00
Washington, . . .	38,510	4,867,211	1 62	26,467 00	23,106 00	3,619 60	5,919 66	1,690 03	1,987 37
York, . . .	60,065	12,390,435	1 73	44,013 15	37,648 80	6,964 35	8,110 51	1,112 64	2,325 00
Total, . . .	580,308	98,900,127	1 59	402,761 11	345,928 80	54,712 01	82,698 27	14,286 76	26,581 56

SUPERINTENDENT'S REPORT.

TABLE II.

ANDROSCOGGIN COUNTY.

Towns.	No. of Districts.		No. of Male Teachers.		No. of Female Teachers.		Average wages of Male Teachers per month, exclusive of board.		Average wages of Female Teachers per week, exclusive of board.		Average length of Schools in weeks.		No. of good School Houses.		No. of poor School Houses.		No. of School Houses built the past year		Cost of New School Houses.	
	No.	Parts of Districts.	No.	No.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year	Cost of New School Houses.									
Auburn, . . . . .	17	3	12	21	19 60	1 67	26.2	9	8	1	600									
Danville, . . . . .	11	-	11	10	20 82	1 86	20.7	9	2	-	-									
Durham, . . . . .	18	2	13	18	20 23	1 84	18.6	8	8	-	-									
East Livermore, . . . . .	6	3	5	11	25 00	2 44	17.1	3	5	1	1,200									
Greene, . . . . .	13	3	9	11	21 50	1 80	19.7	3	9	-	-									
Leeds, . . . . .	13	1	13	12	18 50	1 60	19.4	4	9	-	-									
Lewiston, . . . . .	12	2	14	27	28 84	2 98	25.0	9	6	-	-									
Lisbon, . . . . .	11	2	7	10	22 00	2 24	19.4	8	3	-	-									
Livermore, . . . . .	17	2	8	29	23 50	2 03	21.2	12	6	-	-									
Minot, . . . . .	10	4	9	9	24 94	2 59	24.0	7	1	3	1,700									
Poland, . . . . .	22	3	15	22	22 64	2 22	19.1	9	12	-	-									
Turner, . . . . .	19	-	14	18	18 00	2 15	20.1	15	4	1	400									
Wales, . . . . .	7	1	6	8	18 00	1 71	20.2	1	6	-	-									
Webster, . . . . .	7	3	8	11	20 25	1 83	21.4	7	3	-	-									
Total, . . . . .	183	29	144	217	21 79	2 07	20.9	104	82	6	3,900									

AROOSTOOK COUNTY.

Amity, . . . . .	3	-	2	3	18 00	2 33	22.6	1	1	-	-
Ashland, . . . . .	5	-	1	5	20 00	2 13	17.8	-	5	-	-
Bridgewater, . . . . .	6	-	-	6	-	2 30	23.3	2	3	-	-
Fort Fairfield, . . . . .	8	-	-	11	-	2 08	20.0	3	3	1	100
Hodgdon, . . . . .	9	1	4	12	19 20	2 19	21.3	1	7	1	350
Houlton, . . . . .	9	-	3	11	18 00	2 72	21.3	2	7	-	-
Linneus, . . . . .	10	1	3	12	23 33	2 19	20.0	1	4	-	-
Littleton, . . . . .	5	-	-	7	-	2 58	20.0	2	1	2	375
Masardis, . . . . .	3	-	-	2	-	2 00	14.0	1	1	-	-
Monticello, . . . . .	8	-	-	6	-	2 33	22.5	3	1	-	-
New Limerick, . . . . .	4	-	2	3	13 00	2 00	17.5	2	-	1	200
Orient, . . . . .	3	-	-	2	-	2 00	12.0	-	2	-	-
Smyrna, . . . . .	1	-	-	-	-	-	-	-	-	-	-
Weston, . . . . .	6	2	2	5	19 00	2 12	23.6	1	3	-	-



SUPERINTENDENT'S REPORT.

AROOSTOOK COUNTY, (CONTINUED.)

Plantations.	No. of Districts.		No. of Male Teachers.		No. of Female Teachers.		Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
	Parts of Districts.												
Bancroft, . . . . .	3	-	-	3	-	-	1 83	15.0	1	2	-	-	-
Barker, . . . . .	1	-	-	1	-	-	1 50	12.0	-	-	-	-	-
Belfast Acad. Grant, .	4	-	1	3	-	-	2 50	21.0	2	-	-	-	-
Benedicta, . . . . .	1	-	-	2	-	-	3 43	16.0	-	1	-	-	-
Crystal, . . . . .	3	-	-	4	-	-	2 25	15.0	2	-	-	-	-
Dayton, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-
Eaton Grant, . . . . .	4	-	1	-	-	-	-	-	2	-	2	-	150
Freemont, . . . . .	1	-	-	-	-	-	-	-	-	-	-	-	-
Golden Ridge, . . . . .	6	-	-	2	-	-	1 75	11.0	1	1	1	-	250
Hancock, . . . . .	6	-	-	4	-	-	4 25	22.0	1	2	-	-	-
Haynesville, . . . . .	3	-	-	1	-	-	2 00	17.5	1	-	-	-	-
Leavitt, . . . . .	2	-	-	1	-	-	2 00	16.0	-	-	-	-	-
Letter G, . . . . .	9	-	1	4	-	10 00	1 70	23.6	1	2	1	-	300
Letter H, . . . . .	7	-	2	2	-	18 00	1 87	22.9	1	1	-	-	-
Limestone, . . . . .	1	-	-	2	-	-	2 12	-	-	-	-	-	-
Macwaho, . . . . .	1	-	2	1	-	20 00	2 00	20.0	1	-	-	-	-
Madawaska, . . . . .	13	-	4	4	-	26 50	5 50	22.0	1	2	-	-	-
No. 5, R. 4, . . . . .	2	-	-	2	-	-	2 00	12.0	-	1	-	-	-
No. 9, R. 6, . . . . .	1	-	-	-	-	-	2 00	12.0	1	-	-	-	-
Plymouth Grant, . . . . .	1	-	-	-	-	-	-	-	-	-	-	-	-
Portage Lake, . . . . .	-	-	-	1	-	-	2 50	24.0	-	1	-	-	-
Presque Isle, . . . . .	1	-	-	3	-	-	4 00	12.0	1	2	-	-	-
Rockabema, . . . . .	2	-	-	-	-	-	2 00	12.0	-	-	-	-	-
Salmon Brook, . . . . .	2	-	-	3	-	-	2 02	21.9	-	2	-	-	-
Total, . . . . .	159	4	28	130	-	-	18.65	2 37	18.2	35	55	9	1,725

CUMBERLAND COUNTY.

Towns.													
Baldwin, . . . . .	10	2	4	10	20	75	2 30	20.7	1	8	-	-	-
Bridgton, . . . . .	22	-	22	22	-	-	-	19	-	1	-	-	150
Brunswick, . . . . .	24	-	19	35	24	00	2 63	22.3	18	8	-	-	-
Cape Elizabeth, . . . . .	12	-	9	13	23	75	2 25	21.2	7	5	1	-	450
Casco, . . . . .	10	-	7	11	22	00	2 35	21.0	5	4	-	-	-
Cumberland, . . . . .	11	2	9	13	26	12	2 29	19.3	7	2	-	-	-
Falmouth, . . . . .	13	-	12	9	27	09	3 37	16.5	3	10	-	-	-
Freeport, . . . . .	17	2	16	19	23	75	2 30	20.8	5	12	1	-	400
Gorham, . . . . .	18	7	12	17	20	00	2 00	22.8	10	8	1	-	362
Gray, . . . . .	11	-	10	14	20	78	2 01	19.9	8	3	1	-	500
Harpswell, . . . . .	16	-	10	13	21	90	1 96	18.6	6	5	-	-	-
Harrison, . . . . .	13	1	8	13	19	41	2 08	22.0	4	10	-	-	-
Naples, . . . . .	12	1	7	12	16	66	2 00	18.7	7	6	-	-	-
New Gloucester, . . . . .	14	1	10	14	21	13	1 98	21.2	7	4	-	-	-
North Yarmouth, . . . . .	7	2	-	-	26	40	2 34	24.0	2	5	-	-	-

## COMMON SCHOOLS.

## CUMBERLAND COUNTY, (CONTINUED.)

Towns.	No. of Districts.		No. of Male Teachers.		Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
	Parts of Districts.	No. of Female Teachers.	No. of Male Teachers.	No. of Female Teachers.							
Otisfield, . . . . .	12	1	9	15	17 10	2 00	21.4	7	5	2	800
Portland, . . . . .	1	-	9	53	56 02	2 94	43.5	16	2	1	4,500
Pownal, . . . . .	12	2	5	9	27 00	2 67	19.9	3	10	-	-
Raymond, . . . . .	10	-	7	11	23 66	2 45	24.1	2	6	-	-
Scarborough, . . . . .	11	-	9	10	21 70	2 47	23.5	7	3	-	-
Sebago, . . . . .	10	-	4	12	15 80	2 00	20.7	5	4	1	300
Standish, . . . . .	16	-	11	13	20 55	2 10	22.7	11	5	-	-
Westbrook, . . . . .	17	-	12	20	28 30	3 13	27.5	10	7	-	-
Windham, . . . . .	18	-	15	17	18 41	2 38	22.1	9	9	-	-
Yarmouth, . . . . .	9	3	8	9	25 00	2 47	22 3	6	4	1	1,150
Total, . . . . .	326	24	244	384	23 64	2 35	22.4	185	147	10	8,612

## FRANKLIN COUNTY.

Avon, . . . . .	12	2	8	11	15 50	1 46	17.6	6	2	1	200
Carthage, . . . . .	6	1	5	4	16 20	1 20	17.7	2	3	-	-
Chesterville, . . . . .	10	1	6	12	18 70	2 20	20.0	6	4	-	-
Farmington, . . . . .	26	3	12	29	22 17	2 18	20.7	6	18	1	600
Freeman, . . . . .	9	-	5	13	16 40	1 84	18.6	7	2	-	-
Industry, . . . . .	11	1	6	9	17 90	1 95	17.9	5	5	-	-
Jay, . . . . .	19	4	13	23	16 00	1 25	18.6	10	6	-	-
Kingfield, . . . . .	5	-	5	5	18 80	1 68	23.2	3	2	-	-
Madrid, . . . . .	8	-	4	7	14 25	1 40	17.9	2	4	-	-
New Sharon, . . . . .	19	2	9	19	21 60	2 20	17.1	8	11	1	300
New Vineyard, . . . . .	11	3	8	8	16 44	1 55	16.5	3	5	-	-
Phillips, . . . . .	22	1	12	21	16 14	1 53	17.9	7	7	-	-
Rangely, . . . . .	4	-	3	3	10 66	1 56	16.0	1	2	-	-
Salem, . . . . .	6	-	7	4	14 00	1 56	18.1	-	5	-	-
Strong, . . . . .	7	4	6	7	18 93	1 94	20.5	3	3	-	-
Temple, . . . . .	9	-	6	10	15 10	1 32	15.1	3	5	-	-
Weld, . . . . .	11	3	9	12	15 00	1 67	18.0	5	6	-	-
Wilton, . . . . .	16	4	13	15	20 27	1 93	19.1	6	11	-	-
<i>Plantations.</i>											
Dallas, . . . . .	1	1	2	1	10 00	1 75	15.0	1	-	-	-
Eustis, . . . . .	3	-	1	2	10 00	1 50	16.3	-	1	-	-
Jackson, . . . . .	2	1	-	-	-	-	-	-	1	-	-
Letter E, . . . . .	2	-	-	4	-	1 56	19.0	-	2	1	60
No. 4, . . . . .	3	-	-	4	-	1 25	26.0	-	-	-	-
Total, . . . . .	222	31	140	223	16 20	1 66	18.5	84	105	4	1,160

SUPERINTENDENT'S REPORT.

HANCOCK COUNTY.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per week, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Amherst, . . . . .	4	-	1	4	24 00	2 69	27.3	3	-	-	-
Aurora, . . . . .	3	-	1	4	24 00	2 31	21.4	-	3	-	-
Bluehill, . . . . .	18	1	13	17	22 86	2 06	16.8	8	9	-	-
Brooklin, . . . . .	10	-	6	10	26 16	2 28	18.0	3	6	-	-
Brooksville, . . . . .	13	-	11	10	21 26	1 99	18.3	3	6	1	200
Bucksport, . . . . .	18	-	9	28	29 00	2 40	22.7	9	12	1	800
Castine, . . . . .	4	-	5	7	29 80	2 58	28.9	3	3	-	-
Cranberry Isle, . . . . .	5	-	2	5	26 00	2 00	21.0	1	3	-	-
Deer Isle, . . . . .	29	1	15	20	22 57	2 27	15.9	6	15	-	-
Dedham, . . . . .	7	1	3	8	23 00	2 32	16.7	3	2	-	-
Eastbrook, . . . . .	3	-	2	3	24 00	2 00	24.0	-	2	-	-
Eden, . . . . .	14	-	9	14	27 20	2 80	15.3	3	7	-	-
Ellsworth, . . . . .	19	-	11	23	30 00	2 40	21.0	9	13	2	1,000
Franklin, . . . . .	11	-	6	7	26 00	2 05	22.5	-	7	-	-
Gouldsborough, . . . . .	17	3	7	13	24 00	1 92	16.5	5	9	-	-
Hancock, . . . . .	8	-	9	6	23 30	2 35	20.5	3	5	1	250
Mariaville, . . . . .	5	-	3	4	22 00	2 25	11.4	3	2	-	-
Mount Desert, . . . . .	11	-	5	9	28 25	2 17	15.2	1	8	-	-
Orland, . . . . .	18	-	7	14	27 00	2 37	20.5	10	3	-	-
Otis, . . . . .	3	-	2	3	22 00	2 00	20.0	2	-	-	-
Penobscot, . . . . .	14	1	9	13	24 00	2 00	15.0	9	4	-	-
Seaville, . . . . .	4	-	-	5	-	2 50	20.0	-	-	-	-
Sedgewick, . . . . .	10	-	9	11	25 22	2 01	21.5	3	7	-	-
Sullivan, . . . . .	7	1	5	8	24 00	2 07	20.9	2	5	-	-
Surry, . . . . .	8	-	5	11	31 20	2 25	20.0	5	3	-	-
Tremont, . . . . .	13	-	9	12	23 50	3 00	20.7	6	2	-	-
Trenton, . . . . .	12	-	10	12	24 00	2 00	17.5	6	5	1	300
Waltham, . . . . .	4	-	2	3	22 00	2 00	16.1	3	1	-	-
<i>Plantations.</i>											
Harbor and Marshall Is.,	1	-	-	-	8 00	-	12.0	-	-	-	-
Long Island, . . . . .	1	6	1	2	25 00	2 00	26.0	1	-	-	-
No. 1, . . . . .	1	-	-	-	-	-	-	-	-	-	-
No. 7, . . . . .	1	3	-	2	25 00	2 50	18.0	1	-	-	-
No. 10, . . . . .	1	1	-	1	-	2 00	14.0	1	-	-	-
No. 16, . . . . .	-	-	-	-	-	-	-	-	-	-	-
No. 21, Middle Division,	1	-	-	1	-	1 25	7.0	-	-	-	-
No. 33, " . . . . .	1	-	-	1	-	2 00	13.0	-	-	-	-
Swan Island, . . . . .	4	-	3	4	29 33	1 41	16.4	-	-	-	-
Wetmore Isle, . . . . .	4	-	2	4	26 00	2 50	14.5	2	-	-	-
Total, . . . . .	307	18	182	299	24 69	2 20	18.5	114	147	6	2,550

## COMMON SCHOOLS.

## KENNEBEC COUNTY.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Albion, . . . . .	14	1	10	16	21 00	2 00	20.0	8	6	-	-
Augusta, . . . . .	23	-	22	13	24 20	2 70	24.0	20	7	-	-
Belgrade, . . . . .	18	-	13	16	17 57	2 22	16.8	10	2	-	-
Benton, . . . . .	9	1	7	9	21 83	2 44	21.5	5	4	-	-
Chelsea, . . . . .	9	2	5	9	20 80	2 35	21.0	3	6	-	-
China, . . . . .	22	-	15	7	20 00	2 08	20.3	18	3	1	400
Clinton, . . . . .	12	1	6	6	18 32	2 02	20.9	7	3	2	700
Farmingdale, . . . . .	3	1	2	6	25 00	2 32	23.2	1	5	-	-
Fayette, . . . . .	10	1	6	11	17 67	2 02	18.9	5	5	-	-
Gardiner, . . . . .	8	-	10	20	26 33	2 60	24.8	12	3	-	-
Hallowell, . . . . .	3	-	4	9	46 33	2 38	34.0	12	-	-	-
Litchfield, . . . . .	15	-	15	14	19 00	1 59	18.3	7	8	-	-
Manchester, . . . . .	7	2	4	12	21 50	2 34	19.9	2	5	-	-
Monmouth, . . . . .	14	15	11	16	19 55	1 92	20.5	7	7	-	-
Mount Vernon, . . . . .	13	-	9	11	20 77	2 53	14.8	5	2	-	-
Pittston, . . . . .	20	2	13	25	-	-	-	6	12	1	390
Readfield, . . . . .	12	-	10	15	20 70	1 90	20.4	7	5	-	-
Rome, . . . . .	8	-	6	10	17 00	1 83	15.4	4	4	-	-
Sidney, . . . . .	20	-	7	27	21 25	2 22	16.7	7	13	1	400
Vassalborough, . . . . .	23	-	18	26	21 50	2 35	19.3	12	11	-	-
Vienna, . . . . .	10	-	5	9	19 60	1 75	19.5	8	1	1	150
Waterville, . . . . .	17	-	9	25	23 11	2 33	23.8	14	9	-	-
Wayne, . . . . .	11	-	9	12	19 00	1 76	21.0	4	7	-	-
West Gardiner, . . . . .	9	-	7	10	23 75	2 20	21.4	5	4	-	-
Windsor, . . . . .	13	1	10	15	23 50	2 00	20.8	8	5	-	-
Winslow, . . . . .	16	-	13	19	19 92	1 95	19.5	8	6	-	-
Winthrop, . . . . .	10	2	8	13	23 62	2 55	22.6	5	6	-	-
<i>Plantations.</i>											
Clinton Gore, . . . . .	2	-	2	2	19 50	2 00	15.0	2	-	-	-
Unity, . . . . .	1	-	1	1	16 00	1 50	17.3	-	1	-	-
Total, . . . . .	352	29	257	384	21 73	2 14	20.4	212	164	6	1,950

## LINCOLN COUNTY.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Alna, . . . . .	6	-	6	6	23 20	2 07	21.1	-	5	-	-
Boothbay, . . . . .	17	-	18	16	25 22	2 16	18.6	12	4	-	-
Bremen, . . . . .	8	2	7	6	21 25	2 07	22.3	3	4	1	200
Bristol, . . . . .	20	2	19	21	25 46	1 92	21.0	6	12	-	-
Cushing, . . . . .	6	-	7	6	23 50	1 79	24.0	4	2	-	-
Damariscotta, . . . . .	6	1	5	7	35 00	2 50	28.2	4	2	-	-
Dresden, . . . . .	8	1	5	12	23 00	2 26	20.4	3	7	-	-
Edgecomb, . . . . .	8	-	7	8	23 00	3 08	21.8	7	1	1	1,200
Friendship, . . . . .	6	-	6	6	21 53	1 62	20.5	4	2	1	550
Jefferson, . . . . .	15	-	14	13	22 15	2 37	18.2	7	7	1	400

SUPERINTENDENT'S REPORT.

LINCOLN COUNTY, (CONTINUED.)

Towns.	No. of Districts.		No. of Male Teachers.		No. of Female Teachers.		Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools per week.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.									
Newcastle, . . . . .	14	-	14	13	23 00	2 00	20.0	4	10	-	-	-	-
Nobleborough, . . . . .	12	-	10	14	22 00	2 12	22.0	3	9	-	-	-	-
Rockland, . . . . .	8	-	13	24	43 06	2 86	26.5	8	15	-	-	-	-
St. George, . . . . .	19	9	13	16	21 73	1 88	21.4	5	12	-	-	-	-
Somerville, . . . . .	7	1	5	4	16 83	1 75	15.3	3	3	-	-	-	-
Southport, . . . . .	5	-	4	5	21 75	1 50	20.0	3	2	-	-	-	-
South Thomaston, . . . . .	12	-	9	10	21 00	2 13	19.5	6	5	-	-	-	-
Thomaston, . . . . .	11	3	6	11	40 00	2 90	22.8	5	5	-	-	-	-
Urien, . . . . .	14	1	11	15	23 09	2 16	19.9	5	10	-	-	-	-
Waldoborough, . . . . .	31	1	15	29	25 92	2 48	19.4	20	11	3	-	-	-
Warren, . . . . .	19	1	19	19	25 05	2 03	20.6	4	15	-	-	-	-
Washington, . . . . .	14	1	12	18	20 70	1 88	21.3	3	8	-	-	-	-
Westport, . . . . .	6	-	6	5	24 67	1 75	19.5	5	1	1	-	500	-
Whitefield, . . . . .	18	-	15	19	23 12	2 09	17.6	12	6	-	-	-	-
Wiscasset, . . . . .	6	-	9	7	28 57	2 35	21.6	3	4	-	-	-	-
<i>Plantations.</i>													
Matineus, . . . . .	1	-	1	1	25 00	2 00	24.0	1	-	-	-	-	-
Monhegan, . . . . .	1	-	1	1	25 00	2 25	22.0	-	-	-	-	-	-
Muscle Ridge, . . . . .	3	-	-	-	-	2 56	11.0	1	3	-	-	-	-
Total, . . . . .	301	23	257	312	24 96	2 16	20.7	141	165	8	-	2,850	-

OXFORD COUNTY.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools per week.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Albany, . . . . .	8	2	6	10	16 62	1 80	18.0	3	5	-	-
Andover, . . . . .	7	-	5	9	22 25	1 92	18.7	3	3	1	160
Bethel, . . . . .	24	3	15	26	18 54	2 21	18.8	3	21	-	-
Brownfield, . . . . .	17	-	10	15	18 00	2 13	20.7	3	11	1	400
Buckfield, . . . . .	15	2	12	11	18 40	1 62	19.2	6	9	-	-
Byron, . . . . .	6	1	2	3	16 67	1 69	19.9	3	-	-	-
Canton, . . . . .	9	1	8	11	18 00	1 75	21.1	3	6	1	300
Denmark, . . . . .	13	1	9	11	18 35	2 09	18.8	4	8	-	-
Dixfield, . . . . .	11	1	8	9	18 50	1 30	18.0	1	8	-	-
Fryeburg, . . . . .	15	-	9	17	19 92	2 06	21.6	3	12	-	-
Gilead, . . . . .	6	-	4	7	17 75	2 08	14.1	3	3	-	-
Grafton, . . . . .	3	1	2	3	-	2 17	16.0	1	-	-	-
Greenwood, . . . . .	12	-	9	15	16 00	1 55	14.4	3	7	1	200
Hanover, . . . . .	4	1	4	4	16 00	1 83	15.5	2	2	-	-
Hartford, . . . . .	15	2	12	17	17 00	1 63	20.2	8	7	-	-
Hebron, . . . . .	6	3	7	8	20 18	1 70	18.0	5	3	1	585
Hiram, . . . . .	15	1	12	8	16 96	1 96	20.0	3	12	-	-
Lovell, . . . . .	14	-	10	15	19 45	2 38	20.9	5	8	-	-
Mason, . . . . .	1	-	-	3	-	2 50	24.0	-	1	-	-
Mexico, . . . . .	6	-	9	5	17 44	2 08	17.3	5	1	1	200

## COMMON SCHOOLS.

## OXFORD COUNTY, (CONTINUED.)

Towns.	No. of Districts.		No. of Male Teachers.		No. of Female Teachers.		Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.									
Newry, . . . . .	6	1	4	6	17	00	1 80	17.4	3	3	-	-	-
Norway, . . . . .	15	1	10	15	22	14	2 04	16.7	6	11	1	300	-
Oxford, . . . . .	9	2	8	12	19	19	1 80	19.6	8	3	2	750	-
Paris, . . . . .	18	1	16	20	22	00	2 25	22.4	4	14	-	-	-
Peru, . . . . .	11	-	10	11	18	00	1 64	20.0	2	9	-	-	-
Porter, . . . . .	13	3	10	15	17	00	2 00	18.9	3	10	-	-	-
Roxbury, . . . . .	5	1	3	3	16	11	2 00	13.0	2	-	-	-	-
Rumford, . . . . .	13	-	12	14	18	46	2 03	18.6	7	6	1	450	-
Stoneham, . . . . .	6	1	3	6	13	00	2 00	16.5	2	3	-	-	-
Stowe, . . . . .	8	-	3	10	16	67	2 18	15.5	5	2	-	-	-
Sumner, . . . . .	14	2	11	14	15	60	1 53	22.0	10	4	1	400	-
Sweden, . . . . .	8	-	7	10	18	63	1 97	18.1	2	6	-	-	-
Waterford, . . . . .	13	-	9	13	23	00	1 95	18.3	6	7	2	400	-
Woodstock, . . . . .	11	1	6	7	19	00	1 69	17.8	3	7	1	1,200	-
<i>Plantations.</i>													
Andover N. Surplus, . . . . .	1	1	-	1	-	-	1 75	6.0	-	1	-	-	-
Franklin, . . . . .	4	1	5	3	11	38	1 44	16.0	4	1	-	-	-
Hamlin's Grant, . . . . .	1	-	1	1	13	00	1 25	19.0	-	1	-	-	-
Letter B, . . . . .	4	1	1	4	14	00	2 16	17.0	-	2	-	-	-
Milton, . . . . .	2	2	2	3	14	00	2 11	18.5	-	1	-	-	-
Total, . . . . .	369	37	274	375	17	62	1 90	18.1	134	218	14	5,345	-

## PENOBSCOT COUNTY.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.	
Alton, . . . . .	5	1	2	4	22	50	1 81	18.0	1	2	-	
Argyle, . . . . .	4	-	1	4	23	00	2 50	20.0	3	1	-	
Bangor, . . . . .	4	-	9	80	46	78	2 98	37.3	34	4	2	2,652
Bradford, . . . . .	12	-	8	14	23	25	2 28	19.4	4	8	1	550
Bradley, . . . . .	4	-	4	4	29	16	2 66	21.7	1	3	-	-
Brewer, . . . . .	8	-	5	13	31	00	2 50	22.0	5	5	1	3,000
Burlington, . . . . .	6	1	3	7	18	66	2 33	23.9	2	1	-	-
Carmel, . . . . .	11	-	8	11	23	12	2 58	21.0	4	6	1	300
Carroll, . . . . .	6	1	2	9	18	00	2 36	19.0	2	3	1	50
Charleston, . . . . .	10	1	8	12	23	50	1 95	21.6	2	8	-	-
Chester, . . . . .	6	-	1	8	10	00	2 45	16.9	-	4	-	-
Clifton, . . . . .	4	-	2	6	25	25	1 88	20.0	2	2	-	-
Corinna, . . . . .	14	3	7	11	23	00	2 14	17.9	6	7	2	650
Corinth, . . . . .	15	1	7	10	22	00	1 99	16.4	11	5	-	-
Dexter, . . . . .	10	2	6	25	33	20	2 46	19.6	10	5	-	-
Dixmont, . . . . .	12	2	10	12	22	73	2 06	20.4	8	5	1	275
Eddington, . . . . .	7	-	4	7	24	00	2 37	20.2	5	2	-	-
Edinburg, . . . . .	2	1	-	2	-	-	2 00	20.0	1	-	-	-
Enfield, . . . . .	5	-	1	6	19	34	2 46	18.5	1	4	-	-
Etna, . . . . .	8	-	5	11	18	25	2 27	18.0	3	5	-	-

SUPERINTENDENT'S REPORT.

PENOBSCOT COUNTY, (CONTINUED.)

Towns.	No. of Districts. Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Exeter, . . . . .	13 1	13 14	26 00	2 25	23.5	10	3	-	-	-
Garland, . . . . .	9 4	8 13	24 29	2 15	20.0	4	6	-	-	-
Glenburn, . . . . .	7 1	3 10	16 00	2 55	18.2	5	2	-	-	-
Greenbush, . . . . .	7 7	2 8	17 00	1 89	21.4	2	3	-	-	-
Greenfield, . . . . .	5 5	2 4	23 06	1 88	17.0	-	2	-	-	-
Hampden, . . . . .	20 1	14 23	26 30	2 22	22.8	4	6	1	250	-
Heron, . . . . .	14 1	12 13	25 81	1 94	17.8	6	5	1	400	-
Holden, . . . . .	8 8	7 12	22 40	2 33	19.5	5	3	1	400	-
Howland, . . . . .	5 1	1 2	-	2 50	22.5	-	4	1	200	-
Hudson, . . . . .	7 1	4 8	24 00	2 75	16.3	5	1	-	-	-
Kenduskeag, . . . . .	4 3	2 9	26 28	2 68	24.2	4	2	-	-	-
Lagrange, . . . . .	4 4	3 4	22 00	2 00	21.2	1	2	-	-	-
Lee, . . . . .	9 2	5 8	22 00	2 44	17.9	2	7	-	-	-
Levant, . . . . .	10 3	7 15	25 00	2 25	20.7	8	3	-	-	-
Lincoln, . . . . .	10 1	3 13	28 66	2 50	24.9	2	7	1	300	-
Lowell, . . . . .	7 1	1 6	-	2 28	17.9	2	3	-	-	-
Maxfield, . . . . .	2 1	1 2	14 00	2 12	17.0	1	1	-	-	-
Milford, . . . . .	4 1	2 5	29 00	2 75	20.0	2	1	-	-	-
Newburg, . . . . .	10 2	7 9	24 62	2 00	20.6	6	4	1	300	-
Newport, . . . . .	10 1	8 12	20 14	2 67	19.6	7	3	-	-	-
Nickatow, . . . . .	4 1	1 2	12 00	3 44	12.0	2	1	1	200	-
Oldtown, . . . . .	8 1	6 22	36 38	2 21	19.4	7	2	-	-	-
Orono, . . . . .	1 1	3 13	37 00	-	30.0	7	3	-	-	-
Orrington, . . . . .	12 1	9 14	26 70	2 09	20.7	11	2	-	-	-
Passadumkeag, . . . . .	4 1	1 7	-	2 69	22.2	3	1	-	-	-
Patten, . . . . .	5 1	3 5	20 00	2 18	23.1	3	1	-	-	-
Plymouth, . . . . .	7 1	6 10	20 50	2 12	19.2	2	5	1	125	-
Prentiss, . . . . .	- 1	1 1	-	-	-	-	-	-	-	-
Springfield, . . . . .	6 4	2 8	23 50	2 22	20.0	1	6	1	80	-
Stetson, . . . . .	7 2	5 8	21 00	2 00	19.2	3	4	-	-	-
Veazie, . . . . .	1 1	1 5	35 00	2 34	27.0	3	-	-	-	-
Winn, . . . . .	- 1	1 1	-	-	-	-	-	-	-	-
Woodville, . . . . .	- 1	1 1	10 00	-	8.0	-	-	-	-	-
<i>Plantations.</i>										
Mattawamkeag, . . . . .	3 1	1 1	20 00	2 50	24.0	-	1	-	-	-
No. 7, R. 3, . . . . .	4 1	- 2	-	1 75	15.0	-	-	-	-	-
Pattagumpus, . . . . .	2 1	1 1	10 00	-	12.0	-	1	-	-	-
Webster, . . . . .	- 1	1 1	-	1 50	-	-	-	-	-	-
<b>Total, . . . . .</b>	<b>382 36</b>	<b>234 544</b>	<b>23 37</b>	<b>2 29</b>	<b>20.1</b>	<b>223</b>	<b>174</b>	<b>18</b>	<b>9,732</b>	

COMMON SCHOOLS.

PISCATAQUIS COUNTY.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Abbot, . . . . .	9	1	5	9	21 00	1 82	20.2	2	6	-	-
Atkinson, . . . . .	10	-	7	11	22 88	2 04	16.4	3	5	-	-
Barnard, . . . . .	3	-	-	3	-	2 06	17.3	1	1	-	-
Blanchard, . . . . .	1	1	1	1	22 00	3 00	23.2	1	-	-	-
Bowerbank, . . . . .	3	-	-	2	-	1 91	9.5	2	1	-	-
Brownville, . . . . .	9	-	4	7	21 25	1 94	15.9	1	5	-	-
Dover, . . . . .	16	1	9	12	22 40	1 89	20.0	5	11	1	400
Foxcroft, . . . . .	11	-	5	15	22 00	2 00	17.0	4	7	-	-
Guilford, . . . . .	9	-	4	11	19 90	2 02	19.1	4	5	-	-
Greenville, . . . . .	4	-	2	3	16 50	2 16	21.6	-	3	-	-
Kingsbury, . . . . .	3	-	1	3	10 00	1 75	14.2	1	1	-	-
Medford, . . . . .	4	2	1	4	20 00	2 50	21.2	-	4	-	-
Milo, . . . . .	8	-	5	2	22 33	2 25	18.0	2	5	-	-
Monson, . . . . .	2	-	1	-	26 00	1 89	17.8	4	2	-	-
Orneville, . . . . .	6	4	2	5	19 00	2 05	20.0	3	3	1	300
Parkman, . . . . .	13	1	9	11	18 42	1 99	18.2	7	5	2	700
Sangerville, . . . . .	13	-	6	16	23 23	2 07	17.9	-	13	-	-
Sebec, . . . . .	9	1	5	9	25 25	2 10	19.4	6	2	-	-
Shirley, . . . . .	3	1	1	6	22 00	1 72	20.4	-	2	-	-
Wellington, . . . . .	9	1	7	7	17 67	1 43	13.7	4	3	-	-
Williamsburg, . . . . .	3	-	1	2	14 00	2 13	12.5	1	2	1	100
<i>Plantations.</i>											
Elliottsville, . . . . .	3	-	1	1	16 00	1 25	20.0	1	-	-	-
No. 2, R. 5, . . . . .	1	-	-	1	-	1 00	10.0	-	-	-	-
Total, . . . . .	158	13	77	141	20 09	1 96	17.5	52	86	5	1,500

SAGADAHOC COUNTY.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Arrowsic, . . . . .	2	-	2	2	23 00	2 25	23.5	-	3	-	-
Bath, . . . . .	2	1	10	32	36 14	2 30	40.0	7	6	-	-
Bowdoin, . . . . .	18	1	14	17	21 38	1 58	19.5	14	4	1	200
Bowdoinham, . . . . .	18	-	14	18	22 89	2 14	22.3	12	6	1	2,500
Georgetown, . . . . .	9	-	6	9	24 83	2 28	21.3	5	3	-	-
Perkins, . . . . .	1	-	-	1	-	2 62	13.0	1	1	-	-
Phippsburg, . . . . .	14	-	17	11	22 75	1 90	20.6	9	3	-	-
Richmond, . . . . .	11	-	13	16	23 06	2 26	18.5	8	5	-	-
Topsham, . . . . .	10	-	9	14	21 77	1 79	22.3	4	6	1	500
West Bath, . . . . .	4	-	4	4	20 25	2 06	20.5	3	1	-	-
Woolwich, . . . . .	8	-	7	9	27 25	2 25	21.1	-	8	-	-
Total, . . . . .	97	2	96	133	24 33	2 13	22.1	63	45	3	3,200



SUPERINTENDENT'S REPORT.

SOMERSET COUNTY.

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Anson, . . . . .	23	2	11	22	17 00	2 35	16.8	5	18	1	300
Athens, . . . . .	14	-	11	15	19 00	1 75	17.2	9	4	2	470
Bingham, . . . . .	13	-	3	12	21 67	2 27	20.2	4	4	-	-
Bloomfield, . . . . .	9	2	5	17	25 80	3 16	20.4	2	9	-	-
Brighton, . . . . .	9	2	4	15	20 67	2 16	16.7	1	8	-	-
Cambridge, . . . . .	5	-	2	6	19 00	1 94	20.0	-	5	-	-
Canaan, . . . . .	12	1	10	15	20 00	2 00	21.4	6	6	-	-
Concord, . . . . .	12	-	5	11	12 52	2 13	15.0	4	2	-	-
Cornville, . . . . .	12	3	9	10	21 00	2 14	18.2	7	5	1	650
Detroit, . . . . .	5	-	2	4	12 00	3 11	17.5	3	2	1	1,400
Embsden, . . . . .	23	3	3	18	22 67	2 17	16.2	1	10	-	-
Fairfield, . . . . .	23	2	18	28	21 36	1 90	19.8	8	14	-	-
Harmony, . . . . .	10	1	5	12	21 00	2 22	20.2	7	1	-	-
Hartland, . . . . .	10	3	5	13	23 00	2 37	15.0	4	6	1	300
Lexington, . . . . .	-	-	-	-	-	-	-	-	-	-	-
Madison, . . . . .	17	2	10	19	24 00	2 00	17.4	3	8	-	-
Mayfield, . . . . .	-	-	-	-	-	-	-	-	-	-	-
Mercer, . . . . .	9	1	9	11	23 66	2 44	16.1	6	4	1	445
Moscow, . . . . .	11	-	5	10	16 50	1 77	16.7	-	6	-	-
New Portland, . . . . .	17	-	9	11	20 70	2 30	19.4	7	5	2	500
Norridgewock, . . . . .	15	7	8	18	21 38	2 19	18.5	8	7	-	-
Palmyra, . . . . .	13	3	12	16	20 00	2 00	17.6	4	11	3	950
Pittsfield, . . . . .	10	4	6	9	22 00	2 62	18.8	7	3	2	600
Ripley, . . . . .	5	-	5	5	23 00	2 05	20.2	1	4	-	-
St. Albans, . . . . .	14	1	14	15	20 00	1 50	17.8	9	5	-	-
Skowhegan, . . . . .	12	1	9	16	22 18	2 75	16.0	10	4	-	-
Smithfield, . . . . .	7	-	5	9	22 00	2 00	19.2	3	4	-	-
Solon, . . . . .	13	-	7	13	25 11	2 31	20.9	4	8	-	-
Starks, . . . . .	18	1	12	15	21 50	1 50	18.3	7	8	1	200
<i>Plantations.</i>											
Dead River, . . . . .	2	-	-	3	-	2 83	12.0	1	-	-	-
Flagstaff, . . . . .	1	-	1	1	25 00	2 00	18.0	1	1	-	-
Forks, . . . . .	5	1	1	5	16 00	2 00	18.0	1	2	-	-
Moose River, . . . . .	1	-	-	2	-	2 00	22.0	2	-	-	-
No. 1, R. 2, W. K. R., . . . . .	3	-	-	4	-	2 00	15.7	1	1	1	100
No. 2, R. 2, . . . . .	3	-	-	5	-	1 50	23.0	1	1	1	75
Total, . . . . .	356	40	206	385	20 68	2 16	18.2	137	176	17	5,990

COMMON SCHOOLS.  
WALDO COUNTY.

Towns.	No. of Districts.		No. of Male Teachers.		No. of Female Teachers.		Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
	Parts of Districts.												
Appleton, . . . . .	12	1	13	15	22	00	1 92	18.1	-	5	-	-	-
Belfast, . . . . .	16	1	20	25	38	00	3 00	40.0	16	2	-	-	-
Belmont, . . . . .	5	-	5	5	24	00	1 72	23.6	-	5	-	-	-
Brooks, . . . . .	7	-	7	7	25	28	2 50	21.6	2	5	-	-	-
Burnham, . . . . .	8	1	5	11	20	00	1 60	16.9	4	2	-	-	-
Camden, . . . . .	20	-	16	23	27	00	2 28	22.7	11	9	-	-	-
Frankfort, . . . . .	24	1	23	30	24	50	1 70	21.0	15	10	1	1	400
Freedom, . . . . .	10	1	8	10	20	88	2 22	16.8	7	2	-	-	-
Hope, . . . . .	7	2	7	7	27	50	1 75	22.0	2	5	-	-	-
Islesborough, . . . . .	8	-	8	8	24	50	2 00	22.0	3	5	-	-	-
Jackson, . . . . .	8	1	6	10	18	43	1 62	18.9	2	7	-	-	-
Knox, . . . . .	9	2	6	3	23	00	2 00	17.5	6	3	1	1	200
Liberty, . . . . .	9	3	9	11	20	37	2 43	20.4	5	3	-	-	-
Lincolnton, . . . . .	17	-	14	11	19	20	1 60	22.0	12	5	1	1	500
Monroe, . . . . .	13	1	11	13	22	00	1 50	18.5	6	6	-	-	-
Montville, . . . . .	16	5	15	15	22	00	1 75	20.0	7	8	1	1	400
Morrill, . . . . .	4	4	5	7	19	80	1 85	18.2	-	6	-	-	-
North Haven, . . . . .	6	-	7	7	25	06	1 95	22.7	3	3	-	-	-
Northport, . . . . .	8	2	8	9	19	88	2 00	17.0	2	7	-	-	-
Palermo, . . . . .	17	2	9	18	22	00	2 00	20.0	6	6	1	1	200
Prospect, . . . . .	4	7	6	5	26	36	2 57	19.4	2	5	-	-	-
Searsmont, . . . . .	12	4	11	12	24	13	1 83	19.2	7	5	1	1	200
Searsport, . . . . .	11	3	7	13	27	56	2 29	20.8	2	9	-	-	-
Stockton, . . . . .	7	5	8	13	28	69	2 16	20.2	4	6	-	-	-
Swanville, . . . . .	6	1	4	7	26	46	2 02	18.3	3	3	-	-	-
Thorndike, . . . . .	10	-	9	11	17	90	1 83	19.2	6	4	1	1	350
Troy, . . . . .	12	3	12	12	20	00	1 50	17.5	10	2	-	-	-
Unity, . . . . .	13	-	9	12	23	25	1 75	22.0	6	5	-	-	-
Vinalhaven, . . . . .	10	-	9	9	26	80	1 87	17.1	6	4	-	-	-
Waldo, . . . . .	7	-	7	7	22	50	1 90	19.5	2	5	1	1	350
Total, . . . . .	316	50	284	346	23	64	1 97	20.4	157	152	8	8	2,600

WASHINGTON COUNTY.

Addison, . . . . .	14	1	3	17	26	25	2 28	20.2	4	8	-	-	-
Alexander, . . . . .	4	3	3	4	21	67	2 38	20.4	3	1	-	-	-
Baileyville, . . . . .	5	1	2	5	20	00	2 50	-	-	5	-	-	-
Baring, . . . . .	1	2	2	3	29	00	2 10	26.0	2	-	-	-	-
Beddington, . . . . .	1	1	1	3	24	00	2 50	16.4	-	1	-	-	-
Calais, . . . . .	8	20	7	18	34	17	2 50	27.4	10	4	1	1	1,500
Centerville, . . . . .	3	-	1	3	30	00	2 33	11.0	-	1	-	-	-
Charlotte, . . . . .	6	-	5	5	20	04	2 02	17.8	3	3	-	-	-
Cherryfield, . . . . .	9	1	4	15	24	33	2 70	19.9	5	4	2	2	3,000
Columbia, . . . . .	11	-	5	9	27	20	2 44	23.9	8	-	1	1	1,700

SUPERINTENDENT'S REPORT.

WASHINGTON COUNTY, (CONTINUED.)

Towns.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.
Cooper, . . . . .	5	2	2	6	20 50	2 31	16.7	-	5	-	-
Crawford, . . . . .	2	-	2	2	22 00	1 75	21.4	-	2	-	-
Cutler, . . . . .	7	-	4	7	25 20	2 50	15.7	1	6	-	-
Deblois, . . . . .	1	-	-	1	-	3 20	20.0	-	1	-	-
Dennysville, . . . . .	2	-	2	4	33 50	1 75	20.7	2	-	-	-
East Machias, . . . . .	9	-	4	9	36 50	3 00	26.2	5	2	-	-
Eastport, . . . . .	2	-	5	9	34 00	1 83	40.0	6	-	1	3,500
Edmunds, . . . . .	6	-	3	5	20 67	2 45	11.3	2	3	1	300
Harrington, . . . . .	10	2	4	9	27 33	2 17	15.5	5	4	1	400
Jonesborough, . . . . .	6	1	-	4	-	3 10	16.6	2	2	-	-
Jonesport, . . . . .	11	-	2	3	28 00	3 00	15.0	7	-	-	-
Lube, . . . . .	14	-	10	13	28 40	2 97	27.3	7	6	1	125
Machias, . . . . .	1	1	3	10	42 00	2 44	31.4	5	2	-	-
Machiasport, . . . . .	8	1	6	7	26 00	2 53	21.0	4	3	2	1,050
Marion, . . . . .	3	-	2	2	20 50	2 50	17.5	-	-	-	-
Marshfield, . . . . .	2	-	1	3	32 00	2 00	22.5	2	-	1	600
Medybemps, . . . . .	3	-	1	3	26 00	2 50	15.0	1	1	-	-
Milbridge, . . . . .	11	3	3	12	30 00	2 00	18.8	-	9	1	150
Northfield, . . . . .	3	-	4	13	20 00	1 00	16.0	1	2	-	-
Pembroke, . . . . .	11	-	5	14	24 28	2 51	24.7	3	7	-	-
Perry, . . . . .	13	-	6	8	27 00	2 09	21.9	6	13	-	-
Princeton, . . . . .	4	-	2	4	20 50	3 37	22.0	4	-	-	-
Robbinston, . . . . .	8	-	6	7	25 83	2 57	25.8	6	1	2	600
Steuben, . . . . .	11	2	4	11	25 00	2 16	18.5	3	5	-	-
Topsfield, . . . . .	4	-	2	5	19 50	1 75	23.1	-	4	-	-
Trescott, . . . . .	8	-	5	7	21 90	2 00	19.6	2	2	-	-
Wesley, . . . . .	-	-	-	-	-	-	-	-	-	-	-
Whitney, . . . . .	6	-	2	5	26 00	2 08	22.3	-	5	-	-
Whitneyville, . . . . .	1	-	1	3	35 00	3 25	26.8	1	-	-	-
<i>Plantations.</i>											
Big Lake, . . . . .	1	-	1	-	13 00	-	8.5	-	1	-	-
Codyville, . . . . .	1	-	-	1	-	2 00	16.0	1	-	-	-
Jackson Brook, . . . . .	2	-	-	2	-	1 88	16.0	-	1	-	-
No. 7, R. 2, . . . . .	2	-	-	2	-	1 25	11.5	1	1	-	-
No. 14, . . . . .	3	-	1	2	20 00	2 00	18.0	-	1	-	-
No. 18, . . . . .	1	-	-	1	-	1 50	12.0	-	-	-	-
Talmadge, . . . . .	2	-	1	1	20 00	2 00	20.0	1	-	-	-
Waite, . . . . .	1	-	1	1	20 00	2 00	20.0	1	-	-	-
Total, . . . . .	247	41	128	278	25 68	2 30	20.0	108	116	14	12,925

## COMMON SCHOOLS.

## YORK COUNTY.

Towns.	No. of Districts.		No. of Male Teachers.		No. of Female Teachers.		Average wages of Male Teachers per month, exclusive of board.		Average wages of Female Teachers per week, exclusive of board.		Average length of Schools in weeks.		No. of good School Houses.		No. of poor School Houses.		No. of School Houses built the past year.		Cost of New School Houses.	
	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of New School Houses.									
Acton, . . . . .	12	-	11	8	19 00	2 23	18.3	3	5	-	-									
Alfred, . . . . .	10	-	7	13	20 00	2 39	18.9	4	6	1	200									
Berwick, . . . . .	17	-	13	19	19 92	2 35	24.0	6	11	1	700									
Biddeford, . . . . .	13	2	13	23	30 00	2 56	30.0	10	5	-	-									
Buxton, . . . . .	17	1	14	17	21 46	2 38	25.5	5	11	-	-									
Cornish, . . . . .	12	-	4	14	16 00	2 30	18.5	6	5	-	-									
Dayton, . . . . .	5	2	6	5	19 00	2 50	17.5	3	2	-	-									
Elliot, . . . . .	8	-	8	7	33 87	3 07	22.6	6	2	-	-									
Hollis, . . . . .	15	1	10	13	18 75	2 07	19.9	7	7	-	-									
Kennebunk, . . . . .	12	1	8	13	24 00	2 00	22.5	7	7	-	-									
Kennebunkport, . . . . .	13	-	12	12	23 08	2 08	25.7	6	8	-	-									
Kittery, . . . . .	13	-	9	16	25 12	2 75	24.9	3	10	1	300									
Lebanon, . . . . .	20	-	13	14	20 00	2 50	16.0	12	6	1	400									
Limerick, . . . . .	10	-	8	10	19 00	2 42	21.6	6	4	-	-									
Limington, . . . . .	18	1	17	16	13 29	1 87	20.8	10	7	-	-									
Lyman, . . . . .	12	-	8	8	22 33	2 75	18.1	5	6	1	500									
Newfield, . . . . .	10	1	12	7	19 28	2 23	20.1	3	6	-	-									
North Berwick, . . . . .	18	1	7	15	17 00	2 41	20.0	4	14	-	-									
Parsonsfield, . . . . .	17	2	16	16	18 00	2 25	20.6	14	4	1	600									
Saco, . . . . .	9	-	14	24	27 35	3 02	34.2	10	5	-	-									
Sanford, . . . . .	17	3	12	14	20 17	2 41	20.6	10	7	-	-									
Shapleigh, . . . . .	15	-	10	12	17 84	2 09	20.0	3	11	-	-									
South Berwick, . . . . .	13	2	10	16	-	-	-	9	4	-	-									
Waterborough, . . . . .	14	-	12	14	17 75	2 00	18.7	6	7	-	-									
Wells, . . . . .	17	-	12	15	22 21	2 30	22.2	6	12	-	-									
York, . . . . .	15	-	11	14	19 50	2 33	27.0	12	3	-	-									
Total, . . . . .	352	17	277	355	20 96	2 35	21.9	176	175	6	2,700									

RECAPITULATION.—(TABLE II.)

Counties.	No. of Districts.	Parts of Districts.	No. of Male Teachers.	No. of Female Teachers.	Average wages of Male Teachers per month, exclusive of board.	Average wages of Female Teachers per week, exclusive of board.	Average length of Schools in weeks.	No. of good School Houses.	No. of poor School Houses.	No. of School Houses built the past year.	Cost of School Houses built the past year.
Androscoggin, . . . . .	183	29	144	217	21 70	2 07	20.9	104	82	6	3,900
Aroostook, . . . . .	159	4	28	130	18 65	2 37	18.2	35	55	9	1,725
Cumberland, . . . . .	326	24	244	384	23 64	2 35	22.4	185	147	10	8,612
Franklin, . . . . .	222	31	140	223	16 20	1 66	18.5	84	105	4	1,150
Hancock, . . . . .	307	18	182	299	24 69	2 20	18.5	114	147	6	2,550
Kennebec, . . . . .	352	29	257	384	21 73	2 14	20.4	212	164	6	1,950
Lincoln, . . . . .	301	23	257	312	24 96	2 16	20.7	141	165	8	2,850
Oxford, . . . . .	369	37	274	375	17 62	1 90	18.1	134	218	14	5,345
Penobscot, . . . . .	382	36	234	544	23 37	2 29	20.1	223	174	18	9,732
Piscataquis, . . . . .	158	13	77	141	20 09	1 96	17.5	52	86	5	1,500
Sagadahoc, . . . . .	97	2	96	133	24 33	2 13	22.1	63	45	3	3,200
Somerset, . . . . .	356	40	206	385	20 68	2 16	18.2	137	176	17	5,990
Waldo, . . . . .	316	50	284	346	23 64	1 97	20.4	157	152	8	2,600
Washington, . . . . .	247	41	128	278	25 68	2 30	20.0	108	116	14	12,925
York, . . . . .	352	17	277	355	20 96	2 35	21.9	176	175	6	2,700
<b>Total, . . . . .</b>	<b>4,127</b>	<b>394</b>	<b>2,828</b>	<b>4,506</b>	<b>21 86</b>	<b>2 13</b>	<b>19.9</b>	<b>1,925</b>	<b>2,007</b>	<b>134</b>	<b>66,739</b>

SUPERINTENDENT'S REPORT.

TABLE III.

ANDROSCOGGIN COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Auburn, . . . . .	1,149	629	486	795	649	567.5	.49
Danville, . . . . .	685	320	255	445	366	310.5	.45
Durham, . . . . .	684	370	279	552	454	366.5	.54
East Livermore, . . . . .	301	231	177	295	250	213.5	.71
Greene, . . . . .	462	296	220	285	228	224.0	.48
Leeds, . . . . .	493	251	195	363	284	239.5	.49
Lewiston, . . . . .	1,623	854	614	991	779	696.5	.43
Lisbon, . . . . .	503	298	222	396	313	267.5	.53
Livermore, . . . . .	595	403	332	563	462	397.0	.67
Minot, . . . . .	617	372	321	560	461	391.0	.63
Poland, . . . . .	1,000	513	429	848	659	544.0	.54
Turner, . . . . .	1,042	450	380	750	700	540.0	.52
Wales, . . . . .	230	125	103	166	141	122.0	.53
Webster, . . . . .	365	226	158	325	238	198.0	.54
Total, . . . . .	9,749	5,338	4,171	7,334	5,984	5,077.5	.54

AROOSTOOK COUNTY.

Amity, . . . . .	130	105	62	59	46	54.0	.42
Ashland, . . . . .	183	137	104	49	31	67.5	.37
Bridgewater, . . . . .	319	180	113	25	18	65.5	.21
Fort Fairfield, . . . . .	390	206	145	72	52	98.5	.25
Hodgdon, . . . . .	391	243	166	210	122	144.0	.37
Houlton, . . . . .	765	505	342	400	276	309.0	.40
Linneus, . . . . .	332	171	119	233	167	143.0	.43
Littleton, . . . . .	156	45	40	30	28	34.0	.21
Masardis, . . . . .	48	35	32	-	-	-	-
Monticello, . . . . .	141	59	43	57	44	43.5	.31
New Limerick, . . . . .	98	63	46	57	45	45.5	.46
Orient, . . . . .	99	-	-	-	-	-	-
Smyrna, . . . . .	-	-	-	-	-	-	-
Weston, . . . . .	179	108	94	85	72	83.0	.46

SUPERINTENDENT'S REPORT.

AROOSTOOK COUNTY, (CONTINUED.)

Plantations.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Baneroft, . . . . .	74	72	50	-	-	-	-
Barker, . . . . .	13	10	8	-	-	-	-
Belfast Acad. Grant, . .	138	101	72	68	50	61.0	.48
Benedicta, . . . . .	166	-	-	91	65	-	-
Crystal, . . . . .	72	46	34	68	32	33.0	.46
Dayton, . . . . .	37	-	-	-	-	-	-
Eaton Grant, . . . . .	177	-	-	-	-	-	-
Fremont, . . . . .	34	-	-	-	-	-	-
Golden Ridge, . . . . .	134	48	40	35	22	31.0	.23
Hancock, . . . . .	701	100	80	90	75	77.5	.11
Haynesville, . . . . .	43	26	20	-	-	-	-
Leavitt, . . . . .	44	12	12	-	-	-	-
Letter A, . . . . .	-	-	-	-	-	-	-
Letter G, . . . . .	190	14	12	112	77	44.5	.23
Letter H, . . . . .	164	99	60	93	63	61.5	.38
Limestone, . . . . .	35	35	30	35	30	30.0	.85
Macwaho, . . . . .	89	18	15	33	29	22.0	.25
Madawaska, . . . . .	820	195	157	157	100	128.5	.16
Molunkus, . . . . .	13	-	-	-	-	-	-
No. 5, R. 4, . . . . .	41	40	28	-	-	-	-
No. 9, R. 6, . . . . .	33	28	18	-	-	-	-
Plymouth Grant, . . . .	34	30	20	-	-	-	-
Portage Lake, . . . . .	150	60	48	-	-	-	-
Presque Isle, . . . . .	188	-	-	-	-	-	-
Rockabema, . . . . .	36	-	-	-	-	-	-
Salmon Brook, . . . . .	95	-	-	-	-	-	-
Van Buren, . . . . .	703	-	-	-	-	-	-
Total, . . . . .	7,455	2,791	2,010	2,059	1,444	1,576.5	.35

CUMBERLAND COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Baldwin, . . . . .	435	249	174	294	237	205.5	.47
Bridgton, . . . . .	1,066	-	-	-	-	-	-
Brunswick, . . . . .	1,833	1,065	844	1,246	937	890.5	.49
Cape Elizabeth, . . . . .	1,035	635	525	821	623	574.0	.55
Casco, . . . . .	444	259	198	273	250	224.0	.55
Cumberland, . . . . .	675	346	244	482	392	318.0	.47
Falmouth, . . . . .	673	380	263	460	380	321.5	.48
Freeport, . . . . .	1,035	585	435	730	626	530.5	.51
Gorham, . . . . .	1,251	609	459	780	613	536.0	.43
Gray, . . . . .	725	437	329	518	455	392.0	.54
Harpwell, . . . . .	578	326	233	413	329	281.0	.49
Harrison, . . . . .	467	325	242	386	299	270.5	.58
Naples, . . . . .	499	286	218	366	278	248.0	.50

## COMMON SCHOOLS.

## CUMBERLAND COUNTY, (CONTINUED.)

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
New Gloucester, . . . . .	625	321	240	426	338	289.0	.46
North Yarmouth, . . . . .	379	193	152	287	237	194.5	.51
Otisfield, . . . . .	423	270	218	347	282	250.0	.59
Portland, . . . . .	8,147	3,933	2,835	4,098	2,923	2,879.0	.35
Pownal, . . . . .	445	166	127	409	361	244.0	.55
Raymond, . . . . .	462	258	193	333	257	225.0	.49
Scarborough, . . . . .	725	425	328	506	346	337.0	.46
Sebago, . . . . .	462	260	197	292	242	219.5	.48
Standish, . . . . .	764	481	362	-	365	363.5	.48
Westbrook, . . . . .	1,765	856	645	1,019	821	733.0	.42
Windham, . . . . .	970	509	414	692	549	481.5	.50
Yarmouth, . . . . .	685	459	339	426	357	348.0	.51
Total, . . . . .	26,568	13,633	10,214	15,604	12,497	11,355.5	.49

## FRANKLIN COUNTY.

Avon, . . . . .	312	145	124	245	186	155.0	.50
Carthage, . . . . .	149	91	67	152	108	87.5	.59
Chesterville, . . . . .	404	215	170	272	200	195.0	.48
Farmington, . . . . .	953	577	436	696	542	489.0	.51
Freeman, . . . . .	260	147	110	237	180	145.0	.56
Industry, . . . . .	336	140	113	255	201	157.0	.47
Jay, . . . . .	654	365	288	497	403	345.5	.53
Kingfield, . . . . .	261	147	116	220	174	145.0	.56
Madrid, . . . . .	214	89	58	181	132	95.0	.44
New Sharon, . . . . .	625	325	265	529	428	346.5	.55
New Vineyard, . . . . .	317	113	84	253	193	138.5	.44
Phillips, . . . . .	655	397	264	532	404	334.0	.60
Rangely, . . . . .	95	51	34	90	65	49.5	.52
Salem, . . . . .	139	71	57	142	103	80.0	.58
Strong, . . . . .	284	138	104	230	161	132.5	.47
Temple, . . . . .	258	128	96	242	161	128.5	.50
Weld, . . . . .	421	204	157	337	250	203.5	.48
Wilton, . . . . .	699	412	328	647	514	421.0	.60
<i>Plantations.</i>							
Dallas, . . . . .	70	42	33	37	19	26.0	.37
Eustis, . . . . .	90	83	57	48	40	48.5	.54
Jackson, . . . . .	57	-	-	-	-	-	-
Letter E, . . . . .	43	42	21	43	32	26.5	.62
No. 4, . . . . .	75	31	27	24	20	23.5	.31
Total, . . . . .	7,371	3,953	3,009	5,909	4,536	3,772.5	.51



SUPERINTENDENT'S REPORT.

HANCOCK COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Amherst, . . . . .	131	110	64	106	65	64.5	.48
Aurora, . . . . .	79	77	49	48	33	41.0	.52
Bluehill, . . . . .	817	494	376	548	413	394.5	.48
Brooklin, . . . . .	411	263	205	313	235	220.0	.54
Brooksville, . . . . .	601	411	233	397	336	284.5	.47
Bucksport, . . . . .	1,512	835	613	1,050	848	730.5	.48
Castine, . . . . .	537	299	219	265	212	215.5	.40
Cranberry Isle, . . . . .	135	83	70	127	115	92.5	.72
Deer Isle, . . . . .	1,481	802	649	1,011	792	720.5	.49
Dedham, . . . . .	242	140	107	174	147	127.0	.52
Eastbrook, . . . . .	95	60	53	65	53	53.0	.56
Eden, . . . . .	513	322	272	373	310	291.0	.57
Ellsworth, . . . . .	2,231	1,124	814	912	772	793.0	.36
Franklin, . . . . .	404	233	180	247	225	202.5	.50
Gouldsborough, . . . . .	700	483	372	328	217	294.5	.42
Hancock, . . . . .	421	227	172	284	241	206.5	.49
Mariaville, . . . . .	192	152	119	100	80	99.5	.52
Mount Desert, . . . . .	360	161	128	277	229	178.5	.48
Orland, . . . . .	740	520	360	451	343	351.5	.27
Otis, . . . . .	78	56	52	35	27	39.5	.51
Penobscot, . . . . .	718	374	306	479	362	334.0	.47
Seaville, . . . . .	56	14	14	41	41	27.5	.49
Sedgwick, . . . . .	541	343	255	400	326	290.5	.54
Sullivan, . . . . .	279	190	130	221	171	150.5	.54
Surry, . . . . .	575	356	269	387	287	278.0	.48
Tremont, . . . . .	661	363	280	486	345	312.5	.47
Trenton, . . . . .	520	315	265	390	315	290.0	.56
Waltham, . . . . .	137	100	75	110	80	77.5	.57
<i>Plantations.</i>							
Eagle Island, . . . . .	-	-	-	-	-	-	-
Harbor & Marshall Is., . . . . .	13	11	11	-	-	-	-
Long Island, . . . . .	115	60	50	48	40	45.0	.39
No. 1, . . . . .	40	-	-	-	-	-	-
No. 7, . . . . .	60	30	25	10	7	16.0	.27
No. 10, . . . . .	9	9	6	9	6	6.0	.67
No. 21, Middle Div., . . . . .	19	14	14	-	-	-	-
No. 33, Middle Div., . . . . .	28	20	20	-	-	-	-
Swan Island, . . . . .	197	121	82	182	141	111.5	.57
Wetmore, . . . . .	174	152	66	86	74	70.0	.40
Total, . . . . .	15,821	9,324	6,975	9,960	7,888	7,409.0	.49

## COMMON SCHOOLS.

## KENNEBEC COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Albion, . . . . .	602	361	297	468	412	354.5	.59
Augusta, . . . . .	2,947	1,500	1,141	1,600	1,262	1,201.5	.41
Belgrade, . . . . .	629	216	204	534	496	350.0	.56
Benton, . . . . .	493	326	262	354	260	261.0	.53
Chelsea, . . . . .	452	214	168	256	224	196.0	.43
China, . . . . .	1,185	770	690	925	802	746.0	.63
Clinton, . . . . .	608	418	301	431	326	313.5	.52
Farmingdale, . . . . .	374	181	132	228	185	158.5	.42
Fayette, . . . . .	360	350	118	269	236	177.0	.49
Gardiner, . . . . .	1,765	1,010	785	1,125	931	858.0	.49
Hallowell, . . . . .	986	531	432	463	376	404.0	.41
Litchfield, . . . . .	677	402	303	565	481	392.0	.58
Manchester, . . . . .	280	102	79	192	149	114.0	.41
Monmouth, . . . . .	626	413	307	419	331	319.0	.51
Mount Vernon, . . . . .	507	243	187	440	342	264.5	.52
Pittston, . . . . .	1,075	-	-	-	-	-	-
Readfield, . . . . .	555	372	254	435	347	300.5	.54
Rome, . . . . .	386	262	201	309	260	230.5	.60
Sidney, . . . . .	709	468	392	571	488	440.0	.62
Vassalborough, . . . . .	1,229	717	554	899	767	660.5	.54
Vienna, . . . . .	369	213	156	316	232	194.0	.53
Waterville, . . . . .	1,708	792	568	791	730	649.0	.38
Wayne, . . . . .	475	294	209	409	324	266.5	.56
West Gardiner, . . . . .	538	304	240	416	319	279.5	.52
Windsor, . . . . .	626	386	318	529	438	378.0	.60
Winslow, . . . . .	749	441	356	536	444	400.0	.53
Winthrop, . . . . .	756	389	306	518	384	345.0	.46
<i>Plantations.</i>							
Clinton Gore, . . . . .	83	61	48	73	63	55.5	.67
Unity, . . . . .	38	24	19	32	25	22.0	.58
Total, . . . . .	21,787	11,560	9,027	14,113	11,634	10,330.5	.52

## LINCOLN COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Aina, . . . . .	339	180	136	224	172	154.0	.45
Boothbay, . . . . .	1,145	608	458	769	590	524.0	.46
Bremen, . . . . .	302	192	132	245	180	156.0	.52
Bristol, . . . . .	1,293	726	615	852	749	682.0	.53
Cushing, . . . . .	312	182	123	215	139	131.0	.42
Damariscotta, . . . . .	613	330	292	314	249	270.5	.44
Dresden, . . . . .	565	352	257	403	293	275.0	.49
Edgecomb, . . . . .	542	290	201	342	249	225.0	.42
Friendship, . . . . .	261	148	111	200	145	128.0	.49
Jefferson, . . . . .	898	482	322	647	513	417.5	.46

SUPERINTENDENT'S REPORT.

LINCOLN COUNTY, (CONTINUED.)

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Newcastle, . . . . .	758	387	335	478	388	361.5	.48
Nobleborough, . . . . .	600	459	400	509	456	428.0	.71
Rockland, . . . . .	2,662	1,660	1,204	1,829	1,449	1,326.5	.50
St. George, . . . . .	1,037	590	425	707	551	488.0	.46
Somerville, . . . . .	233	89	70	176	145	107.5	.46
Southport, . . . . .	252	154	115	148	108	111.5	.44
South Thomaston, . . . . .	643	390	300	488	410	355.0	.55
Thomaston, . . . . .	1,228	663	517	709	532	524.5	.43
Urien, . . . . .	718	429	367	601	504	435.5	.61
Waldoborough, . . . . .	1,820	702	570	504	378	474.0	.26
Warren, . . . . .	928	580	475	718	560	517.5	.56
Washington, . . . . .	687	375	282	430	346	314.0	.62
Westport, . . . . .	330	175	133	236	191	162.0	.49
Whitefield, . . . . .	800	463	353	635	547	450.0	.56
Wiscasset, . . . . .	797	473	302	484	379	340.5	.43
<i>Plantations.</i>							
Matinicus, . . . . .	103	51	40	54	42	41.0	.40
Monhegan, . . . . .	49	38	29	55	47	38.0	.78
Muscle Ridge, . . . . .	90	68	52	41	32	42.0	.47
Total, . . . . .	20,015	11,236	8,616	13,013	10,344	9,480.0	.50

OXFORD COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Albany, . . . . .	321	138	105	212	160	132.5	.41
Andover, . . . . .	320	181	132	210	153	142.5	.45
Bethel, . . . . .	941	518	408	739	573	490.5	.52
Brownfield, . . . . .	538	318	223	402	306	264.5	.49
Buckfield, . . . . .	650	259	202	345	280	241.0	.37
Byron, . . . . .	138	43	36	117	80	58.0	.42
Canton, . . . . .	387	259	202	325	242	222.0	.57
Denmark, . . . . .	507	260	211	326	254	232.5	.46
Dixfield, . . . . .	491	228	187	284	225	206.0	.42
Fryeburg, . . . . .	670	357	259	409	327	293.0	.44
Gilead, . . . . .	152	74	60	136	106	83.0	.55
Grafton, . . . . .	37	29	22	32	27	24.5	.66
Greenwood, . . . . .	417	273	192	290	220	206.0	.49
Hanover, . . . . .	123	65	56	106	94	75.0	.61
Hartford, . . . . .	410	245	194	356	279	236.5	.58
Hebron, . . . . .	357	249	195	279	231	213.0	.60
Hiram, . . . . .	489	359	160	364	272	216.0	.44
Lovell, . . . . .	605	369	321	447	366	343.5	.57
Mason, . . . . .	55	51	34	42	30	32.0	.58
Mexico, . . . . .	197	143	109	157	135	122.0	.62

## COMMON SCHOOLS.

## OXFORD COUNTY, (CONTINUED.)

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Newry, . . . . .	171	141	111	169	132	121.5	.71
Norway, . . . . .	814	603	483	593	490	486.5	.60
Oxford, . . . . .	568	223	163	271	200	181.5	.32
Paris, . . . . .	994	614	432	736	588	510.0	.51
Peru, . . . . .	461	281	231	371	312	271.5	.59
Porter, . . . . .	481	311	230	363	270	250.0	.52
Roxbury, . . . . .	91	44	37	71	62	49.5	.54
Rumford, . . . . .	537	296	245	421	325	285.0	.53
Stoneham, . . . . .	173	115	96	133	91	93.5	.54
Stowe, . . . . .	214	152	115	156	125	120.0	.56
Sumner, . . . . .	455	263	206	419	327	266.5	.59
Sweden, . . . . .	280	167	139	212	176	157.5	.56
Waterford, . . . . .	517	262	215	370	305	260.0	.50
Woodstock, . . . . .	408	215	170	304	246	208.0	.51
<i>Plantations.</i>							
Andover N. Surplus, . . . . .	35	-	-	20	20	-	-
Franklin, . . . . .	127	58	50	81	59	54.5	.43
Hamlin's Grant, . . . . .	25	17	14	20	13	13.5	.54
Letter B, . . . . .	100	50	40	70	55	47.5	.48
Milton, . . . . .	94	34	24	75	53	38.5	.41
Total, . . . . .	14,350	8,264	6,309	10,433	8,209	7,249.0	.52

## PENOBSCOT COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Alton, . . . . .	200	108	72	67	58	65.0	.33
Argyle, . . . . .	160	160	147	160	146	146.5	.92
Bangor, . . . . .	5,537	3,860	2,966	3,874	2,964	2,965.0	.54
Bradford, . . . . .	658	412	325	458	374	349.5	.53
Bradley, . . . . .	331	220	151	225	160	155.5	.47
Brewer, . . . . .	963	556	412	655	557	484.5	.50
Burlington, . . . . .	225	158	104	112	73	88.5	.39
Carmel, . . . . .	524	248	212	402	325	268.5	.51
Carroll, . . . . .	196	136	96	135	91	93.5	.48
Charleston, . . . . .	570	337	267	355	303	285.0	.50
Chester, . . . . .	161	108	72	114	80	76.0	.47
Clifton, . . . . .	139	94	76	104	78	77.0	.55
Corinna, . . . . .	689	346	271	485	417	344.0	.50
Corinth, . . . . .	713	508	404	650	529	466.5	.65
Dexter, . . . . .	856	569	449	669	553	501.0	.59
Dixmont, . . . . .	642	372	275	478	359	317.0	.49
Eddington, . . . . .	321	191	150	260	218	184.0	.57
Edinburg, . . . . .	32	32	27	-	-	-	-
Enfield, . . . . .	180	104	81	95	66	73.5	.41
Etna, . . . . .	330	164	125	246	183	154.0	.47

SUPERINTENDENT'S REPORT.

PENOBSCOT COUNTY, (CONTINUED.)

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Exeter, . . . . .	725	400	325	558	445	385.0	.53
Garland, . . . . .	603	333	264	477	399	331.5	.55
Glenburn, . . . . .	358	240	172	244	188	180.0	.50
Greenbush, . . . . .	261	153	100	138	109	104.5	.40
Greenfield, . . . . .	130	84	67	80	76	71.5	.55
Hampden, . . . . .	1,348	758	546	903	705	625.5	.46
Hermion, . . . . .	630	442	322	507	467	394.5	.63
Holden, . . . . .	323	198	163	237	181	172.0	.53
Howland, . . . . .	72	32	28	69	57	42.5	.59
Hudson, . . . . .	337	230	196	250	200	198.0	.59
Kenduskeag, . . . . .	375	250	180	318	260	220.0	.59
Lagrange, . . . . .	241	165	129	188	139	134.0	.56
Lee, . . . . .	398	319	260	311	255	257.5	.69
Levant, . . . . .	547	280	257	320	300	278.5	.51
Lincoln, . . . . .	614	312	212	369	269	240.5	.39
Lowell, . . . . .	218	158	124	35	21	72.5	.33
Maxfield, . . . . .	68	52	41	25	20	30.5	.45
Milford, . . . . .	300	150	114	128	104	109.0	.36
Newburg, . . . . .	596	262	220	408	391	305.5	.51
Newport, . . . . .	513	314	235	418	334	284.5	.55
Nickatow, . . . . .	116	64	54	-	-	-	-
Oldtown, . . . . .	1,400	782	574	818	658	616.0	.44
Orono, . . . . .	805	486	406	322	273	339.5	.42
Orrington, . . . . .	780	477	367	600	495	431.0	.55
Passadumkeag, . . . . .	120	102	82	102	77	79.5	.66
Patten, . . . . .	214	143	104	177	142	123.0	.57
Plymouth, . . . . .	425	252	208	323	253	230.5	.54
Prentiss, . . . . .	108	-	-	-	-	-	-
Springfield, . . . . .	313	183	148	182	154	151.0	.48
Stetson, . . . . .	367	156	132	229	186	159.0	.30
Veazie, . . . . .	307	212	133	207	150	141.5	.46
Winn, . . . . .	-	-	-	-	-	-	-
Woodville, . . . . .	110	-	-	-	-	-	-
<i>Plantations.</i>							
Drew, . . . . .	21	-	-	-	-	-	-
Mattawamkeag, . . . . .	83	38	33	43	34	33.5	.40
No. 7, R. 3, . . . . .	100	31	28	-	-	-	-
Pattagumpus, . . . . .	40	40	28	-	-	-	-
Webster, . . . . .	22	12	10	-	-	-	-
Total, . . . . .	27,415	16,799	12,944	18,530	14,876	13,836.5	.51

## COMMON SCHOOLS.

## PISCATAQUIS COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Abbot, . . . . .	287	145	116	234	192	154.0	.54
Atkinson, . . . . .	374	227	190	280	229	209.5	.56
Barnard, . . . . .	70	57	43	21	16	29.5	.42
Blanchard, . . . . .	60	28	23	50	39	31.0	.52
Bowerbank, . . . . .	49	-	-	48	28	-	-
Brownville, . . . . .	319	117	107	240	185	146.0	.46
Dover, . . . . .	811	375	287	543	403	345.0	.43
Foxcroft, . . . . .	412	250	175	290	250	212.5	.52
Guilford, . . . . .	346	209	173	239	187	180.0	.52
Greenville, . . . . .	109	70	50	68	57	53.5	.49
Kingsbury, . . . . .	71	62	49	65	46	47.5	.67
Medford, . . . . .	144	30	25	113	102	63.5	.44
Milo, . . . . .	402	192	172	374	357	264.5	.66
Mouson, . . . . .	263	189	150	110	90	120.0	.46
Orneville, . . . . .	172	67	50	110	80	65.0	.38
Parkman, . . . . .	465	294	224	295	240	232.0	.50
Sangerville, . . . . .	580	244	186	408	345	265.5	.46
Sebec, . . . . .	461	261	183	345	210	196.5	.43
Shirley, . . . . .	125	79	59	87	72	65.5	.52
Wellington, . . . . .	273	149	95	227	150	122.5	.45
Williamsburg, . . . . .	67	36	18	20	11	14.5	.22
<i>Plantations.</i>							
Elliottsville, . . . . .	27	13	11	4	4	7.5	.28
No. 2, R. 5, . . . . .	14	7	7	-	-	-	-
Total, . . . . .	5,901	3,101	2,393	4,171	3,293	2,825.5	.47

## SAGADAHOC COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Arrowsic, . . . . .	133	65	41	70	51	46.0	.35
Bath, . . . . .	3,474	1,733	1,434	1,733	1,434	1,434.0	.41
Bowdoin, . . . . .	657	385	317	523	428	372.5	.57
Bowdoinham, . . . . .	951	497	378	742	619	498.5	.52
Georgetown, . . . . .	492	257	209	285	220	214.5	.43
Perkins, . . . . .	17	11	8	17	12	10.0	.59
Phipsburg, . . . . .	789	351	237	533	363	300.0	.38
Richmond, . . . . .	992	562	387	659	509	448.0	.45
Topsham, . . . . .	640	403	304	488	402	353.0	.55
West Bath, . . . . .	161	64	54	81	70	62.0	.38
Woolwich, . . . . .	523	275	205	358	302	253.5	.48
Total, . . . . .	8,829	4,603	3,574	5,489	4,410	3,992.0	.46

SUPERINTENDENT'S REPORT.

SOMERSET COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Anson, . . . . .	757	363	302	622	482	392.0	.52
Athens, . . . . .	580	407	326	499	416	371.0	.64
Bingham, . . . . .	335	148	109	258	203	156.0	.47
Bloomfield, . . . . .	538	308	250	437	370	310.0	.58
Brighton, . . . . .	315	155	124	247	185	154.5	.49
Cambridge, . . . . .	175	104	83	144	100	91.5	.52
Canaan, . . . . .	795	486	392	634	476	434.0	.55
Concord, . . . . .	258	125	108	220	180	144.0	.56
Cornville, . . . . .	463	241	176	372	294	235.0	.51
Detroit, . . . . .	250	146	103	180	132	117.5	.47
Embsden, . . . . .	385	250	190	327	250	220.0	.57
Fairfield, . . . . .	1,103	674	520	724	575	547.5	.50
Harmony, . . . . .	437	235	183	304	276	229.5	.53
Hartland, . . . . .	414	288	233	388	301	267.0	.64
Lexington, . . . . .	-	-	-	-	-	-	-
Madison, . . . . .	639	425	342	556	440	391.0	.61
Mayfield, . . . . .	-	-	-	-	-	-	-
Mercer, . . . . .	381	247	184	308	248	216.0	.57
Moscow, . . . . .	236	113	81	188	155	118.0	.50
New Portland, . . . . .	597	332	259	480	414	336.5	.40
Norridgewock, . . . . .	692	309	268	475	378	323.0	.47
Palmyra, . . . . .	678	350	262	543	426	344.0	.51
Pittsfield, . . . . .	540	369	306	421	339	322.5	.60
Ripley, . . . . .	279	174	133	229	173	153.0	.55
St. Albans, . . . . .	765	500	386	593	520	453.0	.59
Skowhegan, . . . . .	819	514	373	561	449	411.0	.50
Smithfield, . . . . .	332	181	135	290	194	164.5	.50
Solon, . . . . .	556	341	260	507	393	326.5	.59
Starks, . . . . .	557	250	197	505	385	291.0	.52
<i>Plantations.</i>							
Dead River, . . . . .	40	30	25	25	22	23.5	.59
Flagstaff, . . . . .	23	23	17	22	15	16.0	.70
Forks, . . . . .	80	57	57	52	52	54.5	.68
Moose River, . . . . .	81	34	34	9	9	21.5	.27
No. 1, R. 2, W. K. R., . . . . .	65	60	53	17	15	34.0	.52
No. 2, R. 2, . . . . .	50	21	13	50	34	23.5	.47
Total, . . . . .	14,215	8,260	6,484	11,187	8,901	7,692.5	.53

## COMMON SCHOOLS.

## WALDO COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Appleton, . . . . .	673	403	317	611	426	371.5	.55
Bellaist, . . . . .	2,226	1,240	945	1,420	1,215	1,080.0	.49
Belmont, . . . . .	233	163	126	19	138	132.0	.57
Brooks, . . . . .	442	318	274	387	304	289.0	.65
Burnham, . . . . .	327	262	200	232	194	197.0	.60
Camden, . . . . .	2,005	1,200	930	950	700	815.0	.41
Frankfort, . . . . .	1,946	-	-	-	-	-	-
Freedom, . . . . .	379	192	152	300	225	188.5	.50
Hope, . . . . .	447	247	196	310	265	230.5	.51
Islesborough, . . . . .	471	289	215	354	253	234.0	.50
Jackson, . . . . .	349	239	180	291	225	202.5	.62
Knox, . . . . .	435	217	170	298	223	196.5	.45
Liberty, . . . . .	471	284	232	322	258	245.0	.52
Linc. Inville, . . . . .	895	605	514	615	570	542.0	.61
Monroe, . . . . .	649	432	312	535	457	384.5	.59
Montville, . . . . .	700	400	350	513	420	385.0	.55
Morrill, . . . . .	281	144	117	226	179	148.0	.53
North Haven, . . . . .	371	200	151	299	245	198.0	.53
Northport, . . . . .	450	287	224	338	272	248.0	.55
Palermo, . . . . .	552	330	252	435	300	276.0	.50
Prospect, . . . . .	491	227	167	313	231	199.0	.41
Searsmont, . . . . .	646	424	326	518	422	374.0	.58
Searsport, . . . . .	1,044	662	486	789	621	553.5	.53
Stockton, . . . . .	711	418	320	563	430	375.0	.53
Swanville, . . . . .	419	145	104	223	184	144.0	.34
Thordike, . . . . .	433	270	199	350	275	237.0	.55
Troy, . . . . .	601	240	200	430	350	275.0	.46
Unity, . . . . .	495	285	202	458	358	280.0	.57
Vinalhaven, . . . . .	615	298	231	494	400	315.5	.51
Waldo, . . . . .	314	205	147	263	211	179.0	.57
Total, . . . . .	20,071	10,626	8,339	13,033	10,351	9,295.0	.53

## WASHINGTON COUNTY.

Addison, . . . . .	499	283	224	324	267	245.5	.49
Alexander, . . . . .	222	127	90	76	52	71.0	.32
Baileyville, . . . . .	154	100	75	75	50	62.5	.41
Baring, . . . . .	174	146	101	126	92	96.5	.55
Beddington, . . . . .	54	41	30	-	-	-	-
Calais, . . . . .	2,406	1,142	858	1,220	928	893.0	.37
Centerville, . . . . .	105	78	62	-	-	-	-
Charlotte, . . . . .	268	159	102	186	143	122.5	.46
Cherryfield, . . . . .	710	494	367	444	320	343.5	.48
Columbia, . . . . .	513	335	263	253	197	230.0	.45



SUPERINTENDENT'S REPORT.

WASHINGTON COUNTY, (CONTINUED.)

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Cooper, . . . . .	176	145	101	172	121	111.0	.63
Crawford, . . . . .	114	90	70	100	74	72.0	.63
Cutler, . . . . .	404	260	219	198	150	184.5	.46
Deblois, . . . . .	58	44	38	-	-	-	-
Donnysville, . . . . .	211	105	76	131	89	82.5	.39
East Machias, . . . . .	907	490	381	260	209	295.0	.33
Eastport, . . . . .	1,784	1,115	572	1,115	572	572.0	.32
Edmunds, . . . . .	190	165	112	-	-	-	-
Harrington, . . . . .	408	277	226	233	185	205.5	.50
Jonesborough, . . . . .	150	145	117	-	-	-	-
Jonesport, . . . . .	465	280	208	175	140	174.0	.37
Lubeo, . . . . .	1,142	601	422	711	563	492.5	.43
Machias, . . . . .	743	491	405	454	380	392.5	.53
Machiasport, . . . . .	530	274	201	326	232	216.5	.41
Marion, . . . . .	89	29	18	40	30	24.0	.27
Marshfield, . . . . .	135	87	70	99	79	74.5	.55
Medybemps, . . . . .	120	78	64	40	35	49.5	.41
Milbridge, . . . . .	545	355	287	273	212	249.5	.46
Northfield, . . . . .	105	92	75	-	-	-	-
Pembroke, . . . . .	933	362	333	462	359	346.0	.37
Perry, . . . . .	542	272	199	329	257	228.0	.42
Princeton, . . . . .	177	143	113	126	99	106.0	.60
Robbinston, . . . . .	548	334	226	281	207	216.5	.40
Stauben, . . . . .	450	327	272	314	272	272.0	.60
Topsfield, . . . . .	138	95	75	88	72	73.5	.53
Trescott, . . . . .	345	227	171	160	111	141.0	.41
Wesley, . . . . .	-	-	-	-	-	-	-
Whiting, . . . . .	207	159	119	53	53	86.0	.42
Whitneyville, . . . . .	223	134	96	150	119	107.5	.48
<i>Plantations.</i>							
Big Lake, . . . . .	24	12	10	-	-	-	-
Codyville, . . . . .	25	18	13	-	-	-	-
Jackson Brook, . . . . .	45	39	35	-	-	-	-
No. 7, R. 2, . . . . .	31	22	15	-	-	-	-
No. 14, . . . . .	83	50	40	-	-	-	-
No. 18, . . . . .	8	8	5	-	-	-	-
Talmadge, . . . . .	33	20	7	18	12	9.5	.29
Waite, . . . . .	35	26	16	26	20	18.0	.51
Total, . . . . .	17,228	10,276	7,579	9,038	6,701	6,864.0	.45

COMMON SCHOOLS.  
YORK COUNTY.

Towns.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Acton, . . .	461	254	181	417	328	254.5	.55
Alfred, . . .	603	260	203	326	238	220.5	.37
Berwick, . . .	1,154	518	372	688	525	448.5	.39
Biddeford, . . .	2,967	1,287	1,004	1,450	1,074	1,039.0	.35
Buxton, . . .	1,092	544	396	734	552	474.0	.43
Cornish, . . .	425	208	149	333	266	207.5	.49
Dayton, . . .	275	137	108	158	120	114.0	.41
Elliot, . . .	671	328	234	452	327	280.5	.42
Hollis, . . .	671	401	305	476	339	322.0	.40
Kennebunk, . . .	1,024	610	419	679	502	460.5	.45
Kennebunkport, . . .	1,034	631	437	510	372	404.5	.39
Kittery, . . .	1,134	641	455	660	461	458.0	.40
Lebanon, . . .	1,028	594	534	700	630	582.0	.57
Limerick, . . .	524	267	197	372	301	249.0	.48
Limington, . . .	787	497	349	571	421	385.0	.49
Lyman, . . .	580	318	243	415	330	286.5	.49
Newfield, . . .	520	282	215	372	295	255.0	.49
North Berwick, . . .	657	331	255	332	258	256.5	.39
Parsonsfield, . . .	821	374	301	634	480	390.5	.48
Saco, . . .	2,153	1,122	828	1,274	901	864.5	.40
Sanford, . . .	882	395	302	639	472	387.0	.44
Shapleigh, . . .	501	288	213	323	263	238.0	.48
South Berwick, . . .	1,044	533	341	456	409	375.0	.36
Waterborough, . . .	792	407	308	615	490	399.0	.50
Wells, . . .	1,034	583	410	698	515	462.5	.44
York, . . .	1,130	608	423	703	493	458.0	.41
Total, . . .	23,964	12,418	9,182	14,987	11,362	10,272.0	.44

RECAPITULATION.—(TABLE III.)

Counties.	Whole No. of Scholars.	Whole No. attending Summer Schools.	Average No. attending Summer Schools.	Whole No. attending Winter Schools.	Average No. attending Winter Schools.	Mean average in Summer and Winter Schools.	Ratio of mean average to whole No. of Scholars.
Androscoggin, . . . . .	9,749	5,338	4,171	7,334	5,984	5,077.5	.54
Aroostook, . . . . .	7,455	2,791	2,010	2,059	1,444	1,576.5	.35
Cumberland, . . . . .	26,568	13,633	10,214	15,604	12,497	11,355.5	.49
Franklin, . . . . .	7,371	3,953	3,009	5,909	4,536	3,772.5	.51
Hancock, . . . . .	15,821	9,324	6,975	9,960	7,888	7,409.0	.49
Kennebec, . . . . .	21,787	11,560	9,027	14,113	11,634	10,330.5	.52
Lincoln, . . . . .	20,015	11,236	8,616	13,013	10,344	9,480.0	.50
Oxford, . . . . .	14,350	8,264	6,309	10,433	8,209	7,249.0	.52
Penobscot, . . . . .	27,415	16,799	12,944	18,530	14,876	13,836.5	.51
Piscataquis, . . . . .	5,901	3,101	2,393	4,171	3,293	2,825.5	.47
Sagadahoc, . . . . .	8,829	4,603	3,574	5,489	4,410	3,992.0	.46
Somerset, . . . . .	14,215	8,260	6,484	11,187	8,901	7,692.5	.53
Waldo, . . . . .	20,071	10,626	8,239	13,033	10,351	9,295.0	.53
Washington, . . . . .	17,228	10,276	7,579	9,038	6,701	6,864.0	.45
York, . . . . .	23,964	12,418	9,182	14,987	11,362	10,272.0	.44
Total, . . . . .	240,739	132,182	100,726	154,860	122,430	111,028.0	.49

SUPERINTENDENT'S REPORT.

TABLE IV.

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

Rank.	Counties.	Am't raised for each scholar between 4 and 21 years.	Am't raised by each County for the support of schools.	Income of State, school and other local funds.	Am't expended for the support of private schools.	Am't of voluntary contributions for support of private and public schools.	Amount paid for school superintendence.	Total.	Value of all the school houses in the County.	No. of children between 4 and 21 years of age.
1	Sagadahoc, . . . . .	1 86	19,480 10	3,413 18	657 00	1,025 50	756 50	25,332 38	61,450	8,829
2	Androsoggin, . . . . .	1 77	17,257 40	3,543 10	1,863 00	1,159 75	664 50	24,489 75	59,585	9,749
3	Cumberland, . . . . .	1 74	55,219 90	10,811 91	1,598 00	1,005 00	1,531 45	70,166 26	174,252	26,568
4	York, . . . . .	1 73	44,013 15	9,223 15	2,325 00	146 75	1,528 12	57,236 17	115,175	23,964
5	Kennebec, . . . . .	1 70	37,271 11	7,799 37	2,935 83	2,907 98	1,511 14	52,425 43	109,910	21,787
6	Washington, . . . . .	1 62	26,467 00	7,609 69	1,987 37	684 97	482 38	37,231 41	72,472	17,228
7	Piscataquis, . . . . .	1 59	8,922 40	2,755 88	224 17	150 50	312 95	12,365 90	19,050	5,901
8	Somerset, . . . . .	1 58	20,995 02	6,330 02	1,273 00	796 30	745 44	30,139 78	57,530	14,215
9	Hancock, . . . . .	1 55	24,148 00	6,573 90	1,915 00	1,272 00	839 50	34,748 40	41,060	15,821
9	Oxford, . . . . .	1 55	22,119 40	6,215 31	2,638 00	1,717 04	898 15	33,587 90	51,047	14,350
10	Penobscot, . . . . .	1 52	48,387 24	12,384 07	2,321 2	656 50	2,195 60	65,945 13	159,470	27,415
11	Lincoln, . . . . .	1 51	31,215 11	7,256 89	3,286 25	1,715 50	1,024 07	44,497 82	72,126	20,015
12	Franklin, . . . . .	1 50	11,407 30	3,198 14	575 75	1,115 37	480 90	16,777 46	24,646	7,371
13	Waldo, . . . . .	1 49	30,243 18	7,328 05	2,386 00	967 50	883 98	41,808 71	74,955	20,071
14	Aroostook, . . . . .	1 19	5,614 80	2,542 27	593 47	1,252 25	205 40	10,208 19	13,239	7,455
	Total for the State,	1.59	402,761 11	96,985 03	26,581 56	16,572 91	14,060 08	556,960 69	1,105,967	240,739

COMMON SCHOOLS

TABLE V.

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

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
1	Castine, . . . . .	4 19	32	.40	78	3.8
2	Barnard, . . . . .	3 14	30	.42	8	14.8
3	Bangor, . . . . .	3 04	18	.54	73	4.3
4	Bath, . . . . .	3 02	31	.41	78	3.8
5	Perkins, . . . . .	2 97	13	.59	97	1.9
6	Portland, . . . . .	2 87	37	.35	84	3.2
7	Saco, . . . . .	2 79	32	.40	89	2.7
8	Passadumkeag, . . . . .	2 67	6	.66	6	15.9
9	Otis, . . . . .	2 56	21	.51	19	10.3
10	Hallowell, . . . . .	2 54	31	.41	90	2.6
11	Aurora, . . . . .	2 53	20	.52	57	5.9
12	Manchester, . . . . .	2 50	31	.41	87	2.9
13	Baring, . . . . .	2 34	17	.55	52	6.4
13	Edinburg, . . . . .	2 34	00	-	50	6.6
14	Buxton, . . . . .	2 29	29	.43	57	5.9
15	Biddeford, . . . . .	2 28	37	.35	85	3.1
16	Princeton, . . . . .	2 26	12	.60	5	16.5
17	Eastport, . . . . .	2 24	40	.32	55	6.1
17	Williamsburg, . . . . .	2 24	46	.22	48	6.8
18	Beddington, . . . . .	2 22	23	.49	59	5.7
19	Brunswick, . . . . .	2 21	23	.49	80	3.6
20	Eddington, . . . . .	2 18	15	.57	47	6.9
20	G. eenfield, . . . . .	2 18	17	.55	42	7.5
21	Grafton, . . . . .	2 16	6	.66	15	11.4
21	Lewiston, . . . . .	2 16	29	.43	56	6.0
21	Raymond, . . . . .	2 16	23	.49	38	7.9
21	Readfield, . . . . .	2 16	18	.54	89	2.7
22	Machias, . . . . .	2 15	19	.53	76	4.0
23	Farmingdale, . . . . .	2 14	30	.42	84	3.2
24	Orono, . . . . .	2 11	30	.42	51	6.5
25	Howland, . . . . .	2 08	13	.59	54	6.2

## COMMON SCHOOLS.

TABLE V, (CONTINUED.)

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
26	Rockland, . . . . .	2 07	22	.50	63	5.3
27	Belmont, . . . . .	2 06	15	.57	00	-
28	Hiram, . . . . .	2 04	28	.44	54	6.2
29	Leeds, . . . . .	2 03	23	.49	72	4.4
30	Belfast, . . . . .	2 02	23	.49	82	3.4
30	Livermore, . . . . .	2 02	5	.67	72	4.4
31	Gardiner, . . . . .	1 98	23	.49	91	2.5
31	Newcastle, . . . . .	1 98	24	.48	78	3.8
31	Westbrook, . . . . .	1 98	30	.42	87	2.9
32	Salem, . . . . .	1 96	14	.58	71	4.5
33	Cornish, . . . . .	1 95	23	.49	74	4.2
33	Topsham, . . . . .	1 95	17	.55	94	2.2
34	Minot, . . . . .	1 94	9	.63	76	4.0
35	Cooper, . . . . .	1 93	9	.63	26	9.4
35	Falmouth, . . . . .	1 93	24	.48	84	3.2
35	Harrison, . . . . .	1 93	14	.58	77	3.9
36	Monmouth, . . . . .	1 92	21	.51	82	3.4
36	Unity, . . . . .	1 92	15	.57	76	4.0
37	Amherst, . . . . .	1 91	24	.48	59	5.7
37	Ashland, . . . . .	1 91	35	.37	00	-
37	Woolwich, . . . . .	1 91	24	.48	87	2.9
38	Bowdoinham, . . . . .	1 89	20	.52	82	3.4
39	Masardis, . . . . .	1 88	00	-	31	8.8
39	Yarmouth, . . . . .	1 88	21	.51	98	1.8
40	Mercer, . . . . .	1 87	15	.57	67	4.9
40	North Yarmouth, . . . . .	1 87	21	.51	95	2.1
40	Patten, . . . . .	1 87	15	.57	33	8.6
41	Chester, . . . . .	1 86	25	.47	3	23.0
42	Pittsfield, . . . . .	1 85	12	.60	34	8.4
43	Greenville, . . . . .	1 83	23	.49	61	5.5
44	Dayton, . . . . .	1 82	31	.41	78	3.8
44	Marion, . . . . .	1 82	43	.27	41	7.6
44	Robbinston, . . . . .	1 82	32	.40	51	6.5
44	Webster, . . . . .	1 82	18	.54	82	3.4
45	Fayette, . . . . .	1 81	23	.49	83	3.3
45	Topsfield, . . . . .	1 81	19	.53	26	9.4
46	Standish, . . . . .	1 80	24	.48	74	4.2
47	Ellsworth, . . . . .	1 79	36	.36	57	5.9
47	Fryeburg, . . . . .	1 79	28	.44	73	4.3
47	Lisbon, . . . . .	1 79	19	.53	82	3.4
47	Scarborough, . . . . .	1 79	26	.46	82	3.4
47	Wayne, . . . . .	1 79	16	.56	80	3.6
47	Whitneyville, . . . . .	1 79	24	.48	70	4.6
48	Mount Vernon, . . . . .	1 78	20	.52	79	3.7
48	New Gloucester, . . . . .	1 78	26	.46	88	2.8
49	Acton, . . . . .	1 77	17	.55	78	3.8
49	Bremen, . . . . .	1 77	20	.52	66	5.0
49	Dresden, . . . . .	1 77	23	.49	79	3.7
49	East Livermore, . . . . .	1 77	3	.71	81	3.5
50	Freeman, . . . . .	1 76	16	.56	54	6.2

SUPERINTENDENT'S REPORT.

TABLE V, (CONTINUED.)

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
50	Windsor, . . . . .	1 76	12	.60	74	4.2
51	Cr wford, . . . . .	1 75	9	.63	25	9.5
51	Danville, . . . . .	1 75	27	.45	79	3.7
51	Greene, . . . . .	1 75	24	.48	79	3.7
51	Whitefield, . . . . .	1 75	16	.56	66	5.0
52	Freeport, . . . . .	1 74	21	.51	84	3.2
52	Kennebunkport, . . . . .	1 74	33	.39	81	3.3
52	Paris, . . . . .	1 74	21	.51	80	3.6
52	Sebec, . . . . .	1 74	29	.43	41	7.6
52	Sullivan, . . . . .	1 74	18	.54	71	4.5
52	Waterford, . . . . .	1 74	22	.50	82	3.4
52	Wells, . . . . .	1 74	28	.44	74	4.2
53	Farmington, . . . . .	1 73	21	.51	88	2.8
53	Hartford, . . . . .	1 73	14	.58	74	4.2
53	Jonesborough, . . . . .	1 73	00	-	59	5.7
53	Stoneham, . . . . .	1 73	18	.54	14	11.8
54	Clinton, . . . . .	1 72	20	.52	61	5.5
54	Jackson, . . . . .	1 72	10	.62	65	5.1
54	Limerick, . . . . .	1 72	24	.48	78	3.8
54	Madison, . . . . .	1 72	11	.61	77	3.9
55	Parsonsfield, . . . . .	1 71	24	.48	84	3.2
55	Winthrop, . . . . .	1 71	26	.46	90	2.6
56	Brooklin, . . . . .	1 70	18	.54	29	9.0
56	Brooks, . . . . .	1 70	7	.65	43	7.3
56	Chesterville, . . . . .	1 70	24	.48	67	4.9
56	Holden, . . . . .	1 70	19	.53	70	4.6
56	Otisfield, . . . . .	1 70	13	.59	82	3.4
56	Sanford, . . . . .	1 70	28	.44	71	4.5
56	Wilton, . . . . .	1 70	12	.60	79	3.7
57	Sidney, . . . . .	1 69	10	.62	90	2.6
58	Durham, . . . . .	1 68	18	.54	85	3.1
58	Northport, . . . . .	1 68	17	.55	64	5.2
59	Blanchard, . . . . .	1 67	20	.52	58	5.8
59	Cambridge, . . . . .	1 67	20	.52	24	9.6
59	Enfield, . . . . .	1 67	31	.41	16	11.0
60	Albion, . . . . .	1 66	13	.59	73	4.3
60	Augusta, . . . . .	1 66	31	.41	92	2.4
60	Bowdoin, . . . . .	1 66	15	.57	72	4.4
60	Exeter, . . . . .	1 66	19	.53	66	5.0
61	Bucksport, . . . . .	1 65	24	.48	76	4.0
62	Belgrade, . . . . .	1 64	16	.56	82	3.4
62	Hollis, . . . . .	1 64	32	.40	70	4.6
62	Newfield, . . . . .	1 64	23	.49	76	4.0
62	Stowe, . . . . .	1 64	16	.56	43	7.3
63	Cornville, . . . . .	1 63	21	.51	82	3.4
63	Damariscotta, . . . . .	1 63	28	.44	89	2.7
63	Grenwood, . . . . .	1 63	23	.49	11	12.8
63	Lebanon, . . . . .	1 63	15	.57	69	4.7
63	Roxbury, . . . . .	1 63	18	.54	27	9.3
63	Thomaston, . . . . .	1 63	29	.43	89	2.7

## COMMON SCHOOLS.

TABLE V, (CONTINUED.)

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
63	Vassalborough, . . . . .	1 63	18	.54	85	3.1
63	Veazie, . . . . .	1 63	26	.46	00	-
63	Wales, . . . . .	1 63	19	.53	83	3.3
64	Alna, . . . . .	1 62	27	.45	86	3.0
64	Baileyville, . . . . .	1 62	31	.41	20	10.1
64	Benton, . . . . .	1 62	19	.53	65	5.1
65	Charlotte, . . . . .	1 61	26	.46	25	9.5
65	Elliot, . . . . .	1 61	30	.42	82	3.4
65	Industry, . . . . .	1 61	25	.47	75	4.1
65	Limington, . . . . .	1 61	23	.49	80	3.6
65	Newry, . . . . .	1 61	3	.71	59	5.7
65	Parkman, . . . . .	1 61	22	.50	82	6.4
65	Richmond, . . . . .	1 61	27	.45	77	3.9
65	Shapleigh, . . . . .	1 61	24	.48	76	4.0
65	Sweden, . . . . .	1 61	16	.56	80	3.6
66	Anson, . . . . .	1 60	20	.52	77	3.9
66	Chelsea, . . . . .	1 60	29	.43	67	4.9
66	Harpswell, . . . . .	1 60	23	.49	87	2.9
66	Norridgewock, . . . . .	1 60	25	.47	84	3.2
66	Union, . . . . .	1 60	11	.61	82	3.4
66	Winslow, . . . . .	1 60	19	.53	81	3.5
67	Bridgton, . . . . .	1 59	00	-	80	3.6
67	Hermon, . . . . .	1 59	9	.63	40	7.7
67	Jay, . . . . .	1 59	19	.53	69	4.7
67	Kittery, . . . . .	1 59	32	.40	54	6.2
67	Waldo, . . . . .	1 59	15	.57	55	6.1
68	Denmark, . . . . .	1 58	26	.46	69	4.7
68	Oxford, . . . . .	1 58	40	.32	67	4.9
68	Pittson, . . . . .	1 58	00	-	87	2.9
68	Rangely, . . . . .	1 58	20	.52	2	31.3
68	Skowhegan, . . . . .	1 58	22	.50	84	3.2
68	Smithfield, . . . . .	1 58	22	.50	48	6.8
68	Yerk, . . . . .	1 58	31	.41	81	3.5
69	Abbot, . . . . .	1 57	18	.54	47	6.9
69	Brownville, . . . . .	1 57	26	.46	52	6.4
69	Buckfield, . . . . .	1 57	35	.37	77	3.9
69	Montville, . . . . .	1 57	17	.55	73	4.3
69	New Vineyard, . . . . .	1 57	28	.44	41	7.6
69	Seasmont, . . . . .	1 57	14	.58	66	5.0
69	Sedgewick, . . . . .	1 57	18	.54	45	7.1
69	Warren, . . . . .	1 57	16	.56	97	1.9
70	Dixmont, . . . . .	1 56	23	.49	70	4.6
70	Gorham, . . . . .	1 56	29	.43	88	2.8
70	Kennebunk, . . . . .	1 56	27	.45	94	2.2
70	Starks, . . . . .	1 56	20	.52	75	4.1
71	Cushing, . . . . .	1 55	30	.42	63	5.3
71	Kingsbury, . . . . .	1 55	5	.67	67	4.9
71	Lyman, . . . . .	1 55	23	.49	72	4.4
72	Amity, . . . . .	1 54	30	.42	9	13.9
72	Frankfort, . . . . .	1 54	00	-	67	4.9



SUPERINTENDENT'S REPORT.

TABLE V, (CONTINUED.)

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and cents.
72	Hebron, . . . . .	1 54	12	.60	70	4.6
72	Lubec, . . . . .	1 54	29	.43	43	7.3
72	Orrington, . . . . .	1 54	17	.55	69	4.7
72	Rumford, . . . . .	1 54	19	.53	71	4.5
73	Bowerbank, . . . . .	1 53	00	-	73	4.3
73	Kingfield, . . . . .	1 53	16	.56	61	5.5
73	Phillips, . . . . .	1 53	12	.60	68	4.8
73	Plymouth, . . . . .	1 53	18	.54	36	8.1
73	Solon, . . . . .	1 53	13	.59	74	4.2
73	South Berwick, . . . . .	1 53	36	.36	90	2.6
73	Washington, . . . . .	1 53	10	.62	43	7.3
74	Baldwin, . . . . .	1 52	25	.47	74	4.2
74	Etna, . . . . .	1 52	25	.47	22	9.8
74	Gray, . . . . .	1 52	18	.54	70	4.6
74	Harmony, . . . . .	1 52	19	.53	65	5.1
74	Knox, . . . . .	1 52	27	.45	66	5.0
74	Monson, . . . . .	1 52	26	.46	56	6.0
74	North Berwick, . . . . .	1 52	33	.39	86	3.0
74	Sumner, . . . . .	1 52	13	.59	75	4.1
74	Temple, . . . . .	1 52	22	.50	62	5.4
75	Athens, . . . . .	1 51	8	.64	80	3.6
75	Bradley, . . . . .	1 51	25	.47	66	5.0
75	Emden, . . . . .	1 51	15	.57	74	4.2
75	Lincolnton, . . . . .	1 51	11	.61	62	5.4
75	Machiasport, . . . . .	1 51	31	.41	42	7.5
75	Newburg, . . . . .	1 51	21	.51	39	7.8
75	New Portland, . . . . .	1 51	32	.40	77	3.9
75	Porter, . . . . .	2 51	20	.52	72	4.4
75	Waterborough, . . . . .	1 51	22	.50	56	6.0
75	Wisasse, . . . . .	1 51	29	.43	96	2.0
76	Alton, . . . . .	1 50	39	.33	4	22.5
76	Avon, . . . . .	1 50	22	.50	58	5.8
76	Canton, . . . . .	1 50	15	.57	75	4.1
76	Freedom, . . . . .	1 50	22	.50	77	3.9
76	Poland, . . . . .	1 50	18	.54	69	4.7
76	Stetson, . . . . .	1 50	42	.30	37	8.0
76	Steuben, . . . . .	1 50	12	.60	60	5.6
76	Troy, . . . . .	1 50	26	.46	61	5.5
77	Hope, . . . . .	1 49	21	.51	74	4.2
77	Jefferson, . . . . .	1 49	26	.46	71	4.5
77	Kenduskeag, . . . . .	1 49	13	.59	00	-
77	Lee, . . . . .	1 49	4	.69	32	8.7
77	Monroe, . . . . .	1 49	13	.59	63	5.3
77	West Gardiner, . . . . .	1 49	20	.52	81	3.5
77	Windham, . . . . .	1 49	22	.50	80	3.6
77	Woodstock, . . . . .	1 49	21	.51	41	7.6
78	Auburn, . . . . .	1 48	23	.49	73	4.3
78	Carthage, . . . . .	1 48	13	.59	64	5.2
78	Cumberland, . . . . .	1 48	25	.47	85	3.1
78	Dover, . . . . .	1 48	29	.43	67	4.9

## COMMON SCHOOLS.

TABLE V, (CONTINUED.)

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and cents.
78	Hampden, . . . . .	1 48	26	.46	69	4.7
78	Hudson, . . . . .	1 48	13	.59	12	12.1
78	Litchfield, . . . . .	1 48	14	.58	83	3.3
78	Moscow, . . . . .	1 48	22	.50	44	7.2
78	Orneville, . . . . .	1 48	34	.38	31	8.8
78	Perry, . . . . .	1 48	30	.42	47	6.9
79	Alexander, . . . . .	1 47	40	.32	30	8.9
79	Atkinson, . . . . .	1 47	16	.56	67	4.9
79	Berwick, . . . . .	1 47	33	.39	39	7.8
79	Brownfield, . . . . .	1 47	23	.49	73	4.3
79	Harrington, . . . . .	1 47	22	.50	61	5.5
79	Maxfield, . . . . .	1 47	27	.45	15	11.4
79	New Sharon, . . . . .	1 47	17	.55	86	3.0
79	Norway, . . . . .	1 47	12	.60	79	3.7
79	Palmyra, . . . . .	1 47	21	.61	55	6.1
80	Foxcroft, . . . . .	1 46	20	.52	74	4.2
80	Turner, . . . . .	1 46	20	.52	80	3.6
81	Bloomfield, . . . . .	1 45	14	.58	86	3.0
81	Cape Elizabeth, . . . . .	1 45	17	.55	57	5.9
81	Dedham, . . . . .	1 45	20	.52	52	6.4
81	Guilford, . . . . .	1 45	20	.52	63	5.3
81	Hartland, . . . . .	1 45	3	.64	44	7.2
31	Pownal, . . . . .	1 45	17	.55	89	2.7
81	Whiting, . . . . .	1 45	15	.57	67	4.9
82	Bethel, . . . . .	1 44	20	.52	65	5.1
82	Strong, . . . . .	1 44	25	.47	92	2.4
83	Arrowsic, . . . . .	1 43	37	.35	90	2.6
83	Bluehill, . . . . .	1 43	24	.48	83	3.3
83	Brighton, . . . . .	1 43	23	.49	24	9.6
83	Carmel, . . . . .	1 43	21	.51	46	7.0
83	Friendship, . . . . .	1 43	23	.49	63	5.3
83	Northfield, . . . . .	1 43	00	-	56	6.0
83	Oldtown, . . . . .	1 43	28	.44	57	5.9
83	Ripley, . . . . .	1 43	17	.55	47	6.9
83	Thorndike, . . . . .	1 43	17	.55	73	4.3
84	Casco, . . . . .	1 42	17	.55	75	4.1
84	Eastbrook, . . . . .	1 42	16	.56	75	4.1
84	Georgetown, . . . . .	1 42	29	.43	71	4.5
84	Gilead, . . . . .	1 42	17	.55	71	4.5
84	Liberty, . . . . .	1 42	20	.52	49	6.7
84	Monticello, . . . . .	1 42	41	.31	12	12.1
84	Somerville, . . . . .	1 42	26	.46	21	9.9
85	Cherryfield, . . . . .	1 41	24	.48	66	5.0
85	Edmunds, . . . . .	1 41	00	-	69	4.7
85	Nobleborough, . . . . .	1 41	3	.71	80	3.6
85	St. Albans, . . . . .	1 41	13	.59	52	6.4
85	Stockton, . . . . .	1 41	19	.53	73	4.3
85	Waterville, . . . . .	1 41	34	.38	92	2.4
86	Addison, . . . . .	1 40	23	.49	82	3.4
86	Albany, . . . . .	1 40	31	.41	53	6.3

SUPERINTENDENT'S REPORT.

TABLE V, (CONTINUED.)

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in units and tenths.
86	Alfred, . . . . .	1 40	35	.37	85	3.1
86	Carroll, . . . . .	1 40	24	.48	60	13.0
86	Charleston, . . . . .	1 40	22	.50	60	5.6
86	Dexter, . . . . .	1 40	13	.59	71	4.5
86	Glenburn, . . . . .	1 40	22	.59	58	5.8
86	Milo, . . . . .	1 40	6	.65	53	6.3
86	Naples, . . . . .	1 40	22	.50	65	5.1
86	South Thomaston, . . . . .	1 40	17	.55	84	3.2
86	Weston, . . . . .	1 40	26	.46	30	8.9
87	China, . . . . .	1 39	9	.63	80	3.6
87	Medford, . . . . .	1 39	28	.44	50	6.6
87	Phipsburg, . . . . .	1 39	34	.38	86	3.0
88	Vienna, . . . . .	1 38	19	.53	76	4.0
89	Clifton, . . . . .	1 37	17	.55	22	9.8
89	Edgecomb, . . . . .	1 37	30	.42	72	4.4
89	Newport, . . . . .	1 37	17	.55	79	3.7
89	Waldoborough, . . . . .	1 37	44	.26	89	2.7
90	Columbia, . . . . .	1 36	27	.45	75	4.1
90	Fairfield, . . . . .	1 36	22	.50	80	3.6
90	Mason, . . . . .	1 36	14	.58	54	6.2
90	Trescott, . . . . .	1 36	31	.41	42	7.5
91	Bingham, . . . . .	1 35	25	.47	64	5.2
91	Corinth, . . . . .	1 35	7	.65	68	4.8
91	North Haven, . . . . .	1 35	19	.53	55	6.1
91	Orland, . . . . .	1 35	43	.27	80	3.6
91	Swanville, . . . . .	1 35	38	.34	61	5.5
91	Trenton, . . . . .	1 35	16	.56	69	4.7
91	Waltham, . . . . .	1 35	15	.57	72	4.4
91	Weld, . . . . .	1 35	24	.48	55	6.1
92	Deblois, . . . . .	1 34	00	-	00	-
92	Sangerville, . . . . .	1 34	26	.46	76	4.0
92	Searsport, . . . . .	1 34	19	.53	88	2.8
93	Andover, . . . . .	1 33	27	.45	59	5.7
93	Brooksville, . . . . .	1 33	25	.47	41	7.6
93	Burlington, . . . . .	1 33	33	.39	18	10.5
93	Eden, . . . . .	1 33	15	.57	50	6.6
93	Lincoln, . . . . .	1 33	33	.39	52	6.4
93	Marshfield, . . . . .	1 33	17	.55	72	4.4
93	Milford, . . . . .	1 33	36	.36	85	3.1
94	Boothbay, . . . . .	1 32	26	.46	53	6.3
94	East Machias, . . . . .	1 32	39	.33	78	3.8
94	Lovell, . . . . .	1 32	15	.57	67	4.9
94	Wellington, . . . . .	1 32	27	.45	33	8.6
95	Hancock, . . . . .	1 31	23	.49	50	6.6
95	Morrill, . . . . .	1 31	19	.53	00	-
95	Peru, . . . . .	1 31	13	.59	52	6.4
96	Brewer, . . . . .	1 30	22	.50	82	3.4
96	Dennysville, . . . . .	1 30	33	.39	88	2.8
96	Hanover, . . . . .	1 30	11	.61	74	4.2
96	Mariaville, . . . . .	1 30	20	.52	47	6.9

## COMMON SCHOOLS.

TABLE V, (CONTINUED.)

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
.96	Mount Desert, . . . . .	1 30	24	.48	58	5.8
.96	Penobscot, . . . . .	1 30	25	.47	58	5.8
.96	Sebago, . . . . .	1 30	24	.48	33	8.6
.96	Surry, . . . . .	1 30	24	.48	56	6.0
.97	Milbridge, . . . . .	1 29	26	.46	58	5.8
.97	Nickatow, . . . . .	1 29	00	-	1	37.5
.97	Southport, . . . . .	1 29	28	.44	31	8.8
.97	Tremont, . . . . .	1 29	25	.47	35	8.3
.98	Appleton, . . . . .	1 28	17	.55	74	4.2
.98	Canaan, . . . . .	1 28	17	.55	32	8.7
.98	Concord, . . . . .	1 28	16	.56	17	10.9
.98	Hodgdon, . . . . .	1 28	35	.37	36	8.1
.99	Mexico, . . . . .	1 27	10	.62	73	4.3
.99	Palermo, . . . . .	1 27	22	.50	77	3.9
100	Cranberry Isle, . . . . .	1 26	2	.72	72	4.4
100	St. George, . . . . .	1 26	30	.42	59	5.7
101	Argyle, . . . . .	1 25	1	.92	30	8.9
101	Calais, . . . . .	1 25	35	.37	75	4.1
101	Camden, . . . . .	1 25	31	.41	75	4.1
101	Islesborough, . . . . .	1 25	22	.50	54	6.2
101	Medybemps, . . . . .	1 25	31	.41	41	7.6
101	Seaville, . . . . .	1 25	23	.49	75	4.1
102	Detroit, . . . . .	1 24	25	.47	55	6.1
102	Franklin, . . . . .	1 24	22	.50	52	6.4
102	Garland, . . . . .	1 24	17	.55	59	5.7
102	Lagrange, . . . . .	1 24	16	.56	39	7.8
102	Levant, . . . . .	1 24	21	.51	76	4.0
102	West Bath, . . . . .	1 24	34	.38	93	2.3
103	Westport, . . . . .	1 23	23	.49	76	4.0
104	Bradford, . . . . .	1 22	19	.53	26	9.4
104	Byron, . . . . .	1 22	30	.42	34	8.4
104	Dixfield, . . . . .	1 22	30	.42	77	3.9
104	Prospect, . . . . .	1 22	31	.41	70	4.6
104	Vinahaven, . . . . .	1 22	21	.51	44	7.2
105	Gouldsborough, . . . . .	1 20	30	.42	49	6.7
105	Linneus, . . . . .	1 20	29	.43	7	15.8
106	Rome, . . . . .	1 17	12	.60	59	5.7
107	Bristol, . . . . .	1 16	19	.53	56	6.0
108	Houlton, . . . . .	1 14	32	.40	54	6.2
109	Madrid, . . . . .	1 13	28	.44	20	10.1
110	Corinna, . . . . .	1 12	22	.50	69	4.7
110	Springfield, . . . . .	1 12	24	.48	13	11.9
111	Pembroke, . . . . .	1 10	35	.37	51	6.5
112	Jonesport, . . . . .	1 08	35	.37	28	9.2
113	Burnham, . . . . .	1 07	12	.60	73	4.3
114	Fort Fairfield, . . . . .	1 03	45	.25	00	-
115	Centerville, . . . . .	1 02	00	-	69	4.7
115	New Limerick, . . . . .	1 02	26	.46	42	7.5
116	Deer Isle, . . . . .	1 01	23	.49	50	6.6
116	Orient, . . . . .	1 01	60	-	00	-

SUPERINTENDENT'S REPORT.

TABLE V, (CONTINUED.)

Rank.	Towns.	Amount of school money raised per scholar.	Rank in attendance.	Ratio of mean average attendance to whole No. of scholars.	Rank in per cent. of school money raised to whole valuation.	The per cent. of school money raised in proportion to valuation in mills and tenths.
117	Littleton, . . .	96	47	.21	00	-
118	Cutler, . . .	87	26	.46	70	4.6
118	Greenbush, . . .	87	32	.40	20	10.1
118	Lowell, . . .	87	39	.33	23	9.7
119	Shirley, . . .	80	20	.52	90	2.6
120	Bridgewater, . . .	78	47	.21	00	-
121	Prentiss, . . .	47	00	-	30	8.9



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PLANS FOR SCHOOL HOUSES

AND

COMMON SCHOOL FURNITURE.

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# PLANS FOR SCHOOL HOUSES

A N D

## COMMON SCHOOL FURNITURE.

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### PLANS FOR SCHOOL HOUSES.

A few plans for school houses are herewith submitted, accompanied with designs. They will serve as models, and such changes can be made as the necessities of the district require. These, with the models and plans contained in my last Annual Report, will constitute a sufficient variety from which a selection can easily be made. It is universally conceded that much advancement has been effected in school architecture in this State, by thus bringing these simple models within the reach of school officers and building committees. Although much improvement has been made in this direction, very much remains to be accomplished. Too many torn and dishonored erections called school houses still disgrace our highways, and do violence to every notion of architectural beauty. The chaste and modest simplicity of designs I, V and VII would form with such a striking contrast. It will easily be conceived how much the natural surroundings, the trees, shrubberies and play-grounds may conduce to the attractiveness of the scene every day brought before the unfolding mind of the child.

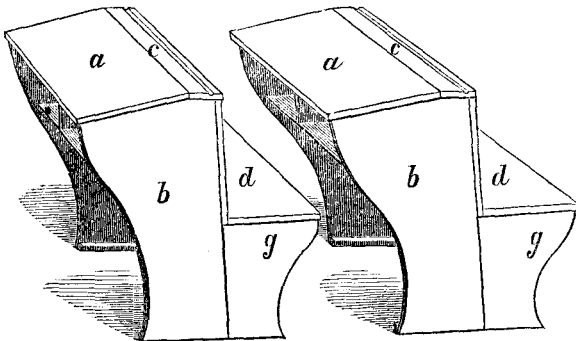
Too little attention is paid to this important and interesting subject. School houses are placed upon the limits of the highway, with no well made grounds in front, where the children may safely indulge in those plays which conduce so much to their happiness and physical development, and not a tree to break the rough winds of winter or the melting sun of summer. Ample grounds should be provided before the house-

is erected, and then some one, or the older boys of the school encouraged by the teacher, should level the ground and plant trees thereon. Every such act will make easier the rough road to knowledge, and render it a source of the most pleasant rememiscences. More minute descriptions of the following designs and figures, with specifications and estimates, may be found on pages 123 and 124. These designs are taken, by permission, from a recently published work entitled: *Country school houses: containing elevations, plans and specifications, with estimates, directions to builders, suggestions as to school grounds, furniture, apparatus, &c., and a treatise on school house architecture, by James Johonnot, with numerous designs by E. L. Heues.* It is published by Ivison & Phinney, New York. This work is commended to the attention of school officers and all others interested in an improvement in the character of the school houses of Maine. The plans and specifications are minutely described and made, yet open to the comprehension of all. The estimates are made with great clearness and accuracy. Every school district in the state, designing to remodel or build a house, would find it a paying investment to purchase a copy of the work and deposit it with the clerk of the district.

### SCHOOL FURNITURE.

This subject is properly claiming much more attention than formerly. When a school house has been erected it should be furnished with seats and desks, having a regard to the laws of our physical being as well as the order and easy government of the school. A room supplied with good furniture will claim the respect of scholars, and be carefully preserved, while old and hacked desks will grow worse and worse, for they seem to invite the finishing stroke. It is not expected that a costly furniture will be secured in the smaller districts in our towns, yet, if manufactured at home, as it generally is, certain qualities of lumber should be selected, because of their durability and consequent cheapness. The top of the desk should be made of birch or some like material, the board being at least one inch thick and fastened to the uprights by screws instead of nails. The seat should be of plank, hollowed like that of a settee. The uprights should rest on the floor and be fastened thereto by iron knees. The floor of the room should be

level, and the seats increased in size and height from the front to the back seats. I have been requested to furnish, in this report, a representation of at least two seats and desks, with proper dimensions for the different parts. The following cut is cheerfully inserted :



a—desk from 42 to 46 inches long, and from 10 to 15 inches wide. The width should vary according to the size of the scholar: c—a portion of the top of the desk which should be level. The other part of the top should incline about one-half inch only to the foot. b—the height of standards which support the desk, from 21 to 29 inches, according to size of pupils; d—the seat, from 10 to 13 inches and hollowed like a settee; g—the standards that support the seats, from 10 to 17 inches. The standards that support the desks should incline backwards, so as to afford an easy position. They should rest upon the floor and be fastened thereto with iron knees. A groove should extend across the level surface of the desk to prevent pencils, &c., from falling off. The seats should be placed with regard to each other, so that a line let fall from the inner edge of the top of the desk should come within one inch of the outer edge of the seat, and then, although not so easy of access to a grown person, the necessary position of the scholar will be natural. There should be a sufficient number of recitation seats, and, if attached to the front seats, should conveniently seat the larger number of the school.

*Blackboards.*—Every school room should be supplied with blackboards on the right and left of the teacher's desk, and also on the sides of the room, so that every member of any class in arithmetic may

find a place. I have been requested to present different modes of making a good and substantial blackboard—one method is described as follows in the work to which I have above referred:—Take thoroughly seasoned, clear pine planks, one and a half inches thick, and free from pitch, match them, and bring their surfaces to a perfect level and smoothness, set them in a frame so that they may be driven together if they should shrink, then paint them thoroughly with the best kind of black paint, mixing with the last coat a quantity of pulverized pumice-stone, to make the surface slightly gritty, so that chalk marks can be easily made and distinctly seen. Blackboards made in this manner will need repainting occasionally, but great care should be taken to avoid a shining surface that reflects the light; when a board becomes shiny its dark, unreflecting surface may be restored by washing it in a mixture of lampblack, glue and turpentine.

Another method is that of the black wall. In constructing a black wall care should be taken to have the foundation perfectly solid and unyielding. A brick wall would be the best, but it may also be made upon a lath and stud partition, in which case the studs should not be more than one foot apart, and they should be thoroughly bridged before the lath is laid. The outer coat is made of the same materials as ordinary hard finish, and is put on in the same manner, only a sufficient quantity of lampblack dissolved in alcohol is mixed with the plaster to make the entire mass perfectly black. To succeed tolerably well in making black wall, it is necessary to have freshly calcined plaster and white sand; and it should be put on by a workman who is accustomed to laying hard-finish. The following recipe taken from the "Canada Journal of Education," is given as a guide to those who are unacquainted with this matter: "For twenty square yards of wall, take three pecks of mason's putty, (white finish,) three pecks of clean, white sand, and three pecks of ground and calcined plaster, add to this mixture three pounds of lampblack, dissolved in three gallons of alcohol and lay it on evenly and smoothly."

**DESIGN No. 1.**

This house is designed to accommodate 24 pupils, but there is ample space for another row of desks, thus accommodating 32 pupils, and by adding one more seat to each row, will seat 40 pupils.

**FIG. 2.**

Building 30 by 24, 13 feet posts. A—Porch, 4 by 6. B—Woodhouse, 12 by 12. C C—Privies, each 4 by 4. D—Passage, 4 by 12. E—Space in front of desks, 7 feet wide. F—Space in rear of desks, 3 feet wide. G G—Aisles, 2 feet wide. The two middle aisles must be  $1\frac{1}{2}$  feet wide. H H—Desks,  $3\frac{1}{2}$  feet long. I I—recitation seats. F F—Blackboard. K—Case for books and apparatus. S—Stove. T—Table. V V—Ventilating flues. X X—Railing separating woodhouse from passage. The estimated cost of this house, built with the best materials, is as follows: Main building, \$300. Porch, \$37. Woodhouse, \$69. Privies, \$64. Total, \$460.

**FIG. 10.**

A house built after this plan will seat 40 pupils, and by adding 3 feet to the length will admit of an additional row of desks and thus accommodate 48 pupils. A building of this size is probably adapted to a larger number of districts in the State than any other. It should be finished after the style of design No. 1.

Main building, 30 by 24, 13 feet posts. A A—Double porch, 16 by 6. B—Woodhouse, 16 by 12. C C—Privies, each 4 by 4. D—Passage, 16 by 4. E—Space in front of desks, 10 feet wide. F—Space in rear of desks, 3 feet wide. G G—Aisles, 2 feet wide. L L—Aisles,  $1\frac{1}{2}$  feet wide. H H.—Desks,  $3\frac{1}{2}$  feet long. I I—Recitation seats. J J—Blackboards. K—Case for books and apparatus. S—Stove. T—Table. V V—Ventilators. X X—Railing. Estimated cost: Main building and porch, \$449 69, Woodhouse, \$93 55. Priyv as in design No. 1, \$64 28. Total, \$607 51.

**FIG. 12.**

This is the third of the series, and is designed to accommodate 60 pupils. By adding 3 feet to the length of the building, 70 pupils can be seated.

Main building, 33 by 30. Rear building, 18 by 14. A A—Double porch, 18 by 18. B—Woodhouse, 18 by 8. D D—Back entry-ways, each 9 by 6. E—Space in front of desks 10 feet wide. F—Space in rear of desks, 3 feet wide. G G—Aisles,  $2\frac{1}{2}$  feet wide. L L—Aisles,  $1\frac{1}{2}$  feet wide. H H—Desks,  $3\frac{1}{2}$  feet long. I I—Recitation seat. J J—Blackboards. K—Case for books and apparatus. S—Stove. T—Table. V V—Ventilators. The details of building and finish in this design are the same as in design No. 1. Estimated cost: Main building, \$458 15. Porch, \$106 20. Woodhouse, \$120 20. Privy, as in design No. 1, \$64 28. Total, \$748 83.

### DESIGN No. V.

This design, in plan and arrangement, corresponds with design No. 1. For plan see Fig. 2. For the smaller districts there can scarcely be a more chaste, simple and beautiful design than this. Such a building, surrounded by trees and rural scenery, would be attractive to both pupils and adults, and the generations who are there educated in after years, would recall the early recollections of childhood with the highest emotions of pleasure. The estimated cost is made with the view that the house be built of brick: Main building, \$359 55. Porch, \$49 65. Woodhouse, \$90 54. Privy, \$80 95. Total, \$580 69.

### DESIGN No. VII.

For plan of this house see Fig. 12. It is exceedingly simple in structure, but it has the appearance of strength and durability. In the midst of a yard and surrounded by trees, this building would present a fine appearance, and in every respect would be much better than more elaborate and costly houses. This is also to be built of brick. Estimated cost: Main building, \$613 57. Porch, \$125 60. Woodhouse, \$155 95. Privy, \$80 95. Total, \$976 07.

It should be stated that I am chiefly indebted to the work on school houses, to which reference has been made, for the specifications, plans and estimated costs above given.

DESIGN NO 1.

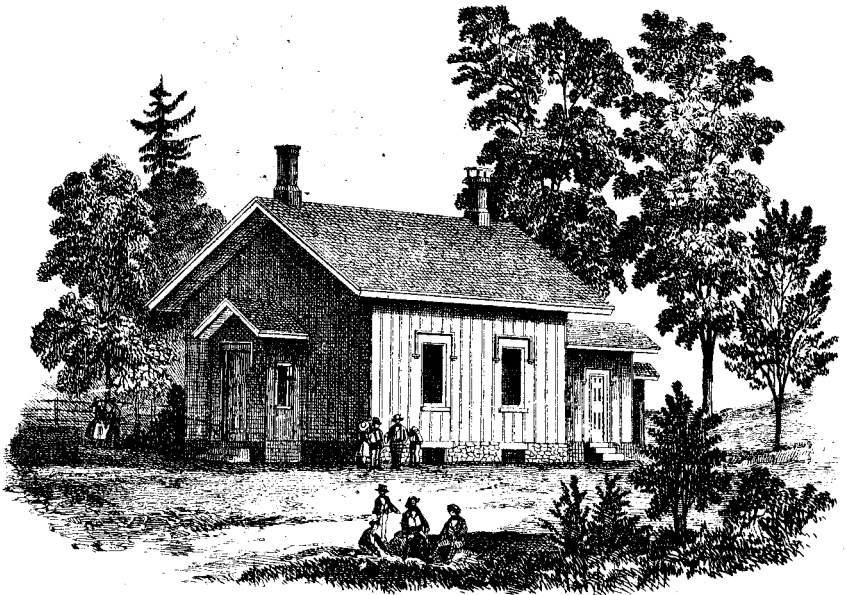


Fig. 1.

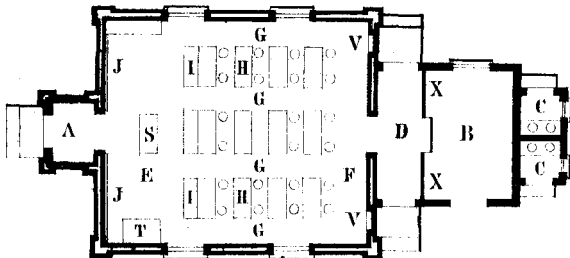


Fig. 2.







DESIGN N<sup>O</sup>. 7.

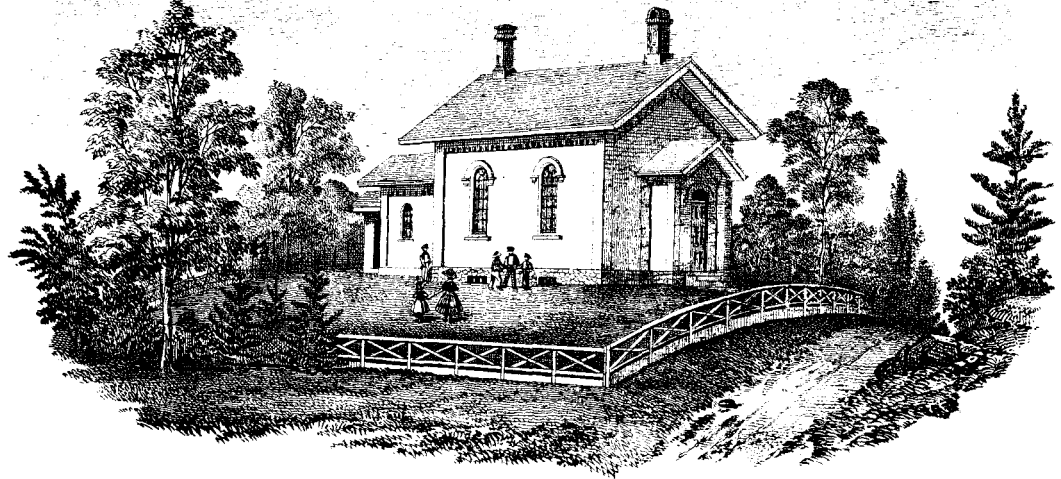


Fig. 18.

DESIGN N<sup>o</sup> VII.

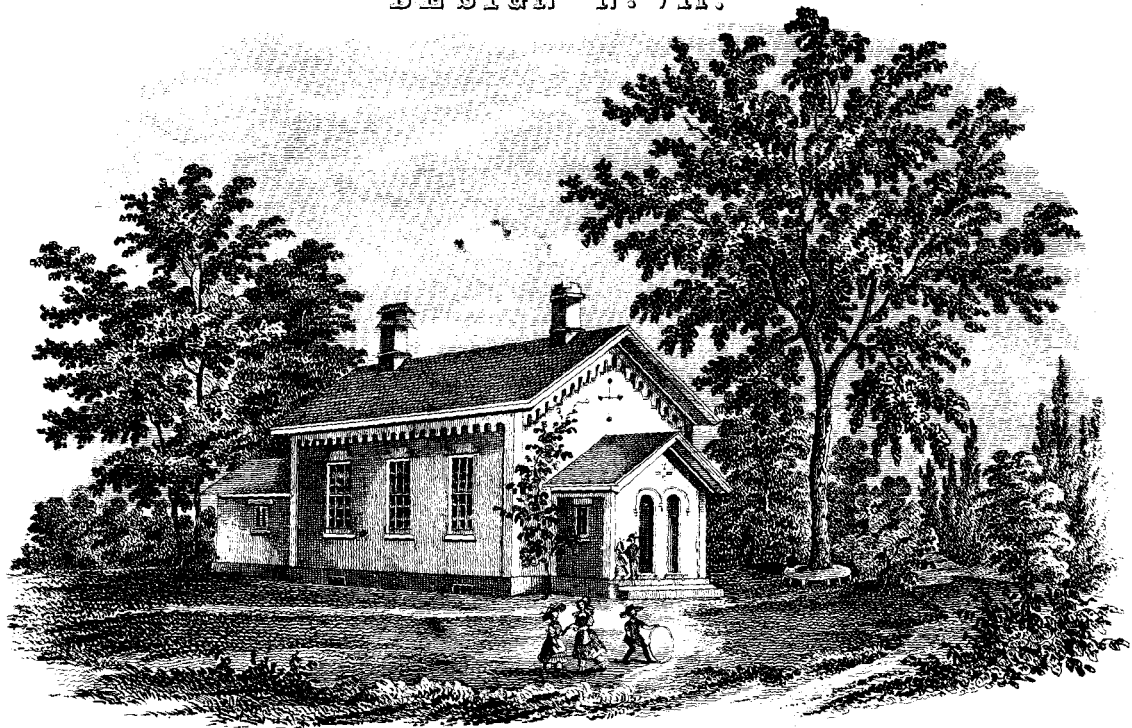


Fig. 25.





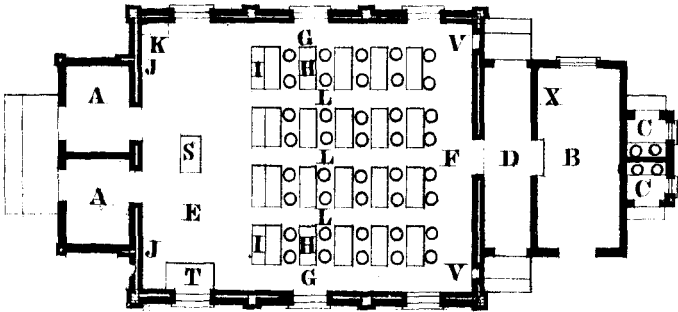


Fig. 10.

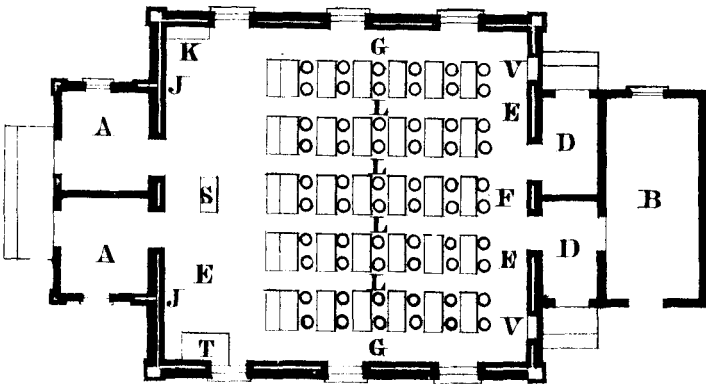


Fig. 12.

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EXTRACTS FROM THE REPORTS

OF

SUPERINTENDING SCHOOL COMMITTEES.

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

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### H A L L O W E L L .

The course of studies pursued in the several grades of our schools, is proved, by experience, to be just what is needed to secure a solid English education, when faithfully carried out by the teachers and scholars. To do this, requires patient attention and constant effort on the part of both. In the midst of all the advantages enjoyed in the most favorable localities, the number of youth who fail of acquiring such an education as would qualify them well to discharge the duties of mature life, is lamentably large. The causes of this failure are numerous. In some cases, poverty, and the necessity of laboring for a livelihood early in life, constitute the obstacle, in others, feebleness of physical health; in many others, the weak indulgence or heedless mismanagement of parents, inducing frequent absences from school, either by permission or by truancy; or frequent changes from one school to another, pursuing different courses of study. Whatever lessens the interest of the pupil in his school exercises, in the same proportion diminishes the probability of his obtaining a good education.

COMPOSITION.—The exercise of writing English composition, especially in the High School, is deemed one of the most valuable and useful of the school exercises. It has no necessary tendency to induce a neglect of other branches. Neither is it an exercise likely to occupy an undue share of time or attention. That it is distasteful to a majority of scholars, is not an argument against it. The reason of this distaste is to be found in the fact, that it taxes the powers of the mind more than other studies. Hence the reluctance with which many scholars engage in it. The same reluctance to intellectual effort, leads scholars to pass over slightly, or altogether omit, those parts of other studies which are difficult to master. But it is well understood, that the mental, like the bodily powers, grow and strengthen by exercise. The aphor-

ism that "reading makes a full man, conversation a ready man, and writing an accurate man," is stamped as true by the experience of successive ages. It is as true in the school as in the philosopher's study. It is said that Priestly when he wished to understand a subject thoroughly, wrote a book about it. The effort of writing gives exactness to our knowledge, clearness to our conceptions, and facility in the expression of our ideas. How many scholars, young and old, are merely walking libraries, to which there is no catalogue, and where there is plenty of learning, but nothing at hand for use! It is but one part of education to fill the head with knowledge. It is like a mechanic who has a shop full of materials and tools, but knows not how to use them so as to turn them to advantage. The act of writing gives accuracy and arrangement to the thoughts and truths with which the mind is stored, and in time, and with practice, ease and facility in communicating knowledge to others. The requirement of a limited number of exercises in composition, is therefore not only reasonable, but for the truest advantage of the scholar. In these days of easy inter-communication and cheap postage, letter-writing has become a common and necessary accomplishment. The power of committing thoughts to paper, is thus early and frequently called into exercise. Ease and accuracy can only be acquired by practice; and an education omitting exercises in composition, would be sadly defective.

DECLAMATION.—So far as regards male scholars, exercises in declamation are almost equally necessary and useful as in composition. At the present day, young men of intelligence, who have only a common education, have before them a reasonable probability of being called, in the course of their lives, to speak on some more or less public occasions. If by devoting a little time, in their school days, to exercises in declamation, without neglecting more fundamental studies, they can acquire some degree of ease in speaking, some little management of their voices and persons on such occasions, the knowledge cannot fail to be beneficial as a part of their preparation for the duties of citizens of a free country.

In the conscientious and faithful discharge of their duties towards the young, parents, teachers and school officers have much to encourage them. The standard of education and intelligence in the community is undoubtedly higher than ever before, and constantly rising. This is largely the result of the efforts that have been put forth to improve our common schools. May the improvement and elevation of the teeming

masses of our great nation go on, and keep even pace with the increase of population, the expansion of our borders, and the march of empire? And may the "white and red roses of New England," the church and the school-house, intellectual training, and moral and religious culture, go hand in hand wherever the dominion of our free institutions extends! So shall the blessing of God rest upon this people, and give stability and permanence to all that is valuable in our government.

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

### B A N G O R .

The present Committee, as well as their immediate predecessors, have endeavored to secure a greater degree of attention to the subject of reading. Many teachers are apt to regard this branch as of minor importance, and the tendency has been in too many cases to regard the exercises in this department as a matter of form, not requiring that time, attention and effort which is requisite in securing a thorough mastery of other branches. This is a grave mistake. Good reading is an accomplishment which can only be attained by great labor and long drilling, and no teacher can make his pupils good readers unless he applies himself vigorously to the task. Teaching, in this department, should be by example; the teacher should read to the pupil, and the pupil be required to imitate the teacher. It is thus, only, that anything like success in teaching this branch can be attained. In some of the schools, the teachers have given considerable attention to this branch, and have succeeded in securing a good degree of improvement on the part of the pupils—but we are obliged to say, that as a general thing, we think this branch has not received so much attention, or been so thoroughly taught, as most other branches. In many of the schools, where all the other classes appeared remarkably well, we found the reading quite deficient. We think, if teachers will hereafter give more attention to drilling their classes in those exercises which are calculated to develop distinctness of articulation and propriety of emphasis, they will secure a marked improvement in this important branch of study.

A little more than a year ago the Superintending School Committee added several branches of study to some of the higher grades of schools. The reasons for this change were set forth fully by our immediate Predecessors in their Report to the last City Council, and they meet with our cordial approbation.

We believe that too many parents are desirous of hurrying their children through the several grades of schools, without a due regard to thoroughness in the various branches passed over, and almost entirely forgetting that such undue haste is too often accompanied with the almost total neglect of that physical training and developement, which alone can furnish a sound mind with a sound body. Children are oftentimes sent to school too young and kept there too constantly. The mind is developed by an unnatural growth, and the body neglected. We believe that this is productive of much evil and should be guarded against with the utmost vigilance. The Superintendent of the Maine Insane Hospital considers this subject fully in his late Report, which is worthy of careful attention. We can only refer to this matter generally, and yet it is a subject which should receive the attentive consideration of those whose business it is to manage and educate the young.

For several years past, the French language has been taught in the High Schools, mostly by a native French teacher, who has been employed to devote a few hours each day to that department. Without doubt French can be best taught by a native teacher, yet the Committee believe that the regular teachers, who have charge of these schools, are competent to impart such instruction in that department as will be entirely satisfactory. We would therefore recommend, that during the coming year, at least, the services of an extra teacher be dispensed with.

We cannot forbear saying a few words upon the subject of discipline, All must admit the necessity of maintaining good order in our schools. But how shall it be maintained? We are free to admit that we have but little faith in the efficacy of "raw hide." An appeal to such an instrument of torture should never be made except in cases of extreme necessity. A frequent use of it we reprobate in the strongest terms. It is a species of barbarism that an enlightened and virtuous community ought not to tolerate. It indicates a lack of moral power in the teacher, which disqualifies him, or her, for the sacred duties of the school-room, and tends, moreover, to blunt the moral sense of the scholar. Blows should only be resorted to after a patient appeal to all higher instrumentalities has failed. It is not the school where the most whipping is done, which is the best governed. Generally the reverse is true. Scholars, even the most obdurate, have conscience, affection, a sense of right and wrong, which may be addressed with wonderful success by one who understands how to play upon the mysterious strings of the human heart.

The Committee have learned, with pain, of some instances of what seemed to them, unnecessary and severe chastisement. We believe that circumstances may arise where corporeal punishment is needful. We are at the same time of the opinion that such cases are very rare among teachers fitted for their work.

The great aim of the teacher should be to cultivate the moral powers of the pupil, and thus help develop what is best in human nature, and establish a wholesome government among his pupils, which cannot be done when the rod is constantly held in terror over them, and offences, both great and small, are daily if not hourly, punished with severity. To answer the question above asked, then, we would say, we believe order is best secured by relying chiefly upon moral means, as some of our city schools abundantly prove.

We would therefore urge teachers to blend gentleness with firmness, love with power, and while they insist upon obedience, to strive to lead their scholars to order through a regard for justice, truth and quietness. Thus will they secure the highest end of all government—the establishment of moral character.

S. F. HUMPHREY, *Chairman of Committee.*

#### TURNER.

The chief accomplishment in acquiring the rudiments of an education as imparted in our common schools, is the acquisition of strength to the memory. Subordinate to this grand object, the primitive elements of success and utility in our common school system, are the adoption of a systematic, carefully arranged course of study, and a due regard to the manner of conducting the several recitations in the school room. During the year now past I have made constant efforts to have the several recitations in the school room conducted in that manner which, in my judgment, contributes most to the general welfare of scholar and teacher. At the commencement of my duties as Supervisor I more especially directed my supervision to securing, as far as practicable, the adhesion of teachers to certain principles of procedure which are liable to be neglected, or so far departed from as to render them obscure or entirely extinct.

The first of these principles is an analytical mode of instruction. Too much instruction is generally imparted in the school room in the form of complex technical precepts and rules not fully understood by the pupil until he has passed over them perhaps for the hundredth

time, or until some practical application of one or all of them will develop an analysis which he should have had at the very commencement of the subject. The exercise in the school room should be conducted with especial reference to the task to be performed. The pupil should fully understand every step in his progress in every branch of study. Take for example in that too much neglected branch of instruction, reading, the rule "read well." It is easily committed to memory. It contains but two words, yet the thought contained is very complex. It includes in it the ideas, first, of an upright, easy position of the body and a good position of the book with reference to the body, secondly, distinctness of utterance—proper regard to the rate of movement, energy of expression, correspondence of the stress and tone to the sentiment of each paragraph or sentence, with the appropriate emphasis, inflections, &c., &c. Instead of giving the pupil any such complex rule in regard to reading, let him first take some one of the simple ideas involved in it, as for example, the position of the body or distinct articulation, and dwell upon it until he is master of it, and then proceed to other connected ideas. This analytical mode should be adopted in all the studies.

Finally, I have instructed teachers in every district to abandon entirely the usual method of conducting recitations by leading questions and suggestive interrogatories—to have every exercise which is required to be committed conducted by the pupil from memory, unaided by the teacher by any question or suggestion of any character whatever. I have found it very difficult to establish the system I have recommended, though I trust it has been approximated to a very good degree. In a town where so many primary schools are established, and where so large a number of advanced scholars are found, it would seem that a thorough course of study (like that recommended by my predecessor,) should be adopted, and a course of discipline should be adhered to in schools throughout the town which would necessarily insure a thorough advance in all the branches taught.

Teachers too often, I fear, mistake the source from which perfect order and decorum in the school room arises.

A teacher may, by his own physical superiority, awe his school into submission—he may coerce every pupil into obedience. Such is not what I mean by a systematic course of discipline. That is simply a mechanical, physical coercion. Restraint of the physical can never develop the intellectual powers of man. Some useful lesson—some

real important theory should be couched in every mandate of the teacher, and in every law of the school room the pupil should see that it will subserve some good purpose and result in some lasting benefit to himself. This system adhered to with preserving effort and an energy adequate to the time, the circumstance, and the occasion, will insure in the great majority of cases the harmonious cooperation of the pupil with the principles of government and wishes suggested by the teacher.

The success in schools during the year past has been generally very good. With some few exceptions, everything has moved harmoniously. We have great reason to rejoice that so much has been accomplished, and that the interest in our system of common schools is not waning. Not every effort in agriculture or the mechanic arts has proved successful, but the great theory is cherished by every true lover of Science and by every philanthropist. In some three or four instances in town I have admitted teachers to the charge of schools, who, from want of mature judgment or sound qualifications have proved themselves incompetent for the great work before them. I have to regret that it is so. I do not take to myself the whole fault, but perhaps the greater part rests upon me. In selecting a teacher the wishes of the district are first consulted, and lastly the judgment of the Supervisor or Committee. This should not be so. And as the wishes of the district, or the Agent of the district, are paramount, so the Supervisor, in his action, must consult the wishes before the interests of a school district under the present usage. The canker worm of dissatisfaction will consume the heart of the very best school that was ever established in town, so that every school has to manage, in a great measure, with reference to the desires of persons in its locality. In my judgment, the system of employing teachers by Agents, in a town as large as this, is not productive of the greatest amount of good. I have made these suggestions, hoping that the town will consider the matter, and adopt the system of employing teachers by a Committee of three or more raised by the town for that purpose.

**MEDALS.**—Emulation in schools to a certain extent should be fostered and encouraged, to invite a more lively interest in our schools. I think the town should raise a small sum of money, ten or twenty dollars, to be placed in the hands of the Supervisor, and to be expended in medals or diplomas for those scholars who make the greatest improvement, in the several districts. Especially should this be done in our high schools. A medal or diploma to the young lady who will write the best

composition, and to the young man who will make the best declamation or write the best composition, will accomplish a great amount of good, and incite a healthy, vigorous interest throughout the whole school. I trust this important matter will be seen to and the system in some form be adopted at once by the town.

I have made no changes during the year in school books, but have endeavored to carry out the recommendations of my predecessor. Sargent's series of readers are recommended but have not been universally adopted in town—in some districts they were not to be found, and in others adopted, or partly so. There should be uniformity in the use of school books throughout town. I have not been able to introduce an entire uniformity, but think that the use of the old series of readers is now so broken up that it will be easy to accomplish this result. I have put Sargent's readers into two or three districts in town at my own expense, and now there is no district in town where they are not partially adopted. I leave the choice of a grammar which was committed to my charge to the good judgment of my successor.

M. T. LUDDEN, *Supervisor.*

#### VASSALBOROUGH.

Districts sometimes choose Agents who know but little and care less about their duties. Frequently, schools are of but little value, although they may appear well at the first inspection. The Agent knows it, and also the district, but no one will move in the matter. The school closes, having been good for nothing but to create ill-will in the district. The inquiry arises, who is to blame or in the fault? Probably this useless appendage, the Supervisor or Superintending Committee. Sometimes it is thought best for the teachers to send children home for their parents to punish them. Occasionally our school-houses, instead of being places of comfort, to be sought after for pleasure and profit, partake more of the character of a prison fitted for criminals. The winds and snows find free access to all parts of them. The brains of our loved ones at times burning with heat, and their feet freezing with cold. The stove perhaps cracked and smoking; their wood wet and frozen: their kindling wood to be gathered from some adjoining fence. Now I ask, can we reasonably expect to receive the greatest amount of benefit from our schools under the circumstances which I have named. It may be said the picture is highly colored. In answer I will refer you to those who have been familiar with these facts, who have



investigated them, and shall I say, have been soul, spirit and body, witnesses of these things. Now as a remedy somewhat, I would suggest that the Supervisor or Committee, whoever they may be, ascertain as soon as may be, what the law, common sense and justice demand of them, and endeavor to be governed accordingly. Let the district select for an Agent a man who knows his duty and will perform it. In addition, let them choose a committee of three, or five, to advise with the agent, with him look after the interests of their schools, sustain their teachers if they desire it; otherwise, have them dealt with by the proper authorities. Let our school-rooms be such as to be desirable.

I wish now to present to all who have co-operated with me in advancing the interests of education in this town, my sincere thanks, which, with the results of my feeble efforts I submit.

WARREN PERCIVAL, *Supervisor.*

#### G A R D I N E R .

Having passed in review a year's work in our schools, we bring our report to a close, consoled by the belief that quite as much in the way of their advancement was accomplished as usual, yet, oppressed with the thought that, after all, the results seem hardly proportionate to the efforts made, and the outlay of money and time. Improvement there certainly has been, and the evidences are all about us; but the amount is small compared with what it ought to have been, and in our estimation would have been, but for the lack of earnest, persistent co-operation with the teachers and with the committee on the part of the great mass of the parents. How to overcome this parental indifference is the grand desideratum; and the man who shall point out the way to accomplish it effectually, will be regarded in all time as a benefactor of his race.

A table prefixed to this report shows the number of scholars in each district and in the city, and some other statistical matter which may be of some value for purposes of reference.

N. WOODS, C. E. BLAKE, G. P. MATHEWS, *Committee.*

#### P O R T L A N D .

SELECTION OF TEACHERS.—The last Committee in their report, dwelt at considerable length upon the duty of using great carefulness in the selection of teachers. We do not think they overrated the importance of this duty, nor have we in our practice, neglected their suggestions.

To elect good teachers and only good teachers seems to be one of the first duties of your Superintending School Committee. In making such selections we have felt bound to inquire not only whether the candidates under consideration are qualified by intellectual attainments and moral character for the place to be filled ; but also to ask whether they possess those peculiar personal qualities which are required in addition to the more general requisites, to fit them especially to be good teachers. We wish to know, not only that they are of excellent moral character and of suitable culture, but also that they have the native tact for governing a school and instructing children ; that they possess the peculiar elements which combine to form an excellent teacher.

Since all persons are not endowed alike, it ought not to be esteemed a mark of peculiar severity in the Committee, if they pronounce one lacking in some respects, the special fitness for so special a calling ; and the rejection of candidates by the Committee ought to be looked upon as simply the ordinary honest discharge of their duty to discriminate between those suitable and those not suitable for the office. Selected as our teachers have been, in many cases, with too little watchfulness at the time of their selection, and too, often, retained simply because they were in place and it was unpleasant to displace them, it is not to be expected that of so large a number as over sixty, there should not be some better fitted for other stations in life, than for the office of teachers. Yet if any of these are not re-elected, it is most natural to expect that they and their more immediate friends will be displeased by the action which refuses to continue them in their situations. Such displeasure, however, can never be the true standard by which the Board should govern their actions. Like all other noble duties the true performance of the duty which they owe to the schools committed to their charge, is hedged about with opposition, opposition of feelings, opposition of interests and opposition of honest misapprehension, none of which however tend to release them in the least from the obligation fearlessly to do what seems in their judgment best calculated to promote the educational interests of the city.

WM. H. SHALER, *Chairman of Committee.*

#### CASTINE.

It would seem there could be no need of urging the value of free schools of high grade upon the consideration of any one. They have their origin in the popular will. They are for the especial benefit of

the mass of the people, and it is by them alone that they are to be sustained. Through these, or not at all, their children are to enjoy the means of a more liberal culture. And now, when the results of the system are before us, when we can see and feel them, every day of our lives, that we choose to spend an hour in our schools, it surely can be no time to falter or to withhold the needful support to a system, it has required so many years of effort, to bring to some degree of efficiency.

He has been but an inattentive observer of the signs of the times who has not perceived manifestations of dissatisfaction with present relations in the condition of society, and a desire of change—a desire for more just equalization, as it is considered, of the profits of Capital and of Labor—and of more relative importance and consideration of Labor in the social system—using the word Labor to indicate a class.

Without intending to enter into any discussion in regard to the ultimate utility of these movements, or to express any opinion about them, it is enough for our present purpose to say, that they cannot be successful—they cannot attain the object in view—they cannot give to Labor the elevation and position desired for it, without free schools of the first class. And, however the movement referred to, may be viewed by some, perhaps no one need feel any apprehensions of the influence—of the power—of Labor educated.

To carry out the views we have expressed, and to sustain our schools in their present efficiency, the sum of twenty-two hundred and fifty dollars will be required; and we recommend that that amount be raised for their support for the present year.

All which is respectfully submitted.

C. J. ABBOTT, *Chairman of Committee.*

### LEWISTON,

AGENTS.—A school agent occupies one of the most responsible places in town. The wisest and best use of the funds, with the prosperity of the school depends materially upon the agent. The most intelligent and reliable persons of the several Districts should invariably be chosen. Persons incapable of partialities or mercenary motives, who will independently act for the greatest good of the schools; employing teachers of some age and experience, especially in the large and more difficult ones;—men who will not hazard the welfare of a whole term of school for a few paltry pence.

TEACHERS.—The teachers as well as Agents of the several schools, during the year past, have done as a body, considerably well; quite as well, it may be, as in years past. Still, there remains much room for improvement. There cannot be a good school without a competent teacher. It is not only necessary for a teacher to be well qualified in a knowledge of the sciences, but in human nature, with the best rules of government and discipline. The scholar must be made to understand that the lessons acquired are not merely for recitation purposes, but for the infinite future. No person should practice greater thoroughness than the teacher. What is *thoroughly* done is done forever. The principles of knowledge must be grasped firmly and understandingly, or suffer almost a total failure.

There is a strong tendency to pass hurriedly over, without fully comprehending principles, and too much indulged by both parents and teachers, for the sake of a pleasing examination. A correction of this evil has been carefully and earnestly sought by your supervisor, and other interested persons.

PARENTS.—Parents are naturally supposed to take the deepest interest in the schools, having more at stake. Now, parents have it in their power to make or break a school. By frequent visits and a cordial cooperation with the teacher, a good school may generally be expected; without such sympathy the best not unfrequently become quite worthless. When parents listen to every silly report brought by children, taking exceptions to necessary and wholesome corrections, justifying the child in his disobedience, the foundation is being laid for the ruin of both child and school. Parents must feel the responsibility of their position.

J. S. BURGESS, *Supervisor*.

#### K E N N E B U N K .

It is well, occasionally, that "we should see ourselves as others see us." This object can be attained, so far as relates to our actual efforts, as a town, in behalf of the education of the young, by looking over the Annual Reports of the Superintendents of the Common Schools in this State. In the Report for the last year, we find, on consulting the statistical tables which form a part of the document,—that the "amount of School money raised per scholar," in this town, is \$1,55, and that our "*rank*" in this particular is 74, about mid-way of the list, the lowest being 142;—that "the ratio of the mean average attendance to the

whole number of scholars," in this town, is .41,—still about mid-way, the highest in the list being .84 ;—that, under the head of "the per cent of School money in each town in proportion to its valuation, expressed in mills and tenths," our town is set down at 2 mills and 2 tenths,—our *rank* in this particular being 102,—only seven towns in the State standing below us! Comments do not appear to be necessary. We merely submit the enquiry,—“Ought these things so to be?”

It is the duty of every citizen to regard our Public Schools as objects of personal interest and solicitude. They need constant care and watchfulness,—constant efforts to elevate their character and increase their usefulness. It is not to be understood that we are to require of them only the education of the mind, and that their work is completed when their inmates have been taught to read, write and cypher, or have successfully passed examinations in grammar, geography, history, and the higher branches of an English education. Their mission is but partially accomplished by the cultivation of the intellect alone. The mind cared for and the heart neglected, are but a brilliant gem encased in a frame work of poison-imparting material. The culture of the moral powers and the developement of the mental faculties should advance together,—hand in hand and step by step,—from the hour when the instructor points out to his or her little charge the different letters of the Alphabet, up to that hour when the young man or young woman leaves School to “mingle in the busy scenes of life” and meet its stern realities. We have strong fears that our system of Public Instruction is not so generally nor so fully appreciated as it should be. It is the balance-wheel, by the movements of which our great social, moral and political interests are regulated. We cannot escape its influence. Our homes will be intelligent, happy and virtuous, or the reverse ;—our social position will be refined and elevated, or the reverse ;—our national policy will be distinguished for sound measures, sterling patriotism and untarnished honor, or the reverse,—as this educational system is carried out with well-directed liberality and enlightened zeal, or is circumscribed by sordid cupidity and permitted to suffer from indifference and neglect.—These facts deserve to be made the subject of sober thought,—the incentive to high-toned and efficient action.

D. REMICH, *for the Committee.*

## Y O R K .

In compliance with the laws of the State, making it the duty of the Supervisor of Schools to make to the town a written annual report "of the standing and progress made in the several schools, and the success which may have attended the mode of instruction and government of their respective teachers," I have the honor to submit the following report:

The amount of money raised by the town for the support of schools the past year, is	\$1,788.00
The amount received from the State School Fund is	383.00
Total amount of money from the town and State,	2,171.00
Whole number of scholars comprised in the 15 districts between the ages of 4 and 21, as returned by the several Agents, is	1130
The amount to each scholar, as apportioned by the Selectmen, is a fraction over	\$1.92
Whole number of scholars who have attended the summer schools according to the several registers, is	608
Whole number who have attended the winter schools,	703
Whole number of girls who attended school in summer,	326
do boys do do do	282
do girls do do winter	336
do boys do do do	367
Average attendance in summer,	423
Average attendance in winter,	493
Whole number of scholars who attended either in summer or winter,	823
Whole number of absentees in summer or winter,	307
Average length of summer schools,	14 weeks.
Average length of winter schools,	3 1-4 months.
Average wages of male teachers per month, exclusive of board,	\$19.50
Average wages of female teachers per week exclusive of board,	2.33
Average wages of male teachers per month, including board,	29.50
Average wages of female teachers per week, including board,	3.50

In this age of improvement in knowledge—in the arts and sciences, shall not our public schools, the bulwark of our liberties, keep pace in the progress? And should not every lover of philanthropy take a decided stand on the side of education? For it is the very basis of civil-

ization, and the foundation of a republican government. And wherever it is found, barbarism recedes as the morning vapor before a noonday sun, whose *effulgent rays* penetrate the darkest and most remote parts of our habitable globe. Both history and observation teach us that the happiness and prosperity of a country or people depends upon the amount of knowledge diffused therein. It is the basis upon which *our* government rests, and the only *source* and *means* by which our institutions can be sustained. It opens the hidden and dormant faculties of man, enlightens their understanding, and develops those intellectual powers of the mind that, like Newton, he can "unravel the mazes of the stars," and bring "down the lightning from heaven;" or Columbus, discover a new world; or a Fulton or Morse, apply steam and "galvanism to be the daily servants of millions of men." And where we see it the more universally diffused, there we witness the greatest degree of enterprise, and the highest state of refinement in all the various spheres and vicissitudes of civilized life. "The liberty of these United States was cradled in that provision of our fathers, which secured the education of *all* their children, whether *rich* or *poor*. The result of which, it is believed, secured our independence, and repealed or blotted out from among this favored people, those *impure* and *obnoxious* laws which united church and state, and confined education to the nobility, as they still exist, not only in our mother country, but throughout those despotic kingdoms and empires of the old world. There the great masses of their people are still groaning under the *galling* yoke of oppression, chained down to the grossest ignorance of the institutions of a "free country," where the government is vested in the sovereignty of her people, and amenable *only* to the civil law. Says an eminent writer upon our "free system" of education—"New England has ever taken a just pride in her public schools, as having an important influence in forming the character of each successive generation. To render them prosperous, among other things care should be taken to keep them free from political party spirit and religious sectarianism. These suggestions, we trust, will be appreciated by all who hold right views of the proper objects of success, and the great utility of our schools.

LUTHER PERKINS, *Supervisor*.

## S A C O .

We have according to the best of our judgment given you a brief account of each school in town. We have endeavored to say what we have said without fear or favor; because we felt that justice and duty demanded it. We rejoice that we can make so good a report as we can—that our schools have been so profitable—that we have had no trouble worthy of the name—that in so many schools, entire harmony has seemed to prevail. Yet there is room for improvement.

Let Agents be appointed who will take an interest in the matter—who will use their own judgment in the selection of teachers, and not forget to give due notice of the commencement and close of each term, so as to insure a visit. Then if we have *good teachers*, good school-houses well warmed and ventilated, and the co-operation and sympathy of parents, we may expect good schools.

PARENTS:—Parents are the natural guardians and instructors of their children. They feel for them as none others can; and they are responsible both for their intellectual and moral training. They should therefore employ teachers as favorable means of accomplishing a part of their own work; and they should carefully encourage and assist them in their arduous labor. But if instead of this, they commence a warfare against the instructor which is too often the case; the children will catch the same spirit, and either neglect the school, or attend—not to learn, but to engage in a rebellion. The best of our schools may thus be ruined. The teacher finds himself under the necessity of governing not only the scholars, but also their parents, which is exceedingly difficult. Parents should be very cautious how they injure their schools, and ruin their children. If they should govern their children at home, send them constantly to school, know what they study, and whether they are obedient or disobedient, and never withdraw them from the wholesome discipline of a good school, but visit them there, and witness their exercises and deportment, they would contribute greatly to their improvement.

If teachers would all have a standing rule of requiring of scholars written excuses from parents or guardians for necessary tardiness or absence, and if parents should cordially and promptly attend to it, it would promote the welfare of our schools. Parents then would know that their children were at school, and were not playing truant; and though they might sometimes be annoyed by the arrangement, yet they ought to rejoice that teachers so carefully look after the interests of



their children, and that they thereby are not compelled to associate with habitual truants.

In conclusion, Fellow citizens, we would say, as you prize your own happiness, and the happiness of your children,—as you love your country, and your inheritance,—the institutions transmitted from your fathers,—and would have these perpetuated to your children, cherish carefully our system of public schools, to which we are more indebted than to anything else, except to its foster-mother—the gospel. It is the secret of our general intelligence and pre-eminence, the glory of our country, the bulwark of our liberties, and the guarantee of our future prosperity. *We cannot value it too highly—WE CANNOT SUSTAIN IT TOO FAITHFULLY.*

J. M. BAILEY, G. TUCKER, *Committee.*

#### WESTBROOK.

Another school year has past; and your Committee, respectfully, report to you the facts in relation to those important trusts committed to their supervision, and make such suggestions respecting them, as, in their opinion, will best subserve the interests, and increase the usefulness of our Common Schools.

Your Committee esteem it a pleasant duty to present the result of their labors and observations, especially, in being able to state so many things of an encouraging nature respecting the condition of our Public Schools, in comparing them with previous years; while, on the other hand, we are pained that there are so many things of a discouraging nature, still existing.

We have endeavored to acquaint ourselves with the real condition of our schools; and, having examined both sides of the question, although there are many things that awaken feelings of regret, we are satisfied that the evil is greatly overbalanced by the good; and, as we love to survey the bright side of the picture, rendering honor to whom honor is due, we hope, thereby, to stimulate those who have done well to an increased effort to do better, while we strive to remedy evils and defects by plainly pointing out the causes that produced them.

TEACHERS:—Our teachers, generally, have discharged their duties in a faithful manner, and the result of their labors have been in the highest degree satisfactory. Several of them have labored for us during previous terms, and have obtained from us testimonials as to their fidelity in their calling, which we see no reason to revoke at the present time. Others, equally worthy, have been added to the list during the year.

Faithful, energetic and persevering, they have imparted a thorough and comprehensive knowledge of the branches pursued, and the principles involved; enlisted the interest of their pupils at the opening of the school, and continued it unabated to the close. Such teachers are deserving a more cordial support from every member of the community. There have been a few cases in which a want of enthusiasm on the part of the teacher, and tact in government, have essentially impaired the value of the school. That teacher, who by uniform kindness gains the love, and by dignity of intercourse, and firmness in prosecuting his plans, secures the respect of his pupils, stands in that position, which will enable him to labor most effectively for their good. Love opens the hearts to receive counsel, and respect increases its power.

There should be mutual good feeling pervading the district at its annual meeting, and that person selected as Agent, who will act for the best interest of all concerned. He should embrace an early opportunity to secure the services of a competent teacher. Every Agent is bound by the law and the obligations of his oath of office, to take a census of the children of his district as they exist on the first day of April, and make a return of the same to the assessors. To furnish to the School Committee written notice when the school is to commence, and how long continue. He should see that an abundant supply of good dry fuel is provided before the commencement of the term of school. That the school premises are put in proper order. That all necessary repairs are made in the school-room. That the out-buildings are thoroughly cleaned and disinfected, so as to be no longer a disgrace and a stain upon the district.

In conclusion we would commend these Institutions to your care, and solicit an increased and continued effort to promote their prosperity and efficiency. And we sincerely trust that your future course will not only be characterized by a liberality and enterprize commensurate with the past, but with the wants and demands of the progressive age in which we live.

CHAS. E. BOODY, JOHN W. ADAMS, LEANDER VALENTINE,

*Committee.*

#### CHELSEA.

Our schools during the past year have generally been satisfactory; and, on the whole, we think great advancement has been made; but in some instances a deficiency of government and irregular attendance of

scholars and a want of interest in parents for the education of their children, and other causes, in a great degree have prevented our schools from making that improvement desirable. Circumstances may render it impossible for some scholars to attend school constantly, but it is too much the case that children are allowed to be absent from school upon slight and trivial pretences. Considering that our public schools are the only places of instruction which many children are permitted to enjoy, and just as they leave school they must take their places as members of society, we can but regret that some are permitted to allow the time of school to pass without receiving its benefits. Parents and friends of the young, will you not give an impulse to the cause of education among us by visiting the schools, thus encouraging the teacher and animating the pupils? especially if you have fears that a school is not well managed. It is much better to gain satisfaction by personal inspection, than listening to the complaints of children. We would urge upon you again the necessity of securing the best of teachers for your schools, if you would have them profitable. In order to do this, their services must be secured at an early day. A teacher with only a dead book experience and dormant energies is not fit to enter a school-room, or associate with scholars. The teacher should be full of bright living thoughts; full of sympathy for the child, and of enthusiasm in his work. Also look well to your school houses.

Some of the teachers have failed to hand in their registers, thus embarrassing the Committee, in making out their annual report. The Committee would remind the school Agents, that no teacher is entitled to his or her pay, until the register for the term is regularly made out and handed either to the Agent or the Committee.

In conclusion, we sincerely hope the Committee of the coming year, with the aid of Agents, parents and scholars, will succeed in improving our schools to that extent, that it may be safely said the schools of Chelsea are equal to any in the State.

ALONZO TENNY, STEPHEN COBB, CALEB HUNT, *Committee.*

#### DEDHAM.

The amount of school money raised by the town,	\$350.00
Amount of interest from school fund,	68.98
Amount received from the State,	81.09
	<hr/>
Total,	\$500.07

Whole number of Scholars in town,	238
Average number attending Winter Schools,	146
Average number attending Summer Schools,	107

By these figures we find that there are 92 scholars in the winter term and 131 in the summer term, without the benefit of attending school.

In the preceding pages, a concise statement of the condition of the schools in town, during the past year, has been given for your consideration, and I have endeavored to do my duty to the best of my judgment, but have failed, no doubt, in some things. But we do not pay enough attention to the education of our children; we hire our teachers, send our children to school, and then we think that our part of the contract is finished. Parents do not visit the schools in most of the districts in town, from one year's end to another, nor do they take the interest that they should, in insuring a regular attendance of their scholars, which inconvenience is felt by the teacher, and also by the school. Then grievous complaints come to our ears about the schools.

As the common schools are the pillars of our liberties, and the very essence of our free government, it should ever be our duty to keep a watchful care over them, and to encourage them in every possible way, by having men for our school officers that are interested in the cause of common school education, good and commodious school houses, competent teachers, and a sufficient quantity of books.

JAMES W. BLAISDELL, *Supervisor.*

### CALAIS.

VISITING THE SCHOOL.—In concluding their report the Committee would earnestly recommend that parents, and guardians of youth should visit the schools of our city often, both for the encouragement of the teachers, and the benefit of the pupils, and the better discharge of their own responsibility touching the education of their children, and of the rising generation generally.

Teachers would receive great advantage from the frequent visits of parents to the schools. For parents would then have a more correct appreciation of the teacher's difficulties and trials, and aims, and the teacher would feel that he had the parents' sympathy and support. It is not strange that the teacher should become tired sometimes in performing the duties of his calling, especially after they have been continued for a long time; for they are monotonous and in many cases

exceedingly trying. When the teacher grows weary or uninterested the scholars themselves soon have the same feeling; and the exercises of the school soon become irksome and unprofitable. No amount of literary attainments can compensate for the want of untiring zeal on the part of the teacher. If parents would evince more interest in the progress of their children while at school, it would do much towards sustaining and encouraging the teachers. Within the year, gratifying instances have been presented of parents co-operating heartily with the teachers of their children in maintaining wholesome and necessary discipline. Once this was so common as to need no remark, but in our time it is comparatively rare. The number of children that seldom or never attend school is very large. There are a great many children growing up among us in ignorance, notwithstanding all the provision made for their education at the public expense. They are not wholly idle, but are acquiring knowledge and habits that must in the future be sources of wretchedness to themselves, and of expense and disgrace to the city. Every well disposed person should interest himself to ascertain whether there are in his own neighborhood children who are not attending school. In some instances a little friendly advice will be sufficient to induce parents to send their children. In other cases it will be necessary to render assistance in furnishing clothing for children. By making such enquiries and rendering such aid, we may prevent a great increase of ignorance and crime, and add much to our prosperity and honor.

I. J. BURGESS, G. W. DURELL, S. H. KEELER, *Committee.*

### BRUNSWICK.

The following questions have been proposed to your Committee in relation to the discipline of schools :

Has the teacher a right to discipline for what occurs out of school ?

Is sweeping the school house a part of the duties put upon the scholars ?

Has the teacher a right to detain a scholar to recite a lesson as a punishment ; and has the parent a right of interference in the case ?

The Committee would state, as their view of the topics here proposed, that a teacher has the undoubted right to prescribe such regulations as will secure quiet in and about the school house at all times ; and parents and guardians should feel grateful for any efforts to promote becoming deportment in the scholars on their way to and from school.

To build the fires and to secure neatness in the school room and its appurtenances, is manifestly a duty devolving on the scholars under the direction of the teacher, unless the district provide other methods of accomplishing these objects.

In regard to the last of the questions proposed—the Committee introduce a Report of a case adjudicated in the Massachusetts Courts :

“ A school master was in the habit of keeping the child of the defendant with other scholars, after school-hours, to learn her lessons which had been imperfectly recited at the regular hour. The parent believing the detention to be illegal, went to the school house and demanded his child after the regular school hours. The master said, the child should go as soon as she had recited her lesson. The parent attempted to enter the school room to take his child, was resisted, and committed an assault. The Court ruled, that the keeping of a child, until the lessons of the day had been perfected, was legal ; that the parent was in the wrong, that a child, placed at school by the parent, is under the control of the master until regularly dismissed, and that a parent cannot withdraw the child from school during the day against the master’s will, except through the intervention of an officer and the School Committee. The defendant was fined twenty dollars and cost.”

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

### BOWDOINHAM.

I wish to remark, in conclusion, that a view of the operations in your schools furnishes abundant evidence of efforts on the part of teachers, to do all in their power, and to do it with the best effect ; and that they are actuated by a spirit to acquire, and to practice all the improved methods of school instruction and discipline, within their knowledge. These being the facts, such directions as are derived from an attendance on Teacher’s Conventions, cannot be too strongly recommended for their use.

Of these opportunities for instruction, many of your teachers have availed themselves, much to their advantage. They are facilities which should, in no wise, fail of being improved, presented as they are by the liberality of the State, and solely for the teachers’ benefit. The information imparted at these Conventions, as they have of late been conducted, afford much interest to all who attend on them, but, very especially, to those who offer themselves as practical educators. Such may receive from this source advices and instructions of great value.

H. CUTRIS, *Supervisor.*

## C H I N A .

The more frequent visits of the parents to the school-room, I regard as an indication of increasing interest, although much more should yet be done in this way. And although there has been great improvement in the construction of school-houses and in the better qualifications of teachers, though we have better text books, and still better modes of instruction and discipline, and although we can boast of a much greater interest and attention to the wants of our schools generally, we ought not to rest satisfied with our present attainments. We have not yet fulfilled the high trust committed to us. We have not yet arrived to the highest summit of excellence, of which we are capable. There is a climacteric point to which we have not yet attained. Has all been done there can be, for the moral culture of our children? Side by side with their attainments in literary knowledge, has there been a corresponding and sufficient inculcation of moral truth? Have the relations we sustain to each other, to our country, and to our God, been forcibly impressed upon the mind at school, at home, or abroad, by precept and example, as their importance demands? I hope I am mistaken; but it seems to me, there is too great remissness in respect to these questions.

“ 'Tis Education forms the common mind ;  
Just as the twig is bent the tree's inclined.”

The race course for dollars and cents, for worldly distinction and honor, seem to be clearly defined, while genuine goodness is rarely sought.

A mind not based upon moral truth is like an inverted cone; it cannot stand the slightest shock of external pressure without inperiling its ruin. Is it not true that the present time demands a full development of the Moral as well as the Intellectual powers to meet the increasing tendencies of the age? If we properly train and educate the youth of our land, our glorious country and its Republican institutions, may continue to ages yet untold; otherwise, their ruin is sure and not far remote. Let us all then, with one heart and one mind, strive together to promote the cause of Popular Education, Moral and Intellectual, that the great and inestimable blessings of liberty and happiness, may be ours now, and ours forever.

DANA C. HANSON, *Supervisor.*

**B I D D E F O R D .**

In comparing the schools of the present year, with those of former years, we think there has been some improvement. But many things besides money are wanting to elevate our common schools far above their present condition; among which, we would name punctuality in attendance, parental government at home, suitable to be transferred to the teacher in the school-room, and teachers well qualified and exclusively devoted to their work.

\$6,750 were raised the present year for the support of schools, and if they are to be sustained, we think it will be necessary to raise as much the coming year. Notwithstanding the decrease in the number of inhabitants, the schools have never been so full as the present year. And there is a constantly increasing desire among the people, that all the children should be instructed in our common schools, that they should be trained up to habits of obedience, of order and punctuality, that the rudiments of knowledge should be correctly learned, which is the true key to all its treasures; so that every individual may, by mental application and the proper use of the knowledge already possessed, acquire knowledge sufficient to fit him for whatever calling he may choose to follow. In this way the people expect to be rewarded for providing school houses, books and teachers for the children. They expect soon to see them compose a virtuous and intelligent community, in which all its members shall understand their own rights, and the rights of others, and shall mutually seek each others good.

In connection with some of the schools in District No. 4, evening schools were held during a part of the year. The Committee are of the opinion that these schools are of little benefit to the scholars, and have connected with them influences decidedly injurious, on account of which they should be hereafter discontinued.

LUKE HILL, H. M. BLAKE, J. HUBBARD, Jr., *Committee.*

**R O C K L A N D .**

The past year has been one of great prosperity to the public schools of this city. Not only have they maintained their previous good standing, but it is confidently believed that there has been some degree of improvement; that they have been on the whole gradually gaining in respect to order, discipline and general efficiency. And this improvement has taken place notwithstanding the narrow and cramped rooms in which the scholars have been "cabined, cribbed, confined," to



their great discomfort and detriment, and to the discredit of a city whose population and wealth have nearly doubled since the latest of the present school-houses was erected. Notwithstanding this great disadvantage, our schools in the judgment of disinterested persons from abroad, maintain at least a respectable if not a high character.

ATTENDANCE.—The average attendance was higher last year than the year before. In 1856-7 the average attendance was 73 per cent. of the scholars registered; last year the average attendance was 76 per cent., showing a gain of three per cent. This gain in attendance was due in some measure perhaps to the remarkably fine, open winter just closed, so free from any deep or drifted snows to obstruct the travel. But it is mainly due, I think, to the faithful and energetic efforts of the teachers in enforcing a regulation adopted by the Superintending Committee two years ago, that scholars should be required to bring a written excuse from their parents or guardians for every instance of absence or tardiness. Such a regulation is in force in other cities and towns, and is manifestly just and necessary here, where there are so many places of public resort always open to entice the simple and unwary, and so many temptations spread out to draw scholars away from school and study. The result of even a partial enforcement of this rule has been most salutary in the moral influence exerted over the habits and conduct of scholars, and in securing greater punctuality and a higher average attendance. The simple effect of the rule is to send the absent or tardy scholars to their parents or lawful guardians, to account to them for the manner in which they have spent their time; to confess at home their absence from school, and to explain the reason or want of reason for such absence, and get a written excuse to present to the teacher. By this means truants who had been in the habit of deceiving both parents and teacher, have been detected and put under effectual restraint by the parental and home influence thus brought to bear directly in favor of order, punctuality and obedience at school. By this means a great burden is taken off the teacher's shoulders, for he feels that he has some one to share his responsibility with him, and that he has the sympathy and co-operation of parents in his arduous labors. And not only is the teacher aided and strengthened, but there is another advantage gained. A sentiment of self-respect and responsibility is cultivated and developed in the scholar, his conscience is quickened and guided, he is made to feel that he cannot escape the operation of moral obligation, of lawful authority, that he is accountable for every

act of his life and every moment of time ; and in the formation of character this motive is far better than mere force and fear of punishment. The remanding of an absentee to his parents for an excuse is indeed a punishment if his absence were a fault, and it is all the more effectual and salutary for being moral and rational. The more the parental system can be carried into effect in the school-room, and the closer parents and teachers can be associated in upholding discipline at school the better for all concerned. For when the scholar feels that teacher and parent are acting in concert in watching over his conduct, leagued together to work for his good, that his truest interest and welfare are the foundation of all their rules, and the reason of all their requirements —when the scholar feels this to be true, an excellent moral influence is exerted over his heart and character. And very much is gained by the substitution of moral measures and rational motives instead of force, fear, and terror of arbitrary authority. The teachers all concur, I believe, in the wisdom and expediency of the regulation, and none who fully understand its operation can help giving it their approval, or fail to acknowledge its beneficial influence.

I beg leave to present for the consideration of the City Council and the citizens of Rockland, a few suggestions in relation to the prominent deficiencies and wants of our schools. This is made my duty by the law, and it is a privilege freely accorded to one who has been officially connected with public schools. There is not a person probably in the city that can wish the schools lowered in character, or lessened in efficiency. It is the general voice that they should be supported liberally. If you wish your city to stand well in public opinion, and if you would invite men of intelligence, enterprise, character and capital to settle here and make your city their home, you need to have as good schools as can be found in other places. It is a questionable sort of economy that curtails the school money. The increased appropriation of last year was justified and required by the present wealth and population of the city, and was a good investment in a moral, social and pecuniary point of view. If you now grant the same sum for the year to come, increased by one half of the amount annually expended on private schools, this will give you what is generally felt to be needed, that is, annual schools, or three terms, of 13 weeks each, in every school-room in town, paying the same wages to teachers as last year. No more money will thus be laid out on schools than last year, but they will be public and free, and better than private schools can be. The

fact that nearly \$1,500 were expended on private schools last year in this city, not by the rich merely, but by all classes of people, and all over the city—this fact demonstrates that our public schools do not yet answer the public wants. What people are willing to pay by voluntary subscription for the education of their children, they will voluntarily tax themselves to pay through the action of their representatives. If the 16 private schools already commenced in the Grade District could only be made public and free, there can be no question that the money would be expended to a better purpose than it will be as it is, and the burden would be no heavier, while the benefits will be more widely diffused. The great and crying want of our schools is more school-rooms, as has been often before stated. The public mind, I believe, is satisfied on this point. There needs to be one good school-house built. But in order to do that, there needs also to be a reorganization of the School Districts. If they were all consolidated into one, and the High School opened to all the youth in the city of suitable qualifications, and the entire management of the schools entrusted to a board of 5 or 7 men empowered to act as School Agents and Superintending Committee, then there would be system, unity, efficiency and economy in the administration of the schools. This is the system in force in Portland, in Bangor, and other large towns, and in our city, so limited in territory and so compactly settled, this system is best for us. It will be for the pecuniary interest, and for the advantage every way, of the smaller rural districts, to come into this arrangement. They will then have much longer schools than they have now, and with no appreciable increase of expense. They could have the privilege of the High School, which, with suitable rooms, may be as good an Academy as the country affords, and free to all our citizens. They may save the expense of sending their children away from home to be educated, and keep them under their own care, and have control of their studies, their habits, their associates and general deportment at the most critical time of life. The free High School is virtually the people's college, for it is in the public school that the greater portion of our future citizens, merchants and shipmasters, our future Mayors, Aldermen and councilmen, are to receive all the education they will ever have to fit them to be good and useful citizens, and to perform the important part they are to act in future life. The common schools of our city, possessing such capabilities of expansion and usefulness, are engines of great power, and most

beneficent and republican in their tendency; shall they not be liberally maintained?

J. O. SKINNER, *Supervisor*.

### N A P L E S .

In reviewing our labors in the supervision of the public schools of Naples, we take pleasure in saying that our schools will bear a favorable comparison with those of other towns, with which we are acquainted. Still, we can but regret that circumstances—some of which require time, and increased exertion on the part of parents and teachers, as well as Committees to remedy—operate to prevent our public schools from attaining that degree of excellence which is designed by our system of education, and which we confidently hope they may, and will acquire when that system is fully developed, and the public shall be made to appreciate fairly the importance of a general education, to the welfare and progress of society.

Among the causes which operate against the efficiency and success of our schools, we have noticed.

*First.*—The want of good commodious school-houses and suitable apparatus for the recitation room.

*Second.*—The irregular attendance and tardiness of many pupils.

*Third.*—A disposition on the part of scholars, encouraged by parents, and in some instances by teachers, to hurry from one book to another before the principles of the first, which may be of primary importance, are properly understood, measuring their progress by the amount of matter *passed over*, rather than by the amount of knowledge *really acquired*. Again, we regret to say, we have noticed in some districts an unfortunate division of sentiment among parents in different sections, which has a very pernicious influence on the prosperity of their schools.

These evils undoubtedly exist in all communities in a greater or less degree; but we deem it our duty to point them out, hoping that they may be corrected as far, and as soon, as possible.

The permanence and prosperity of our civil and religious institutions are so closely connected with a general diffusion of knowledge, that it becomes our imperative duty to make liberal provisions for the support of our public schools, and to remove every barrier from their successful operation.

The town should make a liberal appropriation for the support of

schools in each district. Each district should provide a good house and good teacher.

Each parent and guardian should see that his children attend school *regularly* and in *season*; they should encourage their teachers and children by visiting their schools and manifesting an interest in their progress, and co-operate cheerfully with their teacher in establishing and maintaining *good order*.

Most of the teachers that have been employed in our schools for the past year have been well qualified for their duties while there are a *few excellent* ones, whose services we would recommend our agents to secure in season for the next year.

The labors of the Chairman of your Committee are now closed. He would take this occasion to say, that if he has failed to perform his duty acceptably, it is because he lacks ability, rather than an interest in the cause of education.

A. J. BAILEY, ZEBULON JACKSON, J. P. DAVIS, *Committee*.

### M A C H I A S .

The Superintending School Committee congratulate the town upon the general success and usefulness of the Public schools for the past year. For the first time the schools have been open for scholars of all grades of advancement, during the whole year; and almost for the first time, the year has passed without any private school being opened or even desired, among us; while very few of our youth, if any, have sought Academies abroad.

The grading and classification of scholars have been more nearly perfected; and the course of study in the separate departments, more thoroughly organized, than ever before; and the sympathy and co-operation of parents, have been more than usually exhibited in behalf of the system.

Before submitting our estimate of expenses for the ensuing year, the Committee would call your attention to a few obstacles, which have somewhat limited the usefulness of the schools the past year.

The first, and perhaps the greatest evil we refer to, is the rude and vulgar deportment, and language of some who attend our schools, exhibited more particularly in the streets and outside of the school-room, an evil of which parents most justly complain, as tending to demoralize and injure the minds of younger children, to an extent that no intellectual advancement can compensate.

This is an evil, which it will be very difficult to eradicate from public

schools. The conduct of pupils can be restrained in the school-room, but out door deportment is usually beyond the Teacher's supervision or authority. The Committee can do little more than remove an incorrigible offender from the school; an evil in itself, only less serious to scholar and school, than that of retaining him.

The remedy for this evil must be found, if found at all, at home. If parents would consider themselves (as they really are) *responsible* for the conduct of their children and for the effects of their example upon others, the restraints of home influences might be made more efficient than school discipline can be.

H. F. HARDING, G. F. TALBOT, C. W. PORTER, *Committee.*

### H E B R O N .

Great importance is attached, and much care should be observed in the selection of teachers. Here I would remark, that School Agents hold an important office, and it becomes districts to choose only such men as will act with discretion in selecting teachers.

It is necessary that a teacher should be able to instruct in the various branches, required by law, correctly, but if he has not a natural talent for teaching, he had better quit the business. The teacher should be expert in understanding human nature,—should be apt to teach, and love his employment; should be able to adapt himself to the various capacities of his pupils, so that he may be as easily understood by the prattling boy of 4 or 6 summers as by those larger; should have a faculty to diffuse life and enthusiasm among his pupils, and throw off everything that may appear dull or irksome; should be lucid in his explanations, and see that his scholars clearly and most perfectly understand all they go over, both theoretically and practically; should instil his pupils with a desire to grasp at points and study them out themselves, and not depend too much upon the brains of others, for it amounts to but little to tell a thing over and over again, unless the mind be subjected to discipline.

When a teacher is known to have good abilities for instructing, high wages should not prevent him from being employed. A good school six weeks is better than an ordinary one three or four times as long, and with a poor one it ought not to be compared. A scholar who has had the fortune of attending good schools for a series of years, which have been conducted by smart, enterprising teachers, will go out into the world a different man; have more correct habits of thought and

action, than had he been under the tutorship of an ordinary, superficial or indolent teacher. Teachers sometimes err in hurrying their scholars on at too rapid a rate, farther than they can fully understand, and in putting them into higher classes than they properly belong. It is not an uncommon thing to find scholars cyphering in fractions or interest, that are ignorant of the fundamental rules of arithmetic.

I close with a few suggestions to parents. You act an important part in this great drama. You hold the keys of success. You very much shape the prosperity and discipline of our schools. Scholars act much at school as they are advised at home. When scholars come home from school bringing complaints of ill treatment, as they frequently do, the utmost care should be observed by the parents in what they say in the way of sympathy or approbation of the conduct of their children, till after a careful investigation,—if it be of a magnitude sufficient to justify it,—is made, by seeing the teacher and freely talking over the matter. If all parents would adopt this plan, they would save much trouble to themselves and children, and would realize far more benefit and profit from our schools. By the dropping of perhaps a single word of encouragement or sympathy in the ears of your child, when in trouble, he will nerve himself up, and really think that he can stand up for his rights and do about as he pleases. His interest and progress in school after this is but a dead letter. But the evil does not stop here, for it has a tendency to lessen the interest and quietness of the school. It should be considered by all parents, that the teacher who is moulding the minds of their children, has a hard and perplexing task to perform, many different dispositions to manage; and in the performance of his task, with all of its multiplicity of cares, in connection with his constant labor, is it to be wondered at that he should say or do things at times that are not as they should have been? The teacher and scholars need your sympathy and co-operation. It is far better to overlook the apparent failings of a teacher, and consider that we are all liable to err. In several districts in town, parents visit their schools, and its effect is visible in increasing their interest and prosperity. Parents may be assured that their presence in school is needed to its more complete success. I do not wish to be understood as including idlers, street loafers, and those who have no interest there, but to pass away the time and make disturbance.

Few there are who can leave to their children wealth, and those who are thus fortunate, are not sure of its proving to them a blessing; but it is in the power of all, both rich and poor to bestow upon them a good

common school education, and if it be thorough, genuine and practical, it will be a source of wealth, prosperity and happiness.

ZIBEON L. PACKARD, *Supervisor.*

### B U X T O N .

ABSENCES AND IRREGULAR ATTENDANCE.—Adult scholars are not so numerous in our schools as formerly. To what is this diminution to be attributed? Such may, in some cases, have withdrawn, from the *occasional* employment of a teacher not much in advance of themselves; but, in most instances, the attendance of so few youth is occasioned by their too early devotion to other pursuits. Our youth need to be *reminded* of the importance of devoting a few months of the year to the mental culture, which our schools are adapted to furnish.

The *irregularity* of the children, that *do* avail themselves of these advantages, is truly alarming. Parents should not only *avoid* keeping their sons and daughters from school, but they should *take pains* to have them present every day of the term. An occasional absence, depriving them of an illustration of some first principles, may prove a serious hindrance to their progress. In unpleasant weather, they could, without much inconvenience, be oftener conveyed to and from school.

STUDIES.—Too much is, by some of our schools, attempted, at the expense of the more important branches. In most of our schools, reading and spelling are not made sufficiently prominent. The instruction in not a few instances is very superficial, and the children are not kept, as they should be, to a reading lesson, till it is read correctly and understood. In *spelling*, children are not *drilled* as formerly. The deficiency in this branch, even among the larger scholars, is very apparent.

The study of *written* arithmetic is not made sufficiently *practical*, questions, having reference to every day life, being too unfrequently proposed for solution; while *mental* arithmetic, so invaluable for its discipline, is, by some adult scholars, almost entirely neglected.

SCHOOL HOUSES.—Some of our school-rooms, being not only too small, but very uncomfortable, need special attention. The *health* of our children, as well as their successful prosecution of study, should prompt to well doing in this regard. Without attention to your school-rooms, the worth of your appropriations cannot be realized. To expend to the best advantage even what is legally exacted of us, for educational purposes, requires much wisdom. This amount, judiciously appropriated



and expended, may effect more than it would with even *additional* hundreds, with less watchfulness and prudence.

**CULTIVATION OF GOOD MANNERS AT SCHOOL.**—This is a part of education, that is often overlooked. Our schools should be such, that our children shall improve in *manners*, as well as knowledge. They should be taught to be civil, kind and obliging; to treat each other with courtesy and their teacher with respect. Though the *once* prevalent habit of loud talking and confusion, in the presence of the teacher, at the close of each session, has been, in a great measure, overcome; some schools, though often reminded of the impropriety, have not, as yet, reformed in this respect. Good manners, as an important part of a child's or youth's education, should be duly considered, inculcated and practiced. Example of what is proper and improper are of frequent occurrence in school and may be made the basis of an appeal to the pupil's sense of right and wrong. The importance of *truth* can be easily illustrated and recommended; and all those kindred subjects, referred to and inculcated, that go to constitute a good moral character. Thus shall our children, by their attendance at school, be *morally*, as well as intellectually, benefited.

GEORGE W. CRESSEY, *Chairman of Committee.*

### MANCHESTER.

The position of a teacher is one of high responsibilities, and many perils. He stands "himself against a host," not merely a host of frolicsome and mischievous young persons, but a host of obstacles and influences opposed to the accomplishment of the purposes for which our schools were instituted; and to enable him to maintain his position and to meet its difficulties successfully, he is allowed especial privileges and vested with extraordinary powers—the power to make laws and to execute them—to prescribe penalties for their violations, to exact those penalties, mitigate them, or to pardon the offense. It is plain then, that an individual to be successful as a teacher, must possess the particular talents and qualifications which the peculiar circumstances attached to the situation especially demand. Is a teacher deficient in knowledge of "human nature," he will directly get into trouble with his scholars; does he lack discretion, he will commit gross errors; does he exhibit ill manners, ungentlemanly deportment, his scholars will not respect him; does he manifest verdancy and mental imbecility, he will become the object of their derision. Many of the essential elements of a good

teacher are endowments of nature, and no study, no training, no amount of "book learning," can ever supply their absence. Among these, and "beyond all controversy," an indispensable element in the composition of a teacher, is a good share of that plain, but eminently practical quality of mind called common-sense. We say then, let every one proposing to assume the high responsibilities of a teacher, first find an assurance free from the "shadow of a doubt" that he possesses this, or at once and forever abandon his purpose, for he may be assured that in attempting to prosecute it he will but involve himself in difficulties, and those with whose interests he may be unfortunately entrusted, in losses and disappointments.

Collectively considered, our schools of the past year have been an improvement upon those of preceding years. They have been remarkable for their good order,—a circumstance productive of much immediate good and a favorable indication of the future,—and a better disposition and more earnest purpose to improve the means of education provided for them, have been very generally apparent in the scholars. Parents also have manifested an increased concern for the educational interests of their children, and, with a few exceptions, we have been fortunate in our teachers. At a time like the present, unprecedented in the history of our country as a season of pecuniary embarrassment and distress, it is especially gratifying to know that but little of the hard-earned money that we have bestowed upon our schools has been lost, but that most of it has been productive of desired good, and however difficult the payment of our taxes may have been, if we can be satisfied that that portion which we have paid for the "support of schools" has, by the subtle processes of intellectual elaboration become sound and useful knowledge safely deposited in the minds of our children, we shall probably none of us feel to regret its payment.

In saying that our schools should always receive the kind regard and cordial support of all—that they need the encouraging, stimulating and healthful influences that emanate from a correct and harmonious public sentiment, we do but express a well-known and oft-repeated truth, but its importance is such that it should be often presented to our minds and pressed upon our consideration.

In the minds of our children are implanted the germs of mighty principles, which as they receive a healthful or unhealthful development, a right or a wrong direction, will powerfully affect and perhaps finally determine for good or for ill, not only their temporal, but also their

eternal interests. May we all use "due diligence" in the performance of every duty that we owe to the young.

H. G. COLE, W. A. SAMPSON, W. F. SAMPSON, *Committee.*

### AUGUSTA.

We have experienced considerable difficulty during the year, from the neglect of the school agents to give us written notice of the commencement and close of the schools. Several times, acting on the best information we could get, we have put the city to the expense of visiting a district, believing the school was keeping, and found that we were misinformed, and that it had not begun, or that the time first fixed upon had been changed without any notice to us. During the whole year we have not received more than two or three legal notices; and in this connection, we call the attention of agents to the following provision of law, and trust they will hereafter comply with its requirements:

"SECT. 55. If any agent neglects to give written notice to the superintending school committee, when any school in his district is to commence, whether it is to be kept by a master or mistress, and how long it is expected to continue, he shall forfeit one dollar for each day the school is kept before such notice is given."

We have given more attention to the schools this year than has been usually done. We have generally spent a half day in a school at each visit, and have thus been enabled to make a more thorough examination into the mode of instruction and discipline in all departments, than in the usual flying visits. The schools, on the whole, have been full as profitable and satisfactory as in any previous year, and we trust more so; and the reason why so few teachers have received our unqualified approbation, is because we have endeavored to raise the standard of a perfect school. It is very rare, quite too rare, to find a teacher that combines the traits of mild but strict government, and of that thorough, analytical mode of instruction, that unfolds the reason for every rule and process, and that we have aimed at as our model. We deem no school profitable where perfect order is not maintained, and no instruction permanent and valuable, which is addressed to the verbal memory only, and is not rooted and grounded on the reason. To keep such a school, the teacher needs to be trained expressly for the teacher's profession, the same as for any other.

JOSEPH BAKER, W. A. P. DILLINGHAM, WM. GASLIN, JR., *Com.*

## WHITEFIELD.

In conclusion, your Committee would humbly submit these as faithful reports of the several schools. The duties of instructing youth are high, arduous, and fraught with difficulty ; and most strenuously it becomes the duty of every one desiring to teach, to look well to it, that they are every way qualified before they shall dare to offer themselves as teachers. To parents, we would most emphatically say, first, have a care that your children go to school regularly, and in season ; absence and tardiness are two of the most serious evils that the teacher has to encounter ; then it is your duty to visit your schools, and see what your children and the teacher are doing, as you would oversee those employed in your fields or shops ; by these means we believe that schools would be elevated to a higher grade than they are at present, Have a care that your children are supplied with books, and your school houses suitable ; also, choose for school agents such men as are interested in the matter, that you may be sure of good teachers ; encourage your teachers by your sympathy, assistance and kindness ; if dissatisfied with them, lay the matter before them, and honestly and faithfully point out their errors. Be sure that your children understand the common branches before they are crowded into *Algebra* and similar *popular* studies. Have a care that they study at home ; parents can and ought to be co-laborers with the teacher ; the parent at home and the teacher in the school house ; and do not complain of a disorderly school until you are quite sure that *your* children are in every sense orderly ; for if parents would see that *their* children make no disturbance in school, our word for it, there will be no troublesome scholars ; if they would excite them to study, no idle ones.

We would call your attention to the subject of sustaining a high school in town, at least one term each year, to enable teachers, and others desiring it, to obtain a more extensive education, and thus become better teachers and scholars. And finally, in behalf of education, we would say, society and our country demands that every person should have a good education ; for it places its possessor in a better position, gives him respect and standing among men, and sustains him over the toilsome highway of life ; and the opportunities afforded by our common schools will qualify a child to occupy a respectable position in any part of our Union.

FRED. W. LEWIS, MARCELLUS PHILBRICK, A. G. LONGFELLOW,

*Committee.*

## N O R W A Y .

In concluding this report your Committee would say, that our schools, as a whole, have done well. But we are convinced that a more general interest manifested by parents and citizens in our schools would give increased efficiency to our system, and add materially to its utility. And considering the important and varied interests involved in our educational system, it seems strange that more attention is not given to it by the people at large. A sound and substantial education is by common consent, deemed of great importance, if not indispensable to every child in the community. Without it, success in life is growing more and more impossible. The fact that universal education is thus deemed essential, renders it the more important that all should share in its benefits. In a community where the few are educated and the great mass are neglected, the former must necessarily exercise a controlling power. It always has been so, and in the nature of the case it must always be so. Knowledge is power, the world over. It is therefore one of the beneficent results of our system, that the humblest child in the community is provided by law with the same means for early culture that are afforded the rich. The tendency must be, of course to level the mass upward.

Parents, has it ever occurred to you why we see so marked a difference in the ability of our young men, when they arrive at their majority? If you would know, look at our School Registers, and see who have punctually attended our schools. It appears by our reports that the attendance of our scholars, is only fifty-eight per cent.; and that we lose forty-two per cent. on each dollar of our school money by want of punctuality. Now, what would be said and done should the State withhold half the amount from us? Would it not be considered sufficient cause for *action*? We think it would. Cannot some measures be taken to secure a more general and punctual attendance?

Our Statutes provide, Chapt. 11, Sects. 12, 13 and 14, that towns may make such By-Laws not repugnant to the laws of the State, concerning habitual truants and children between six and fifteen years of age, not attending school, without any regular and lawful occupation, and growing up in ignorance, as are most conducive to their welfare and the good order of society; and may annex a suitable penalty not exceeding twenty dollars for any breach thereof.

Such towns shall appoint, at their annual meeting, three or more persons, who alone shall make complaint for violations of said By-Laws,

to the magistrate having jurisdiction thereof by said By-Laws, and execute his judgments.

Said magistrate, in place of the fine aforesaid, may order children proved to be growing up in truancy, and without the benefit of education provided for them by law, to be placed for such period of time as he thinks expedient, in the institutions of instruction, house of correction, or other suitable situation provided for the purpose under the authority of Section 12.

We are aware that such compulsory By-Laws would be somewhat repugnant to the broad latitude which some claim, of the right to do as they please, but who questions the justice of the law that compels men who have not a child in the world, to be largely taxed for the purposes of educating the masses? And most certainly the same wisdom that enacted such a law, made provision for enacting By-Laws to compel the indolent to receive the benefits of our free schools, which are secured to every child in common. Shall legal measures be taken to compel a more general and punctual attendance, or will parents and guardians see to it, and each strive to secure for his children his full share of the benefits of our common schools?

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

#### ORRINGTON.

One of the wants now most severely felt by our Schools, and one not within the province of your Committee or teachers to supply, is a greater uniformity in text books. It must be obvious to every man, who makes the subject of School education a part of his study, that, without this uniformity, scholars cannot be classed according to their attainments. That this is the proper criterion in classification, none can deny, since it is equally obvious that a very large majority of smaller scholars learn more out of a spirit of rivalry and competition than from any good they expect to derive from an education in after life; without such classification a valuable index to the relative standing of each scholar in School, to the others, is lost, and with it, one of the most powerful incentives to progressive action in the scholar. We sincerely hope that each parent and guardian will give to this subject that consideration which its importance demands—though it appeal directly to his pocket or purse.

Finally, in conclusion, your Committee are highly gratified in being able to say, that our Schools have not for many years been so orderly,

quiet, and progressive as through the year just closed; so few very poor Schools. The extra calls on the Committee have been few, in cases of difficulty between teacher and pupils, and those few not of an aggravated nature. We think there never was a time when there were so many advanced scholars in town as at this time. The order and discipline of our schools have been steadily improving the two or three last years. The order in our Schools this winter, with two or three exceptions, was as good as we could ask. Teachers feel more confidence in being sustained in enforcing discipline, and a better spirit seems to be prevalent throughout the town, which is extending to every department of the School system. And a spirit of inquiry seems to be abroad, seeking for the best method of constructing our houses and modeling our Schools so as to reap the greatest possible benefit from the least sum of money; and now, if we wish to see this spirit continue, and the cause of popular education prosper, and our Schools brought to the highest pitch of usefulness to which they are susceptible, let every person who has any influence, and all have some, discountenance everything that tends to destroy the confidence of pupils in their teacher, or turn their attention from their School, in term time, or encourage scholars in playing tricks upon their masters in School, by lending a listening ear or an approving smile to their tales of chivalry and deeds of daring.

A. D. ATWOOD, GEO. BROOKS, *Committee.*

#### S T. A L B A N S .

The law has very wisely, virtually, excluded sectarianism from our public schools, but it has at the same time taken great care not only to guard the morals of our youth, but it has enjoined it upon all school teachers and school officers, *imperatively*, to make the school-room a nursery of good morals, that while at school all children shall be taught a sacred regard for the truth, a love of liberty, and of the wholesome institutions of government, and that they shall there be instructed in all those moral virtues which adorn the mind. To impart effectually instruction like this, the teacher must himself possess those virtues. Unhappily, and to the great detriment of our schools, this wholesome and wise law often lies a dead letter, profane, immoral and foul mouthed teachers, and even Supervisors and school committees are not unfrequently placed in these responsible positions. I could wish that this town, for time to come, might manifest that care and interest in these

respects which their importance demands, that discharging your whole duty in educating your children in all things useful, your future lives may be gladdened by the consciousness that you have not educated them to vice, crime and misery, but to virtue, honor, and happiness.

J. H. VINING, *Supervisor.*

#### NEWCASTLE.

In summing up the results of the year's labor, it may be said that our schools have been, upon the whole, prosperous. The mildness of the winter, the general exemption from sickness which has prevailed among the children of neighboring towns, and the unwonted leisure of our young men, have all favored attendance upon our public schools.

No serious disturbance has occurred in any school, and no scholar has been expelled for misconduct.

A very good class of teachers have been employed, who have exerted a healthful moral influence upon the young. Some of the teachers have derived great benefit from attending the County Conventions, at which they have not only gained much valuable knowledge, but perfected themselves in the "art of teaching." At the expense of the State, these County sessions are provided with an able corps of professional teachers, and there is a moral obligation resting upon teachers generally to avail themselves of such invaluable privileges, when practicable.

The inconstant attendance of some scholars, and the uniform absence of others who ought to be scholars, and who draw money as such, is a subject demanding the attention of every parent and tax payer. There is no little amount of truancy of which parents are not aware. Boys are sometimes playing truant when their parents suppose them at school. The parent should be willing to give his children a written excuse, or else accompany them to the school-room and explain to the teacher *the reason* of their absence.

It is but reasonable that tax payers should be protected against the depredations committed by those vagrant and vicious children, for whose proffered and free tuition they are paying an annual tribute. If men of property, who, perchance have no children, must pay taxes *to educate all* surely there should be some more effectual provision than our present school laws furnish us, for securing the *attendance of all*. The liberty of growing up in vagrancy and vice is a larger liberty than the founders of our free institutions ever contemplated.



One other suggestion will close this report. It is to parents upon the matter of *family government*. One of the chief sources of embarrassment to our teachers, is the large number of rude and ungoverned children committed to their charge. There is no influence in the social economy like that of the family, for good or evil. Let every family among us become a fountain of social purity and order, and the public school has the sure pledge of prosperity. Well-governed and well-cultivated families will ensure us orderly and prosperous schools.

E. G. CARPENTER, *Supervisor*.

### Y A R M O U T H .

There must be a judicious and systematic course of training in order to fit a person for the active duties of life ; there must be proper means used if the proposed end is to be secured, yet in too many cases how limited are the means used in our schools to really develop the faculties of the pupil and *fit him to think and act*.

In order for any teacher to be eminently useful, he must be permanent.

A district should be judicious in the selection of a teacher, and then retain him though at a little additional expense.

There is a great lack of systematic instruction. It should not be left to the fancy of every teacher to direct what and where the pupil shall study, but the committee should "direct the general course of instruction, and what books shall be used in the schools," as the law directs.

The qualifications of our teachers have been with but few exceptions, very good and most of them have had some considerable experience in teaching. A teacher should not only possess an accurate and ready knowledge of the text books used, but have a general knowledge of "men and things." He should be *apt to teach*, and be a man whose life is worthy of imitation.

In the language of the law,—“Instructors of youth should use their best endeavors to impress on the minds of the children and youth committed to their care and instruction, the principles of morality and justice, and a sacred regard for truth ; love of country, humanity, and a universal benevolence ; sobriety, industry, and frugality ; chastity, moderation, and temperance ; and all other virtues, which are the ornaments of human society.”

A. J. RANDALL, *Supervisor*.

## M I N O T .

Before closing this report I will call the attention of my fellow citizens to one other provision of the statute respecting school libraries and school apparatus. The law is in the following words, viz :

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

Such a law in our statute book is a credit to the State. Were its provisions complied with by every district in our commonwealth, the benefits to the cause of education would be salutary and imposing. There can be no greater desideratum for our public schools at the present time. They are suffering—the cause of education generally is suffering—for the want of a few maps, books, and a little simple apparatus for illustrating and confirming mathematical and scientific deductions.

We earnestly commend this subject to the thoughtful consideration and wise action of the citizens of the several school districts in our town.

I remark in conclusion, that that system of instruction is best which imparts the greatest amount of the most correct, reliable and useful knowledge to the greatest number, in the least space of time, by the simplest machinery, in the most reliable and natural methods. To see the position of the equator, tropics, circles, meridians, &c., in their relations to each other on a terrestrial globe, is worth more to the learner than a hundred pages of description without it. The same is true of other articles of apparatus, as the sphere the orrery, or even the square, the cube, and geometrical solids generally.

The *blackboard* is comparatively a modern invention, but is now considered a necessary appendage of every school-room. Many of the articles of apparatus mentioned above, with others equally valuable, should now be considered as necessary, and have their place beside the blackboard.

Teachers need such apparatus, and scholars more; and the cause of education demands it; while the money expended in the purchase will be equal to ten times the amount paid for teachers without it.

WILLIAM V. JORDAN, *Supervisor.*