

MAINE STATE LEGISLATURE

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THE LEGISLATURE

OF THE

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1865.

ELEVENTH ANNUAL REPORT

OF THE

Superintendent of Common Schools

OF THE

STATE OF MAINE.

DECEMBER, 1864.

Published agreeably to a Resolve approved March 16, 1855.

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SUPERINTENDENT'S REPORT.

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS, }
AUGUSTA, MAINE, DECEMBER 1, 1864. }

To His Excellency the Governor, and the Honorable Council:

GENTLEMEN—

Engrossed, as you necessarily are, with the military affairs of the State, and the unusual civil duties growing out of our relations to the general government, I must suppose, nevertheless, that the executive and associated departments of the State government still cherish a lively interest in the condition of the public schools. If it were possible to suppose it otherwise, there would be still greater reason why I should endeavor to discharge the duty assigned to me by the statute, in making to you another annual report upon the educational affairs of the State.

The Superintendent of Common Schools is made, by the law creating the Normal Schools, the Superintendent of those institutions. By another law, he is required to superintend the agency for the schools in the Madawaska Territory, and has other duties toward the literary institutions of the State, besides a general supervision of the public schools. Before presenting you with the statistics especially concerning the latter, and the suggestions naturally growing out of them, allow me to call your attention to several other topics.

THE NORMAL SCHOOLS.

At the time of rendering my last annual report, your Honorable Board were considering the report of the Normal School Commissioners, who had located the Eastern School at Castine. Certain remonstrances against this location having been made by citizens in the eastern portion of the State, who were interested in the success of the school, and the council being divided in regard to the propriety of confirming the action of the Commissioners, a

resolve was passed by the Legislature, and approved by the Governor March 22, 1864, "That the Governor and Council be instructed not to locate the Normal School in the eastern part of the State during the present year.

While this action seems to have been justified by the circumstances, and while it was a part of my own original plan, as shown in the bill first drafted, that one of these schools should be put in operation two years before the other, it is evidently the part of justice toward the citizens of the eastern section of the State, that the provisions of the act in their favor shall be complied with, whenever they shall offer suitable buildings in some eligible and accessible locality. Meantime, they should be assured that their portion of the lands set apart for the support of Normal Schools, will be reserved for their use and benefit at such time as the arrangements can be made to put the school in operation.

My last report contained a full statement of the progress of measures by which the western school was located at Farmington. I need only say here, that although somewhat eastward from the center of population of the western half of the State, the situation is in itself exceedingly well adapted to all the purposes of such an institution, by reason of its fine natural scenery, excellent social influences, and accessibility by railway; the Directors of the Androscoggin Road having pledged themselves to furnish tickets to Normal students at half fare.

As required by the statute, the Superintendent made arrangements for the organization of the school, and advertised its opening for the 24th of August.

The Trustees having determined to build with brick instead of wood, some delay was experienced in completing the structure. Finding that the building would not be ready to receive the school at the opening of the session, the Trustees procured the use of a comfortable hall, and rooms contiguous, which were occupied during the autumn. The school for the winter session has just opened in the Normal building not yet finished. I am assured by the Trustees that the work will be pushed forward to an early completion in all good faith, although the whole will cost, at the increased charges for labor and material, several thousand dollars more than their original estimates. When finished throughout, it will be a very substantial and commodious structure, worthy of the Trustees who have offered its use to the State, and of the noble enterprise which has been inaugurated within its walls.

The lower story of the main building, sixty feet by forty, is finished as one large school hall, to be supplied with the best modern school furniture, and capable of seating two hundred pupils. The room over it is to be used for lectures and other purposes, and furnished with moveable seats

The original academy building, which now takes its place in the rear, is divided into four rooms, two above and two below, for recitations and other purposes ; the whole giving ample accommodations for the full number contemplated in the provisions of the act.

The Normal School building was not intended to furnish accommodations for the boarding of pupils, as some have erroneously supposed.

THE BOARD OF INSTRUCTION.

It was made the duty of the Superintendent to select teachers and lecturers for the school, and to prescribe the course of study. Mr. Ambrose P. Kelsey, formerly a Professor in the State Normal School at Albany, N. Y., and for a short time Principal of the Academy at Farmington, was employed as Principal, and Mr. George M. Gage, a native of Maine, a graduate of the Normal School at Bridgewater, Mass., and a teacher of several years' experience in both States, and Miss Annie E. Johnson of our own State, for the last two years one of the principal teachers in the Framingham Normal School, were employed as associate teachers. A course of lectures was given in the Fall session, by Walter Wells, Esq., and others by the teachers and the Superintendent.

ATTENDANCE.

The school commenced on the 24th of August with thirty students, and soon numbered fifty, reaching fifty-nine in the Autumn session. At the present writing, early in December, the school has opened its second term, with thirty-five students ; a provision being made in the course of study, by which some members of the school may spend the winter in teaching. The whole number of different pupils thus far entered is seventy-five ; a very encouraging attendance for so early a day in the history of the school, and while the arrangements are still incomplete. In contrast with this beginning, the first Normal School of Massachusetts, twenty-five years ago, opened with only *three* pupils.

In this number are students from thirteen of our sixteen counties ; a more general representation from different parts of the State, than we had reason to expect at the outset. The names of the counties are given below, in the order of the numbers furnished by each : Franklin, Somerset, Cumberland, York, Androscoggin, Hancock, Lincoln, Aroostook, Kennebec, Penobscot, Sagadahoc, Waldo, Washington.

AGE OF STUDENTS, AND EXPERIENCE.

Students are required to be at least sixteen years old, if females, and seventeen, if males. The average age of those who have already entered is, females 18 years, males 19.8. Twenty-one have already had experience in teaching, and eighteen are thus occupied this winter. Many more applications have been made for teachers than could be supplied. It is not desirable that pupils should leave the school for the purpose of teaching, before the completion of the full course of study prescribed. And yet, those who have had experience, or who have special aptitude for the work, and who have made such attainments before entering the school, as will justify it, may be absent during the short Winter session, by a proper arrangement in regard to their studies. Two months of Summer vacation, also, will allow young ladies to engage in teaching, without any interruption of their studies. In such cases,—before the completion of their course,—it should be remembered that the Normal School is not morally responsible for their success or failure.

CONDITIONS OF ADMISSION.

Until the eastern school shall be opened, pupils will be received from any part of the State, and until the school shall become full, none will be excluded because any town or county may have already furnished its proportion. All applicants must pledge themselves to render service to the State by signing the following obligation : “ We, the undersigned, do hereby declare our intention to become teachers, and do pledge ourselves to teach in our own State for at least one year, if opportunity offers ; and for two years after graduating, in case we complete the full term of study prescribed, and receive the diploma of the Institution.”

LITERARY QUALIFICATIONS.

Candidates for admission to the junior class must be prepared to sustain a creditable examination in reading, spelling, penmanship, school history of the United States, the general principles of geography, analysis and grammatical structure of ordinary prose sentences, and the Common School Arithmetic, as far as the Roots. For admission to any advanced position, applicants must sustain an examination in the studies already gone over by the class.

All candidates must produce satisfactory evidence of correct moral habits, and must cheerfully comply with the regulations established for the government of the school.

COURSE OF STUDY.

The object of the Normal School is to prepare young ladies and gentlemen, so far any training can do it, for the business of teaching in the public schools. This preparation implies a familiarity with the studies pursued in those schools, tact in imparting knowledge to the young, and the skill to unfold and discipline their intellectual and moral powers. The course of study will, therefore, necessarily embrace the common branches, so called, with much time spent upon the best methods of teaching them, together with those higher branches which the more advanced classes in the public schools may require in their instruction, and which every intelligent teacher should be familiar with, whether called upon to teach them or not.

But in a two years' course, it must be evident that very extensive attainments in higher branches cannot be expected. An advanced course, to occupy one or two years additional, will be the natural sequel to the present course, whenever circumstances shall warrant it.

Convinced, then, that thoroughness in the great fundamental branches, and skill in teaching them, should be our aim in the normal course, we have endeavored to avoid announcing what might seem an *ambitious* programme. The following are the studies prescribed for the course of two years :

First year. Spelling, oral, phonetic and written. Reading, with careful training in the analysis of sounds, enunciation and expression. Arithmetic, mental and written, analytic and formulary. Geography, physical and political, with map drawing and use of the globes. History, American and foreign, so far as is consistent

with other studies. English Grammar, including the analysis and composition of the language. Natural Philosophy and Physiology. The Constitution of Maine, the School Laws, and Good Manners.

Second year. Algebra, Book-keeping, English Literature, Chemistry, Astronomy, Geometry, Rhetoric, Intellectual and Moral Philosophy, the theory and art of teaching, and the Constitution of the United States. The Latin and French languages are allowed as optional studies if students have already made the requisite previous attainments. Students in the first year, as well as those in the second, will receive constant instruction in methods of teaching and school government; and those in the second year will spend more or less time in reviewing the elementary branches of the first year, as circumstances may require.

GENERAL EXERCISES in gymnastics, singing, public speaking and composition, will receive their appropriate attention. The reporting and analysis of lectures delivered to the classes, and the preparation of criticisms, will occupy a portion of the student's time. A voluntary, literary association, with its usual variety of exercises,—a kind of Normal Lyceum,—is already in successful operation.

DIVISION OF THE YEAR.

The year commences with the Autumn session,—this year, August 24, 1864,—and is divided into three terms; the first of fourteen weeks; the second of ten weeks; the third of fourteen weeks. The Spring session of 1865 will commence on Wednesday, March 1st, and close with public exercises, on Wednesday, June 6th, which is also the close of the Normal year.

The utmost punctuality in attendance is expected, from the first day of the term to the last. Such punctuality will have an important influence upon the rank of students and their ability to maintain their places in their classes. Students should arrive on Monday or Tuesday.

TEXT BOOKS.

The text books in use are such as commend themselves to the Superintendent and Board of Instructors as best adapted to the purposes of instruction, some regard being had, at the same time, to those most frequently used in the public schools. Pupils may bring such as they have in their possession. Many of the class

books have been presented by the publishers. Students need be at no expense for text books in spelling, reading, geography, arithmetic, algebra, physiology, book-keeping, or theory and art of teaching. Every pupil is expected to have a good dictionary and a bible, and if possible a copy of Lippincott's Pronouncing Gazetteer.

EXPENSES.

No charge is made for tuition, but each member of the school pays one dollar at the commencement of each term, for incidental expenses. Board in good families varies from \$3.00 to \$3.50 per week, exclusive of washing. Those who wish to board themselves can procure suitable rooms, and thus reduce the expense.

Students should apply to the Principal for admission and board, some days,—or weeks, if possible,—before the term commences, in order to secure proper places; the rules of the school requiring that the arrangements for boarding, like the school-room regulations, shall be under the direction of the faculty.

DIPLOMA.

Every pupil who shall complete the course of study with satisfaction to the faculty and examiners, and who shall exhibit skill in imparting instruction and fair promise of success in school management, will receive a DIPLOMA, certifying his attainments, and signed by the Principal, Superintendent, and Governor of the State; and it is expected that such Diploma will be made a State certificate, exempting the holder for a term of years from the necessity of examination by town committees.

MODEL SCHOOL.

The Normal School Act provides that the Commissioners, in selecting locations for the Normal Schools, shall take into consideration among the inducements offered, the "opportunity for model or experimental schools." It was found that the village of Farmington contained a large number of families that would need some special facilities for educating their children, when the Academy should be given up to the Normal School, and that pupils would be furnished in abundance for the model or experimental school, whenever it should be judged best to open such a department.

The expenses of this department would be paid by tuition from the pupils who receive instruction therein.

It is proposed to open in the Spring a *primary* model school, to be under the immediate care of a teacher selected with reference to her skill in school management, who will be aided in the instruction by members of the senior class in the Normal School, detailed regularly for this duty. Other students of the Normal School will have opportunities to *witness* the management in the model classes, preparatory to subsequent practice in the same.

It is intended to introduce higher classes in the model school, as soon as the necessary arrangements can be made.

Besides any facilities for learning the art of teaching, which the model school will thus furnish to the students of the Normal, the constant practice of *teaching exercises* in the Normal School itself will give them skill in imparting to others what they have themselves learned. Thus the students of the Normal School will have good opportunities of developing the teaching talent within them, if any such exists. And if they have no aptitude for the work, the want of it will as surely appear, and such candidates for this important employment will be advised to abandon the attempt, and save to themselves and the community the trouble and cost of worthless experimenting.

Some idea of the aim and operation of a model school is given in the following paragraph from the circular of the Pennsylvania Normal School, at Millersville :

In the Model School each student-teacher is engaged from one hour to two hours daily, and he is allowed the advantage of practice in teaching pupils in the elements as well as those more advanced, and in different branches of study. The Principal of the Normal School spends a sufficient time each week in the Model School to witness the skill shown by the student-teachers in their work, and meets the whole class twice every week in a regular recitation for the purpose of reviewing that work. The Model School thus managed is a decided success, and seems almost indispensable in the proper education of teachers. Completing his course of professional training in this way, and passing the examinations before the Faculty and Board of Examiners, the student-teacher receives a diploma which enables him to teach in any part of the State without further examination. Following his profession for two years, and succeeding in giving full satisfaction to the school authorities in whose employ he teaches, he may return to the Normal School and claim a second diploma, with the accompanying degree of MASTER OF DIDACTICS.

In making his annual report to the State Board of Education last year, Richard Edwards, Esq., Principal of the Illinois Normal University, an institution of commanding excellence, says of the Model Department :

During the term twenty-eight of the Normal students have conducted classes in the Model Schools, and have had their work fully and carefully tested by constant supervision, by weekly examinations, and a final examination at the end of the term. No part of the student's course here is apparently of more service to him than this. Every young teacher must, in acquiring his experience, make many mistakes at the expense of his pupils. But in a Model School these errors are at once observed and commented upon, and are not allowed to run on, day after day, for six months or a year, until they are discovered by the teacher himself; who often, having a clear notion of what a good school should be in all its minutia, is slow to detect his own errors, or to distinguish them from the veriest excellences. It is hardly possible to estimate the advantages of such supervision and criticism to a young person proposing to be a teacher. At the risk of partially repeating what has been said in a former report, I will briefly sketch the method of supervision adopted with the pupil-teachers. The daily supervision consists in frequent visits to the class-exercises, by the President or some other member of the Faculty. If possible, the young practitioner is visited by more than one of the instructors—a plan which affords an opportunity of comparing notes and confirming the observations of different minds. The most perfect freedom is used in speaking to students about their defects as teachers, whether slight or serious, and a method of avoiding the error is always suggested.

We have also a weekly examination, at which some one of the classes is brought out for an exercise in the presence of the Faculty and of as many of the Normal students as choose to witness it. Usually the room is crowded with interested spectators. The recitation—an ordinary recitation or teaching exercise,—after occupying a reasonable time, say half an hour, is closed, the pupils dismissed, and the work thoroughly canvassed and criticised. First the opinions of the students are given. These are usually called for as volunteers. When this has been done, the members of the Faculty, one by one, make a thorough criticism on the exercise, and the whole closes with a general summing-up by the Principal. In these criticisms, both by the students and teachers, nothing is held back that is thought important or useful. Whatever is considered a defect, whether on the part of the teachers or pupils,—in respect to matter or manner, to the life, accuracy, thoroughness, interest, use of language, pronunciation, of teacher or pupils,—is pointed out for condemnation. Any exhibition of sleepiness, unreadiness, habitual harshness, feebleness, want of magnetic power over the pupils, is sure to be censured; also any irrelevancy or want of logical sequence and arrangement in asking questions, or in treating the subject; and finally, any violation of good taste and good manners, whether in attitude or in speech. And so earnest are all in seeking to profit from the exercise, that no one ever thinks of taking offense at the most pointed criticism, for all feel that, although "nothing is extenuated," yet neither is "aught set down in malice."

THE BEGINNING MADE.

I hope not to be charged with unwarranted enthusiasm when I express the conviction that the opening of the Western State Normal School on the 24th of August, 1864, was the dawn of a new era in the educational progress of Maine. A few weeks before that time,—in July,—the friends of education in Massachusetts celebrated at Framingham the twenty-fifth anniversary of the opening of their first Normal School. It was an occasion of great interest, and the results of a quarter century's labor in that field were

recounted with the highest satisfaction. One of those results was the establishment, in imitation of that example, of three additional Normal Schools in Massachusetts, and of others in nearly all the Northern and Western States of the Union. For half that time Maine has been struggling, more or less earnestly, but until now ineffectually, to secure the recognition by legislative authority, of the great principle that the best training of teachers requires special arrangements for that purpose, as really as the education of physicians or clergymen requires the medical or the theological school.

But the beginning made at Farmington is *only* a beginning, and requires the most cheerful encouragement on the part of the State, and a candid and properly moderated expectation on the part of the people, in order to the proper accomplishment of its designated work.

At the close of a single term, I can report only partial results. The attendance and other statistical items have been already presented. The general results of a single term's labor were to my own mind exceedingly encouraging. Where all was new and experimental, where no suitable rooms were at command, and the whole methods of reciting and management were unfamiliar to the pupils, we would naturally suppose that no large amount of finished work would be turned out at the end of a single session. But there was good work done, good methods of teaching and learning made familiar, and good results reached, beyond my own expectations in the circumstances.

The Committee of the Executive Council were with me at my closing visit, and bore unhesitating testimony to the excellent methods inaugurated, and to their general gratification with what came under their observation. The opening of the Winter session is attended with indications of still higher promise. With the commencement of the Spring session, March 1, 1865, we have encouragement to believe that a large number of young ladies and gentlemen from all parts of the State will avail themselves of the opportunities here afforded to pursue a course of special training for the teacher's work.

School Committees and others interested in securing better teachers for the public schools, will do well to encourage their young friends to connect themselves with the Normal School, for at least a season. It has not yet become necessary to insist that all who attend shall enter for the whole course, or even for a whole

year. Students may come in for a single session, and learn for themselves the advantages of the kind of instruction here received. They can then determine whether or not they will remain for a longer time.

MEANS OF SUPPORT.

The act establishing the Normal Schools appropriated the avails of four half townships of land to their support; the friends of the measure hoping that enough would be realized from the sale, to sustain said schools during the term of five years. The lands have not yet been sold. Two half townships were advertised on the 13th day of September, and will be ready for sale, at public auction, on the 14th day of March, 1865. In the meantime the Governor and Council have made temporary arrangements for the wants of the school, which has been thus enabled to go into operation at the appointed time.

WANTS.

The School has the use of a small library and apparatus belonging to the Academy, but needs a much larger supply of books, apparatus and maps, which will be received with suitable acknowledgments, from whatever sources.

ADVANTAGES OF NORMAL INSTRUCTION.

To those who are familiar with the history, progress and utility of normal schools, it will seem an idle labor to attempt to prove the value of normal instruction.

The object of the normal or training school is to prepare teachers for their very important work; to give them the aid of skillful instructors, in acquiring a careful knowledge of the branches to be taught, and of the best methods of imparting that knowledge to others; to give them opportunities within their own classes, or in experimental schools, to practice the art under the eye of teachers, who will constantly point out their failures and suggest the means of overcoming difficulties.

In the Normal School the whole intent of the instruction is to give and receive correct ideas, fresh impulses and new enthusiasm upon all subjects of school management, including instruction and discipline. With such an aim it would be strange, indeed, if no more were gained toward the professional qualification of its stu-

dents, than in an institution whose objects are miscellaneous, and whose efforts must consequently be divided.

In immediate connection with this topic it was well said by the Committee on Education, two years ago, in submitting the Act for the establishment of Normal Schools :

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

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

THE EXPERIENCE OF OTHER STATES.

It is certainly fair, in all inquiries of this kind, to ask what other States have done, and what they have gained as practical results of their doings. Normal Schools, which had existed for more than a hundred years in Europe, had their first trial in Massachusetts twenty-five years ago, the first commencing in September, 1839, and others opening in following years in rapid succession, until four are now sustained by the State, and one by the city of Boston alone.

New York opened her Normal School at Albany in 1845; Connecticut, 1848; Michigan, in 1849; Rhode Island, in 1854; New Jersey, 1855; Illinois, in 1857; Pennsylvania opened two Normal Schools in 1860-61, and another in 1863; Minnesota, one in 1860;

Rhode Island, in 1860 ; Iowa, a Normal department in her State University in 1860 ; California, in 1863, and Maine, in 1864.

New Brunswick, Nova Scotia, and the Canadas have each their training school ; that at Toronto being, in its equipments and the excellence of all its arrangements, perhaps superior to the New England Schools from which it borrowed its fundamental ideas.

Why this steady progress in the Normal School system from State to State, conquering opposition, and settling itself in the convictions of the people as a wise and useful system, unless it has proved itself to be such ? There have, indeed, been symptoms of re-action against the system in some of the States. Three or four years ago an effort was conceived in Massachusetts to overthrow the Normal system, with the Board of Education and other supervisory agencies ; but it proved a miserable abortion, and the opposition has since neither " peeped nor muttered."

The State visitors to the several schools, in their last published report, bear unhesitating testimony to their usefulness. Of the school at Westfield, the visitors say : " Never have the value and efficiency of this school appeared to greater advantage than at this time of trial." The visitors to the Bridgewater school report that " Applications have been made for more teachers than the school could supply. This expression of public confidence is the most substantial proof that could be offered of the continued usefulness of the school." Of the school at Salem, the visitors say : " No one can doubt the great advantages of such a school to the young ladies who resort to it to prepare themselves to become efficient teachers."

The Secretary of the Board, Hon. Joseph White, bears this testimony : " Long since have they vindicated the wisdom of their founders, and earned an honorable position as a vital and beneficent force in our public school system." Again : " These schools are doing a great and good work ; and with their present means of support, and limited time for the prescribed course, it is a matter of surprise that they accomplish so much."

Of the demand upon the Normal School at Westfield for teachers for the common schools, Mr. Dickinson, the Principal, remarks, with additional suggestions in point :

The graduates of this school are meeting with gratifying success in teaching, and the public demand for them is greatly increasing.

There is now a more settled conviction than ever before, that in order to obtain the highest results, the teacher must have a professional training. This is known to be

necessary for two reasons; first, that the teacher may understand the nature of his work; secondly, that he may have that love and enthusiasm in the practice of his profession, which, combined with knowledge, always ensure success. I hope that nothing will occur to prevent the attendance of students upon the instructions of the school; for never in its history has there been so much to encourage young men and young women to prepare themselves thoroughly for the practice of the great art of teaching.

The redemption of the country from the disorder in which it is now found, is to be secured by the blessing of God on the labors of the school teacher, who shall take the young mind as soon as it begins to think and act, and train it to think and act in accordance with the laws of its being, and to understand the true relations that men hold to one another and to God. This work will call to its performance the most gifted intellects, and the most devoted love of home and country, and of the human race.

The end to be accomplished will ennoble the work. The manner in which it may be accomplished by philosophical teachers will ennoble the teachers themselves.

For the world, I would not miss the privilege of holding some humble rank with those who are to teach the young of this country to be good citizens and good men. But those who would be selected for such a work must present the evidence that they are sufficient for its performance. Happy will it be for individual men and for communities, when all the teachers are thus prepared.

There are three ways in which teachers attempt to prepare themselves for the practice of their art. One consists in going about to look upon the practice of others. In this way the teacher takes on to the outside of what he already has, that which has been prepared by others, as the rocks grow by adding to themselves the foreign substances just about them. Another mode of preparation consists in the teacher's developing his own mode of teaching from within himself by hard thinking, thus following the law that regulates the growth of of all mental and moral life.

The third method combines the other two. Like the second this is a development from within. Within are found the principles upon which the science of teaching depends; and they can be found nowhere else. After the principles of teaching have been discovered and arranged into a science, then by observation we may find the best modes of applying them in our teaching.

This I think is the true mode of preparation,—to depend upon our own study and thinking for the principles of teaching, upon experience and observation for the forms. This being true, the teacher must not attempt to prepare for his work by simple observation, but by a thorough course of study in which he shall acquire a discipline of his own powers, and both a theoretical and a practical knowledge of the principles of his art.

It is the object of the Normal Schools to furnish the means of acquiring this discipline and this knowledge. That they are meeting with some success, the great demand for normal teachers clearly shows.

The following summary of results is given by the Directors of the State Normal School of Michigan for the year 1862 :

The Michigan State Normal School was opened, under an Act of the Legislature, in April, 1853, and has, consequently, been in operation nearly ten years. During this period it has steadily pursued the objects for which it was established, and attained the following results:

1. It has sent out in the aggregate 110 graduates, very many of whom are now employed as teachers in our union schools, and in primary schools of the better class.
2. It has furnished, annually, during the last six years, more than one hundred teachers for the primary schools of Michigan. These teachers have been unusually suc-

cessful, and such new methods of instruction as they have introduced have been received with general favor.

3. It has aided the cause of primary education in the State, by submitting various methods of elementary instruction to the test of actual trial in the experimental department.

4. It has held, every autumn, a Teacher's Institute of four weeks, for the purpose of giving primary teachers throughout the State an opportunity to review the common branches of study, and to receive such professional drill as will prepare them for the winter schools.

Besides these regular means of accomplishing the work assigned by its founders, the Normal School has contributed, incidentally, through other channels of influence, to the greater excellence of the primary schools.

Several members of its Board of Instruction are regularly employed as lecturers in the State Teachers' Institutes, held during the Spring and Fall vacations by the Superintendent of Public Instruction.

The School itself has served, to some extent, as an agency for securing to school officers who desire it, competent teachers for vacant schools.

Finally, the graduates of this institution, now employed in many prominent schools, are imparting to future teachers the maxims and methods which they have learned here, and thus lending their aid to hasten the time when school-room management and instruction throughout the State shall be uniform, systematic and efficient.

The Superintendent of Common Schools for Connecticut, Hon. David N. Camp, collected last year from the published reports of school officers of the several towns, a great variety of testimony going to show the good results of Normal School instruction in that State. We transcribe but a few of these statements :

NORTH HAVEN. The schools in this town during the last year have made some progress, and some of the districts have had excellent schools, provided with teachers from the Normal School. There is the usual want of interest among parents, although some take considerable interest and visit the schools frequently. But the Normal School is certainly working a change in our schools by furnishing more competent teachers, and the time will soon come that our best teachers will be from those who have been through a proper course of preparatory training.

PLAINFIELD. The experience of the past year has confirmed us in the conviction of the value of our Normal School. The course of instruction pursued by those who have been for any considerable time in the Normal School has given us, almost invariably, satisfaction. We only regret that any will offer themselves as teachers in our best schools without a well digested knowledge of the science of teaching. Five of our last winter's teachers were Normal pupils, and their success was highly creditable. We have had good teachers who have not been in the Normal School, but we are confident that they would have done still better if they had received good Normal training.

WALLINGFORD. The school generally resembles the teacher. The teacher puts his own impress upon it. Hence we want teachers of pure and elevated character, and those who are faithful and energetic workers. We want those who are willing to make teaching a profession. We are more and more persuaded that the Normal School is exerting an excellent influence on the teachers of the State.

WOODBURY. The most satisfactory school of the town was taught by a young teacher who had been through a course of instruction at a Normal School; and we would remark

that our experience for years clearly evinces that our most successful teachers have been trained especially for the work they have assumed.

PUTNAM. It is difficult to find teachers adapted to this work. We need more teachers from the State Normal School, and if we had them, they might supply the deficiency referred to.

BROOKFIELD. During the past year our schools have been better taught than previously, chiefly because the teachers have been better. We have had three teachers educated at the State Normal School, and the result in the schools they have taught, shows the benefits derived from that school. In almost all things they have shown their superiority in teaching over those who have not had the opportunity of attending that institution.

EAST LYME. The genial influence of the State Normal School bids fair to prove a rich return for the expense of its support. It makes good teachers better, and those who have naturally no special aptness to teach, become, by enjoying its privileges, quite successful. By raising the standard of education expected in teachers, there is a proportionate respect secured for them from parents, which leads the children more readily to submit to the discipline of the school, and more attentively to listen to their teachings.

BETHANY. There have been four persons from Bethany attending the Normal School for one term or more, each, during the year. The raising of the standard of instruction, the adoption of some new and generally approved methods of instruction and management of the schools, more thoroughness in teaching, and the making of some branches more intelligible to the pupils, are some of the more obvious benefits, which already begin to be manifest in the schools of such of our teachers as have attended the Normal Schools.

NEW HARTFORD. We cannot but believe that on the whole a greater improvement has been effected in the methods of instruction now in use, over those which prevailed in years past. This improvement, we believe, is in a great degree owing to the peculiar advantages that many of our teachers have enjoyed in the instructions they have received at the State Normal School.

POMFRET. In order that teachers may be as well qualified as possible, they should attend the State Normal School. Other things being equal, such teachers will succeed better.

LEDYARD. Generally, there is a manifest improvement going on in the qualifications of teachers, and a corresponding improvement in schools. Teaching is now done more thoroughly than formerly, and the State Normal School has done much, both directly and indirectly, in inculcating and disseminating the best modes of teaching. The few who have received instruction at that valuable institution, exert an influence on their fellow teachers that may be compared to "a little leaven that leaveneth the whole lump." True, there are some Normal School scholars who fail to make good teachers, because they leave school too soon, or lack energy, or some other natural qualification, which is not justly chargeable to any defects in that Institution.

TRUMBULL. Several of our best schools have been taught, for the past year or two, by persons who have spent some time in the State Normal School, and to their labors we believe the improved condition of those schools may be attributed.

After ten years of trial, the following statement is made, in regard to the establishment and success of the Connecticut Normal School:

After several prolonged discussions and careful examination of similar institutions in

Massachusetts and New York, the General Assembly in 1849, passed a bill for the establishment of a State Normal School.

The school was opened on the 15th of May, 1850, with thirty pupils, since that time more than nineteen hundred persons have attended it for a longer or shorter period, and one hundred and sixty-nine have received its diploma on finishing the prescribed course of study. A very large proportion of its students, including every graduate, with the exception of four only, have been engaged in the work of teaching in this State, since they were members of the school. The demand for teachers trained in the school has been constantly and steadily increasing, and the number of its friends has correspondingly increased, and now includes nearly all active friends of popular education in the State.

The foregoing extracts are but a small portion of the testimony presented by Mr. Camp.

Ex-Governor Boutwell, in a recent annual report, as Secretary of the Board of Education of Massachusetts, collected a great mass of similar testimony from all parts of the State, showing the unmistakable regard in which teachers educated in the Normal Schools are generally held. Of course there must be exceptions to all general rules.

A statement issued by the Normal School authorities at Millersville, Pa., contains the following paragraph :

The success of the school is owing simply to the fact that such institutions are a want of the times, and the present prospect is that returning peace will bring with it such crowds of students that no accommodations can be found sufficient for them. This success is shown by the fact that since the commencement of the school in 1855, more than three thousand names appear upon its catalogues as students. A large proportion of these students become teachers and are now found in almost every county of Pennsylvania, exerting a most beneficial influence in elevating the condition of common school education throughout the State. Some, too, have gone to shed abroad their light in other States. None of the graduates of the school have long to wait for pleasant situations at good salaries. To quote the strong language of a distinguished friend of education, "The school is lifting up to a higher level the whole educational structure in Pennsylvania."

The following remarks by Hon. S. L. Rugg, late Superintendent of Public Instruction of Indiana, plead for the establishment of a Normal School in that State :

The Normal School should occupy and fill a place in our educational system which is not at present fully occupied by any of the other schools. Its special business should be to teach and give ample instruction in the philosophy and art of teaching, by the most approved and successful modes, and by practical exercises among the pupils of the school, and in a good model school or school for practice connected with it, tending throughout the whole course of instruction to an immediate and complete preparation for the business of successful teaching.

Such a school can never successfully become an appendage to a high school or college. That I understand to have been well tried in our own State University, and found to be impracticable. The result of an effort in that direction in the State of New York has

not been satisfactory. And the result of a similar effort in Kentucky and some of the other States has been the same as in Indiana.

Institutions for general learning, such as high schools, academies and colleges, do not fully fit their pupils for the business of successful teaching. It is truly said that the ordinary process of vegetation and growth cannot produce from an acorn any thing but an oak. Neither can such schools produce any thing but general and professional students, according to the character of the school.

Complaints have reached me from nearly all the counties in the State, of the want of qualified teachers. I am informed of many instances in which the school money is but little better than thrown away, because it is expended in the employment of persons as teachers, who are not qualified to impart to their schools the required educational progress. It is a remark dictated by experience that the power of school teachers is at least doubled, by giving them a suitable normal school education.

Our system of public instruction contemplates an expenditure for teaching in the common schools of the State largely over a million of dollars annually. It must readily strike every one who thinks on the subject, that the measure of utility resulting to the schools, and through them to the people of the State, from the expenditure, must be proportionate to the power of the teachers employed, to impart instruction. If the teacher's power be greatly increased by suitable normal school instruction, we may expect great and good results from the employment. If, on the contrary, a person be employed with but little fitness for such employment, we may expect the very opposite result. The true aim in the expenditure of so large an amount of money for common school instruction is to realize from the expenditure the greatest possible amount, or measure of such instruction. How is this to be done? The answer is, by the employment of competent teachers. The ready reply to this is, that there is not a supply of such teachers at command. The establishment of a good Normal School for the preparation and furnishing of such a supply, is the chief and most reliable dependence for it. The support of a good Normal School will require about \$10,000 a year. Now if the State is to expend for all time to come a million of dollars annually, (more or less,) will it not be better economy to apply \$10,000 of it to the support of a good Normal School, and through it to the Common schools, in the form of improved teachers, and \$990,000 to them in the ordinary way, than to apply the whole million of dollars direct to the Common Schools with our present great want of qualified teachers? It is well settled in my mind that true economy in the expenditure of the school money, and a due regard for the success of our system of public instruction, require, in connection with it, the establishment, organization and support of a good Normal School.

If we expect to make progress in the business of public instruction which shall be commensurate with our outlay of money for that purpose, and with the progress which is making in that business in sister States, we must put in requisition and use all the educational agencies which will return to us the worth of our money in education, and save our cheek from blushes when comparing notes with sister States.

Much may be said indicative of the necessity and utility of such schools in connection with, and auxiliary to our school system, as at present organized. The States which are in advance of Indiana in educational matters, for such advanced position owe much to their Normal Schools, and other public, but minor agencies for the improvement of their teachers. Such States have realized the necessity and utility of such schools, and have them in successful operation; and shall Indiana, with such light before her, grope far in their rear?

A recent writer in a Rhode Island publication says in regard to Normal Schools :

Any amount of mere money appropriated for the support of public schools will accomplish but little in securing this result, unless the State at the same time adopts some means for supplying *competent teachers*. Every intelligent observer of the workings of our common school system will testify that no inconsiderable portion of the "school money" is lost, for good, through the incompetency of many of those who are employed to teach. The result of experience, and the *emphatic testimony* of every one of our educational men, show that the most direct and *economical* agencies, for securing a supply of competent teachers, are NORMAL SCHOOLS. So abundant and conclusive is this testimony, that it is not easy to see how it can for one moment be questioned; much less how it can be *wisely* or honestly set aside. "Normal Schools are pre-eminently the schools of the people. To maintain a Normal School at the expense of the State, is to use a portion of the public funds for the direct benefit of every citizen. The teachers whom it educates are to go forth into the remotest and most secluded school districts. Every poor man who has a child to educate is, by the influence of such a school, to see that child raised more nearly to an equality, in culture and intelligence, with that of his wealthy neighbor. Its most unusual effect is, by improving the qualifications of *public school teachers*, to make these schools as good as the best." This has been the invariable result everywhere where these schools have been established, and supported with a sympathy and liberality at all commensurate with their importance. This is true in all the States which have fostered them. They are found an *indispensable* part of the common school system.

In a recent report to the General Assembly of Rhode Island, the gentlemen entrusted with the oversight of the State Normal School thus testify to its usefulness :

By its instrumentality, a silent but perceptible and efficient change is passing over the schools of the State. It is a central radiating point, from which are continually flowing out an influence and a power, that give character and vitality to every department of our public school system. It is indispensable to its *unity* and *completeness*. The various grades of Primary, Intermediate, Grammar, High and Normal Schools, are but parts of one whole, and all of them necessary means to one and the same end: the *most complete education of the whole people*.

Our old systems of education were sadly detached and fragmentary. They lacked coherence and completeness, and there was nothing like harmony and co-operation among the different parts. Reflecting educational minds long ago saw this, and for the last quarter of a century it has been their desire and their labor, especially in this country, to arrange, classify and harmonize these elements. The result has been the establishment of Graded and Normal Schools. * * * * *

Special preparation is a prerequisite to successful teaching. Every one at all familiar with our common schools knows that reformation and advancement are exceedingly needed, and that this can only be accomplished by better teachers. It is a prevalent fallacy that district school teachers need no *special* preparation for this work. Without this normal training nearly every teacher entering for the first time upon his work, finds himself awkwardly deficient in the very first steps of elementary instruction and government. He is wanting in that highest of arts, the art of simplifying difficult things so that the young mind may comprehend them. Few, very few, apprehend the difficulties of successful teaching, such teaching as shall make our common schools the best schools in the community. "To know how to enter the child's soul, and when there to know what to do, is knowledge possessed by but few, and if there be a province in which specific preparation be necessary, it is this;" and this very preparation is what Normal

Schools promise to confer. They aim at the best interests of the community, and cannot but find favor with every one who examines and comprehends them. Their history, everywhere, is an exemplification of the wisdom and forecast of those who projected them. They have accomplished what was anticipated by them, and the longer they have been established in any community, the higher have they risen in the estimation of those whose interests are enlisted in favor of the best schools. The objections which were at first raised against them, are found to have no foundation in fact. Their proper design is to elevate the character of the teacher, and so raise the standard of elementary instruction.

The almost uniform testimony is in favor of the marked superiority of teachers from the Normal Schools. The sentiments of the people in the localities where they have taught, ranges from the simple expression of "favorable" to the strongest and most enthusiastic terms of satisfaction. It is not pretended that Normal graduates never make failures. Some of those who have left Cambridge, Andover, West Point and Annapolis, have failed. Yet nobody doubts but the majority of those who have attended these institutions have become better lawyers, divines, soldiers and sailors, than they would have been without the advantages offered there.

At first, Normal Schools were an experiment, and their definite object was, with very many well educated minds, a matter of ludicrous conjecture. Their history is a triumph, their indispensable necessity is a fixed fact. "Their usefulness is no longer questioned; ample provisions are made for their support, and they have come to be regarded as an essential part of the improved system of public instruction,"—that part upon which the success of the whole depends. Of our own school, it may be said that it has done and is doing its proper work, to wit; the professional training of teachers. It is doing it well; and each year adds to the conviction of your Board, that its establishment was the result of a true foresight and a wise economy.

In saying thus much, your Board are satisfied to know that they are only endorsing the sentiments and experience of the leading educational minds in the New England and Northern States; and we apprehend that Massachusetts has no brighter day in her bright history, than the one in which she made her first appropriation for her Normal Schools.

Another writer, who does not give his name, has recently said, in collecting testimony in favor of Normal Schools:

The *emphatic* testimony of every educator, both in this country and abroad, is uniformly in favor of Normal Schools, as an indispensable necessity to the increased and permanent efficiency of our system of education. This testimony is so voluminous as to render a summary of it, in a newspaper article, a matter of impossibility. I propose to quote only a word or two from witnesses whose weight of opinion nobody will presume to question. And first, as an illustration, Horace Mann says: "I have heard that distinguished surgeon, Dr. J. C. Warren of Boston, relate the following anecdote which happened to him in London. Being invited to witness a very difficult operation upon the human eye, by a celebrated English oculist, he was so much struck by the skill and science which were exhibited by the operator, that he sought a private interview with him, to inquire by what means he had become so accomplished a master of his art. 'Sir,' said the oculist, '*I spoiled a hatful of eyes to learn it.*' Thus it is with incompetent teachers—they may spoil schoolroomfuls of children to learn how to teach—and perhaps not always learn even then. * * * We need young men and women thoroughly *prepared* to teach, and this thorough course of preparation can only be obtained at *Normal Schools*. For the last fifty years Academies and High Schools have failed to supply such teachers as we need."

M. Guizot, one of the ablest Ministers of Public Instruction which France ever had, after referring to the means of securing an efficient system of popular instruction, says :

“All the provisions hitherto described *would be of no effect* if we took no pains to secure for the public school an able master”—and after enumerating the qualifications of such teachers, he adds, “To rear up masters approaching such a model, is a difficult task, and yet, *we must succeed in it, or we have done nothing for elementary education.*”

Victor Cousin, another distinguished Minister of Public Instruction in France, says :

The best plans of instruction cannot be executed except by the instrumentality of good teachers, *and the State has done nothing for popular education, if it does not watch that those who devote themselves to teaching be well prepared.* I attach the greatest importance to Normal Schools, and *I consider that all future success in the education of the people depends upon them.*

Prof. A. D. Bache, in an able report, which he made to the Girard College, says :

“Whenever education is to be rapidly advanced, *seminaries for teachers* offer the means for securing this result.” Those who resort to these “become teachers of schools which they are fit at once to conduct, without the failures and mistakes usual with novices; for though beginners in name, they have acquired, in the course of two or three years spent at the seminary, an experience equivalent to many years of unguided efforts. * * * These seminaries produce an *esprit de corps* among teachers which tends powerfully to interest them in their profession, and attach them to it, to elevate it in their eyes, and to stimulate to improve constantly upon the attainments with which they have commenced its exercise.”

Hon. David Blakely, Secretary of State of Minnesota and Superintendent of Public Instruction, in his report says :

The most powerful and profitable agent in the elevation of the character of teachers, is that of the Normal School. To question the propriety and *necessity of training teachers* in the best and most improved methods of imparting instruction and in governing schools, is to challenge the wisdom of educating students for the practice of law or medicine, apprentices in the use of the tools of a trade, &c. A single word comprehends the whole case; we cannot have good teachers unless they are educated to the work, and they can only be educated by means of *efficient Normal Training Schools.*

Hon. Edgerton Ryerson, Chief Superintendent of Public Instruction of Upper Canada, says :

Wherever Normal Schools have been established it has been found that the demand for regularly trained teachers has exceeded the supply which the Normal Schools have been able to provide. This is so in the United States and France; it is most painfully and pressingly so in England, Ireland and Scotland. I was told by the Head Masters of the great Normal Schools in London, in Dublin, in Glasgow, and in Edinburgh, that such was the demand for the pupils of the Normal Schools as teachers, that in many instances they found it impossible to retain them in the Normal School during the prescribed course, even when it was limited to a year.

Testimony like this, and if possible, even stronger, has gone out from our Emersons, and Pages, and Pierces, and Boutwells, and Waylands, and Searses, and Barnards, and Hopkinses, and Colburns, until the sound thereof has become like the voice of many waters. There is no resisting it—it cannot be ordered back into silence. Such a conclusion of the experience of those best qualified to make the observation, and who have watched with most solicitude the progress and working of Normal Schools, would seem to preclude the necessity of defending them.

Horace Mann, whose opinion will pass for highest authority in matters of education, remarks :

Normal Schools are supposed by some to stand in antagonistic relation to Academies and select schools, and some teachers of Academies and select schools 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 (Massachusetts) 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 because we are not willing 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, but they have not provided a sufficiency of competent teachers; and if they perform their appropriate duties hereafter, they cannot supply them; and I cannot forbear to express my conviction that if the work is to be left in their hands, *we can never have a supply of competent teachers* for our common schools without a perpetual Pentecost of miraculous endowments. Normal Schools are a new instrumentality in the advancement of the race. Coiled up in these institutions, as in a spring, there is a vigor whose uncoiling may wheel the spheres. The truth is, though it may seem a paradox to say so, Normal Schools have come to prepare a way to themselves, and to show, by *practical demonstration*, what they were able to accomplish. Like christianity itself, had they waited till the world at large called for them, they would never have come.

Prof. Stowe, in his Report on Elementary Instruction, to the Legislature of Ohio, thus facetiously replies to the objection that “we have had good teachers without Normal Schools, and may have good teachers still.” and says :

This is the old and stereotyped objection against every attempt at improvement in every age. When the bold experiment was first made of nailing iron upon a horse's hoof, the objection was probably urged that horse shoes were entirely unnecessary. “We have had excellent horses without them, and shall probably continue to have them. The Greeks and Romans never used iron horse shoes; and did they not have the best horses, which could travel thousands of miles, and bear on their backs the conquerors of the world?” So when chimneys and windows were first introduced, the objection would still hold. “We have had very comfortable houses without these expensive additions. Our fathers never had them—why should we?”

And at this day, if we were to attempt, in certain parts of the Scottish Islands, to introduce the practice of wearing pantaloons, we should probably be met with the same objection. “We have had very good men without pantaloons, and no doubt we shall continue to have them.” I know that we have good teachers already, and I honor the

men who have made themselves good teachers, with so little encouragement and so little opportunity for study. But I also know that such teachers are few, almost none, in comparison with the public wants, and that a supply never can be expected without the increased facilities which a good Normal School (?) would furnish.

Hon. Lyman C. Draper, Superintendent of Public Instruction, of the State of Wisconsin, speaking of the proposition to establish Normal or Teachers' Departments in that State in connection with Academies and Seminaries, and, referring to those of New York, says :

There are those who regard this plan as little better than the utter waste of the fund devoted by the State to that purpose. Even the regents of that State, I learn, are satisfied that the \$18,000, thus annually appropriated, is almost an entire waste, so far as *specialty educating teachers* is concerned.

But we also have testimony nearer home. Hon. Henry Barnard, whose opinion and experience we shall not undervalue, thus writes :

No department in another institution has ever succeeded in inspiring the same professional spirit—in imparting the same amount of professional knowledge, as a well equipped Normal School. I have been familiar for twenty years with the Teachers' Department in the New York Academies, and within the last five years have talked with the Secretary of the Board of Regents having supervision of the departments and institutions, with the Principals of these academies, with the principal educators of the State, graduates both of the Teachers' Departments and of the Normal School, and I have *never heard one man* place the advantages of the department on an equality with those of the State Normal School at Albany.

The Rev. B. G. Northrop, Agent of the Massachusetts Board of Education, says :

In traveling some 12,000 miles a year, and visiting all parts of Massachusetts, I see abundant evidence that Normal Schools are advancing in public confidence, as time more fully develops their results. The people of this State regard the Normal School as indispensable to a complete system of public instruction. The science and art of teaching cannot be properly taught in an ordinary Academy. It is a great and difficult science that needs a special school as much as that of Medicine or Law.

Testimonials of a similar character and to any extent might be adduced from those who have been familiar with the operation of Normal Schools in other States. Less than these ought to suffice.

THE SAVING OF EXPENSE AND OF TEACHERS.

It is no small argument in favor of sustaining first class Normal Schools in Maine, that young gentlemen and ladies will be saved the expense of going abroad to obtain a normal education. For several years past we have had annually, twenty or thirty students in the Normal Schools of Massachusetts alone. I found last year,

on a visit to the Normal School at Bridgewater, ten students from Maine, out of about a hundred in the whole attendance. And the Principal, while congratulating us upon the prospect of establishing similar schools in Maine, expressed his personal regret that they would lose some of the very best material of their school, in the loss of Maine pupils.

But the saving of the increased cost of going abroad for this training, and the expenditure of this money within our own State, are only minor considerations. It is a much more serious fact that these students, when once trained in Massachusetts schools, are naturally drawn into the public schools of that State, as teachers. The way is so readily opened to them from the Normal Schools, and an acquaintance with their associates in school makes it so agreeable to continue within the circle, that it is not easy to bring them back again to labor in our own schools. Thus we lose from the State much of our best trained and most valuable teaching ability.—We all know, very surely, that this is a loss which we cannot afford.

The last annual report of Hon. J. M. Gregory, Superintendent of Public Instruction for Michigan, contains the following pertinent suggestions, touching the education of teachers :

“In a long continued observation of school affairs, nothing has impressed me more unfavorably than the readiness of the people to employ, as the teachers of their children, persons wholly without special training as educators, and often without any experience in teaching. In every other human employment, men inquire closely after the qualifications of those whom they seek to employ, and often refuse to accept the services of those who have not proved in practice their ability in their calling. The shoemaker, the blacksmith and the tailor, must have served a long apprenticeship, and acquired skill by practice. The physician and lawyer must have thoroughly studied the books of their profession, and even the ditch-digger must learn his trade ; but the teacher of our children needs only to secure the certificate of a too easy Board of Inspectors that he understands a few common branches of learning, in order to have surrendered up to him, without further question, the training of minds filled with quick and mysterious powers and impulses, and the instruction in sciences and arts involving a thousand subtle laws and logical relations.

Something of this common indifference to the qualifications of

the instructors of youth, is owing to the fact that the law has intrusted the duty of judging of these qualifications to certain public officers, the School Inspectors; and something, doubtless to the lurking belief that a certain natural tact for teaching has more to do with a teacher's success in his work, than any preparation he can make. To the latter argument we reply that natural aptitudes aid much, without doubt, in giving brilliant success in any calling; but natural aptitude can never enable a person to teach that which he does not understand, or to properly educate faculties of which he does not know even the names. Uneducated teachers may sometimes attain a sort of success that wins the approval of unintelligent parents and school boards; but this by no means implies that they are good and useful instructors. It is not difficult to sell poor wares to those who do not know the poor from the good; but worthless teaching remains worthless, however it be applauded.

Nothing is more certain, both from reason and observation, than that the teacher needs to be specially educated for his work. The mysterious and wonderful character of the materials on which he works—living souls, impressible as clay, and more enduring than rocks—and the not less wonderful character of the instruments he wields—science, far-reaching and potential—all this demands, not ignorant and half-grown youth, but trained and skilled manhood.

If the veil could be withdrawn, and the revealing light be let in upon the work of our schools, a most shameful amount of failures would be seen. Thousands of pupils annually leave these schools with crude, inaccurate notions of the branches they have studied, uncontrolled by any deep-seated, well-defined sentiments of justice or benevolence, and almost totally untrained in the power of clear, logical and successful thinking. Even the best scholars, in reviewing their school days, often regret the great loss of time they incurred, through the lack of right direction and sound instruction, and assert that their scholarship is more the result of private efforts made out of school, than of the instruction in class-rooms.

Every teacher of large experience knows how poor and unfruitful were his earlier efforts at teaching, and how much more wisely and certainly he can now apply his labors; and every such teacher is ready to confess that the problems of education grow continually in grandeur and importance in his estimation. The results reached

by the best teachers excel so greatly, in richness and amount, those of ordinary teaching, that no room is left for doubt on this subject."

CONCLUSION.

We look, then, with confidence to the friends of education occupying influential positions in our own State, especially to your honorable Board, and to the Legislature, to extend the encouraging word and the fostering care which our own Normal Schools will require in the outset.

As was said in our report of last year, any efforts which academic institutions may be prompted to make, to furnish to their pupils facilities for instruction, like those enjoyed in the Normal Schools, will be one of the happy results expected to spring from the opening of these schools. It is to this incidental influence that much of their value will be due. Only let such normal departments in miscellaneous schools assume no character which the facts will not justify.

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

While the Provinces on our border, imitating the example of New England states, have hastened to establish such schools for the professional training of their teachers, and while the young States of Minnesota and California have already added the Normal School to their system of public instruction, as a fundamental necessity, I trust that Maine, bearing upon her coat of arms the proud word, *Dirigo*, will not fail to press promptly forward in the race of improvement so auspiciously begun.

THE MADAWASKA TOWNSHIPS.

The townships grouped under this general designation, are Hamlin, Van Buren, Grande Isle, Madawaska, Dionne, Daigle, Fort Kent, St. John, and St. Francis, lying upon the south bank of the St. John River, in the order named, and extending from the north-east angle of the State to the point where the St. Francis empties into the St. John, a distance of about seventy-five miles; and a tier of townships, seven in number, extending from the eastern line of the State, immediately south of the first named townships, and bearing the designations L. 2; XVII. 3; XVII. 4; XVII. 5; XVII. 6, and Wallagrass, fifteen in all. Eagle Lake Plantation, directly south of Wallagrass, is also settled principally by the French population, and should be included with the Madawaska townships proper, as requiring the benefit of the special act for the education of the French population. I must refer to my report of last year, which includes also that of Mr. Page, the agent appointed in accordance with a provision of the statute, for particulars of the working of the system during the first season of its operation.

That gentleman was reappointed to the office last spring, and put his schools in operation as the year before; but met with a serious hinderance to their progress, on ascertaining in August, that the school moneys apportioned to those townships from the avails of the bank tax and permanent school fund, were withheld by the Treasurer, on account of delay in the payment of State taxes assessed upon said plantations.

The withholding of this money by the State Treasurer, was authorized by an act passed at the last session, amending the original act of the year before, known as "*An act to secure the proper expenditure of school moneys in the Madawaska townships,*" by striking out the words "irrespective of the payment of any State tax," from the first clause of Section 7, which reads, "The agent shall draw from the State treasury, *irrespective of the payment of any State tax,* the amount of money due the several townships for school purposes," &c.

This amendment, which had been introduced through the Finance Committee, and without reference to the Committee on Education, who were especially interested in all amendments affecting the school laws, was quietly passed near the close of the session with-

out the knowledge of that Committee, or of the Superintendent of Schools, or of the Madawaska Agent.

In consequence of not being informed of this change in the law until he applied in August for the means of paying his teachers, Mr. Page was left in a very unhappy predicament, with a score or more of unfinished schools upon his hands,—which he was compelled to suspend,—dismissing the teachers without paying them for their services. I give below a portion of his report :

To Edward P. Weston, Esq., Superintendent of Schools :

I have established during the last summer, within my prescribed limits, twenty-four schools, all of which were under the instruction of females, nineteen of whom are French and natives of Madawaska; and the other five were under the instruction of English teachers. Seven hundred and twenty-five pupils have attended these schools, averaging five hundred and twenty-five. Three hundred and twenty-five have attended to English studies. Six hundred and fifty-five of the children are French; the remainder (seventy) are children who speak the English language.

I do not deem it necessary in this place to give a detailed account of the merits or demerits of each of these schools. Suffice it to say, the schools under my charge have made good improvement, under many disadvantageous circumstances. The discipline of these schools has been *remarkably* good; the pupils respectful, mannerly, and studious. It is necessary that teachers in this "settlement," to be successful, should be acquainted with both the French and English languages; and as the teachers alluded to have to be found mainly among the French settlers, with the limited opportunities they have had to be thus qualified, it must be expected that *some* of my schools at least have had inefficient instructors.

The unexpected withholding of the children's school money, until the taxes were paid in these plantations, has had a damaging effect upon the schools. I was not apprised of the fact until I was informed some time in August last, by the Secretary of State. Had I known in season that the school law had been amended, I should not have employed a single teacher. Fort Kent is the only plantation that has responded to the call for taxes, and it has been cheerfully paid, without a single distress case. The other townships are as able to pay their taxes, and should be compelled to do so by the County Commissioners by legal process.

The schools have averaged about twelve weeks each. I have used the school money only to pay the teachers. The school districts have boarded the teachers respectively.

Whole amount of teachers' wages,	\$843 19
Balance of the fund of 1863 applied to 1864,	\$180 00
Fort Kent's proportion received,	85 67
Received from Treasurer of State interest on surplus revenue,	300 00
	<hr/>
	\$565 67
Deduct my account of sundries paid out,	55 00
	<hr/>
Paid to teachers the present year,	\$510 67
Due teachers from money now in State treasury,	332 52
	<hr/>
	\$843 19
There will be a balance in the State treasury of \$89.83.	
Whole amount of the school fund for this territory,	\$508 35
Deduct Fort Kent's share received,	85 67
	<hr/>
Balance now in State treasury, withheld for taxes,	\$422 68

I have paid out for books \$25, and distributed them among the several schools; these, together with those distributed last year, have answered tolerably well for English books in the several schools.

The present plan adopted to educate these children in the English language, has proved successful thus far; and should the State continue its fostering hand, they will accomplish the desired object; and give to the rising generation in this settlement the means of a good English education.

Very respectfully,

D. PAGE.

FORT KENT, December, 1864.

In these circumstances, I must ask of the Legislature a repeal of the amendment referred to, and an order for the payment of school moneys now in the treasury, justly apportioned to these townships.

The very plausible objection will doubtless be raised, that the inhabitants of these plantations, who have the average means of agricultural districts, should pay their State taxes, as inhabitants of other towns and plantations are obliged to do, before receiving their school money. I admit that there is no good reason why they should not pay their taxes for the support of the State government, and that the treasurer, or other proper officer, should see that the collection is enforced by the legal and proper methods. This would supersede the necessity of withholding the small amount of school money due to the several townships, and save the interruption of the agent's school operations.

If, by this method of procedure, the school money were sometimes paid out a year or two before the collection of the taxes, it would be a very small consideration to the treasury, compared with the inconvenience of interrupting the schools by withholding the school bounties.

So much departure from the usual method of dealing with the towns is warranted, I think, by the peculiar nature of the circumstances.

The great fundamental principle underlying the whole system of free schools, is the State's obligation *to itself* to preserve the intelligence and morals of its citizens for its own safety as a State. Hence its right to tax the property of citizens for the support of schools to educate all its children. Such is the general intelligence and interest of citizens in most of our towns, that the State can safely entrust to them, in a large measure, the management of their own school affairs. Even in these, however, it compels by law the raising of certain sums of money, establishes laws for its

expenditure, exercises certain general supervision, and bestows upon them certain bounties. But it has been proved very clearly that the inhabitants of these plantations, without a knowledge of our language, laws and institutions, themselves almost wholly uneducated even in the French language, and until recently quite secluded from intercourse with our English-speaking population, have been incompetent to manage for themselves this New England institution of common schools. Nor is it to be wondered at, when we see how poorly many of our own towns, always familiar with the system, succeed in conducting their school affairs.

Hence the origin of the act passed two years ago, to render them the State's assistance, not by appropriating to them any additional funds from the treasury, but by simply superintending the management of funds, formerly distributed among them with great carelessness and expended without profitable results.

The State has made in their favor a special arrangement, such as their necessities require. I do not claim that this is a benevolent or humanitarian arrangement, although there are some aspects of the case which would suggest the comparison of this enterprise with others which interest us from considerations of humanity. I intend no offensive comparison, when I ask why we feel called upon to provide for the education of the Indians lingering within our borders; which we do without any consideration of taxes in return. The French settlers, like the Indians, speak a foreign language, and have their peculiar habits of living and modes of thought, very little in sympathy with the ordinary habits of American life. We seek to give to both, alike, the means of obtaining a knowledge of our language, and through it, of our laws and institutions. It is for our own interest as a State, to have them thus instructed. It is a duty to ourselves to assimilate their domestic life and institutions as much as possible to our own; leaving out of the account all considerations of benevolence or philanthropy. It is a false position, however plausible it may seem, that if the people of this territory do not care enough about the education of their children to first pay their taxes, the children should go without education. And even if it were *just*, it would not be *wise* for the State to suffer it. We should remember that we have placed the ballot in their hands; and while we allow them to vote with us for all officers of county, State and nation, it is neither safe nor wise to allow them to remain without the elements

of an English education. And it seems to me eminently unworthy of our position as the natural guardians of this peculiar people, to stand chaffering with them about a little delay in the payment of taxes which they will surely pay by and by, when properly directed—while we, in the meantime, break down the very system which we have established for their education, and tie the hands of the agent appointed to conduct their school affairs. I earnestly desire that the two things may stand disconnected, as they were purposely left in the act, as originally passed.

The French population does not become extended rapidly beyond the limits of the rich valley which they have occupied for more than eighty years, on both sides of the St. John. Those on the north side belong to the province of New Brunswick; but while separated by the river and belonging to different governments, they are one people in all their habits, social intercourse, religion and language. It is certainly for the interest of Maine, in every aspect of the case, to prove to them that our schools and other institutions are as valuable to them, as are those of New Brunswick to their brethren across the river.

The following table will enable those interested in these settlements to answer some important inquiries :

MADAWASKA TOWNSHIPS, AROOSTOOK COUNTY.

Names.	Population in 1860.	Valuation in 1860.	Taxable polls in 1863.	State tax in 1864.	Scholars returned in 1864.	Appropriated from school funds, 1864.	Language spoken.
Hamlin,	507	12,881	76	103 80	233 49 05		French.
Van Buren,	616	29,401	90	236 11	305 64 20		French and English.
Grande Isle,	545	44,405	90	356 14	241 51 36		French.
Madawaska,	585	41,596	118	333 19	277 58 30		French.
Dion,	1032	62,518	191	542 05	651 137 05		French.
Daigle,	300	16,917	46	135 80	† 72 15 15		French.
Fort Kent,	679	28,183	116	226 62	407 85 67		French and English.
St John,	99	* 5,597	-	44 78	57 12 00		French.
St. Francis,	241	-	-	-	97 20 42		French and English.
Wallagrass,	242	3,800	-	30 40	† 72 15 15		French and English.
Eagle Lake,	105	3,300	-	-	52 10 95		French and English.
L, in 2d Range, . .	218	1,000	-	8 00	125 26 32		English.
	5169	249,598		2017 65	2592 545 62		

* The valuation given for this and the following plantations, is only that of the wild lands, the tax on which, is paid by non-resident proprietors. The inhabitants numbering less than 250, the polls are not reckoned nor the estates valued, as they pay no State tax. — XVII in Ranges 3, 4, 5 and 6 not settled, and omitted in this table.

† Ten per cent. less than the number last returned; no return having been made in 1864.

STATE AND COUNTY SUPERVISION.

In several former reports I have urged the necessity of a better system of school supervision through all the grades of superintendence, from the school district upward through town, county and State. And had I ten reports more to write, instead of closing my labors of this character with this report, I would not cease to urge the necessity of reform in this matter. I am fully persuaded that our schools can never reach the position which they ought to attain, until our system of supervision is revised and improved. In the language of military affairs, we have an abundance of men and materials, but no sufficient authority is invested in any officer or set of officers, to direct their movements with energy in the grand march of educational improvement. The art of education, like the art military, is progressive. We need changes in our school laws to give new energy and efficiency to the supervisory power, both in town and state. I am aware that most persons are opposed to change. But let us not cling to the old, simply because of its antiquity. If a system, or any part of it, proves poorly adapted to accomplish the end in view, let it give way to a better, if a better can be found. In the history of our present war we have had several reorganizations of the national armies, demanded by some ill-working of those previously existing. Others will be made, if the present fails to reach the object sought to be attained.

That our school organization, as it now stands, is destitute of the necessary provision for efficient superintendence, is obvious on the slightest examination. There is little efficiency or uniformity. The management of schools in every town, nay, in every district even, is unlike that of any other. Every squad of our school militia is practically independent of every other, and of all superiors. Each school is managed very much according to the particular ideas of its individual teacher. There is little comparison of systems and methods, among teachers, and little responsibility to the Superintending Committee. In classification, instruction and discipline, there is no uniform principle or practice. There is no standard system of tactics. Each company trains by itself, according to the notions, better or worse, of its own captain or "orderly." Want of competency, skill or authority, prevents the committee from exercising proper control. In fact there is often a clashing of authority between committees, agents and teachers.

Want of interest in labor which is a poorly paid and often ungracious task, often renders the services of committees of little practical value. Sometimes they are destitute of the most ordinary qualifications for their position. With due respect for a large portion of the committees whom I have met, or whose reports have come to my office, I am compelled to say that some towns do themselves great discredit by the selection of men to this office, who in the *exact* orthography of one of them in his report, in characterizing irregular scholars, are a "*ded wait*" upon the schools!

Again, the committee, although made by law responsible to the town for a proper report of their official proceedings, often fail to make one, and oftener fail to send a copy of it, as the law requires, to the State Superintendent. For this neglect there is no penalty. The Superintendent has no authority to enforce in any way whatever this reasonable provision of the law. All his powers are advisory, and all the superintendence he can exercise is of the nature of inspection and report. He may make "suggestions," but has no right to *direct* any course of instruction or management. From the nature of the case, he cannot come in personal contact with all the teachers and schools. His field is so large, and other prescribed duties so numerous, that the pleasure of examination and supervision of individual schools is in a great measure denied him. I submit, then, that our necessities require a modification of our system, so as to secure an arrangement something like the following: The Superintendent of Public Instruction should have under his general supervision, subject to wise regulations, all the affairs of public education for the State. His office at the capitol, furnished with all the appliances necessary to the proper discharge of his duties, should be the center of all the educational operations of the State. Under his direction and reporting to him, there should be in each county or congressional district, a special commissioner of public schools, whose duty it should be to visit each town in his circuit, and every school, if possible, hold meetings with the people for the free discussion of all school matters, conduct institutes of instruction for teachers, and by friendly counsel seek to remove any difficulties arising between parents and teachers—with authority to settle certain matters which might be referred to him; in a word, to do for each county or district what the State Superintendent cannot possibly do for all. These district commissioners might receive the reports of the several town committees,

compare, condense and arrange according to some system issued from the State department of education, and forward them to headquarters for further use. He should also be invested with authority to issue to teachers, on thorough examination, certificates of different grades, good within the county, for a term of years.

School Committees, acting in some sort under the county or district commissioner, should have the entire control of school affairs in their respective towns, performing all the duties now required of agents, committees and selectmen together; thus avoiding the conflict of jurisdiction, so often arising, and securing something like uniformity in school arrangements throughout the county and State.

Teachers under the control of a single authority, and required to report directly to the committee employing and paying them, with forfeiture of pay as a penalty of failure to comply with all the provisions of the law, would be more careful in the discharge of every duty, whether of discipline or instruction.

Every person concerned, pupils, teachers, parents and officers of every grade, would feel the impulse given to their work, by putting each into systematic relations to every other party. With a wise administration of the whole system by competent persons, such as would be sought out for the purpose, our school army, now sadly "demoralized" by want of efficient and systematic discipline, would fall into the line, and commence a more earnest and cheerful "forward march."

The want of means to render the State Supervision more thoroughly efficient, I have felt in the two or three years past more sensibly than any other party. Now that I have tendered my resignation, I shall be allowed to express my convictions on this subject with entire freedom, and to urge in behalf of my successor a more efficient plan of operations. Near the close of my predecessor's term of office the system of county institutes had fallen into some disfavor, and before I entered upon my duties they were abolished, on the charge that they accomplished but little toward the thorough education of teachers. Whatever faults there may have been in the management of these institutes, and however true it may be that they did not—as they certainly *could* not—furnish a complete professional training, it is nevertheless true that they were powerful agencies in the stimulation of teachers to new zeal in their work; and they *did* accomplish very much of

good to teachers, school officers and the whole community. They should have been perfected wherever they were deficient, and continued in operation.

Instead of them were established and continued for a year and a half, the system of county normal classes. Feebly endowed with *two hundred dollars per annum* to aid some academy or seminary in sustaining a normal teacher, they accomplished—*something*; how much it is difficult to estimate. They were created against my judgment, and were abolished on my recommendation, with a view to the establishment of two State Normal Schools, one of which has now gone into operation. These schools will doubtless prove of great value in the work for which they were intended. But they do not afford the opportunities which the County Institutes furnished of reaching the teachers and school officers assembled from the different towns. In the abolition of the institutes, the Superintendent also lost the important assistance of an able corps of teachers and lecturers, who had aided his predecessors in producing an impression upon the public mind, wherever brought within their influence.

The absence of these county institutes, supported by the State, has been supplied in part by voluntary conventions in several counties, and by a State Teachers' Association, whose annual gatherings have been of no inconsiderable interest and profit to those in attendance.

But none of these voluntary organizations, however valuable, nor even the old system of institutes, answered the purpose of supervisory agencies. They *were*, to a certain extent, the medium of communication between the State Superintendent and the school community, but were not properly supervisory.

In such a reorganization as I have already indicated, the two objects can be easily combined. A system of county or district superintendents may be established, in which these officers shall be invested with authority as supervisors or visitors; and at the same time shall call and conduct county institutes or conventions, and smaller gatherings of the people in the several towns, for instruction and consultation with all interested parties.

Let me call your attention to the systems in operation in some other States.

SYSTEMS ADOPTED IN OTHER STATES.

As we have seen already, there is imperative need of some system of agencies, intermediate between the State Superintendent and the town officers. Let us see what methods have been adopted in other States to supply this necessity.

In the State of New York, the general school officer is styled **THE SUPERINTENDENT OF PUBLIC INSTRUCTION**, with his headquarters at the *Department of Public Instruction, Albany*. Acting under his direction, and reporting to him, each assembly district has a Commissioner, and each principal city has a Superintendent of Schools.

The State Superintendent apportions to each county and city its share of the school moneys, and gives due notice thereof to the city and county officers, who in turn apportion the same to the school districts under their supervision. The County Commissioners take the place of the former Town Committees, in the supervision of schools, and the examination of teachers. The County Commissioners hold at least one Teachers' Institute, in their several counties, which all who design to teach are expected to attend. At these institutes the Commissioners have opportunity to become acquainted with teachers and their qualifications, and upon the knowledge thus obtained, issue to those who are "fitted by learning and ability, certificates for one or three years, or for specified schools, according to their qualifications." The Commissioner is also required to make appointments in the several towns within his jurisdiction, where he can examine those teachers who may not have been able to attend the County Institute. This mode of obtaining certificates has been complained of, on the ground that county officers are too strict in their examinations, and exclude many applicants. This objection is, to intelligent persons, one of the best recommendations of the system. The Commissioners of the several counties and the City Superintendents, make annual reports to the State Superintendent, of the condition of schools under their jurisdiction, especially upon such topics as he may have previously suggested; and these reports are published as a part of the Annual State Report.

Let me also remark that, as an additional item in the general plan, various other educational establishments, such as the institutions for the blind, the deaf and dumb, and idiots, the Indian Schools, the Normal Schools, and Academies, make their reports to the general State officer, and are thus represented in his annual report.

There are some features of the New York plan, particularly as it affects towns, which might not be suited to the condition of things in Maine. Other features might be adopted with great advantage.

The Pennsylvania system of school supervision includes, first, a State Superintendent, appointed by the Governor for a term of three years, aided by a Deputy Superintendent, a State Lecturer, and several Clerks; 2d, a County Superintendent for each county, elected by the District Directors for the term of three years, and commissioned by the State Superintendent, if no objections are made against such commission.

The County Superintendents receive the reports of the several school districts, which they forward with a report of their own to the State Superintendent, suggesting improvements, reporting deficiencies, and conveying necessary information in regard to all the school affairs of the county.

Another duty of the County Superintendents is to issue to teachers, upon examination, certificates of their qualifications; another is to hold District Institutes for the benefit of teachers.

The working of this system in Pennsylvania is thus set forth in a late report of the Hon. G. R. Coburn, State Superintendent:

The law has now been tried nine years, and these officers have performed a work that no other agency could have performed. Influences favorable to the cause of Common Schools have been brought to bear upon the community, through the labors of the County Superintendents, that could have been exerted in no other way. The standard of qualifications required of the teachers of the State has been elevated, and teachers are much better prepared, in every respect, to take charge of our youth, than they were ten years ago. Institutes for their improvement have been established in almost every county. Parents have been brought to feel more fully the importance of their schools, and the necessity of giving them a liberal support; and the whole system has, from year to year, become more and more popular. Even the Superintendency itself, that feature of the law of 1854 that was, perhaps, the most unpopular, has silently worked its way into favor in a large majority of the counties of the State. More valuable and reliable statistics are now annually collected and transmitted to the School Department, than it was possible to collect before this feature was added to the system. These improvements have, to a great extent, been introduced by the agency, and through the instrumentality of the County Superintendency. This agency is emphatically the working power of the system, the regulator whose influence is felt through the whole community, the channel through which the extensive correspondence of the State Department, with the eight or ten thousand school officers of the State, is conducted. The intelligent, faithful, competent, energetic Superintendent is the adviser of the directors, the friend and instructor of the teachers, the protector and guardian of the dearest interests of the rising generation.

It is readily granted that in some counties the best selections have not always been made, that improper influences have sometimes been brought to bear upon those who

select the officer, and that in a few instances bad, and even dishonest and immoral men, have been elected; and yet it is confidently believed, that the cases of this kind have been as rare as could reasonably have been expected, and as few as would have been under any other mode of selection or appointment. Bad men will sometimes get into office, whether the officer be selected by appointment or election.

In Pennsylvania, as in New York, the State Superintendent receives the reports of academies, normal schools, and seminaries, and exercises toward them important duties of supervision.

The supervision of schools in Indiana devolves upon a Board of Education, consisting of State officers, viz: the Governor, the Secretary of State, the Auditor, the Treasurer, the Attorney General and the Superintendent of Public Instruction, who is President of the Board. There are county auditors, who discharge certain duties toward the schools, not strictly in supervision of the same.

Hon. S. L. Rugg, late Superintendent, thus speaks of the defects of their system:

In our school system, as at present organized, there is a gap in the supervision of its interests and affairs, which, if properly filled up, would contribute much to facilitate its workings, and assist in its administration. It is that which practically exists between the township trustees and the Superintendent of Public Instruction. The gap is now nominally and in part filled by the county auditors, but practically it is very insufficiently filled. There is a portion of the duties relative to the schools now required to be performed by the county auditors, from the performance of which they, as a body, would be very glad to be relieved.

The duties required of them by law in everything which relates to the care, management, safety and collection of the school funds, and to the collection and distribution of the school revenues, and to the reports of the same, cannot by any means be separated from the office of the county auditor. But all the other school duties now required of them, and many additional ones, not now required of any officer, could, I think, with propriety and great advantage to the schools and satisfaction to the auditors, be assigned to a suitable officer in each county, in such a manner that their performance would be inexpensive, and greatly facilitate the practical administration of the school system. These duties for performance might be assigned to the school examiners, who could be formed into a school board for each county. An enlargement of the jurisdiction and increase of the duties of that office would cause the incumbents to feel themselves more closely identified with the school system, and increase their zeal in behalf of the schools. They would be likely to become more assiduous in the performance of their duties, and more devoted to the interests of the schools.

School reports, as has been before remarked, form a vital part of the school system. In point of matter they should be ample, in detail accurate, in time prompt. Such reports cannot be expected from the county auditors. Their ordinary official duties, aside from those which relate to the schools, are very generally regarded as paramount to their school duties.

If these duties should be assigned to distinct officers, they could be required to visit and inspect the schools of their respective counties, and introduce greater uniformity in their organization and management, and more strict conformity to all lawful regulations, and the most approved and successful methods of imparting instruction. They could

probably save to the patrons of the schools in their counties more money annually than the pay for their services would amount to, by preventing the impositions which are often practiced by itinerant agents and other persons, by the introduction of unauthorized text books, which displace the genuine and authorized series, to the confusion of the schools. They could take charge of the general interests of teachers' institutes, and appoint the time, place, and length of their meetings, and preside at them, or appoint some person to do so, and prescribe the order of business in them. They should examine and license teachers, * * * so as to elevate the character and dignity of the profession and improve the schools. They could do much to extend the usefulness of township libraries. They might receive from the township trustees all their school reports, and report the enumeration of children to the county auditor as the basis of his distribution of the school revenue. They might gather up the necessary information and data, and render ample and detailed reports to the Superintendent of Public Instruction, presenting a "view to life, of the labors and deficiencies, the struggles and neglects, the enterprises and sacrifices, the difficulties and disadvantages, the successes and failures," through which the schools pass, in the accomplishment of their important mission in the townships, towns and cities of the State. They should carefully observe and report as to the sufficiency or insufficiency of the rules and regulations adopted under the law for the management of the schools, to the end that they may be amended if necessary, and made uniform, and accomplish the greatest good. If reports thus full, can be promptly rendered, with ample statistical tables, and be properly compiled, and made to form a part of the annual report from this department, and supplied to the local school authorities, they will be consulted with great interest and profit. The doings of one township, town or city will be compared with those of another, and thus furnish information to those who desire and need it, for rendering the system more practicable, and more completely uniform throughout the State. Such reports would materially assist the Legislature in judging of the sufficiency of the school system to work out and accomplish its design, and enable that body to legislate upon the subject intelligibly whenever legislation should be found necessary.

Hon. J. M. Gregory, Superintendent of Public Instruction for Michigan, after alluding to the system of supervision in certain other States, goes on to say :

This system of County or District Superintendents has been heartily approved by the leading educationists of the whole country, and numerous public meetings and prominent citizens have pronounced in its favor in our own State.

That our plan of supervision should be changed, is alike demanded by sound economy, and by the best interests of our schools. The large outlays for education in the State might easily be made twice as productive as they now are, by some system that should introduce more life and efficiency into the schools. Thousands upon thousands of dollars are wasted, annually, upon schools which, through the inexperience or incompetency of teachers, work more injury than good to the children who are so unfortunate as to attend them. Our schools, it is to be feared, are not generally yielding the product in educated mind and sound learning which they ought. An active, energetic and critical supervision would drive the incompetent teachers out, and quicken the competent to more successful efforts. The county that pays \$20,000 annually for teachers' wages, would have better schools, and get more for its money, if it would pay \$1,000 of the sum to an intelligent and efficient Superintendent who would see that the remainder was properly expended, or that the teachers employed by it performed their labors skillfully and faithfully.

Ohio, has her State Commissioner of Common Schools, elected by the people and holding office three years, and is charged with the duties ordinarily devolving on such officers. Each county has a Board of three Examiners, whose duties are confined principally to the examination of teachers for their several counties.

Illinois, has her Board of Education, and Secretary, together with County Superintendents or Commissioners; and all her school affairs are conducted on a scale of generosity and magnitude fitly represented by her magnificent prairies.

Coming back to New England, we find in Massachusetts, the Board of Education, with a Secretary, Deputy Secretary, and Lecturing Agent, all fully employed, and a system of institutes, which if not strictly supervisory, gives the Secretary a means of reaching the masses of teachers and school officers, in all parts of the State. Again, there are in Massachusetts many cities and large towns in which special Superintendents are elected to the charge of the schools, and in other towns the school officers, if judged by their reports, published in the Secretary's, are generally men of intelligence actively interested in the prosperity of their schools.

I need not go farther to show that the proper supervision of their schools, by State or county officers,—or both,—appointed for that purpose, in addition to any town supervision, is regarded as an essential part of their school systems in all the prominent and progressive States of the North. In all the new States, the Superintendent of Public Instruction, is made a constitutional officer, elected like other State functionaries. This work of guarding and supervising the educational interests of the State is not regarded as a matter of minor importance. The school system in those States is not reckoned competent to take care of itself.

The practical question with us now, is, what shall we do to secure a more efficient general supervision of the schools of our own State? As already indicated, my own belief is that a system of County or District Superintendents, acting between the State officer and the town committees, would do much to advance the interests of the common schools, by supplying a service which a single officer cannot possibly render in a manner satisfactory to himself or to the public.

Let the County Superintendent be chosen by the School Committees of the County or District, and commissioned by the Governor; let him be required, in connection with the State Superin-

tendent, to hold an educational institute at the time of the annual meeting of committees ; let him visit every town in his district for the purpose of consulting with committees and agents, as well as teachers ; let him lecture to the people upon the interests of the schools ; let him expound the school laws ; give him authority to examine teachers for county certificates, to settle minor difficulties arising in the administration of school affairs in the towns ; and let him report the educational condition of his district or county to the State Superintendent ; thus giving to that officer the means of a more perfect acquaintance with the school affairs of the State.

A plan with the general features indicated above, but more in detail, will be submitted, if thought desirable, to the appropriate committee of the Legislature.

THE STATE SUPERINTENDENT.

But while I am urging the establishment of a system of agencies to render the labors of the State Superintendent more efficient and satisfactory, I am aware that there are persons in the community, and there will doubtless be such in the coming Legislature, as in the past, who fail to see any value in the labors of the Superintendent, and favor the abolition of the office, with all State supervision of our school interests. Instead of perfecting the system by any further legislation, they would abolish the whole thing, and save the expense which it involves, confessedly small though it is. It has been only by the earnest efforts of the friends of education that this tendency to break down the system has been successfully resisted in former years. And now that "war times" and "heavy taxes" are urged in favor of retrenchment in the public expenditures, there is danger that gentlemen of the Legislature may be influenced by narrow and cheap views of this matter, instead of taking the broader and more intelligent ground, that no great enterprise or interest can flourish without a proper superintendence.

We expend annually upon our public schools nearly one million of dollars, besides the cost of books and other items of the children's outfit to attend school. Of this amount we have distributed from the State School Funds about \$80,000 annually. It would appear that with so much pecuniary interest at stake, to say nothing of the vastly higher interests involved in the whole matter of instruction and school management, the State could well

afford the time of at least one man to keep a watchful eye upon our educational affairs.

Here I necessarily approach a point of the subject which is at once personal and delicate. I have held the office during the four years past, and any charge of worthlessness made against the office necessarily attaches, more or less, to the incumbent. But I am willing to bear any imputation of inefficiency, after a candid hearing, if only I shall succeed in convincing you that the policy of abolishing all State supervision of our school affairs will be hazardous to their best interests.

My efforts to prevent the abolition of the office in former years were naturally ascribed to self-interest, as if the office were desirable to be retained on account of its meager salary. On the other hand, it is well known to parties conversant with the facts, that the office was accepted at a sacrifice originally, and has continued to be a pecuniary damage throughout the term of my holding it. I accepted the position for the purpose of extending my knowledge of the educational affairs of the State, and with the hope of contributing somewhat, if I might, toward sustaining the interests of the public schools. Entering upon the duties of the office with earnestness, and devoting my entire time and strength to their discharge, I soon found myself hampered by the reduction of the salary and appropriation for expenses, and the cutting off of all means of reaching the teachers and school officers through institutes or conventions. But there were other labors prescribed by various acts of successive Legislatures, such as superintending the Academic Normal Classes in the several counties, making the preliminary arrangements necessary to the establishment of the State Normal Schools, investigating the condition of the Madawaska townships, etc. ; which, with the lecturing and visiting in various parts of the State, attending voluntary conventions of teachers, both of county and State, the preparation of the various school blanks for town officers, the unpaid editing of the State School Journal, the voluminous correspondence with teachers and School Committees, the examination of school systems of other States and new educational works, the visiting of Normal and other schools abroad, and the preparation of my annual reports, including the laborious compilation of statistical tables, and the examination, revision, and sifting of town reports, are sufficient to occupy the entire time and strength of one man, and which, indeed, no man in

any other State undertakes to do without the aid of clerks or deputies. But much of this labor, it will be seen, is not of a character to attract public notice or to make an impression on the popular mind.

With a salary of ten hundred dollars, reduced by the necessary expenditures of the office, beyond the special appropriation, to eight hundred or less, without coöperative agencies, and with the public attention almost entirely engrossed by the affairs of the nation, I still continued to labor for the State, with the hope to sustain and strengthen the things which remained, until I felt compelled, by the pressure of private interests, to withdraw from the office in the midst of an unexpired appointment. My resignation was tendered several months ago; but the affairs of the Normal School and other business of the office requiring continued attention, I remain in charge until the close of December current.

Unable myself to occupy the office longer, I am, of course, entirely disinterested in urging that it be continued and strengthened in the manner before indicated.

It will be obvious to any one, however, upon the slightest examination, that the salary of the office should be increased, so as to command a man of ability, and his entire time and energies for the work. We are told that the salary is now as large as can be afforded, and that men enough can be found glad to accept it without increase. Very true. So can men be found by scores to fill the office of Secretary of State, or Treasurer, or even to occupy the Governor's chair, or a seat on the Supreme bench, for six or eight hundred dollars a year. But these are the *very men who are not wanted*.

The salaries of other State officers, Land Agent, Treasurer, Secretary, Governor and Supreme Judges, vary from \$1,500 to \$2,200, to say nothing of contingent funds and pay for special services. And if the incumbents of the State School office, hitherto, have been worth no more than half the salary of Land Agent, or Governor, or Judge, the time has come, very surely, that a better man be found for the service. The position demands ability and professional skill, not inferior to those required in any other State office whatever. The Judge on the bench requires no more learning than does the Superintendent of Public Instruction—each in his kind; and many a man answer very well to sit in the

Governor's chair, who would be utterly incompetent to perform the higher and more important duties of the State School officer.

The estimated value of labor in this department in other States, is indicated by the salaries paid to the officers in charge.

In Massachusetts, the Secretary of the Board of Education receives \$2,000, and \$400 for traveling expenses, and the Lecturing Agent the same amount; the Deputy Secretary, \$1,500, with clerks at corresponding pay. The Commissioner of Public Schools in the little State of Rhode Island has a salary of \$1,200. The Superintendent of Public Instruction in New York receives a salary of \$2,500, and his deputy \$1,500. Same officer in Pennsylvania, \$1,500; in Ohio, \$1,500; in Indiana, \$1,300; in Illinois, \$1,500; in Iowa, \$1,300; in Wisconsin, \$1,800; in Kansas, \$1,200; in California, \$3,000.

It may be objected that Maine cannot afford to pay so liberally as do other States, for corresponding service. Better say that we cannot afford to use for this or any other public service, a half paid labor. But if, after all, the salary shall not be increased, and if no system of co-operative county agencies shall be devised to aid the State Superintendency, it is hoped that some benevolent gentleman, of suitable qualifications, will be found, who may be willing to serve the State in this office for less than his labors are fairly worth, receiving his compensation, in part, in the consciousness of performing very important duties toward the great cause of public education. He shall find work enough to do, and an abundant reward in its kind. And I entreat the guardians of our public affairs not to abandon the supervision of an interest in which the State has so much at stake, as our great system of Free Schools. Let us not go backward in the work of educational improvement; but press forward, even in the midst of continued war and heavy taxation, until our school system, and our schools under it, shall take rank with the very best in the land.

THE SCHOOL RETURNS.

The Appendix contains the usual statistics, gathered from the annual school returns. The following summary will show at a glance the leading items for the years 1863 and 1864, in comparison :

General Summary of the Returns for the years ending April 1.

	1863.	1864.
Population of the State in 1860,	628,300	628,300
Extent in square miles,	31,766	31,766
Valuation of the State in 1860,	\$164,714,168	\$164,714,168
Number of towns in the State,	403	405
Number that have made returns,	391	383
Number of children between four and twenty-one years,	234,775	235,249
Number registered in summer schools,	141,168	133,150
Average attendance in summer schools,	99,360	102,923
Number registered in winter schools,	150,247	132,306
Average attendance in winter schools,	130,359	111,892
Average attendance for winter and summer,	114,859	107,407
Number in winter who did not attend in summer,	28,189	23,088
Ratio of attendance to whole number of scholars,49	.46
Average length of summer schools, in weeks,	10.3	10.2
Average length of winter schools, in weeks,	10.9	10.1
Sum of the average for winter and summer,	21.2	20.3
Number of school districts in the State,	4,059	4,120
Number of parts of districts,	401	374
Number of school-houses in the State,	3,827	4,035
Number reported in good condition,	2,264	2,188
Number of school-houses built within the last year,	75	77
Cost of the same,	\$77,003	\$111,385
Number of male teachers employed in summer,	116	137
Number of male teachers employed in winter,	2,203	2,274
Number of female teachers employed in summer,	4,059	4,088
Number of female teachers employed in winter,	1,812	1,846
Wages of male teachers per month, besides board,	\$24.10	\$23.29
Wages of female teachers per week, besides board,	\$1.94	\$2.13
Average age of teachers,		23 years.
School money raised by taxation,	\$416,630.79	\$426,904.05
Excess above requirement of law,	39,470.79	37,802.72
Average amount raised per scholar,	1.77	1.81
Amount of permanent school fund, Dec. 30,	168,677.22	173,492.70
Income of same apportioned to schools,	9,675.00	10,120.63
Bank tax apportioned to schools,	79,830.00	39,386.24
Amount derived from local funds,	15,025.19	16,907.41
Contributed to prolong public schools,	9,136.85	11,643.99
Am't paid to private schools, academies, &c., within the State, } 43,690.67		35,076.16
Amount paid for same out of the State,		16,725.00
Paid for repairs, fuel, &c.,	43,180.65	51,187.80
Average cost of board per week,	1.46	1.56
Estimated amount paid for board,	126,634.16	156,187.20
Amount paid for school supervision,	12,710.33	13,577.24
Aggregate expenditure for school purposes,	833,516.64	887,100.72
Number of towns that raised less than the law requires,	74	57

TOWN RETURNS.

It will be seen from the foregoing summary, that twenty-two towns have failed to make any school return. Very many other towns have not made *complete* returns as the law requires. The tables in the Appendix show many blanks that should have been filled. In order that the omissions should not too much affect the aggregate number of "scholars" or other items in the county and State aggregates, I have had the numbers returned for the *previous year* added into the footings for this; so that the aggregates given are approximately correct. But the committees acknowledge in some cases, that on account of agents' neglecting their duty, they were not always in possession of the data necessary to an *accurate* return. I would again urge that some legislation be adopted to secure more completeness in the returns of agents and committees. And I know of no simpler or more effective remedy, than to deprive districts and towns of their share of the State bounties, when they neglect to make the full and accurate returns which the law requires. As it now is, some towns return *merely* the number of scholars in town, in order to secure their share of the State school fund. When this neglect is shown, it is more than probable that even the number of scholars returned is *guessed at*.

NUMBER OF SCHOLARS RETURNED, AND NUMBER IN ATTENDANCE.

The whole number of children of school age returned, is 235,249; an increase of 474 since the last year's return. The average number attending the summer schools is larger than last year, but the average number attending the winter schools is much smaller. This is owing, without doubt, to the greater demand for labor occasioned by the great number of our young men in the army.

The average number registered for summer and winter, that is, one half the aggregate number, is 132,728, and the average attendance for summer and winter is 107,407. Thus the ratio of attendance to the whole number registered is about .81, while the ratio of attendance to the whole number of scholars returned is only forty-six one hundredths (.46). This ratio of attendance to the whole number returned, is very small as compared with returns in other States. But as I have remarked in former reports, the limits of school age adopted in our State are very much wider than in most other States. In so wide a range as *four years* on one side, and *twenty-one* on the other, very many must be reckoned as

scholars who never attend the schools. Wise parents do not suffer their children to attend until at least two years after they have reached the present *lawful* age, and most young persons now leave the public schools before reaching the age of twenty-one. I recommend a change of these school-age limits from *four* to *five*, and from *twenty-one* to *eighteen*. The schools and the children will both be gainers by allowing none to attend until they are at least *five* years old; and the smaller districts will get a fairer proportion of the school money when the large number of persons in all the villages and larger districts, between the ages of eighteen and twenty-one, are not allowed to "draw school money" without attending school.

MODE OF DISTRIBUTION.

Changing the limits of the school-age would do something to secure the desired equality of school privileges between the larger and smaller districts, but would not wholly correct the evil. There is need of still further adjustment. It is of course impossible that every scholar in town shall have precisely equal school privileges. But a much closer approximation to it than is now reached ought to be secured.

The fundamental principle that the state owes all its children an education, for its own protection, is the ground on which the State assumes to tax the property of all holders for the support of schools. But this gives to no one child the right to better facilities than others enjoy. The mere accident that fifty children live near each other gives them no claim to five times the school money that ten children receive who live in a sparsely settled district. The idea that fifty children draw five times as much money as the ten, by *right* of their numerical superiority, is a wrong idea. The custom of thus distributing the money is wrong, because founded on the wrong notion that it costs five times as much money to give them the required education. That it costs more to provide a suitable room and instruction for fifty scholars, than for ten or twenty-five, is very true; but it does *not* cost five times as much as for the school of ten, nor twice as much as for the school of twenty-five. Our system allows the right of every child to an education in the elements of knowledge at the expense of the property of the town; but no one child can establish his claim to twice as good an education as another child

receives from the same public property. Especially does the injustice of this arrangement appear, when the *few* children of a country district, whose citizens pay a heavy school tax, are denied an equal share of school privileges with the *many* children of a village whose citizens often pay a much smaller tax *per capita*.

In accordance with the principle here advocated, our School law, chapter xi, section 7, provides that "A town raising more money than is required by section five, (sixty cents for each inhabitant,) may by vote direct the excess to be apportioned to the several districts, as the assessors and Superintending School Committee determine."

The same principle is assumed in the special act of March 19, 1860, as follows: "The assessors and Superintending School Committees of towns, cities and plantations shall have the power and may apportion ten per cent. of all the money required to be raised by the fifth section of chapter eleven among the districts in their several towns, cities and plantations, in such manner as in their judgment shall give to the smaller districts a more equal opportunity of enjoying the benefits of common school education with the larger districts." This is right. But in my opinion, a still larger proportion of the money should be placed at the disposal of the municipal officers for the benefit of the smaller districts; always, however, with this proviso, that where a proper system of graded schools is adopted, the number of divisions or grades shall be reckoned in determining the portion of money required for that district. There would be great justice and equity, moreover, in admitting to a High School, sustained in any village by the common school money of the town, pupils from any part of the town who are fitted to enter it.

There is another in-equity which should be corrected. Many districts have persons of the school age within their limits who do not attend school, and from the nature of their employments have no expectation or wish to attend. Such are clerks, shop-girls, domestics in families, and all persons at work in any establishments, *besides* those named in the law as "working in any factory." As it now is, such young persons are doubtless counted twice by agents eager to increase the number *drawing money*; once where they have a legal residence with their parents, and again where they are living temporarily. Of course, they should be counted only once, and that where their proper residence is. Strictly, in justice,

such scholars should not be counted at all. For *them*, no instruction is required; and they should draw no money to the disadvantage of others. The true principle, and one which has been adopted in some States, is, to apportion the money according to the average attendance. Probably no better means could be devised to induce parents to keep their children constantly at school, than to make the amount of school money to be received next year depend upon the average attendance this year.

LENGTH OF SCHOOLS.

The average length of summer schools in the State, reported in 1864 for the year preceding, was 10.2 weeks; of winter schools, 10.1 weeks—an aggregate average of 20.3 weeks for the year. This is .9, or nearly a whole week less than reported for the year before. This diminution in the amount of schooling enjoyed by the children of the State is very much to be regretted, unless we are sure that schools have been improved in quality in proportion as they have decreased in quantity. Of this there is no special evidence; and it becomes a serious question what shall be done to keep our schools from falling short of the usual length.

I must ask attention of the Legislature to the propriety of increasing the amount to be raised in the several towns for each inhabitant. It is now but sixty cents. I think we may well increase it to seventy-five cents. This change in the law will not affect most of the towns, as they already raise more than this. Others raise the lowest mill allowed by law, even when abundantly able to make generous appropriations. Such towns need a little statutory prompting. Still others raise less than the law requires. Of these there were fifty-seven last year; and they do it, apparently, without any one to molest or make them afraid. Let me again urge that towns failing to raise the amount by law required shall receive no part of the State school bounties during any year in which they so fail.

SCHOOL-HOUSES.

Seventy-seven new school-houses are reported in 1864, as built in the preceding year, at a cost of \$111,385—a very gratifying exhibition of interest in school affairs in the midst of war taxes and high prices of building materials. It is worthy of note, moreover, that the style of building is improving—more pains being taken in matters of architecture, ventilation and furniture. But in too many instances the same old style of penny-wise economy is still perpetuated, depriving the children of the necessary fresh air by building houses too small for the numbers, and furnishing them with seats and desks neither tasteful nor convenient. When will our people learn more thoroughly the great lesson that the school-house, *in and of itself*, has a most important educating power—educating the taste, the habits of study, and even the moral sentiments?

MALE AND FEMALE TEACHERS.

The number of female teachers employed in winter instead of male teachers, is gradually increasing. The true doctrine is, that a lady teacher of superior qualifications is better than a male teacher of indifferent qualifications at the same price. But if any districts have employed *ordinary* female teachers in place of *ordinary* male teachers, for the purpose of saving a large part of the wages of gentlemen, they have found, or may find, that they have lost more than they have gained.

In response to the inquiry propounded in the blanks of last year, "What is the result of your experience in employing female teachers in the winter schools formerly taught by males?" very different answers have been received. The towns may like to know what has been the experience of other towns where the experiment has been tried. Chesterville responds: "Other things being equal, we prefer male teachers for schools having more than twenty scholars; but *some* female teachers are better than *some* male teachers *any how*." Farmington says, "A success." Strong, "Very good." Freeman, "Four out of ten schools were taught by females with good success." N. Vineyard, "Our experience shows unsatisfactory results." Salem, "Not favorable." Weld, "Our experience has been against it." Phillips, "They have been quite equal to the males." Cumberland, "Very successfully." Cape Elizabeth, "Favorably." Standish, "Not very favorable."

Castine, "Good." Trenton, "Very favorable." Surry, "Good satisfaction in every instance." Bucksport, "Good, generally; although the change is carried too far for discipline." Blue Hill, "Satisfactory." Gouldsboro', "Generally a disadvantage to the schools." Mount Desert, "Unfavorable." Tremont, "Good." Chelsea, "In most cases the result has been favorable." Belgrade, "We think it not beneficial to most of our winter schools." China, "Some succeed well." Clinton, "Satisfactory." Fayette, "They have taught with as good success as male teachers." Gardiner, "In many schools we find female teachers to be quite as successful as males. In one instance a female has succeeded where male teachers had almost invariably failed. There are, however, some scholars who need to be subdued by the physical strength of a man." Litchfield, "We think the result favorable, giving a larger term of school, and better teachers, as only the better class of female teachers are employed in our winter schools." Manchester, "In some instances we think the change for the better, but not generally." Pittston, "It has been very favorable with us." Readfield, "They have met with equal success." Rome, "Middling good." Wayne, "Very good in most of our schools." West Gardiner, "Satisfactory." Winslow, "They generally succeed quite as well, if not better." Winthrop, "Generally satisfactory." Appleton, "In some districts female teachers do very well; but, on the whole, we think that male teachers do the best." Camden, "Would prefer an efficient female teacher to an ordinary male." South Thomaston, "Three female teachers were employed in this town last winter, who were quite successful." St. George, "Schools taught last winter by females were the best in town." Warren, "In most cases a failure." Bremen, "Satisfactory." Damariscotta, "Tried in one case only, with fair success." Dresden, "The result generally has been very satisfactory." Jefferson, "Good, but the schools were easy to govern." New Castle, "The schools taught in this town by females the last winter were successful." Nobleboro, "We are in favor of employing them in small schools, consisting of small scholars." Shapleigh, "In the three schools taught by females, the result was very good." Parsonfield, "As far as tried in our town, we think the result has been favorable." Newfield, "Satisfactory." Acton, "They have generally been successful." Berwick, "Very satisfactory in most cases." Buxton, "Not entirely satisfactory." Eliot, "The re-

sults are not unfavorable." Kennebunk, "In small schools generally they have been quite successful." Kittery, "Favorable." Arrowsee, "Dissatisfaction." Bath, "Generally favorable to the female teachers." Georgetown, "Unfavorable, with a few exceptions." Bowdoinham, "Failures and successes about equal." Shirley, "Good." Sangerville, "Satisfactory." Parkman, "Equally as good." Orneville, "Favorable where schools are small." Milo, "We think favorably of employing females." Monson, "Very satisfactory; generally preferred on account of the small number of scholars and small amount of money, but quite as acceptable from other considerations." Greenville, "In some cases females have done well; but we think, as a general practice, that male teachers would better be employed in the winter schools." Guilford, "Our schools have been very much injured by employing female teachers in the winter schools." Barnard, "Our schools are small, and we think female teachers equally as good as males." Atkinson, "We think it rather an improvement." Testimony of a similar kind is found throughout the returns, and similar statements, more or less at length, in the extracts from town reports.

We gather from them that the experiment of employing competent female teachers in the winter schools is on the whole successful, and in most cases a decided gain. In the increasing scarcity of male teachers, well qualified ladies will necessarily come into greater demand for this work, and they should be encouraged to acquire the best possible training for the business. At the same time we shall regret to see our young men wholly abandoning the employment. It is to be hoped that peace will restore to the ranks of the profession many very competent teachers and disciplinarians who have been serving their country in the armies of liberty and the Union.

PERMANENT SCHOOL FUND.

The school fund has increased since January 1864, to January 1865, from \$168,677.22 to \$173,492.70, by sale of school lands and payment of notes previously given. There still remains to be added to this fund, 20 per cent. of lands sold in the year 1863, which under a resolve of April 13, 1857, should have been passed to the credit of the school fund, but which has not yet been so adjusted. This may be done with or without a special resolve of the Legislature authorizing it. The amount of this 20 per cent.

on sales of that year is \$5,959.35, which, added to the amount standing to the credit of this fund on the Treasurer's books, will make \$179,452.05.

The amount of income from this fund apportioned to the towns in July, 1864, was \$10,120.63.

By an act approved March 21, 1864, the timber and lumber on ten townships of wild lands, for the term of ten years, were appropriated to the increase of this fund. Since the right to cut this timber will cease at the expiration of the ten years, it becomes of the highest importance that the townships should be selected and the lumber sold as soon as practicable. And since there are other parties, claimants for the lands, it is proper that the Legislature should direct the Land Agent to make selection of the *best timber tracts* for the purpose of increasing the School Fund as much as possible.

The townships previously set apart as school lands, as stated in my report of last year, have been alienated in part to other purposes. Below, I present a table of lands now recognized by the Land office as belonging to the School Fund, exclusive of ten townships appropriated last year. Let the "powers that be" have a care lest these lands suffer any further alienation from the purpose for which they were set apart.

Townships.	Counties.	When reserved.	No. Acres unsold.
No. 3, R. 4, W. B. K. P.,	Franklin,	Feb. 23, 1828,	23,040
" 3, R. 5, "	"	"	23,040
" 2, R. 8, "	"	"	20,200
" 4, R. 3, N. B. K. P.,	Somerset,	"	11,520
" 4, R. 4, "	"	"	23,040
" 4, R. 5, "	"	"	23,040
" 7, R. 9, N. W. P.,	Piscataquis,	"	23,040
" 12, R. 3, W. E. L. S.,	Aroostook,	"	16,017
" 4, R. 5, "	"	"	6,404
" 10, R. 5, "	"	"	15,777
" 9, R. 6, "	"	"	11,428
" 2, R. 11, "	Piscataquis,	"	4,288
" 13, R. 4, "	Aroostook,	"	2,788
" 4, R. 6, W. B. K. P.,	Oxford,	Aug. 24, 1850,	22,185
" 1, R. 7, "	Franklin,	"	20,200
" 1, R. 6, "	"	"	10,540
" 4, R. 9, N. W. P.,	Piscataquis,	"	23,040
" 3, R. 9, W. E. L. S.,	"	"	22,040
" 14, R. 3, "	Aroostook,	"	23,040
" 11, R. 16, "	"	"	23,142
" 11, R. 17, "	"	"	29,940
" 9, R. 17, "	Somerset,	"	24,296
" 13, R. 10, "	Aroostook,	"	23,994
" 12, R. 10, "	"	"	24,632
" L. R. 2, "	"	"	12,013
" 8, R. 13, "	Somerset,	"	23,883
			487,567

THE BANK TAX.

By the legislation of 1863 remitting one-half the bank tax, and by the surrender of some bank charters, mainly for the purpose of going into the national banking system, the income from this source was diminished a little more than one-half from July, 1863, to July, 1864, viz: from \$79,830 to \$39,385.24, and this income is becoming still further diminished. It becomes a question of interest how the State shall make good the school aid formerly derived from this source. It being assumed that the Treasury can ill afford to be taxed directly for this purpose, it is suggested that the large number of foreign insurance offices doing business in this State, both Fire and Life Companies, may be very properly taxed for the purpose of supplying this deficiency. I commend the subject to the attention of the Legislature.

MONEY PAID FOR TUITION OUT OF THE STATE.

The very meager returns to the question how much money has been paid by the several towns for tuition at literary institutions out of the State, give the aggregate of \$16,725. Add to this the expense of board and travel connected with sending our children abroad for their education, and we get a very large but indefinite amount, not less than \$50,000, and, perhaps, exceeding \$100,000, which might be saved within our own State, were our schools as attractive and thorough as those which may be found abroad. It is mainly for instruction in the classics and at female seminaries and normal schools that so many children from Maine are found. We have now no thoroughly effective and specially commanding institution for instruction in the classics, although we have very respectable academies and other seminaries in which young men are very creditably fitted for college. But we need a better; and we are gratified to learn that a movement has been commenced, looking to the endowment of some institution for that special purpose.

The Normal School established at Farmington, and that which is to be opened in the eastern part of the State, will remove the necessity of resorting to other States for normal training. There is room for a first-class seminary for young ladies exclusively. Many parents not desiring to send their daughters to mixed schools, are obliged to send them out of the State for the

opportunities which they require for them. We look to see these demands supplied at home by private enterprise—the State treasury not being in condition to aid at present in providing them.

CHANGES IN THE SCHOOL LAWS.

No session of the Legislature passes without some change or proposed change in the School Laws. In this respect the School Laws are like all others. Something better may be imagined than that which we now have, and something better might be attained than has yet been realized—if all parties could agree upon the changes to be made. Here and there a person is found who thinks that the School Laws are now as nearly perfect as they can be made; and perhaps the Superintendent himself has been misinterpreted in saying that the system as it stands, is better than the administration of it. I have no doubt that a thorough revision of the laws, making some radical changes, and especially improving them in many minor particulars, would be of great public advantage. This can be well and thoroughly done only by a commission appointed for that purpose; which is not recommended to be done this year.

Meantime there are some improvements which might well be made in anticipation of a general revision. Some of these have been already suggested in discussing the subject of supervision, and others will be suggested, after presenting the opinions of school officers, which have been communicated to me, in response to the request issued in the last blank returns,—“Please state briefly any changes in the School Law, which you judge necessary to make our school system more efficient.” These opinions are given in the language of the writers, and without classifying them under distinct topics. Many are presented which will not appear to be important, but in all these matters it is judged proper to let school officers and others interested, know what changes are suggested by different parties. It is only by comparison of views and opinions that the friends of education will make progress in the improvement of the system.

From Newcastle :

We think that the School Law should be so amended as to reach truant scholars who absent themselves from school without cause. There are many such to be found in our schools, and especially in our village schools, and if the teachers try to bring them up to this mark, the scholars' parents will complain, and will not support the teachers in

their work. It seems to be very important that some thing should be done in this direction, and we believe that the only way to do it is to have the law very strict.

From St. George :

Article 11, Section 49, should be amended so as to read: Determine what description of scholars shall attend each school, in districts where more than one school is kept at the same time. And that Section 33 be repealed. And also that Section 32 be amended or reconstructed so that it may be more intelligible.

Should there not be an act passed making it the duty of districts to build schoolhouses or to provide suitable rooms to accommodate the scholars? We have had occasion to look for such a law, but have failed to find it.

From Edgecomb :

Define or specify what shall be understood or what branches shall be intended by the phrase "other branches of learning usually taught in public schools," in section 49, article 2, of the act for the education of youth.

From Dresden :

It would be better if the Superintending Committee were by law empowered to engage the teachers throughout the town for each district. The agents, in many cases, are not qualified to judge of the qualifications of teachers; yet if the persons they engage to teach are rejected by the Committee, there is great delay and difficulty generally in the commencement of the school, and sometimes the district loses the opportunity of employing a suitable teacher; being compelled, in the delay and confusion consequent upon the failure of the agent, to retain a poor teacher or have none at all.

From Litchfield :

A law prohibiting the municipal officers from assigning any money derived from the State to any district whose agent had not notified the Committee of the commencement and close of schools, or had neglected to make the returns required by law.

2.—A law making it the duty of districts to elect at their annual meeting a "Truant Officer," and providing for the punishment of truant children.

3.—Requiring towns to raise more money, and making it the duty of some officer to prosecute all delinquent towns.

4.—Requiring Committee to keep a record of their doings, and a general summary of their schools.

From Surry :

I have waited till last Saturday for one of the school agents to send in his number of scholars. If anything in the way of legal enactments could be devised to make agents perform their duties in this respect in due time, it would be very desirable.

From Bremen :

Give teachers the power to expel scholars above the age of fourteen for disorderly behavior, and reserve the right to the Superintending Committee to reinstate such scholars when expelled, if they think proper.

From Brooksville :

I believe the School Law would be more efficient if it regulated the *size* and *plan* of schoolhouses. Oblige every town to provide a house after a *plan* drawn by a *State Commit-*

tee. I presume from what knowledge I have of the schoolhouses in different parts of the State, that not more than *one house in five* is a suitable place for children to occupy to obtain an education. I am extensively acquainted and think I am correct in this statement, and it is a *dreadful evil* which ought and might in some way be remedied.

From Phillips :

It now appears that no school district meeting (except the annual meeting in April) can be called by the agent, only on the written application of three voters of the district. We consider this a useless and foolish requirement. We notice that in a pamphlet containing the school laws, there is laid down a form for calling district meetings; but when that pamphlet was published, the law authorized the calling of no meeting in that manner. But the act of 1862, chapter 103, section 4, is amended in regard to the *annual meeting*, and no further. In consequence of that erroneous form, a very large part of the district meetings in the State have been illegally called.

From Gouldsboro'—by two officers :

1st.—A change in the law, so that it shall be made the duty of the S. S. Committee to employ all teachers would, in our opinion, be an advantage.

2d.—I doubt the propriety of the suggestion above, but would suggest the propriety of giving the most money to the schools that have the greatest *average attendance*, instead of those having the greatest number of scholars, as is now done.

From Avon :

In making out this report, I have had to act the same as alone. There were many of the school registers that were not returned to the Committee; therefore the other two acting with me thought as we could not get an accurate account of the schools, we had better let the matter pass. But I, not thinking as they did, have obtained as nearly as possible the required answers to the questions given us. I think our Committee are too easy in these matters, and would like to see them straightened to a sense of their duty!

From Chesterville :

I think a change in the law ought to be made with regard to the *age* at which children shall be admitted to our *public* schools. Four years is too young; I will not allow children of mine to go before they are five, and this is now the practice with most understanding parents, some even at an older age—six or seven; and what by common consent is repudiated ought to be changed in law.

I have thought for some years that our *school system* might be made more efficient, if, when conveniently situated, the school districts in the same town or in adjoining towns be allowed to combine for the support of a *high school* a part of the year, say one or two terms in a year, and appropriate a part of their school moneys to that object. In that case the *district* schools would be *primary*, and the studies allowed such as pertain to primary schools, while the *high school* would fill an intermediate place between the district school and our academies and seminaries, would be open to all, and not so distant but that all could avail themselves of its advantages.

From Vinalhaven :

There ought to be a uniformity of books throughout the State. This multiplicity of books has become an intolerable burden for the poor, a public nuisance, and ought to be abated by statute law. One of this Committee has changed localities some four times in

fifteen years, and in consequence has on hand a large pile of books that are of no value. We unhesitatingly say there ought to be a uniformity in the State, and change them only by statute.

From Woolwich :

Abolish the district system, and let the necessary school books be furnished at the expense of the town.

From Topsham :

Incompetent teachers would be less likely to find their way into the schools, if the S. S. Committees were empowered to make the selection. There are often reasons for not employing a teacher in the first place, when there are not sufficient reasons for rejecting one already engaged.

It would be well if the Committees had more *direct* authority in regard to truanancies.

From Abbott :

Our opinion is, that if the School Law was so altered that S. S. Committees could hire teachers for *all* the schools, it would be advantageous to the schools, and better than it now is.

From Medford :

If our Legislature have the power to establish the use of school books of uniform pronunciation and orthography, either according to Webster or Worcester, and would do so, they would do good service to our State.

From Big Lake Plantation :

It seems to me on Careful observation that the Legislature must pass a law that Aman without Learning should not be School Committees or Agents for we have Abord of them this year.

From Columbia :

A law to compel parents to send their children to school at least one-half of the time.

From Eastport :

Some law to enforce regular attendance.

From Montville :

Some law that will compel scholars to attend school more regularly; and also a law to *compel* parents to mind their own business, and not cause so much trouble in school.

From Brighton :

1.—We would propose having each district provided with the school law, printed cheaply, to be kept by the agent, and one with the Chairman of the School Committee.

2.—Some fine should be laid upon agents in case they fail to make out their returns and send them in in due time.

3.—Some fine should be laid upon the Selectmen, if they give any order or pay any teachers before they fill out their registers and return them according to law.

From Cambridge :

We would have the Superintending School Committee hire the teachers. We would have the teachers obliged to make a written report of their schools to the Superintending School Committee.

From Smithfield :

We decidedly believe that the interests of our public schools would be greatly promoted by changing the law so as to require the Superintending School Committee to employ the teachers. We think by such a change, as the Committees are better acquainted with the wants of the schools, and the capabilities of different teachers, that the business could be done with much less trouble and expense, with better satisfaction and with less liability of employing poor teachers.

From Frankfort :

UNIFORMITY OF TEXT-BOOKS THROUGHOUT THE STATE.

Let the Governor or Superintendent of Common Schools appoint one man from each county, liberally educated and practical teachers, whose duty it shall be to carefully examine the different text-books now promiscuously thrown into our schools by Superintending School Committees, very many of whom are as disinterested as illiterate, and report to some State officer, say the Superintendent of Common Schools, once in three or five years, such books as in their judgment are best adapted to the wants of our Primary, Intermediate, Grammar, and High Schools; and that such books, and no other, shall be used in all such schools in this State.

The results would be, *first*, books at a reduced price, as publishers would make a liberal discount on books furnished to a whole State under a law of such State; and, *second*, much would be saved to families moving from one part of the State to another. Generally, such persons are among the poorer class of our citizens, on whom the burden seems (to them) to fall heavily, and their children suffer incalculable loss on account thereof.

From Bangor :

I think the law on the subject of scholars should be so amended as not to include in this category any under five or six years old. The age of four is altogether too young for the confinement of the school room. When sent to school at this age, it is rather to be taken care of than to be taught, and that is not the office of the teacher. Young children cannot be, and should not be required to be, quiet in school; and if not quiet, they disturb the school. It would be a great relief to teachers to exclude those under six years. Other States do so; and I believe the mental and physical welfare of children would be promoted by such a change in our State.

From Orono :

Something which would authorize S. S. Committees to refuse admittance to children under five or six years of age, when the good of themselves and other scholars required it, in judgment of the Committee. Something which would compel other older scholars to attend school. We have a very large foreign population in town, but they send few children to school. This ought not to be permitted.

From Orrington :

For a *teacher* to have the right to dismiss a scholar from the school, subject, *afterwards*, to the approval of the Committee. We believe this would have a tendency to *immediately* quell disturbance. The delay in "getting in the Committee" is sometimes disastrous.

From Lebanon :

Requiring school districts to choose their agents in open town meeting.

From Woolwich :

Abolish the district system, and let the necessary school books be furnished at the expense of the town.

From Buxton :

A more stringent law for school agents—obliging them to perform *all* their duties with more promptness.

From Lyman :

We need a revised school law. There have been so many changes since 1857, the date of our present school law, that we can with much difficulty find what our duty is, and what is the penalty for delinquency in duty. I presume there are but few agents in town supplied with the school law. They have been lost or retained by former agents, and not transferred to their successors. Hence agents are so delinquent in making their returns.

From North Berwick :

Repeal, in the 31st section of the 11th chapter of the Revised Statutes, after the word “accordingly,” the following lines : “ But if one-fourth of the voters present and voting dissent from the decision of the majority, not more than one-third shall be so expended, without the written assent of the Superintending School Committee.

From Wells :

A law compelling district agents to make returns to the S. S. Committee would insure a timely return to the Secretary of State. The difficulty of obtaining these returns is a frequent cause of delay.

From a certain town in a certain county—*verbatim et literatim* :

one change We think should be made in our school laws the law allowing committees to Give A certificate to Just Whoom they Pleas in our Judgment is Bad and should be remedied Soon as Possible the result is that the Majority of Small towns think themselves Unable to have A Good teacher and pay an equiverlent for their Services So they pick up Small young teachers and receive no Benefitt tharefrom their money is allmost thrown away &c now if thare Was a law to prohibitt committees from giving these favorites as they generaly are a certificate til they arive to the age of twenty or more & a fine then unles they are Well qualified We think the result Would be A lasting Benefitt to A majority of small towns in this State as it is the Small towns has most of these Small poor teachers and is on the increes So far as our Knowledge extends & should be remedied Soon as possible by Legislative enackment.

From Sweden :

A law obliging parents to send their children to school if they have not sufficient reasons for keeping them away.

From Paris :

I think that while it is a statute requirement for Committees to advertise suitable times and places for examinations, it would be well in order to secure a full attendance on the part of teachers, to require them to pay *fifty cents* a-piece for their certificates, unless they present themselves at the appointed times.

From Newry—in substance :

1.—The Committee should have the employment of teachers, procuring apparatus, &c.

2.—The text-books should be selected by State authority, and not changed oftener than once in six years.

3.—Every school-room should have a globe, a large dictionary and outline maps.

From another town :

The school-agent system is *bad*. Our school agents are not only generally poor scholars, poor penmen, and poor calculators, but they are destitute of good taste and moral courage, and are frequently prompted by personal considerations in the selection of teachers.

From Fort Fairfield :

We should like to see an additional law, as recommended by our worthy Superintendent, concerning authority of teachers in governing pupils out of school, before and after, coming and going, &c.

From Fryeburg :

Agents should know the amount of money appropriated to their districts for school purposes on or before the first of May of each year.

TRUANCY.

A large number of the Committees have called for some law to compel the attendance of children. Such a law must be adapted to reach both parents and children. We have now a law *allowing* towns to make by-laws concerning habitual truants, Chapter XI., Section 12, Revised Statutes; but not many towns in the State have availed themselves of their privilege so to do. Indeed, the notion is very prevalent that parents alone are responsible for their children, and that neither town nor State has any right to interfere with their high prerogative to keep their children in ignorance if they please. This is all wrong. The same right of self-preservation which authorizes State or town to tax the property of citizens for the education of the children of the State, also authorizes the compelling of those children to attend school, if they will not attend without compulsion. Far better it would be, certainly, to *draw* them in, by all alluring influences; but the authorities of State and town should secure the attendance of all children, "forcibly, if they must." I, therefore, again beg the attention of the Legislature to this matter.

ACADEMIES, SEMINARIES AND COLLEGES.

The returns from a portion of these institutions have not been made, as the statute requires. Hence we omit the tables, which would have been otherwise prepared, showing their condition and

standing, financial and literary. We wish to call the attention of these institutions to the obvious propriety of complying promptly with this very reasonable requirement of the law. Most of these institutions have been chartered and endowed by the State, and the State should know annually how the funds appropriated from its treasury are expended. There is an important relation existing between these schools and the State, and that relation is suitably recognized in this way. It is, moreover, a convenient and proper method of advertising the means and advantages which they enjoy for carrying on the work of education.

It is believed that our Academies and Seminaries, generally, are enjoying their usual prosperity, notwithstanding the great draft upon our young men for the service of their country.

CONCLUSION.

I cannot close this report, the last which I shall have the pleasure of making upon the educational affairs of the State, without expressing my gratitude to the numerous friends of education in all parts of the State, who have coöperated with me in efforts to advance the interests of our public schools. The period during which I have held the office, has been a period of war ; a war which originated in hostility to the free schools and other free institutions which we esteem as our glory and our pride ; a war which we have been maintaining at great cost and sacrifice in behalf of these institutions ; but in the burdens and distractions of which there is danger that we lose sight of their vital importance. If in these circumstances we have kept our schools from retrogression, and have made some progress toward a system of educating teachers for their noble work, and if, as we hope, the Legislature will provide still other means to render our educational agencies more effective, we will not despair of the State nor of the Republic.

I resign my position—one of great labor and responsibility—in the hope that my successor will find as large a reward in the consciousness of well-meant endeavors, and a more generous support from the State which he will have the pleasure of serving.

EDWARD P. WESTON.

AUGUSTA, December 30, 1865.

THE SPIRIT OF THE TOWN REPORTS.

A part of this Report consists, as usual, of extracts from the reports of Town Committees. Here it is desirable to avoid repetition, as much as possible; and yet it is not wholly practicable. And if the same point is often presented by different Committees, it may be received as one of those topics upon which it is necessary to give line upon line.

It is matter of much regret that so many school officers fail to comply with the provision of the statute which now requires that School Committees shall make an annual report to their several towns, and send a copy of the same to the State Superintendent, *printed or not*. A recommendation covering this failure and others similar to it is found elsewhere in this report.

AUGUSTA.

CHAS. E. HAYWARD, JOHN YOUNG, MELVIN CUNNINGHAM, *Committee*.

After commending the excellent order and discipline of the winter school in District No. 20, the Committee assign a cause for want of efficiency:

We feel compelled to say that it is not so efficient as desirable. A large proportion of the scholars are usually tardy, often absent, and are frequently dismissed. This is not otherwise than what may be expected in a village school, where the Committee have no power to adopt sufficient rules to prevent the evil. It is imperfectly graded, has but two terms a year, and requires a change of teacher from summer to winter. These imperfections cancel a large amount of the teacher's usefulness.

They require and secure a higher standard of discipline; a result sure to follow a determined effort to that end:

Realizing the fact that a school poorly governed is often worse than none, we required the teachers to exercise a prompt and energetic discipline. They readily responded to this requisition, and generally with gratifying results. Thus the standard of discipline has been considerably raised, and in some schools the order and deportment have elicited especial commendation. There have been failures in this respect, owing to the incompetency and inexperience of several teachers.

In some instances where the scholars claimed and the parents acknowledged *prescriptive rights* (acquired by usage from time immemorial,) to whisper, and to commit other misdemeanors against the express prohibition of the teacher, our best disciplinarians have but partially succeeded.

BANGOR.

S. F. HUMPHREY, C. P. ROBERTS, JOSEPH BARTLETT, ELLJAH LOW, EDWIN JOHNSON, JOSEPH F. SNOW, *Committee.*

The Committee enjoin a more careful attention to the art of reading :

Good reading is an accomplishment that deserves to be reckoned among the fine arts. We do not suppose that in this, any more than in other branches of education, culture can secure the same results independent of Nature's help. The construction of the vocal organs, the degree of natural understanding, perception, judgment and taste, will occasion wide diversities in the success of those who have been trained by the same example and care. But we desire that in all our schools, from the lowest to the highest grade, this branch of study and practice should not be reckoned non-essential nor secondary. To those among our pupils who are to become public speakers, it is needless to say how important is the attainment of a style of utterance, distinct, natural and animated. The Word of God itself loses its life in passing through the lips of a careless, droning, or monotonous reader. It is in the power of a reader who feels the work worth doing, and knows how to do it, to engage the attention and the solemn or eager interest of any audience, by the mere reading of the most familiar chapter of the Bible. But what an entertainment—how full of interest and profit, have we here for the home and the social circle! Books old and new, in prose and verse, are not wanting. But what an added zest would the choicest among them give, if, instead of being perused in silence, they could borrow the tones of a living voice and the power of a living spirit rightly to interpret them.

They animadvert upon the practice of confining pupils too strictly to the questions and answers of the text-book :

We think that some of the teachers have confined their pupils too strictly in their recitations to the forms of the questions and answers laid down in the text-books, so that the chief effort of the scholars, in too many cases, has been to commit and repeat the language of the book; thus cultivating the memory merely, without obtaining any thorough knowledge or idea of the subject studied. The fault we refer to is most likely to obtain in the lower grades of schools, where the pupils are young, and of course think and reflect but little. This should be carefully guarded against by teachers. We do not discourage studying, committing and repeating lessons as they are laid down in the text-books, but teachers should see to it that their scholars also understand the science they are pursuing—that they obtain intelligent ideas, as well as mere forms and words.

Of the Apprentices' School :

The Apprentices' School has been much smaller the past term than for several pre-

vious years. It was originally established for the accommodation of apprentices, who cannot generally attend school more than one term in the year. During the past term the number of *apprentices* attending has been small, the balance of the school being made up of persons who for one reason or another have never been members, or who have ceased to be members of other schools, and very many of whom, we regret to say, seem to have no interest in acquiring an education. We think the teacher, the past winter, endeavored faithfully to perform his duties, and improve the condition of the school. A few of the scholars manifested a desire to do what they could to make the school successful, and to progress in their studies; but we think the majority had little or no disposition to derive any advantage from the school. It may be a question whether it is expedient to continue this school in the future.

The Superintendent of City Schools, Mr. C. P. Roberts, remarks in regard to absenteeism :

The average number of pupils attending the Primary Schools is about thirteen hundred, and the average number attending the Intermediate Schools, about seven hundred. What becomes of this six hundred difference? Although a very large falling off may be expected among pupils in their upward progress through the several grades, still I cannot account for so large a difference between these two grades, without supposing that unnecessary absenteeism has something to do with it. There are undoubtedly large numbers of children of the age of intermediate pupils, over whom no proper parental interest and control are exerted, who spend their time about the streets and wharves, but who should be gathered into the public schools. To look after this class properly would require more labor on the part of the Superintendent than could be performed in connection with his other numerous duties. In other cities of the size of Bangor, a Truant Officer is specially employed for the purpose of looking after truants and absentees. I would not recommend the creation of a new office, but would suggest whether from the present increased police force of the city, one might not be detailed to assist in this important matter.

BOOTHBAY.

WILLIAM LEAVITT, HORACE TOOTHAKER, *Committee.*

This town sends us for the first time a printed report; showing very conclusively an increasing interest in the management of school affairs. The Committee say of their labors :

Your Committee have attended to the duty assigned them, as they believe, faithfully; though at personal inconvenience and sacrifice, and often to the neglect of other duties. They have been as particular in the examination of candidates as they judged expedient, though they are emphatically of the opinion that the standard of literary qualification should be raised. They have inquired concerning their manner of conducting recitations and methods of discipline, freely and frankly pointing out defects, and making suggestions both then and thereafter, on visiting the schools; endeavored to arouse the schools to effort, and thoroughly examined them. In two or three instances, they have been under the necessity of refusing

certificates; in several others, they were at quite a stand to know what to do. They now have the pleasure of reporting that the schools have, during the past year, been very generally prosperous; and though by no means up to the standard of high excellence, yet as steadily improving. Some have been relatively excellent, while others have been nearly or quite worthless. There has been no open outbreak in any, though instances have not been wanting where scholars, finding study a weariness, or discipline painful to the flesh, have quietly seceded.

The report contains a careful estimate of the condition and progress of the several schools, and closes with very full suggestions to parents, agents, teachers and the town authorities. Among them are the following :

Our eyes have been pained with the spectacle of boys growing up in ignorance, in constant neglect of the means provided with so much pains and expense to educate them. Their parents lack the power or the will to enforce their attendance at school. They are the pests of the neighborhood, becoming more and more so, as idleness and ignorance beget one vicious practice after another, until they go out from their homes to take a more destructive, because a wider, range. They are a constant source of corruption to the boys and girls who do go to school, with whom they are, and will be, to a greater or less extent, brought into contact. Fortunately, relief is at hand; and it is a solemn duty of the community to protect itself from the peril of these boys, by compelling their attendance at school, and subjection to its rules. Strict measures here would be beneficence to the boys, the community, the State and the nation.

It is provided in Chap. II, Sec. 12, Rev. Stat., that " towns may make such by-laws 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; but such by-laws must first be approved by a Judge of the Supreme Judicial Court." It is further provided in Section 14, that " in place of the fine aforesaid," such children may be placed in the institution of instruction, house of reformation, or other situation provided for the purpose, under the authority conferred by Section 12.

It seems to us such by-laws are very much needed in this town; and we recommend that a Committee be raised to draft them, and submit them for the action of the town, at some meeting to be called for the purpose, perhaps on the morning before the September election.

FREEPORT.

N. O. TRUE, JOHN ROUNDS, EDWIN C. TOWNSEND, *Committee.*

The spirit which should actuate a School Committee is well expressed in the following statement :

They wish it to be distinctly understood, that so far as they have been able to scrutinize their own feelings and motives, they have not set down anything through unkindness or prejudice. They have no partizan spirit to display, no friends to favor, no enemies to punish. If, indeed, anything that may be said in this report

shall seem to bear hard upon any individual, whether teacher, scholar or parent, let no one attribute it to an unkind or ungenerous spirit, but to the law, which requires the Committee to make at the close of each year a faithful statement of *their* views concerning the success or failure of teachers, concerning the good or bad conduct of scholars, and concerning any other matter which in their opinion has had a tendency to increase or injure the usefulness of the schools. It is necessary to point out defects, if they exist, as well as excellences; to reprove what is wrong, as well as to commend what is good, that the faithful may be encouraged, the deficient instructed, the unruly and disobedient admonished, and that all may be stimulated to put forth their best endeavors to make our schools what they should be.

Your Committee, however, will not unnecessarily censure; they would much rather praise, especially if they could do so with a good conscience. But if they should bestow praise without discrimination, if they should attempt to gloss over glaring defects, and make wrong appear right, and crooked things straight, in order to present a flattering report, and to please that parent, or that teacher, or that scholar, no real advantage would be secured either to themselves or to others; while a great wrong would be done, and a serious injury to our schools committed. By pursuing such a course the Committee would be unable either to respect themselves, or to command the respect and confidence of their fellow-citizens.

Hear these suggestions for the times :

Our common schools, under proper management, under those moral influences which our laws require them to be, are the glory of our land, and, in a good degree, at least, the *safety* of our government. At the present time, perhaps, more than at any previous period of our history, the education of the young claims the attention and demands the energy of every sincere patriot and every enlightened and warm-hearted friend of humanity. It must be by this time an admitted fact, that, in order to preserve and perpetuate our glorious Union, the great mass of the people must be educated; they must be able to read understandingly, to think deeply, and to act wisely; and, underlying and inwrought with all this intellectual strength, there must be high-toned and carefully cultivated moral principle, which shall exert a controlling influence over the thoughts and feelings and actions of those upon whom are soon to devolve the duties and responsibilities of American citizens. We hold it to be our duty not only to cultivate the intellects of our children, but also to imbue their minds and hearts with an enlightened and exalted patriotism and the principles of a sound morality. "Righteousness exalteth a nation, but sin is a reproach to any people," and will work mischief, and, ultimately, ruin. We call particular attention to the need of a strict regard to those moral and social influences, which are exerted by teachers upon the scholars, and by the scholars upon each other. Sufficient attention, we feel, is not paid to this subject. We cannot over-estimate its importance. Parents have, or should have, a deep and abiding interest in this matter. Teachers should feel that they have a duty in this direction. And they fail in a most important part of their duty, if they neglect to watch over the deportment of their pupils, and to infuse into their minds and hearts correct moral principles. There are other lessons to be taught, and other lessons to be learned in our school-rooms, besides those contained in books—lessons of correct deportment, self-respect, self-reliance, a cheerful submission to rightful and lawful authority. The mind, the heart, and the manners of the pupils should receive appropriate

training. And, therefore, we need teachers to take charge of our schools, who are qualified in all these respects.

The most important requisite for the success of our schools is to obtain good teachers; for we can have no good schools without them. Now, as matter of fact, we often get poor teachers. But the question may be asked, Where is the fault? The answer is, Partly with the agents, and partly with the Committee. We by no means wish to be understood as censuring the agents; but the Committee have a few words to say in vindication of themselves. They are often obliged to allow some things contrary to their wishes and their sense of right, because they have not sufficient power in the matter. Under the present system they are often compelled by the force of circumstances to accept of teachers, whom, if they could use their own eyes and exercise their own judgment, untrammelled, they would reject. One question we wish you to consider: Who are best qualified to judge of the wants of the different schools, the Committee, who visit them and examine into their condition, or the agents, who never visit them? The agent engages a teacher, and sends him to the Committee for examination. It is not altogether optional with them whether he shall have a certificate or not. If he can answer the questions proposed to him satisfactorily, he is entitled to a certificate, no matter how unsuccessful he may have been, nor how destitute he may be of the requisite good sense. It happens also that a teacher is engaged for a certain district, who might be successful in some other district, but not in the one for which he is engaged. Under the present arrangement the Committee have been unable to get the teachers together at a proper time for examination. Sometimes teachers delay to present themselves for examination until Saturday afternoon before their schools are to commence on Monday morning; and sometimes not till Monday morning, when their school is to commence at nine o'clock, and sometimes not until they have kept one or two days, and then come and offer some frivolous excuse. Now if the power of employing teachers were vested in the Committee, these difficulties of which they speak could be avoided, and they could hold teachers responsible for much that is not now sufficiently under their control. We believe that great benefit might be secured to our schools by such an arrangement; and we believe also that our schools will not attain that standard of excellence which they ought, until such an arrangement is adopted. Let no one suppose that the Committee wish to rob the town or any district or any individual of their liberties, or that they have any particular desire to acquire new power. The employment of teachers involves such responsibilities as they are not at all anxious to assume. Still they speak their convictions on this point; and they hope that their fellow-citizens will wisely consider the matter and act accordingly.

HALLOWELL.

H. K. BAKER, E. ROWELL, A. R. CRANE, *Committee.*

The school reports from this town have always contained valuable suggestions. Omitting other important paragraphs of this report, we present only this upon the writing of *Composition*:

In the High School, we have occasional applications to be excused from writing compositions. We have uniformly refused to grant such excuses, for the reason that

we consider the writing of compositions one of the most useful and important of all the exercises in school. It is one thing to acquire knowledge, and another to learn how to express it. Many very learned men have been deficient in the power of putting their ideas into words. In order to do this, there must be practice in writing as well as in conversing. The exercise of writing gives readiness in the use of right words to express ideas, and facilitates the mind in arranging facts and thoughts in their proper order.

It is no valid objection to the exercise of writing compositions, that young minds find it a difficult and disagreeable task. Every intellectual effort is more or less onerous. Because a boy finds physical labor irksome, no wise parent would deem it a sufficient reason for permitting him to grow up in idleness. If you desire your children to be educated and fitted for the duties of life, their intellectual faculties must be brought into exercise, their minds must be taxed, must be trained to effort. It is in vain to attempt to educate mental, any more than physical powers, without actual and frequent exercise. This is nature's mode of sharpening and strengthening the faculties of both mind and body. Indolence and inactivity will accomplish no more in the intellectual than in the physical world.

We would not have labor of any kind too severe or too protracted. But where *one* errs on this side, a hundred or a thousand suffer irretrievable loss from idleness and inertia. What can be achieved without effort, is hardly worth achieving at all. Do not then, young friends, be afraid to TRY. Do not be discouraged because you find it a little hard to make your thoughts flow, or because you do not readily get hold of the best possible words in which to clothe your ideas. If you knew the youthful history of the best and most approved writers, you would probably find them at first taxing their powers to the utmost to put together a few pages of crude sentences. Yet the same minds have, after repeated efforts and long practice, produced works which have won the admiration of the literary world. We do not mean that all of you may expect, under the most favorable circumstances, to become distinguished for literary acquirements; but in an age where intellectual cultivation is more valued than ever before, it is in the power of each of you, by persevering effort, to fit yourselves for the companionship of cultivated minds.

CALAIS.

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

No suggestion of this report is more important than that which relates to the topic of truancy :

The average attendance of pupils during the year, was quite too small for the whole number registered. Parents may do much to remedy this evil, by requiring their children to be at school every day during the term, unless prevented by sickness, or some unavoidable providence. Irregularity in attendance not only deprives the scholars of a large amount of needed instruction, and causes them to lose their relish for study, but it forms in them a character for irregularity, which will abide by them in all after life, and most seriously interfere with their prosperity and usefulness.

The Committee would beg leave to say also that there are too many children and

youth in our city who do not attend our public schools at all, but are idling away their time on the wharves and at the corners of our streets, and in our beer shops, and so are not only growing up in ignorance of useful learning, but are becoming adepts in vice, and candidates for the poor house, or lockup, or jail. The tax payers are at the expense of providing schools for all our youth, with a view not only of properly educating them, but especially to prevent those from growing up in ignorance, and immorality, who might otherwise be exposed to these evils without a remedy. Ignorance, idleness, poverty and vice are closely associated.

The Committee would suggest whether our city authorities have not the power to arrest truants from school, and enforce their attendance upon such means of education as the city has provided for them. There seems to be injustice in compelling men to pay taxes for the support of public schools, on the ground that the general education of our youth gives increased security to property, and enhances its value, while we permit many of these youths to receive no benefit from the provision made for their education.

It seems to your Committee that something efficient should be done in this direction, not only for the benefit of truant and vagrant children and youth among us, but as a necessity for our self-protection both against their present and future influence for evil. We surely have full grown tares enough in our city to warn us against permitting the adversary to sow any more seed of this kind for a future harvest, for want of timely and sleepless vigilance on our part.

The founders of our public school system designed to make it promotive of public morality, as well as of general intelligence.

The law makes it the duty of instructors to impress upon the minds of their scholars "the principles of morality and justice; sobriety, moderation, and all other virtues, which are the ornaments of human society." But in discharging their important trust they need the hearty coöperation of the city government, the superintending school committee, the agents of districts, and the citizens generally. We should secure by parental influence the thorough obedience of our children to lawful authority. The manifestly increasing tendency to lawlessness and rowdiness in many of our youth, should alarm us, and lead to the adoption of efficient measures to stay this evil. The chief responsibility in this matter must evidently rest with parents.

PITTSBURGH.

W. BENJAMIN, H. D. PULSIFER, A. L. CALL, *Committee*.

From many excellent suggestions of this report we select the following:

In visiting the schools we see the need of more dictionaries, and we can hardly account for the indifference of teachers in this respect. Think of a teacher's keeping a whole term without a dictionary in the school room! There are scholars in every school who would somehow supply themselves with dictionaries, if teachers did their duty by way of advice. See to it, teachers—put forth more effort to have this want supplied.

Again, we think more prominence should be given to the cultivation of morals and manners in our schools. We are at every period of our lives just what the past

has made us—are the creatures of habit. These habits cling to us like our very features, and often entirely merge and swallow up original self. They are ourselves, and we rise or fall, and are adjudged by the world, as their action is proper or improper.

The coarseness and rudeness persistently practiced by scholars in school usually attach to them when they become men and women, however much they may wish their training had been otherwise. Coarseness should be rebuked, obscenity and profanity in and around the school room should be corrected and punished in every instance. Teachers should take particular pains to watch the deportment and bearing of their pupils, their style and manner of address; should seek to introduce everything of a refining influence to counteract the tendency to uncomeliness and immorality. Scholars should not only be taught, but required, to habituate themselves to be comely and graceful in their personal appearance, conversation and address, or they are making but sorry progress in such education as will fit them for the various duties of life—as will fit them to go into society unembarrassed. A true education refines and polishes.

PORTLAND.

ALEXANDER BURGESS, *Chairman*, NATHAN WEBB, *Sec'y of School Committee*.

Intelligent coöperation of the community to be secured, in part, by a careful reading of the Committee's report :

It is hardly possible to carry forward improvements in our schools, and make our system effective in educating our children for the exigencies of the times in which they will be called to act, unless the community at large be correspondingly educated. And in securing this desirable end, the annual reports of the School Committee, brief and imperfect as they often are, may render valuable service.

In giving information in regard to the work which has been performed and the changes effected during the year, we can speak for the most part, only in general terms. Much of this work is of such a nature as to render it impracticable to give it with any minuteness of detail. It is, however, work which it is necessary to have done, and which draws largely upon the time, the wisdom and the patience of the Committee.

An important item in the school affairs of the city, is thus presented :

The new building, it gives the Committee pleasure to state, was completed, and ready for occupancy in September last, at which time it was opened with appropriate dedicatory services. The location of the building is central and convenient—its architecture plain and substantial, and when the grounds around it shall have been completed in accordance with the design, it will be both an ornament and an honor to our city.

The building, though externally one and symmetrical as a whole, is divided internally into two parts, one of which is essentially a duplicate of the other, with no necessary connection between them. The only method of going from one of these parts to the other within the building is by a passage on the lower floor. There are three stories devoted to the daily use of the schools. The first of these is divided

into eight class rooms, four of which are 32 by 28 feet—and four are 22 feet by 18 feet, with two small rooms for apparatus, &c. The height of this story is 13 feet.

The second story, occupied by the High School, has two large rooms whose dimensions each are 74 feet by 52 feet 6 inches—two dressing rooms, each 28 feet by 16 feet, and two library rooms, each 16 feet by 16 feet. This story is 17 feet in height.

The third story now occupied by two grammar schools, is 15 feet in height, has two main rooms 74 feet by 47 feet, each—four recitation rooms, two of which are 23 feet 8 inches by 23 feet each—and two, 23 feet 8 inches by 19 feet, and two dressing rooms 23 feet 8 inches by 16 feet each. The building throughout is thoroughly constructed, and made as convenient as possible for the uses to which it is devoted, and meets a necessity which has existed for a long time. The arrangements both for heating and ventilation, are of the most approved patterns, and no labor or expense has been spared in making its accommodations ample and pleasant.

Of the re-organization of the High Schools upon a new basis, the Committee say :

On the completion of the new school house it was deemed advisable by the Committee to organize the two High Schools on a basis differing materially from that of their previous organization. From their origin they had been entirely separate from each other, occupying buildings in different sections of the city; with each a head master and a corps of assistants, who were responsible for the duties of instruction and government. It was thought by the Committee that advantages would be gained by having the two sexes brought together in the recitation room, so that those pursuing the same studies and who were at about the same stage of advancement could recite to the same teacher, though the main room for either sex was not to be occupied or entered by those of the other. The mental characteristics of boys and girls are somewhat different, and the best practical educators have found that when brought together for recitation, they have a modifying influence upon each other, favorable to the progress and improvement of both. In the construction of the new building, regard was had to this policy. The entrances to the building are not only separate, but from different streets, and in going to the same to recite, the sexes enter at different doors, and retire in the same way when the recitation is ended, being thus entirely separate except when in the presence of the teacher. The Committee foresaw, that in organizing the school in this way, some excellent teachers might be left unemployed, which, though a matter of regret, was, nevertheless, unavoidable. At the close of the summer term therefore, the two High Schools, as they had formerly existed, were dissolved, and at the commencement of the next term, they were united, forming one school under the supervision and government of one principal master, one male assistant, and such female assistants as the circumstances of the school required. Since that time there have been some interruptions in the school, in consequence of the practical workings of the heating apparatus, and as it requires a longer period to get all the parts of so large a school harmoniously adjusted, it is not possible to decide accurately from the experiment thus far made, on the merits of the new plan, or predict with certainty what may be the results hereafter. Every experiment must have time for it to be fairly tested, and until such time has been given, it is not just to express, or to form a decided opinion respecting it. The Committee, however, have reason to believe that the experiment will be successful, and that the schools thus united may be brought to a state of

perfectness which will enable them to accomplish for the city more beneficial results, and at a less expense, than they could have accomplished separately.

To the charge of extravagance in the expenditure of money the Committee reply :

The School Committee are citizens with others; selected from among them; pay their proportion of public taxes, and some of them at least, ought to know the worth of money, and the time and labor it costs to acquire it. They are disposed to practice and advocate a wise economy in all things pertaining to public expenses. But having the schools directly in charge, they are compelled to witness the inconvenience and unhealthiness of some rooms, and see the little ones densely and uncomfortably packed together, and it is not strange that they make appeals for better accommodations with an earnestness which does not meet with a ready sympathy from others. But such appeals do not proceed from any want of disposition to economize in the expenditure of money, but from a desire to preserve that which is infinitely more valuable than money. For when money is put against the intellectual and moral culture, the health and happiness, the souls and bodies of our children, that is a miserable economy which would save the former, at the sacrifice of the latter. And in all such instances the School Committee never ask for expenditures, of which they are not willing to bear their full proportion for the common good.

In conclusion of the whole matter, they justly urge that

The education of the young, the children of the poor as well as those of the rich, is one of the noblest enterprises in which the people of New England are engaged, and constitutes both their glory and strength. It is this that gives energy to New England character, and makes its influence felt throughout the world. And it is no time for us to falter in this good work now. We live in one of the most important periods of the world's history. The present generation owes much to that which is to come after it. When the clouds and conflicts of our national struggle shall have passed away, and the enginery of war shall no longer be employed in battle-fields, there will be questions to be met, and problems to be solved, which will demand not only the most exalted statesmanship, and the shrewdest diplomacy, but the soundest intelligence, and the widest diffusion of knowledge throughout the entire community. This generation can do but a small portion of the work of this kind which will remain to be done, and it must be left for others to carry forward to its completion. And this added to all the motives previously existing, urges us to make the most liberal provision for the education of our children. And to do this effectually and meet the necessities of all classes, increased attention should be given to our public schools. The Superintending Committee, the teachers, the school houses, the furniture, the play grounds, and every thing pertaining to the schools should be the best that can be procured, and the children of every family should be furnished with such intellectual and moral culture as will best fit them for a career of usefulness and honor. There will be need of a patriotism exalted and true, but it will still be deficient unless controlled by an enlightened public intellect, and a sound public conscience. To educate a generation for such exigencies as the next must necessarily meet, is a work of no small magnitude; a work which calls for the wisest forethought, the most persevering effort and the largest liberality.

MANCHESTER.

S. D. RICHARDSON, *for the Committee.*

Mr. Richardson says of a winter school kept by a lady :

The winter term was kept by Mrs. H. N. J., and the closing examination was highly creditable both to teacher and scholars. Rarely have I witnessed an exhibition with more interest or satisfaction, and it is due to the school to say, that the examination was not expected until a week later. But, though *surprised*, they were not *unprepared*. There was a readiness and thoroughness in answering questions, seldom excelled. Their recitations showed with what fidelity they had pursued their studies. Several compositions were read which reflected much credit upon those by whom they were written.

Of some indifferent parents he says :

The record kept by the teacher is a witness to their indifference. Those scholars who are frequently absent and tardy, show most conclusively what regard their parents have for their education, and for the welfare of the school. There should be a reform in this respect. Parents should encourage their children, and demand of them punctual attendance. They should also visit the school, and thus stimulate and encourage the children and teacher. It is indispensable to the highest success of *any* school, that the teacher have the cordial and uniform coöperation of the parents. There should be a union of purpose and effort. And when reports unfavorable to a teacher reach the ears of parents from their children, they should not be too hasty in expressing publicly their opinion. They should visit the school and see for themselves. If this were done, we should hear less complaining, and our schools would be much more profitable.

WHITEFIELD.

R. S. PARTRIDGE, A. B. NOYES, E. W. TRASK, *Committee.*

The Committee of this town present a carefully printed report of the condition of the several schools, with the following concluding remarks :

In submitting to parents the report of the annual labor of nearly eight hundred scholars, we feel as though we were dealing with matters of no little importance. School labor, unlike all others, does not admit of reconstruction. The mechanic may change the structure of buildings, the engineer alter the plan of cities, and legislative authority modify and repeal existing statutes, but if the child once learns to read, it is not for a short time, but for a life-time. Hence the importance attached to every department of school labor.

Difficulties surround our schools. In some, an insufficiency of books is a prominent feature, but the most glaring hindrance to a more thorough practical education, is as we stated last year, the crowding of scholars into books beyond their capacity. Our schools not being graded, it is common to see scholars of ten and twelve years, in the same classes with those of eighteen and twenty, and the consequence invariably is, the older pupils comprehend their studies and advance, while the younger

ones, from an incapacity to understand, become uninterested and lag behind. We think the manner in which this difficulty can most effectually be met, is for Committees to spend more time at their first visits in classing scholars and directing the general course of instruction. We speak of these difficulties, that scholars, teachers, parents, and all interested in education, may aid in correcting them.

WATERVILLE.

W. P. DILLINGHAM, *for the Committee.*

The Committee report the examination of candidates for teachers :

The Committee have found their most trying and responsible duties in connection with this examination. Several teachers have been refused certificates for incompetency in the common branches of English education. The Committee also have been obliged to issue different certificates to teachers, discriminating between different applicants. On examination, teachers were found more deficient in spelling than in anything else. The candidates who could spell every word given out by the Committee were the exceptions. Many were imperfect in history, careless in geography. With grammar there was not so much familiarity as with mathematics. In reading there was exhibited lamentable deficiency by some teachers. Out of the whole number of applicants for situations, the Committee selected enough to meet the demands of the district. The Committee have been impressed with this fact, that some teachers can shine in a school room, who are not brilliant on examination.

Of female teachers they discourse as follows :

One reason why our schools have been so uniformly satisfactory in their results the past year may be attributable in part to the fact that most of our teachers have been females. The percentage of accomplished, skillful and expert female teachers is much larger than that of male teachers. There are many things which men can do better than women; but in instruction and government in our common schools woman bears the palm. Every year the demand is increasing for young ladies to be teachers in the best schools in the country. There was once an opinion that a female teacher would do very well for a summer school, but that she was entirely unsuitable for the government of a winter school. That day has passed. Many a young man has left a winter school and been triumphantly followed by a delicate young lady. It should be the policy of the State now, especially as labor is so scarce and high, to encourage our young ladies to occupy most of our school rooms summer and winter.

CHELSEA.

S. W. BARKER, J. C. BARKER, THOMAS SEARLES, *Committee.*

School houses in this town are complained of:

We feel constrained to say that there are many things which ought to be improved. Many of our school houses fall far short of that neatness and convenient arrangement which would make them attractive to either scholars or teacher. Their seats are but seven or eight inches wide, with an inclination forward, and are placed

so high that the scholars can scarcely reach the floor with their feet, making their position very uncomfortable. The teacher's stand is hardly large enough to seat the Committee, with no paint on the school room excepting such as ought to be removed by the application of soap and water. We would say to such districts, renovate them at once; have seats at least ten inches wide, made of plank, concaved, and placed no higher than will admit of the scholars placing their feet on the floor, and a good covering of paint over the whole.

A better way suggested :

We would also suggest, that if parents, instead of being strangers in the school room and listening with jealous criticism to the whims and conversations of their children out of school, would make their influence felt by frequent visits and cordial approbation of the good qualities of the teacher and the improvement of the school, a great benefit would be the result. Let each scholar be furnished with books and slates and such other things as are necessary for their improvement. There would be as much propriety in going into the field to work with a broken hoe or pewter sythe, as in sending children to school with a worn out book or a broken slate.

BREWER.

GEORGE A. SNOW, JOSEPH HOLYOKE, JOSIAH HUTCHINGS, *Committee.*

An improvement in the schools of this town is reported, with the very sufficient reason assigned :

Your Committee are gratified to report the general success and prosperity of the schools in town, especially the past winter, having been unusually successful in obtaining the services of experienced and able teachers. As the success of our schools depends so largely upon the kind of teachers employed, we would suggest whether greater care on the part of Agents in their selection would not be well repaid. The Committee may be satisfied that the person presented to them for examination possesses the literary qualifications; while respecting others equally essential, viz., a capacity to properly manage and govern a school, they have not the means of judging. This is properly the business of the Agent. Most of our schools require experienced teachers. If the rule were observed by Agents to engage no person for that responsible station until after the most careful inquiry as to previous success in teaching, managing and governing a school, we believe the number of poor schools would be greatly diminished.

Remonstrance against a custom becoming prevalent in the county schools :

We would also speak of a custom that prevails in some districts, of having no school Wednesday afternoons. It is very desirable that there should be a uniformity among the several schools in this matter, and we earnestly recommend that the schools, as formerly, be kept five and a half days in a week.

An earnest manner followed by its natural consequence :

The teacher by her earnest manner soon put new life and interest into this school. The scholars were governed easily and pleasantly, and seemed interested in all the exercises of the school; and as might be expected, they made fine progress.

DEDHAM.

JAMES W. BLAISDELL, TYRRELL GILMORE, *Committee.*

The town is congratulated :

In concluding this report we congratulate our fellow-citizens in being so fortunate as to secure for the most part able and efficient teachers during the past year. Except the trouble spoken of in No. —, all has passed off smoothly, with scarcely a ripple on the surface to mar the general satisfaction with which the noble and praiseworthy efforts of the teachers have been received.

The Committee suggest that it would be a great benefit to the schools if we should secure more uniformity in books. In geography, in some schools there are five classes devoted to this study alone, with different books, whereas if we had a primary geography for beginners, and one of a higher grade for advanced scholars, we should have but two classes, thereby saving much precious time. We hope our successors will give this subject their attention.

Two things compared :

If a travelling show happens along, parents will be in great haste to attend, spending both time and money; but if you invite them to visit school with you, they will make answer, "cannot," "haven't time," just as though the education of their children was a matter of but little consequence to them.

GORHAM.

J. B. WEBB, A. P. FILES, A. W. MURCH, *Committee.*

Upon the subject of parental support, the Committee remark :

"Union is strength," is an old and true motto, the force of which we have never felt so fully as at this time. To accomplish anything great, where the public is concerned, there must be union of purpose, union of feeling, and union of action. We know of no more extensive and useful field for its operation than in the education of our children and in the support of our schools. Much of the trouble in our schools which disturbs their harmonious action and success is a want of concerted support on the part of parents. Too often parents allow the report of their children to bias their judgment, and call forth disparaging remarks concerning the teacher. A few such instances in a neighborhood often set the whole district in a fever, and the pupils, catching the excitement, show their feeling in school; this in turn calls forth greater severity from the teacher to maintain his dignity and order, and so matters go from school room to fireside, till at last the school becomes worthless, and perhaps is broken up.

The war, and female teachers :

Owing to the large number of young men in the army, many of our schools have been taught by females, and it affords us pleasure to report that in most cases their success has been all that it could be, under the circumstances. We feel proud in being able to say that Gorham has a class of teachers of which she may well boast, and it is hoped that she will not neglect to give them due patronage. We have had,

for the last year, some fine teachers from other towns, but we have equally as good at home; should we not encourage our young men and women in their efforts to fit themselves for this calling, by a larger share of our patronage?

Education not all from books :

Education does not consist wholly in book acquirements, in being able to repeat so many pages, or perform so many examples. These constitute but a small part of true education. The disposition must be trained. The activity of the pupil must be called forth. The finer feelings of nature, the affections and sympathies, the taste for what is good, and true, and beautiful, should be developed all along in the process of a child's education.

The school houses where our children resort early in life should be comfortable, healthy and attractive, pleasantly located, and cheerful in appearance, both within and without. Neatness and order should mark the grounds around the house, while the internal structure should be so attractive that the eye can with pleasure rest upon it. Such buildings and locations tend to cultivate neatness and order in the habits of pupils, cheerfulness of disposition, and a love for the beautiful in nature and art, which cannot be too highly appreciated. Can you expect that these traits of character can be attained in such buildings as your children now resort to for their education? They are among the first essentials to a good and prosperous school.

WEST GARDINER.

J. R. WESTON, G. A. MARSTON, M. W. FARR, *Committee.*

The Committee testify :

It is with pleasure that we are able to announce that our schools have been prosperous, that there has been no instance of difficulty in a single school, and that the advancement and proficiency in the various branches of learning have been all that could have been reasonably expected by the friends of education.

The success attending the government of the different teachers has, with few exceptions, been very commendable, and it is thought that our schools occupy a higher position than in former years, and will compare favorably with the schools of other towns in the county.

Generally the schools have been well supplied with such books as are approved, Old time-worn mementoes of past generations have become nearly obsolete; and with few exceptions, there is that uniformity of books throughout all the schools, which is considered essentially necessary for the best interests of the town.

They recommend visiting :

There is no subject, probably, deserving more attention than that of visiting schools. This is too much neglected. It is a palpable fact that those schools which are frequently visited by parents take the highest rank. By frequent visits to the school room you show to both teacher and scholars that you are interested in their welfare, and awaken in them an interest which, if properly supported by the teacher, cannot fail of beneficial results.

GARDINER.

GILES BAILEY, J. M. LARRABEE, F. GARDINER, *Committee.*

Of judging teachers upon idle rumors the Committee remark, with an amusing illustration :

It is wrong to pre-judge a teacher; and we can never rightly condemn, till full inquiry, or a personal inspection of a school, has proved him to be unworthy. Too often people listen to the idle stories they hear in the streets, or to distorted accounts brought them by some of the scholars, and make up adverse judgments when a little pains to learn the exact truth would lead them to very different conclusions. We once knew the majority of a district to take their children from school because, as they alleged, the teacher had told the children that God resembled a three-pronged pitch-fork. Inquiry elicited the fact, that, in explaining a classical allusion in their reading lesson, she had told them that Neptune, god of the sea, was fabled as always carrying a trident. The scholars had asked what a trident was, and she had told them that it looked like a three three-pronged fork. Some of the younger scholars, dimly understanding what was said, attempted to relate it at home. The parents hastily judged the teacher to be impious and wicked, withdrew their children, and destroyed the usefulness of one of the most accomplished instructors we ever knew; while a little inquiry at proper sources of information would have satisfied them that all was right in the school-room.

Good signs :

There is one infallible sign of a good school. When the children carry home their books at night, and spend a portion of the time out of school in preparing their lessons for the next day, there is always something doing in the school-room. No considerable number ever do this unless they have a faithful, working teacher.

It is also a very sure indication of a good teacher, that he or she spends some time, out of school hours, in preparing to conduct the recitations of the scholars. No teacher can succeed, who does not study the lessons as faithfully as the pupils are required to study them.

Of dictionaries and maps, wisely :

We need a copy of either Webster's or Worcester's Dictionary in every school in the city. Maps and globes, too, are wanted in several of the schools. A set of Guyot's Mural Maps would be of much service in the High School. A small sum, say a hundred dollars, annually expended for these and similar purposes, would yield rich returns, in the increased facilities they would furnish for illustrating the different branches of study in our schools.

The true object of school education often misunderstood :

People often mistake the object of school education. It is not so much directly to prepare one for any particular business in life, as to give him the general knowledge which will enable him to be useful in whatever sphere his lot may be cast. A boy is designing to become a seaman. He may study navigation, to the exclusion of other branches; but when he goes to sea, he will find that the navigation taught at the schools is of little service to him on the water. Or he may pursue a thorough course

of mathematics, together with the other studies of the High School. When he goes out upon the waters, he will easily acquire the science of navigation, while his good scholarship will make him, not only a sailing-master, but an accomplished man of business.

Book-keeping, as studied at school, is of little account in active life. The time given to it would be better given to general studies. Let the boy become a good penman, a good speller, a good grammarian and a good mathematician, and then book-keeping can be quickly and practically learned in the counting-room. Let mental discipline be acquired at the school, and the practical part will quickly come, when required.

Have not been unmindful of the responsibilities of their position :

The Committee trust they have not been unmindful of the responsibilities of their office. We have endeavored to do our duty, both reminding the teachers of the law, that requires them "to impress on the minds of the children committed to their care 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 ourselves appealing directly to the minds and hearts of the children, to endeavor earnestly to acquire these virtues in the days of their youth. The result of our labors we commit to a Higher Power.

EDGEComb.

RUFUS SEWELL, *for the Committee.*

By care in the examination of teachers, the Committee are enabled to say :

Your Committee would here state, that they have given no certificate to any one applying therefor, except, on such evidence and after such careful examination as the law requires, they found him competent to teach and govern the school for which he was examined. And they are very happy to state that those thus obtaining certificates, with few exceptions, have not disappointed our expectations, but have in most of the schools been found competent, faithful and quite successful as teachers. Your Committee have also endeavored so to direct the general course of instruction in the schools that the first principles of all the sciences taught should be thoroughly and clearly understood by the pupils and a good foundation laid for their future advancement in knowledge. And they have also been careful not to overlook the influence which the schools should exert in forming the future character of the pupils in manners and morals, but have called the attention of the teachers to the good and wholesome requirements of the laws of this State, pointing out their duties in this respect, and required their particular observance of those duties.

They note a sad deficiency in the attendance :

From an examination of the registers of the schools, returned by the teachers for the past year, it appears that the average attendance of scholars is less by more than one third of the whole number attending the schools; thus showing a very great degree of irregularity of attendance. This is certainly a very great evil, and the rem-

edy is with parents. They should apply it without delay and see that their children attend school during the whole term constantly, regularly and punctually, and also that they improve their time diligently in study and commit their lessons perfectly.

BREMEN.

W. H. HILTON, A. RICHARDS, *Committee.*

The Committee of this town congratulate themselves on the success of their agents; and make other suggestions:

The school agents have, with few exceptions, been remarkably fortunate in the selection of worthy and competent teachers; and it has afforded us pleasure to discover on the part of parents an increased interest in the cause of education. In some districts, however, we are sorry to see a lack of public spirit. In some districts there are no school houses worthy of the name; and we earnestly recommend that new buildings be erected without delay. In the construction of your school houses, care should be taken to make them sufficiently large, conveniently arranged and well supplied with the means of ventilation.

A few words in regard to the choice of agents. In our opinion the prevalent idea that school agents should be chosen in regular order, A acting as agent this year, B next, and so on in rotation, is a humbug. Some men are just as unfit to act as agents as they would be to teach. It would be well to choose those for agents who are interested in the cause of education, and who will exercise due care in the selection of teachers, and look after the interests of the school. We would warn agents against hiring *cheap* teachers; who very often prove too cheap to be good. A short term under the tuition of a faithful, thorough and devoted teacher is far more profitable than a long school kept by an incompetent teacher; for in the latter case the money is uselessly expended, and the scholars contract bad habits which it sometimes takes much care and labor to remove. Many think because a school is in a backward state, almost any one will do to teach it, especially if they can get one *cheap*. Such schools require thorough, systematic teachers, to infuse life and energy into them, and bring them up to the proper standard. If you were desirous that your son should learn a trade, would you place him under the care of an incompetent person from the fact that your son happened to know but little of machinery? Certainly not; and yet such a course would not be more unwise than for you to commit your children to the care of superficial and unworthy hands.

SIDNEY.

CHARLES W. COFFIN, *for the Committee.*

Reform called for:

The benefits of our system of popular education are not fully appreciated. To be fully enjoyed, there is need of a thorough awakening, attended by a radical reform. To have the entire benefit intended by the statute, needs the *full* and *heartly* coöperation of all parties concerned. To appropriate a liberal sum for the support of public schools, is all very well, but it is only the first step in the right direction. Those to whom God has confided the important responsibility of rearing up a family, of

forming characters for weal or woe, should be careful how they discharge that important duty. It is an important position to hold, to have the training of immortal minds, and society would be the gainer if all who are placed in that position fully comprehended the fact and endeavored to fulfill their mission.

A radical defect :

There is one radical defect in our school system, in the very short terms of school, and the almost constant change of teachers. In most cases, when a school commences, the teacher and pupils are strangers to each other, and it takes some time for them to get fairly acquainted; and about the time they get fully organized for progress, the term closes.

Like begets like :

Again, there is sometimes a disposition to get a *cheap* teacher, and the result is generally a *cheap* school.

How to overcome difficulty :

When difficulties occur in a school, if the parents or guardian of the scholar would with a proper spirit meet the teacher, talk the matter over, and then endeavor to cooperate with him or her, in a majority of cases all might be reconciled. But the parent who upholds the child in disobeying the teacher commits an unpardonable sin. The first and greatest wrong is against the child, the next is against the teacher, and last though not least, against the community, who may expect in due season to reap bitter fruits from such injudicious teachings.

AUBURN.

J. L. HAMMETT, *for the Committee.*

Mr. Hammett regrets the failure of the village district to make an arrangement with the Trustees of the Academy, before it was too late, to unite the public schools of the village with that institution as the High School of the grade :

But the favorable time was allowed to pass unimproved, and the proprietors of that institution have now made such arrangements with the Principal, and so remodeled their building, that a union of that kind can hardly be expected; yet with all the advantages of an Academy in our midst, we still need as much as ever a public High School. There are some scholars who are pursuing High School studies who will continue to attend the Grammar School, no matter what advantages the Academy may offer. This subjects the grammar department to the necessity of having a range of classes, reaching from graduating intermediates to the languages and higher mathematics, and so dividing up the teachers' time as to entirely preclude the possibility of attending with any degree of thoroughness to such studies as book-keeping, philosophy, and some others, which *should* have a place in our public schools; and also compels them to go over their other classes so rapidly as to forbid the idea of absolute thoroughness in any of their studies.

Is a frequent change of teachers desirable? A *reductio ad absurdum* :

It has been suggested by some, that some of our teachers are retained *too long* in the same school; that the scholars become too familiar with them, and the teachers themselves grow careless and somewhat negligent and impatient in consequence of long continued acquaintance with the same scholars; that when the *committee* are present, of course they make their *best* efforts, but when alone they relapse into their general fault-finding and indifference; that a new corps of teachers would work harder, feel more interest, and the progress of the school be facilitated by a change.

In reply to such remarks, we would inquire in all sincerity, Can a child become too familiar with his parents? Would not a *change of fathers* and a *change of mothers* about *once a year* be for each child's good? Would not the *new* parent, the stepfather or stepmother, take more interest in them than those with whom they have so long been familiar? Who would subscribe to such a doctrine as this? Yet it is no more absurd than the doctrine of *new teachers* so frequently advocated.

Many teachers deficient in knowledge of certain practical matters :

We often hear it remarked by some that many of our teachers are not sufficiently qualified; that their knowledge of business, of men and things, is not sufficient to make them profitable and successful in that department of life; and it has been asserted, (with too much truth too,) by one of our selectmen, that many of them do not know how to make out their bills in proper form, for their services, when their schools are finished. * * * * Young men have been before us for examination, fresh from academies miles away, who had been over enough of books to be prepared for High School teachers, yet their practical knowledge of measuring wood, surveying lumber, computing interest, analyzing and parsing our common English prose, and giving those natural phenomena which cause day and night, and the changes of the seasons, fell far below the present average standing of *our* first-class scholars in at least twelve out of our seventeen schools.

Quotes Mr. Bradbury of the State Senate, in conclusion :

Give the people education. Build the school house within reach of every boy and girl in the land, if possible. Make men and women, in the true sense of the term, of all the boys and girls now coming up among us, by the right kind of education of the head and heart, and it matters little what taxes you lay upon the people, or what temptations you place before them. Temptation then will never make traitors of them; taxes will not make them poor.

SPRINGFIELD.

OSGOOD N. BRADBURY, *for the Committee.*

The neglect of teachers to obtain their certificates in proper season is illustrated by an example :

The teacher, in one district, has had some experience—having taught *twelve* schools before. But unfortunately, with all this experience in school matters, she

had not learned one of the plainest and most important duties of a school teacher—that of obtaining a certificate before entering school. Your Committee, during the past year, followed the course usually taken by School Officers, and posted several notices in different parts of the town of the *place* and *time* of holding their meeting for examination of teachers. This teacher, although knowing the time and place of meeting, neglected to be present; and on the *very next day*, which was Sunday, notified your Committee that she intended to commence school the following Monday. She was told what the law was, applicable to the case, but saw fit to commence her school nevertheless.

Such things have been allowed in the past on several occasions in this town, we believe; but your Committee wish to say, and to be distinctly understood in it, that hereafter, so far as they take any action in such cases, it will be *strictly in accordance with the law*; and no teacher thus commencing school without warrant of law will be allowed pay for the time they teach under such circumstances. We feel that so plain a provision of the statute, and one of such vast importance to our schools, should not be *thoughtlessly*, much less *intentionally*, disregarded.

An instance of unusual punctuality :

Out of the seventy-four scholars who attended the summer term I noticed that seventy-three were present the first day of the school. Twelve scholars were present every day during the term. Eleven scholars present every day during the fall term, *Five* of these were present every day during both terms, viz: Walter Scott Coffin, Clarence Le Messer, Jacob M. Gould, Egdar M. Drake, Edwin B. Cole. I think it well to notice so much punctuality on the part of the scholars, and place their names upon record before the town. There seemed a determination on the part of teacher and scholars to improve every moment to the very best advantage—a willingness to labor early and late rather than lose a recitation. When scholars become interested in their studies, and make one determined effort to become the best scholars in their classes, there is little danger that they will not learn. Such a school, hard at work, is really a fine sight.

The number of scholars in that school, its character and position, call loudly upon the district for a new school-house. I believe it to be eminently the *duty* of the parents in that district, after their children have, for so many terms of school in succession, manifested so great an interest by their close attention and progress in their studies, to prepare a better place for them to attend school in. The room is not large enough to accommodate the scholars that attend school from day to day. The seats are usually crowded full, leaving no room.

Ten classes in arithmetic were also doing well. So far as they had gone, they were in all cases *thorough*—a most important, but often neglected point. Several classes had been through Greenleaf's Intellectual, Common School and National, and I failed to puzzle them, in asking for the solution of some of the most difficult questions.

Of the kind of education our children receive, Mr. B. thus discourses :

That we need to give a little closer attention to the *kind* of education our children are receiving—not only in the school-room, but at home and upon the street. We all admit the great and overshadowing importance of even a purely intellectual

education. But does not every one know that so far as parents, so far as the child or society is concerned, there is a proper training and educating of the heart, a careful disciplining of the conscience, of ten-fold greater importance than any merely intellectual acquirement. A good man, pure in heart and life, with an intellect well trained and balanced, is the noblest work of his creator. But no ordinary school-room routine will make such a man. His training commences long before he sees a school-room. At home, by the fireside, in the society of parents, brothers, sisters, neighbors, friends, then upon the street, in the store or shop, at the church—everywhere, in fact, where the child meets with others, he receives impressions of some kind. We all admit these facts, but I fear many of us soon forget them.

ROCKLAND.

ALDEN SPRAGUE, WILLIAM WILSON, HENRY PAINE, *Committee.*

On the very important subject of classification, the Committee present their plan. It applies, of course, only to towns where the system of grading is adopted :

Our plan is to allow a scholar three years in the Primary, three in the Intermediate, three in the Grammar, and four in the High School. The child is to enter the Primary School at four years of age, and, if he takes the regular course, he will graduate from the High School when seventeen years old, fitted for college, or qualified to enter into business. It is a regular succession of steps from the beginning to the end. The distance from one grade to another is no farther than from one class to another. It is just as far from the second class to the first class in the Grammar Schools, as from the first class in the Grammar Schools to the fourth in the High School; and so all the way through. Examinations are as much made for passes from class to class as from grade to grade. In this way every scholar in school is brought under the scrutiny of the Committee, and held accountable, either by himself, or his teacher, or parents, for the use which he makes of the opportunity afforded him. We have but one regular examination for passes during the year, which is at the close of the winter term. Scholars who fail to obtain passes then, will have to remain in the same class another year, unless, during the vacation between the winter and spring terms, they attend to study and qualify themselves to pass; in which case, the Committee, previous to the spring term, purpose to give notice of a time and place for examining such candidates, and granting them passes if they are found worthy. The object of having but one examination in a year is to prevent too many classes in schools, or, if not that, to hinder scholars from being admitted into classes in which they are not qualified to be, and where, if admitted, they would retard the progress of the classes and seriously injure themselves. Although this system was not fairly inaugurated until the winter term, its good effects were plainly visible at the close of the schools, in a marked increase of interest among teachers and scholars, more thoroughness in recitations, better classification, and a larger attention to the branches of study, a knowledge of which is required to fit for the next higher step. So near as we are able to judge, we think that at least six times as many scholars, in the Grammar Schools, were studying grammar at the close of the winter term, as were studying it at the beginning of the fall term.

Scholars began to see that if they neglected their studies, or if they did not take up all the branches required to be taught, there was no chance for promotion, and they would have the mortification of seeing their companions outstrip them. It has been customary for scholars to study what they pleased; but this system not only makes them pay better attention to those branches which they choose to study, but it compels them to take up those which are required to be taught in the grade or class to which they belong. Carry on this plan through a few years more, and if there is any ambition in pupils, or pride in parents, or common industry and capacity in teachers, it will produce good scholars.

They plead for a better room for the accommodation of their High School :

Compare the location of our High School building with the beautiful places which surround such schools in other cities. There is not a tree, no lawn, no graveled walks, not a flower nor shrub, not even a fence to separate it from the street, near or around what is called the Rockland High School. Stables and other outbuildings are the most prominent objects in view, and too near to be very agreeable to the olfactories. This has lasted too long for the good of the rising generation, and the credit, growth, and prosperity of the city. Other places of the size and wealth of this are taking strong measures to bring their public schools as near perfection as possible. They erect fine buildings, grade the ground, fence it, and plant trees upon it, cover it with greensward, and make the place as attractive as it can conveniently be made. They do this as a matter of economy as well as public duty. They reason that if the schools are not well sustained, it will cause wealth to flow out of, instead of into, the place. One of our most far-seeing, enterprising, wealthy business men said to us last fall, that he would advise the erection of a fine High School building in this city, as a paying business enterprise, if for no other reason. There are many people here, said he, who wish better advantages than our High School affords. They are wealthy, have no property to restrain them, can move as well as not, and they will and do move, to secure privileges for their children, and their wealth is lost to us. There are others, said he, who would move into the city for a permanent residence, were it not that the standard of our schools and public affairs generally is not so elevated and spirited as it should be. This niggardly policy, said he, keeps those men out. It drives away tenants from buildings, customers from our stores, laborers from our kilns and wharves, and capital from business. It is, in short, that policy which holds a dime so near the eye that the dollar beyond cannot be seen—it is the penny wise and pound foolish policy. With those remarks we must agree, because we know they are true as well as we know that two and two make four.

Of the influence of the school-room on society they justly remark :

Outside of parental influence, there is no power so potent in molding the character of youth as that which is exerted in the school-room. As "the child is father to the man," as the molding of future society is the present work of those who are training the young, too much care and discrimination cannot be exercised by those to whom is intrusted the supervision of the public schools. Set the twig aright, and

the tree will be straight, vigorous and healthy; plant it awry, and deformity is the result. Neglect the schools, and the reward will come in the shape of an increased crop of pauperism and crime; nourish them, watch over them tenderly, support them liberally, and the result will be seen in depleted poor-houses, jails and prisons, diminished taxes, and in a happier and thriftier people. This is the truth of history; individual cases may be found to contradict it, but a comparison of aggregates proves that the most enlightened communities are the most prosperous and happy.

LEEDS.

J. G. GOTT, P. A. BODGE, *Committee.*

The Committee, in noticing the labors of the several teachers, assign the reasons of their success. They thus characterize the labors of Mr. G. :

The teacher has a way of his own, and intends to act up to his own ideas of justice. Knowing it is very difficult to please everybody, he labors to please no one farther than is consistent with his ideas of right, but he works for the particular benefit of his pupils in his own way. This school appeared to be in a very flourishing condition; the scholars were all attentive to study, and good order was observed. The school showed that instructions had been of the right kind, and had been enforced. We learned that there was some difficulty in this school, occasioned by some of the larger boys, who were unwilling to submit to the requisitions of the teacher; and also that some parents were dissatisfied on account of the means used by the teacher in compelling such scholars to observe the rules of school; but we think, from what we have learned, that his course was justifiable.

The good qualities of Mrs. E. are dwelt upon with satisfaction :

Mrs. E. is an energetic and well-qualified teacher. At the commencement of her school, she established good order, and succeeded in maintaining it during its continuance. The school was systematically conducted, and the best endeavors of the teacher were used in forwarding the interests of her pupils. The recitations at both of our visits were conducted in an excellent manner—the teacher being careful to have a satisfactory reason given for the course pursued, and allowing nothing to be neglected which she thought was not well understood. We think that no pains were spared by the teacher to render the school pleasant and profitable to her pupils. Good improvement was made in all the branches studied.

The dignity and firmness of Mr. T. aid in his happy government :

Mr. T. is an able and experienced teacher. He has a dignified and commanding appearance in the school-room; is mild and steady in his government, winning the love and respect of all his pupils. When visited, the school appeared well in all respects.

Another succeeds in spite of a poor school-house :

We noticed that she had especial care for the comfort of the smaller scholars, thereby eliciting their regard for her. Her method of imparting instruction was

very good; and although she labored under the disadvantage of a very poor and inconvenient house, the scholars made good progress.

The energy, firmness and gentleness of Miss Smith are commended :

Miss Smith is an experienced and accomplished teacher. She manifests a great degree of energy in the school-room, and awakens a lively interest in the minds of her pupils, and changes the monotony of the school-room by asking many practical questions, instead of being confined to the text-book. We noticed she was very thorough in arithmetic, requiring a reason for every step taken. She is mild in her government; but so firm and decided that few care to disobey her.

SEARSPORT.

S. THURSTON, GEORGE PRATT, W. T. C. RUNNELLS, *Committee.*

An effort has been made for several years to unite the three districts of the village into one. The union has been effected between two of them :

Early in the season, the districts known as Nos. 3 and 4 were united in a legal manner so as to become one district, assuming the name of Union District. The object aimed at was to carry out more advantageously the graded system, and secure greater economy in the expenditure of school money. While the results have illustrated the wisdom of the arrangement, it was never supposed that its full benefits could be secured in a single year. In other villages the advocates of the graded system have said, "Give us a five years' trial before you condemn the system." Your Committee have yet to learn the first instance in which any place has abandoned the system after giving it a fair trial.

The whole number of scholars in this district last spring was 329. They have been divided into schools of three grades called Primary, Intermediate and High. There have been four schools, two of them primaries, under instruction three terms, two of them terms of ten weeks each, and one of eight weeks.

The High School, during the fall and winter terms, was taught by a gentleman of liberal education, qualified to teach both the higher English branches and the languages. But he proved hardly equal to the task of governing rowdy boys of the size of men. He had too many such, who had no just appreciation of their privileges, and who seemed more intent on condemning the authority of the teacher and disturbing the school, than improving their education. While some made good progress, the school on the whole was not a successful one. Very little zeal was displayed in the pursuit of study.

The defect in this school was in no way chargeable to the graded system, but to deficiencies in the teacher, and a most reckless disregard of the proprieties of life on the part of some large scholars, who ought to be ashamed of their deportment. Some of the benefits of this system, as already secured, are the better classification of the scholars, and the reduction of the number of male teachers necessary to be employed. There has been saved the difference between the wages of a male and a female teacher. If the entire village were united in one district, it would be necessary to employ but one male teacher.

The old spirit of insubordination which disgraced the schools of a former generation, not wholly exorcised :

The winter term of the school was taught by a very worthy man, who took commendable pains to make the term profitable to the pupils. But a spirit of insubordination soon arose on the part of some of the older scholars, which was encouraged and strengthened by outside interference. Instead of standing by the teacher and strengthening his hands, sympathy was shown to disorderly pupils and an effort was made to eject the teacher. The Committee was called to look into the matter, but while they could have desired evidence of more skill and energy in government, on the part of the teacher, they did not see sufficient cause to dismiss him. This would have encouraged the spirit of insubordination and given triumph to those who merited defeat and repulse. While some of the scholars made commendable proficiency, the school as a whole was seriously injured by the cause above specified.

There is little danger that the attention of teachers and school officers be too often called to the subject of the following paragraph :

The State, with wise maternal care for her young, and for our future welfare, has enjoined by statute that the "Instructors of youth shall use their best endeavors to impress on the minds of the children and youth, the principles of morality and justice, and a sacred regard for truth, love of country, humanity, and universal benevolence, sobriety, industry, frugality, chastity, moderation and temperance, and all other virtues which are an ornament to human society." Is there not just ground to apprehend that this duty of teachers is much neglected? School agents and committees are solemnly bound to regard this law in the characters of persons employed as teachers. Those of corrupt principles or immoral practices should not be employed as teachers of the moral virtues. It is not to be expected that such teachers will attempt this duty; and should they, their character and example will more than counteract their precepts. As moral character and intelligence are the basis of good citizenship, the welfare of the republic demands that not only the intellect but the moral sense of the young should be most carefully cultivated. Grave responsibility rests upon us as the parents and guardians of the young to see that our schools train skillfully, not the intellect merely, but the conscience and heart also.

STANDISH.

A. W. WEEKS, CALVIN CHAPMAN, LEANDER MOULTON, *Committee.*

The question of employing female teachers for the winter schools has been put to practical test in many of our towns, with results varying according to circumstances. The Committee of this town express their opinion as follows :

A comparative review of the four winter schools taught by mistresses raises, but does not answer, the question, whether it would be well to increase the proportion of these teachers in our winter schools. Their number has recently increased from year to year in the State. The following argument in their behalf is very plausible: "The

quicker sensibilities and livelier affections natural to woman adapt teachers of this class in a peculiar degree to the work of instructing young minds. There may be now and then a few large advanced pupils who might receive more benefit from a male teacher of superior qualifications; but, considering that by the sole employment of female teachers, several weeks might be added to the yearly length of the schools with the money now raised. That for half of the children, at least, female supervision would be preferable; and that for nine-tenths of the pupils, it would be equally as good; and that a teacher tried and found to be of superior excellence and adaptation for a particular school, might be retained for several terms in succession by this means, therefore they should be generally employed in winter schools." But as the smaller scholars are particularly cared for in summer, the *larger* ought to be particularly cared for in winter. A master may do more for a few large scholars needing a master, than a mistress would do for twice the same number of smaller scholars. It is very hazardous to place some scholars under any government but that of a physically as well as intellectually able master. We are confident that no very decisive gain has accrued from female teaching the past winter. The preferableness of either class of teachers to the other depends upon the various circumstances of the case. But care should be taken by agent and district not to violate the following provision of State law: "A school district, at a legal meeting, may determine what proportion of their school money shall be expended for the support of a school taught by a female, and their agent shall expend it accordingly. But if one-fourth of the votes present, and voting, dissent from the decision of the majority, not more than one-third shall be so expended without the written assent of the Superintending School Committee."

A very important point in the teacher's influence upon his school is set forth in the following remarks :

The worth and importance of exemplary, conscientious integrity in teachers cannot be over-estimated. Of one of the most eminent teachers in one of the highest seminaries of our country, a pupil, who at length became his associate, declaring himself charmed with him, said: "He is ardent and enthusiastic; frank and honest in an unusual degree. If he is ignorant on a particular point, he says so plainly. The eulogizing and imitating learner became as charming a pattern himself; and *his* imitators have *their* imitators. One of his memorable sayings was: 'I make it a point, if I perceive I have committed a mistake in this class, to acknowledge and correct it the next time I meet them; and I consider this due to truth, as well as the best way in the end to gain their confidence.' Such teachers are worth more than their wages—more than their weight in gold."

On the other hand, those who are untruthful and unconscientious, persisting in mistakes and errors knowingly and willfully, are worse than worthless. Their moral character, temper, disposition and influence are the opposites of such as are suited to the vocation of teaching. Years ago, a scholar, who very respectfully illuminated a blunder of his teacher in pronunciation, by spelling the word and giving the true pronunciation, was verbally browbeaten by him before the school and several scholars remaining after school. But subsequently he said to the scholar in private: "You were right the other day about that word, and *I knew it*; but I always make it a principle never to give up to a *scholar*." No one need be told how low that teacher sunk himself in the scholar's regard.

Of the principle discussed in the foregoing paragraph, the Committee make a further illustration, with a few stripes by way of correction :

A gross error of pronunciation by one of the teachers now reported having been indirectly and delicately corrected by the Committee, the teacher is reported to have subsequently directed his pupils to set aside the opinion of the Committee, and abide by his pronunciation as the true one. At the examination of the school there was no whole dictionary in the house; and certainly, during the term, there had been no whole *teacher* there. Mistakes and errors in teachers are bad enough; but willful persistence in them deserves to be beaten with many stripes. Such dignity and glory are baseness and shame. To say nothing of the law of God, an express provision of the statute requires all instructors of youth to 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* being the first specification.

“The less in every study scholars learn,
While morals languish, a despised concern.”

WINSLOW.

JOHN DINSMORE, *Chairman of Committee.*

Such commendation as the following should be much more frequently bestowed, on similar grounds :

This district is deserving of special commendation for the noble course it has taken in the erection of a new school-house. Instead of trying to patch up the old one, which, though not very old in years, was so in appearance, and like many others in town, far from being what a good school-house ought to be, the members of this districts resolved to have a new one and a good one. And they have a building now that is an honor to the district, and speaks well for their energy, wisdom and good taste. It is the only one in town that approaches the idea of a *model* school-house. It was erected at the cost of about \$600. \$500 were raised by taxation, and the balance was contributed by members of the district, the ladies even sharing in the good work; and where is there a good work in which the ladies do not have a share ! This house has ample black-boards, outline maps, conveniences for proper ventilation, good recitation seats, ante-rooms with hooks on which the scholars can hang their hats and clothes, a wood-box, a nice yard fenced off as a play ground, and ornamental trees set about it, a wood-house, and other conveniences. Who does not say that it was a good investment, and will pay a large per cent. of profit in the education of the children and youth of that district. The house was dedicated Nov. 27, 1863, with appropriate and interesting services.

An exercise in vocal music is conducted with success :

I am happy also to speak of an exercise in vocal music daily in this school. It is said that “harmonious voices produce harmonious feelings.” If this be true, would it not be well to introduce this kind of exercise into all of our schools? It certainly

has a powerful effect to promote good order in school, and tends to diffuse a spirit of cheerfulness, and make pleasant and varied that which would otherwise be monotonous and dull. It also strengthens and gives tone and vigor to the voice.

A ludicrous and unfortunate state of things :

District No. 10. But few districts are able to have two schools at the same time, unless they are unusually large or graded, yet this district enjoyed this privilege the past summer, one school reporting six and the other two scholars in attendance. Miss S. J. Webber and Miss Sarah F. Learned were the teachers—the wages of the former being \$1.60 per week, and of the latter \$1. Miss Webber's school commenced first, and in her father's house, he acting as agent. The day I visited that school, I was informed by a member of the district that Mr. W. was not lawfully agent, and that another man had been chosen and duly qualified at a meeting held that very week, called by a warrant from the Selectmen, and that another school would soon be set in operation, and I should be called upon to stop the one I had visited. After a short time I was notified by the new agent, Mr. Albert R. Smiley, that another school had commenced in his house. I looked at the law with regard to choosing agents, and consulted with the other Committee, and we came to the conclusion that if Mr. Webber was not the legal agent at the time his school commenced, then that school was nothing more than a private school, and we could have no jurisdiction over it; but if he was agent, then there was no reason why we should stop that school simply because another had been started in opposition. I decided, therefore, to visit both schools, and let the members of the district settle the matter as they thought best. I have been informed that both schools have been recognized and have drawn their money, and that Mr. W. was admitted to be the lawful agent till another was chosen, and having set up a school, no one had the authority to stop it but the Superintending Committee. This was an unusual case, and could not have occurred had there been a school-house in the district. There has been no winter term of school in this district; having had so much schooling last summer, we suppose they thought it not necessary.

Mr. D. makes a startling statement in regard to the attendance in schools of Winslow. A similar story might be told of many other towns :

Our schools, both in summer and winter, are composed mostly of small children, and I have been led to inquire, on visiting some schools, Where are the large scholars? Have they all gone to the war? This has induced me to ascertain what proportion of the scholars returned annually to the Assessors to draw money, are found in our schools. Last spring the number of scholars returned was 660, the average attendance in the summer was 250, and in the winter 315. Thus you see that not half of our scholars regularly attend school. Look at this district in the village, No. 2. It returns sixty-three scholars, and yet the average attendance in summer was twenty, and in the winter twenty-six. No. 18, on the other side of the bridge, returns fifty-nine scholars, and the average is twenty-six and twenty-eight. Where are the scholars? Do they attend school out of town? Only a few of them. Ought not something to be done to compel parents to keep their children in school more constantly? The boys of to-day will soon become men and enter upon the

active duties of life. They will become voters and actors in all public interests. There are those among them who will hold high and responsible offices—who will serve as jurymen, and will have charge of the business of the towns in which they may reside. In social life, their influence will be even more extensively felt. Is their education of no importance? Shall they be permitted to attend school when they please, and when they do not, loaf around the stores, depots and other public places? If they are not educated in the school-room, they will be in the streets, and they get such an education as fits them rather for the State Prison than to be good citizens.

BRISTOL.

WM. L. BROWN, *for the Committee.*

But a small part of this report is devoted to general remarks. Mr. Brown congratulates the town that a large proportion of the teachers employed are residents of the town; reports a want of comfortable and commodious school-houses, and exhorts the people to remedy the evil. We take the following paragraphs from his remarks in reviewing the separate districts:

The discipline of the school was hardly sharp enough to overcome the idleness of some of the scholars, but fair progress was made.

This school requires an active teacher, many of the scholars needing to be spurred as well as led, and with such a teacher it has in it material for an excellent school, provided there were a decent school-house; the one now used being a reproach to any Christian district.

The studies were thoroughly mastered. Great credit is due to the teacher for her faithfulness. Her worth cannot be over estimated. She has demonstrated the fact that a female teacher can be successful in a winter school.

The large boys gently rapped:

It is to be regretted that too many of the large boys yearly fail to be interested in their studies. The teacher is not responsible for this failure. The school was made attractive, and all who desired to learn were favored with a good opportunity.

BUXTON.

S. S. MILLIKEN, WM. JORDAN, GEO. W. WHITNEY, *Committee.*

Parents are earnestly exhorted:

Parents should make their children feel that wealth, position, honor, happiness, everything that is worth having, is dependent on education. Feel as you would have your children think you feel. Know where your children are and what they do. Let their stay with schools, teachers and books be continued as long a time as possible.

The happy effects of a new school-house noted:

This school has been unusually interesting this term, and good improvement has been made; such as might be expected in removing from that old, unhealthy brick

box, to a suitable, neat and well ventilated house. And we will say for the credit of this school, that on examining the house on our last visit we did not find upon it the cut of a penknife, nor so much as the scratch of a pin.

An improvement in one of the most important matters of school instruction :

We were very much pleased with the advancement of this school, and more especially in reading. Miss M. made it a point that her scholars should prepare themselves for their exercises in reading as thoroughly as for any other exercise, and consequently they took an interest in reading which we do not see exhibited in many schools.

LEWISTON.

N. M. WOOD, A. K. P. KNOWLTON, NELSON HAM, *Committee.*

The report of this Committee indicates more than usual watchfulness over the school interests of the city. They speak thus of their care in the selection of teachers—an example which should be more carefully imitated in other towns :

We have exercised great care in the selection of teachers. At the beginning of the year two public examinations were held, and after a thorough testing of the acquirements of the numerous candidates, and a thorough scrutiny of their antecedents, a choice was made for teachers for the various schools of those thought to be best fitted for the several positions.

The same course was pursued in selecting teachers for the winter schools. If in a very few instances those selected have failed fully to meet our expectations, in others they have exceeded them. It would be too much to expect of a Committee, that in the selection of forty different teachers, they should make no mistake; and yet we are able to say that no school has proved an entire failure, and we believe that in no year has Lewiston had a corps of teachers among whom was found so little incompetency as in the year 1863-4.

This care in the selection of teachers has been followed up by a corresponding care in the supervision of their schools, and by the natural results of such fidelity :

Having taken special care in the selection of teachers, the Committee have also given close attention to the supervision of the schools, visiting them from three to ten times each term, according to the necessity of the case. That very much more time might have been spent in this work to the very great advantage of the schools, the Committee have very well understood; but they have done what they conceived their duty under the circumstances.

In addition to these visits, all the schools have had, at the close of each session, a thorough examination, at which sometimes one, generally two, and frequently all of the Committee have been present. We have attended seventy-two examinations during the year.

By this close attention to the schools we have been able to form a pretty correct judgment respecting their progress and the efficiency of the teachers. And we are

happy to be able to state, that with few exceptions, we have been well satisfied with the results. There have been some cases of comparative inefficiency, against which we can easily suggest a protection for the future.

The order and discipline of the schools have been generally good; in most of the schools excellent. Very few instances of insubordination have come to our notice, and these have been promptly attended to. The authority of the teacher has always been supported.

Much less dissatisfaction has been expressed on the part of parents than perhaps might have been reasonably anticipated under the new order of supervision; and whenever it has been manifested, it has been met with a spirit of conciliation and firmness. The purpose of the Committee has been to consult the wishes of the parents, so far as they could and maintain the best interests of the schools.

A want of the High School beginning to be supplied :

Hitherto the school has suffered, in comparison with others of a high grade, from the lack of philosophical and chemical apparatus. The Committee have begun to provide for this lack by the purchase of a fine set of apparatus, to which we hope additions may be made in future years. In consideration of the character of the pupils which will attend this school, the Committee have felt called upon to invest a small amount in this manner, and are well satisfied that the benefit which will accrue therefrom to the school will exceed in value, many fold, the interest of the money.

Right views in regard to the importance of Primary Schools :

The Primary Schools are lowest in the grade, but by no means the lowest in importance. It is in these our children commence their school life. Here they get their first ideas of school discipline; here they learn how to study, or, at least, begin to learn; here they get impressions which may essentially modify all their career as students, creating within them a love for the acquisition of knowledge, which will lead them on up the pleasant paths of learning to the very summit, or begetting within them an intense disgust for tasks to be learned, which will make them hate the very sight of a book. In these schools, we believe, love rather than the rod should be supreme, and yet we do not belong to that class of moral suasionists who discard the old adage sometimes attributed to the wise man : " Spare the rod and spoil the child." Authority must be maintained, even though the rod is of necessity called into requisition.

Economy without meanness in the expenditure of money :

In expending the money intrusted to them, the Committee have sought to practice economy without meanness. They have wished to do what in their judgment was demanded of them as Trustees to whom were committed the educational interests of the city. The salaries paid to teachers in many cases have not been equal to those of teachers in similar schools in other cities, and in consequence we have lost the services of some whom we highly esteemed. This, we are convinced, was an error which ought to be avoided in the future. If we would have the best talent in the instructors of our children, there is one way to obtain it, and that is to pay for it at the market price. The office of a faithful teacher is a laborious one, and deserves a generous remuneration.

Increased appropriations necessary :

It is our opinion that it will be necessary to increase the wages of some of our teachers the year to come, not only that the services of those best qualified may be secured and retained, but also because of the advancement of wages in all departments of labor. No doubt an abundance of teachers might be obtained for all our schools at a rate of wages far below even that paid the past year, but cheap teachers are costly servants to their employers.

To provide, therefore, for schools equal in length and value to those of the year now closed, there will be needed a fund somewhat larger than that of the past year. The city will receive probably \$500 less from the State School Fund than heretofore. To make up this loss, and provide for the necessary increase in the expense of the schools, at least \$1,000 must be added to the appropriation of last year, and this amount we recommend to be added.

Children must not be starved on account of the war :

The great increase of expenses on account of the war, is sometimes urged as a reason for cutting short the appropriations for the schools. With no wise man will this have weight. Do we give our children less to eat because of the war? Do we give them less clothing? Shall we give them less opportunity for education? Nay, rather more, that they may learn the better to comprehend how intimately their duty and their interest are connected with the support of that government and institutions for which we fight.

The consolidation of districts is appropriately urged :

A few weeks since we were allowed to present to your Joint Committee on Schools our views upon consolidating into one the several districts in the city. We are happy to know that these views met your approval, and that measures have been taken by your body for the accomplishment of so desirable an object. That the interests of education will be promoted to a very high degree by such a measure, we have not a shadow of doubt. It will open our High and Grammar Schools to pupils from all parts of the city, who shall, on examination, be found prepared to enter them. This is simple justice. Why should a citizen, whose residence is in Pine Woods District, and who pays according to his property equally with others in District No. 2, for the support of schools, be by law debarred from privileges which his fellow citizens at the centre enjoy? If he selects his place of abode at such a distance from the higher schools that the expense of sending his children to them will be much increased, that is a matter of his own choice; but if he prefers, for reasons satisfactory to himself, to incur that expense, ought he to be forbidden the privilege? In justice, no.

But the benefit of consolidation will not be confined to those pupils alone who shall be admitted to the higher schools. It will bring all the schools largely under the influence of the graded system, and both teachers and pupils will be stimulated to increased thoroughness and faithfulness by the connection.

YARMOUTH.

JAMES BATES, DAVID SHEPLEY, BENJAMIN GOOCH, *Committee.*

After a careful and discriminating review of the several schools in town, many of which were visited oftener than the mere demand of the law, the Committee, through their Chairman, make valuable suggestions on important points, not the least of which is that of uniting and grading the village districts :

In most of our districts no other method of grading schools is observed except by the ages of pupils. Every one must be aware of the inconvenience of this mode. Scholars are in this way often placed in schools costing fifty dollars per month, who could be equally well instructed in one costing less than half that sum. The time of the teacher is thus diverted from its proper object, which should be to instruct those requiring a higher grade of talent. It is often said we live in an age of progress. If this be true, the time must come when the three districts in the village will be formed into one, for the purpose of properly grading our schools, and placing our scholars under the care of those whose qualifications are best adapted to the attainments of each individual. When shall that time be? Is it not time the ball were put in motion?

Perhaps we shall be told we have an Academy where all the branches are taught which would be in a High School. We may be permitted, however, to ask who pays for children who are not able to pay? Academies have their own place, and do not necessarily conflict with, but may assist common schools. In case of a conflict of interests, however, common schools must ever be held to have the first claim on the support of all good citizens.

The following remarks upon the *virtues* of order and neatness are more important than some persons may at first suppose :

In some schools and school-houses there is great inattention to neatness and order. We are aware that these habits can nowhere be so well formed as in the family. Still something may and should be done by precept and example in our common schools. "A place for every thing and every thing in its place," is as proper in the school-house as at home. There can be no excuse for having a school-room and its closets exhibiting the disorder of an auctioneer's shop. Wherever such is found, we feel warranted in thinking somebody is wanting in a sense of propriety.

The Committee speak of the advantages arising from frequent calls interspersed between their regular visits :

In last year's report mention was made of the supposed advantages arising from calls without notice. Your Committee are of the opinion that some schools this year have been made greatly more useful by these calls. It is even possible, that in one or two instances, they may have prevented a useless waste of time and money.

The young teacher needs encouragement, advice, and in some cases even direction, which most such teachers are willing to receive and follow. Believing the Committee to be their friends, animated by desires similar to their own, they are willing to listen to frequent suggestions made at these visits.

WELD.

A. C. HOUGHTON, A. D. RUSSELL, WILLIAM J. PHILLIPS, *Committee*.

This Committee indulge in but few miscellaneous remarks. The single paragraph which introduces their report, I am happy to perceive, represents the pervading sentiment of the reports generally :

In presenting our Annual Report, we come directly to the schools which have been in operation during the past year in our town, feeling assured that even with the pressure of unusual duties which engross your attention, consume your time, and claim your money in connection with the national defense, that you will not forget the interest of our common schools, which contribute so largely to the intelligence and patriotism of the people, and constitute so important an element in the permanent basis of our free government and its institutions.

Large scholars commended :

Mr. R is an experienced teacher, and his untiring efforts in this large school were very successful. All the larger scholars in this school were cheerfully obedient and constantly attentive, which has been a noble characteristic of this school for many years past. We were gratified at the close of the school to learn that the instruction had been thorough and systematic. We think a better reading class of the same number, in one school, cannot be found in this county.

SHAPLEIGH.

ENOCH W. BODWELL, ALFRED HULL, SAMUEL ALLEN, *Committee*.

The town congratulated on the success of their schools, and urged to continued effort for their perfection :

We are happy to say that our schools have been supplied with competent and energetic teachers, and have made a commendable degree of advancement; yet much remains to be done before they can be brought to that degree of perfection which their importance demands. And this duty, parents and voters, devolves upon you.

While we watch with deep interest the conflict of our contending armies, and are laboring to fill their constantly decreasing ranks, the duties we owe our children should not be forgotten; and although the great expenses of suppressing armed rebellion may compel us to entail upon them a great national debt, let us not entail upon them the burden of ignorance also. Burdened as we are by taxes and the great expenses of obtaining the necessaries of life, it is true that the strictest economy is demanded; yet, in our opinion, we should not deprive our children of the means of obtaining a good education.

Of school-houses and school districts :

Citizens of Shapleigh, look at your school-houses. Are they suitable buildings in which to educate your children ?

Travelers judge of the intelligence of any community by the appearance of its school-houses. Will they not form a low estimate of the intelligence of the inhabitants of this town, if they apply that test in passing through most of our school

districts? In order that scholars may make the greatest amount of improvement, the house must be properly warmed, the scholars must be comfortably seated and surrounded by furniture which presents a neat and pleasing appearance. Not a school-house in town has these necessary arrangements, and many of them are scarcely superior to the barns in which our cattle are kept. Scholars will make little improvement and will have little of that respect for themselves which every scholar should have, while they are kept in such miserable pens.

Your Committee are of the opinion that the usefulness of our schools might be very much improved by reconstructing the school districts of the town. Several districts are composed of three or four families each, and consequently the schools are so short as to be almost worthless. These districts should be discontinued and annexed to other districts.

Against political and sectarian animosities the Committee wisely remonstrate :

Want of harmony among the citizens of the districts has, in some instances, proved highly injurious to our schools. Party prejudices and personal animosities should not, for one moment, be allowed to enter our school-rooms. There we have a common interest in which there is little difference of opinion, and no personal disputes should be permitted to extend their damaging effects into our schools. If teachers are employed who are not competent, or who are unfaithful in the performance of their duties, they should be removed by the legal process, and no acts of violence against the teacher or district property should be attempted. Evils are never removed in this way, but rather increased.

KENDUSKEAG.

CROSBY CLEMENTS, E. F. NASON, WM. YOUNG, *Committee.*

After detailing the circumstances of an unhappy difficulty, resulting in the dismissal of a teacher as "unprofitable," the Committee urge the necessity of greater care in the selection of teachers :

In the selection of teachers our school agents should exercise the utmost caution. No consideration of mere favoritism or relationship should exert the least influence, and even the wages is a matter of minor importance. Be sure to secure the services of the best to be had, making but little account of the price paid, for second-rate teachers always cost dearly in the end. "Milk and water schools are unprofitable. We want live teachers to make live scholars, and live schools to raise up live men and women. A dull, sleepy, slow, moping teacher will dampen the warmest ardor, and blunt the keenest, brightest intellect; while a real live teacher will increase the ambition and energy of the ambitious and energetic, and infuse life and spirit and thrift into the dullest scholars."

Important qualifications to be regarded :

In examining the qualifications of teachers, there are some points extremely difficult to be determined without actual trial. A suitable temper and disposition and

tact to teach are most important, and, in the case of an entire stranger, not easily decided upon.

Now, "we would rather know what a teacher would do to interest a naturally dull, careless scholar, than to know he could solve a difficult problem in Algebra. We would rather know how he would direct the mind of a mischievous boy than know how he would analyse a difficult grammatical sentence. We would rather know that a teacher commands the respect and esteem of his scholars than that he was thorough master of all the English studies. The latter is desirable in a teacher, but the former is indispensable to success in teaching."

An important duty of the Committee :

The duty of Superintending School Committee to dismiss teachers who are found incapable or unfit to teach, or whose services they deem unprofitable to their schools, is a very just and plain provision of law; nor can we look upon attempts to thwart or intimidate such officers in the performance of their duty (painful as it ever must be) as other than a spirit of disloyalty, an embryotic rebellion, which, if fostered, must ere long produce its bitter fruits. Order and good government in our school affairs will become a thing of the past, and anarchy, confusion and ruin soon follow. As law-abiding, peace-loving citizens, let us, therefore, yield to those whom we invest with authority till we are quite sure they are wrong, and even then, would it not be better to "bide our time," and, on a proper occasion, fill their places with better men? Ever keeping in mind that "haste makes waste," and that time solves many difficult problems, reconciles serious misunderstandings, and brings "order out of chaos."

GILEAD.

A. F. MASON, *Chairman of Committee.*

The following remarks on the subject of studies pursued in the schools of this town are applicable to other towns as well :

In regard to the *studies pursued*, it is a fact that more time is given to written arithmetic by those who are not well advanced in other branches than is profitable. Mental arithmetic is much the better for exercising young minds, and it is of much more practical advantage in life. Yet we frequently see those who can repeat the rules, and perform many of the difficult examples in written arithmetic, puzzled with a very simple question in "*reckoning*," as it is called. This should not be. All scholars, even the large ones, should be exercised frequently in intellectual arithmetic; and especially should those who are very poor readers and spellers, as many scholars certainly *are*, who have pored over their arithmetics for several winters, lay aside those arithmetics, and, with the "little scholars," or alone, learn to *read* and *spell*. In this respect, there is great need of improvement. Let teachers see to it that they teach their pupils to *read* and *spell*, whatever else they do or leave undone. Every young person has a right to complain if he has not, after attending school term after term, an accurate knowledge of these first essentials of learning. We would suggest more frequent exercises in these important branches in every school; and if *spelling matches* between the members of different schools could be brought into

fashion, they would no doubt be of great advantage in stimulating to greater effort those who might engage in them.

Another study, which we think is too little attended to in our common schools, is *English Grammar*. The young person who leaves home after his school days are past, would certainly feel a satisfaction in being able to write a simple business letter which should be grammatically correct. This ought to be the case with every one who enjoys the school privileges of the present day, but we are sorry to say that it is not. Let more importance be attached to this study both by parents and teachers

Of not less importance, in its place, is the study of history, of which the Chairman says :

The Superintending School Committee should examine candidates for certificates in this particular, although it is very seldom studied in the schools of our town. Now we deem it of great moment that those who are growing up to manhood and womanhood should possess some knowledge of *history*, at least, of that of their own country. How otherwise can they be prepared to act intelligently as citizens? The free ballot, which is characteristic of our country, ought to be so honored by our people that they should strive to qualify themselves by some knowledge of the history of their own and other nations, to act with wisdom the part which they take in the affairs of government. And how else shall this knowledge be acquired by the mass of young people, except it be by study in the common schools? We would recommend, therefore, that teachers labor to introduce this study more generally into schools, and that parents encourage them in so doing.

DAMARISCOTTA.

W. H. EVANS, ARTHUR S. CHAPMAN, *Committee*.

A leading source of trouble in our schools is set forth by the Committee in terms none too plain :

Nearly all the troubles in our common schools arise from want of co-operation on the part of teachers and parents. Usually there is no sort of communication established between them. The parents do not seek an acquaintance with the teacher, and he on his part does not like to intrude. Still further, the parents know little or nothing concerning the conduct of their *own* children at school. These are the simple facts. Now while such a state of things exists, no school can ever secure a permanent standing above mediocrity. Perhaps it is not generally known that every faithful teacher keeps a record of each scholar's standing as regards recitations, deportment and attendance. This record is open to the inspection of all interested parties. You have but to visit the school-room, look upon the record, and there learn the standing of your children, and judge if anything further is needed of you to enhance the value of the school. If the record is good, your children should have the satisfaction of knowing that you have taken pains to learn it; if not, you ought to apply the remedy.

Whenever, in your judgment, a school is unprofitable, the scholars appearing to take no interest in their studies, and you are plainly satisfied that the fault rests wholly with the teacher, by no means withdraw your children, or commence anything like a system of petty persecution, for this leaves him no opportunity to vindicate

himself; but present the Committee with the facts bearing in the case, leaving at home all mere child's stories. Bring forward a specific charge against your teacher, and evidence to sustain it, or let the matter alone. At the same time, to be consistent, you ought to show the same zeal in sustaining a good teacher that you do in getting rid of a poor one.

Progress in grading the school in District No. 1. Course of study marked out :

During the year, by the assistance of some of the teachers in District No. 1, we have laid out a course of study for the schools in said district, which it would be well to adhere to in all coming time. The course in one involving a period of study for nine years—three years in each of the schools. This is the best we could do, considering the materials we have to work with. It would be desirable to complete the course to have a high school; but as we have no such school, we could lay out no such course. To make this system efficient, it is very much needed that we should have permanent teachers in each of these schools.

A union of districts wisely recommended, and the employment of female teachers :

We recommend that Districts four, five and six unite. They are now unprofitable institutions, but taken together, they would make a pleasant school of about thirty-five scholars. School House No. 6 might be made to accommodate them all. The sums now annually expended on the several teachers would be amply sufficient to hire a competent and experienced teacher, and allow a longer school than these districts now enjoy. First, the school would be more profitable; second, it would cost less to sustain it.

As matters now stand in regard to these districts, we would suggest that a female teacher be employed in each of these schools in winter. A female teacher of superior qualifications can be hired for less money than is generally paid for an ordinary male teacher.

The Committee remind the Agents and Selectmen of neglected duties. Such complaints might be adduced from the town reports in numbers without number. We give only here and there a specimen :

We have thus, fellow citizens, endeavored to portray faithfully the merits and demerits of the several schools under our supervision. We think that they have been managed as successfully and as profitably to the scholars as in past years. That all have not come up to our expectations is not to be wondered at, considering the many disadvantages attending our school system, arising from defective legislation and neglect on the part of those connected with the schools to comply with the legal requirements. In this connection, we would call the attention of District Agents particularly to the following section of the law : " 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 to continue, he shall forfeit one dollar for each day the school is kept before such notice is given."

The Selectmen should, as early as possible, ascertain the exact amount of money appropriated to each district in the town, and place such information in the hands of the agents, on the first opportunity. It is bad policy to run a school by guess, and wind it up suddenly, as in District No. 6.

HARPSWELL.

P. A. DURGAN, HENRY BARNES, JOS. W. DYER, *Committee.*

In closing the review of their schools, the Committee raise the question, "Why are not our schools better?" They assign, in reply, the following reasons among others :

Many of the districts should have better school-houses, even if it does cost something. It will not be money wasted, as many suppose. These old houses are yearly taking a portion of the school fund for repairs, thereby shortening the schools.

Parents should see that their children attend regularly, and not keep them at home half the term, and then find fault because they do not learn well. They should also go themselves and visit their school, and see how their money is being expended. If the teacher is doing his duty, encourage him; and if not, urge him to do so by your suggestions or advice. At any rate, do not pass judgment upon his mode of instruction, which you have never examined.

Next, our school laws are by many disregarded, and that, too, by agents for whose rule of action the laws were made. Your Committee have been able to visit some schools only once, because the agents failed to notify, as required by law.

Teachers also fail in not complying with the law's requirements. They sometimes fail to return their registers in due season, thereby preventing the Committee from giving a full report. Agents should take care not to pay teachers for their services, unless they have filled their registers as the law requires.

Another deficiency is a want of proper studies; and among the more advanced scholars, history claims our first attention. With few exceptions, you may enter any of our schools, and question the scholars concerning the most important events in our country's history, and they cannot answer. This is not as it should be. Every person should be acquainted with the history of his own country. The course we would recommend, is to introduce Quackenboss' History as a reading book for the advanced classes. Several of the schools in town have adopted this plan during the past winter with admirable success.

A caution to teachers :

We cannot close without a word of caution to teachers against commencing school without a certificate from the Committee. Instances of this kind have occurred during the past season. In such cases the Committee do not feel justified in visiting the school; besides the law requires a forfeiture of the teacher's wages for every day thus taught. It is hoped that in future this point will be regarded with strict observance.

Our schools have generally been harmonious the past year. Not one instance has come under our observation of serious difficulty between teacher and scholars. So far, so good. But this is not all. To be harmonious, is one thing ; to be profitable,

is another. Some schools are quiet in their appearance, but unprofitable, because the teachers are not interested in their work. To such we would say, Go home at once; the school room is no place for you. Never offer your services as teachers unless you love the work.

TOPSHAM.

A. D. WHEELER, W. JOHNSON, F. ADAMS, *Committee.*

Of the school-houses in town, the Committee remark :

We would be glad to report them all as "convenient and in good order." But we cannot do so in opposition to facts, and the facts are not of a kind to justify us in applying this description to all. Next in importance to having good teachers, are good accommodations and pleasant surroundings. And if a proper interest is felt on the part of parents in the education of their children, none of these things will be long neglected.

Some districts are too small :

In several of the school districts of the town the number of scholars is insufficient for a separate organization. There is necessarily wanting that stimulus to effort, and that quickening of intellect which is the result of numbers and of mind acting upon mind. There is also this further disadvantage. If there are good teachers, there must be short schools; and if poor teachers are employed, it might perhaps be better if there were no schools at all. Experience in this latter case has often proved that the shorter the school the better. The Committee are unanimously of the opinion, that if there is any practicable way, it would be for the advantage of these very small districts to become united in one.

Something to awaken new interest :

The Committee were desirous that something should be done to increase the interest of the scholars generally throughout the town in certain important branches of education, which, it was feared, were becoming too much neglected; and accordingly it was suggested to several of the teachers that a spelling school, at which all the schools in town, if they were so disposed, should be represented, might prove of advantage in the promotion of this object. Such a school was brought together towards the close of the schools on two different evenings—once at the High School and once at the Baptist Church. And although the whole affair was suddenly extemporized, and intended merely as an experiment, yet it was so far successful that it would be well to repeat it perhaps with some variations and improvements during the next winter.

Another suggestion is made :

There ought to be in all the schools in town some of the more simple kinds of apparatus, and some of the more important books of reference, such as dictionaries and gazetteers; and it would not be difficult to obtain them in the larger schools, at least, if the scholars themselves would set about it by concerts or public exhibitions, and other means within their power. Let a few books be obtained in this way for a beginning, and they might gradually be increased till they become valuable libraries.

Important considerations in conclusion :

Every parent who desires to promote the best interests of children; every individual who desires the advantages of good neighborhood; every person of property who wishes to secure it from the depredations of an ignorant, degraded and lawless populace; every poor man who hopes to better his condition, and to gain a higher elevation; every true patriot who wishes to preserve the liberties of his country; every philanthropist who would bless and elevate his race, is directly interested in this subject, and should be willing to do his part in advancing the cause of universal education.

BRUNSWICK.

A. S. PACKARD, L. TOWNSEND, T. J. B. HOUSE, *Committee.*

The Committee do not make extended remarks upon general topics, confining their report to the several schools. The following brief suggestions are transferred from their report :

These schools have been successful during the year, and deserve all the commendation which has been heretofore bestowed upon them. But one case of discipline has occurred, requiring the interposition of the agents of the districts or the Committee of the town. One exception to good discipline ought to be made, which attracts the notice of visitors from abroad; we refer to the abuse of the High and Grammar School building by the pupils. Such outrages should be carefully guarded against, and the offenders be severely punished in some way. At all events, they should be arrested for the credit of the school and of the town.

The Committee repeat a suggestion heretofore made, we believe, more than once, that it would be a public good if the town were to pass a vote adopting the law of the State regarding truancy.

Insubordination and its consequences :

The first part of the term was nearly lost to the school, in consequence of insubordination. The teacher was wanting in force and tact. The term was finished by another teacher. The Committee, a few days after he took charge, made a visit, when an entire change in the appearance of the school was noticed. There was no disorder—pupils all seemed to have something to do, movements were regulated by a bell, and the general order and management was better than have before been seen in this school. This transformation was effected by good tact, and kind, yet firm dealing with the case. The Committee made a second visit on what, through mistake, they supposed was the last day of the school, but were a day too late.

A library authorized by State laws :

By the laws of the State a district is empowered to raise a certain amount to establish a district library. The people of this district during the past year have laid the foundation of a valuable social library now consisting of several hundred volumes. Such a plan for the social welfare of this district deserves this public notice. In future years there will arise those who will bless the names of those who have been active promoters of this scheme of good. In no way can a true public spirit manifest itself with more effect than in efforts for the improvement of our youth.

ST. GEORGE.

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

The Committee charge the agents with the responsibility of their failure to do their whole duty :

It is necessary here to say that the failure of many of the agents to comply with the requirement of the law to notify the Committee when the schools in their districts commenced, and how long they were expected to continue, renders the report somewhat incomplete. The section of the law referred to reads as follows : " It shall be the duty of school agents, before the commencement of a term of school, to give *written* notice to some members of the Superintending School Committee when it is to commence, whether it is to be kept by a master or mistress, and how long it is expected to continue." The penalty for neglect of giving this notice is " the forfeiture of one dollar for each day the school is kept before such notice is given." So long as agents are remiss in this duty it will be quite impossible for committees to visit the schools as required, and their reports must necessarily be incomplete.

Teachers are sometimes ignorant whether their scholars are progressing or not :

Children should improve under the instruction of teachers, and teachers should *know* whether this is so or not. Strange as it may seem, there are some who do not know whether their scholars are improving, and they manifest surprise when informed that their pupils have made but little proficiency. Such teachers remind us of the old lady who undertook to go from Gardiner to Portland in the cars. On arriving at the depot she went into the ladies' room, and supposed for some time she had been moving towards Portland, until some one informed her that she was still in Gardiner.

In conclusion, your Committee would say that one serious disadvantage experienced by our schools, is the want of regularity in the attendance of the pupils; and we hope that there will be a general and strenuous effort made to remedy this prevalent and deplorable evil.

BUCKFIELD.

A. P. BONNEY, OZIAS WHITMAN, P. C. ANDREWS, *Committee*.

A word to parents :

Parents should aid the teachers by inculcating principles of *obedience* and *rectitude* in their children, and teaching them the necessity of bowing with respect to their teacher's will. It is a well known fact that our system of " free schools " is the great safe-guard of our republican institutions, and to them we must look for the early training and culture of our children. Hence the necessity and importance of sustaining them, and giving to them that aid which is so justly their due. It is our duty to furnish it cheerfully. We owe it to our children, ourselves, our families, our country and our God. Where districts have been fortunate in the selection of teachers, we would respectfully recommend the re-engagement of those teachers, as the advantages are greatly in favor of so doing. And we would suggest to *all* school agents the utter impropriety of any favoritism or partiality in the selection.

Some reasons why the schools have not been so successful as they might have been :

First. There seems to be a timidity and want of discipline on the part of teachers. Second. In the unfortunate selection by school agents of teachers who are not competent for their task. We do not mean that they are not sufficiently learned, and that they do not pass a good examination, but they lack *energy* in the school-room, and fail in the faculty to govern their scholars. Consequently there should be more care used in the selection of school agents; they should be men of sound judgment and acquainted with human nature. Your Committee are not generally sufficiently acquainted with the candidates for examination to be good judges of their capacity for teaching beyond what may appear upon the examination.

An old school-house covers a multitude of sins :

The old school-house is a remnant of the past; and an excuse for almost any disorder might be found in the hard and inconvenient benches on which the scholars are obliged to sit hour after hour. The good citizens of the district should take immediate measures to provide a good and comfortable house for their children. May the report at the next annual meeting be—"It is done."

BRADFORD.

WARREN M. TRUE, C. L. CARY, *Committee.*

A word of exhortation to parents :

Let parents see that their children uniformly attend the common school. We should be shocked by the number of absences. Not one-half of our children uniformly attend school. Why should any be left without a common business education? Why, for want of one or two terms of High School in each year, should our children suffer mortification and embarrassment through life?

Agents reminded of duty :

The office of school agent is one of the most important in our common school system. On them, in a great measure, depends the prosperity of our schools. They have the care of the money, house, &c.; but their chief responsibility is in selecting teachers. They should engage none who are of doubtful competency. See that they are, in dignity and urbanity and in all the graces of disposition and character, models that may be properly copied by every scholar. Give them, at least, such examples of morality and good manners in the teachers you employ, as you would commend. Some agents invariably inquire for a cheap teacher. No amount of experience or honorable success is considered; a cheap teacher answers their purpose. The prosperity of our schools require that districts should not appoint incompetent agents.

Of penmanship :

Writing has been sadly neglected in our schools. Your Committee have urged this subject upon teachers and scholars. When will most of our children learn to write if not in our common schools? These evidently furnish the best, if not the

only opportunity which most parents can afford them for acquiring the knowledge of this useful art. We earnestly recommend to all concerned the study and practice of penmanship.

SOUTH BERWICK.

JOEL BAKER, ALBERT GOODWIN, A. C. STOCKIN, *Committee.*

Of the continued employment of teachers in the same schools, the Committee remark :

Nearly all the teachers employed have been those who have had more or less experience at teaching, and a number of them have been engaged for several successive terms in the same school. We are getting more and more into the way of employing the same teacher during the whole year, when we get one that does well and gives general satisfaction. We think that this is an improvement, and hope that we may be able to improve yet more in this direction

Of female teachers, we have this further testimony :

Female teachers, in our opinion, ought to be employed in most of our schools both for the summer and winter terms. They do succeed better, as a general thing, than male teachers. They seem to be better adapted to the work of teaching town schools.

Fortunate in the matter of school-houses :

Our school-houses, with one or two exceptions, are in a very good condition. A little painting and whitewashing, however, would add much to the appearance of several of them; and in some cases there is a want of blackboards of a suitable size to accommodate the scholars.

LITCHFIELD.

G. C. WATERMAN, B. W. BERRY, H. W. TRUE, *Committee.*

The Committee comment briefly upon the several schools, without extended remarks upon general topics. A few suggestions are transferred :

Absence from school, though no greater than in former years, continues to be one of the most formidable difficulties we have had to encounter, amounting in one school to 43 per cent. Not only do absentees suffer in consequence, but it is a great injury to the whole school. No teacher can keep up a proper interest under such discouraging circumstances. The remedy for this lies principally with the parents. It must be an extreme case that will justify the detention of a child from school.

* * * * *

The inhabitants of this district prize their school privileges too highly to allow them to degenerate by employing faithless or incompetent teachers, or to allow personal prejudice to destroy the usefulness of the school.

* * * * *

Mr. C. is a well qualified teacher, quiet and easy in the school-room. The order was good, the deportment excellent, and a most pleasant state of feeling existed between

the pupils and teacher. The school, considering the large proportion of absences, made good improvement. It is hoped that the inhabitants of this district will remedy this defect in future.

* * * * *

We desire to introduce the study of the history of our own country into our schools. In no important branch of education are our scholars more deficient than this. We are devising a system by which this long-neglected branch may be taught in all our schools, and respectfully ask the cordial coöperation of all concerned.

HARTLAND.

CHARLES ROWELL, 2D, BENJAMIN STINCHFIELD, *Committee.*

With the ordinary prosperity in most of the schools reported by this Committee, there is one, of which this sad picture is drawn. When shall our "glorious system" of common schools prove more thoroughly true to its great purposes in all our towns?

This school was a most decided failure. At my first visit, the order was fair; system of instruction, medium. But at my second visit, nothing but a scene of confusion presented itself. Scholars were rude and disrespectful, both to the teacher and one another, and the recitations very imperfectly conducted. The house was quite demolished, and, in my opinion, the money expended in this portion of the district was worse than thrown away.

A more cheerful picture is this :

Teacher and scholars manifested a mutual interest, and the progress in the several branches was quiet satisfactory. I was much pleased at my last examination, especially with the *reading*, which was far superior to the style of school reading in general. The teacher, though young, has a good system of government, and a practical method of imparting knowledge to her pupils.

PARKMAN.

H. E. CURTIS, *for the Committee.*

The responsibility of agents and the importance of good teachers urged yet again :

The prosperity of our schools depends very much upon the agents. The office of school agent should not be deemed a post which the most stupid man of the district must hold, because it is his turn; but a place of responsibility, requiring intelligence and judgment in the proper performance of its duties. Let the best man of each district be appointed as agent. They have the control of the money; have the whole charge of the school property; the houses, with their furniture, and must see to keeping them in repair. But the most responsible duty is that of selecting and engaging teachers. It is their duty to search out and select the best. Their motto should be good teachers or none. The great thing in the school is the man who keeps it. Select, if possible, a person who knows what he is about, one acquainted with

human nature, especially the nature of children. It is, of course, impossible with limited means to secure the best teachers in the country; and it is not always easy to say, at first sight, whether a candidate is fit for his place. But these are precautions which can be taken and which ought to be taken. Let the Committee be absolutely fearless and impartial in deciding upon qualifications. Let no consideration of fear or favor, no unwillingness to offend, or desire to conceal, suffer any district to be obliged to waste its hard-earned money in paying an inefficient and incompetent teacher. Again, after the agent has engaged a teacher, and he is duly inducted into the school, it should be the *purpose*, as it is for the *interest*, of the district to rally around the teacher, and make it their business to render the school as useful as possible. Every one should feel that it is his school. By sympathy, encouragement and coöperation, expressed by kind inquiries after the progress of the school, and occasional visits, success may be insured to a school that otherwise might prove a failure.

MADISON.

S. BROWNSON, JOSEPH WYMAN, THOMAS G. MITCHELL, *Committee*.

Of an experienced and faithful teacher, the Committee thus speak :

By his unwearied labor and characteristic discipline the school has made commendable progress in the several branches taught. His school was both pleasant and profitable. This district has erected this year a very good school-house; and having had an advantage over all his predecessors in this respect, he kept up the interest of the school to the last day. We thought we could see some improvement in manners and morals, as well as a decided proficiency in learning.

Good qualities of another teacher :

Kindness and tact, and an earnest desire to make her pupils learn, gave to her labors a good degree of success. Her school showed a good measure of progress. She bids fair to become an efficient teacher. If her kind and gentle spirit does not overbalance the sterner qualities of her nature, she will prove an accession to the profession of school-teaching.

A male teacher might have done better :

In the judgment of your Committee, a good, thorough male teacher would have been better adapted to this school, and, in all probability, have secured more pleasing results. The school, however, was by no means a failure.

The important faculty of leading or drawing pupils along the paths of knowledge, is shown in the management of teachers :

Miss R. appeared to enjoy the good will and confidence of her pupils; and though the school was small in numbers, and composed mostly of little children, she evidently led them along without much weariness through a long term of study.

Miss P. had also the rare ability to attract the children to herself. The school was so conducted as to be very interesting to the scholars, and at the same time very profitable.

MOUNT DESERT.

E. E. BABSON, *Chairman of Committee.*

Certain unwholesome customs still prevail in this town, which an enlightened public sentiment will wholly banish, it is hoped :

This school, for some cause unknown, was commenced under very unfavorable circumstances. Many of the scholars were determined not to obey the requirements of the teacher. During the first two or three days of the school, three writing-desks, recently fitted up with new tops, were entirely destroyed by cuts of the pocket-knife. The school was delayed two days by obstructions in the chimney, put in apparently for the purpose of "smoking the teacher out." Why any scholar should wish to destroy the usefulness of the school, or to impose upon a gentleman who was an entire stranger, it is difficult to tell. There seemed to be a determination with some of the larger boys "not to have this man to reign over them." The school is now prospering finely, and the teacher has it under good discipline.

The cause assigned for the diminution of interest in the common schools :

The summer schools of the past year compare favorably with those of 1862, but our winter schools have not been generally so successful as those of a year ago. The question naturally arises, Why are they so? Have poorer teachers been employed? We answer, No. Our teachers have generally been those who understand well how to instruct and govern a school. The principal cause appears to be that the community have so much to occupy their minds about, that the school is entirely forgotten.

The unfortunate policy of the State in abolishing the "Teachers' Institutes," is made responsible for part of the difficulty :

During the few years that "County Conventions and Teachers' Institutes" were in operation, the people seemed to be alive to the subject of education, and the interest in the common school increased from year to year; but when that law was repealed, the tide of advancement stopped, and has ever since been ebbing toward the channel, at the bottom of which may be found disrespect to parents and teachers, insubordination at home and in school, swearing, sabbath-breaking, and many other vices.

A sad, but honorable record is this for a single district of this town :

There are some as promising scholars in this school as can be found in town; but, alas! four young men from this school gave their lives to their country last year on the Mississippi, and two others more recently have died of fever at home.

Success impossible in such school-houses :

Miss M. did all that could be expected of her in teaching these children; but no teacher can be successful without a more convenient school-room than that in which the last term was taught. We are of the opinion that this district should be annexed to No. 5.

ATHENS.

WILLIAM McLAUGHLIN, *Chairman of Committee.*

Of music in one of the schools, Mr. M. says :

Vocal music was a daily exercise, and tended not only to interest, but to sustain a harmonious influence over the scholars.

A teacher punishes scholars for offenses committed outside of the school-room :

Some dissatisfaction was felt by a few parents in relation to the authority of the teacher over scholars out of school. She maintained, and correctly, too, we believe, that a teacher has a right to chastise a scholar for any misdemeanor incurred while going to or from the school-house, if it detracts from the usefulness of the school or the welfare of the scholars. If children cannot go to and from school peaceably, teacher and *parents* should see that the offenders are properly corrected therefor.

The Committee remark, in concluding their report, upon several branches of great importance too often neglected :

In our connection with the schools of the town, we have urged upon teachers and pupils the importance and necessity of better discipline, and a more thorough, systematic and rigidly correct method of teaching; and we think our labors have been eminently successful.

Writing in school had almost ceased to be a part of the scholar's education; but in nearly all the schools we have the pleasure to say that this "lost art" is revived, and instead of writing semi-occasionally, or not at all, we have a writing exercise *every day*, the same as other studies. We hold that it is just as necessary for a person to write a legible hand as it is to read or spell. There is more sense and reason in having the power to indite a decent letter than in knowing how to extract the fifth root of any number, or the ability to solve all the problems in arithmetic.

Reading, too, has been merely an exercise in calling words at sight, without regard to punctuation, inflection, emphasis or sense, and the one who could call them fastest was the best scholar. We have tried to remove this habit, and substitute a natural, rational and correct system of *reading*, founded upon common sense and the principles of vocal utterance.

Let us all strive to promote the interests of our schools and the cause of education, that the rising generation may grow up under the influences of loyal, civil and moral institutions.

POWNAI.

J. T. McINTIRE, E. YORK, JOHN T. LAWRENCE, *Committee.*

The Committee report that history has been introduced as a reading book in some of the schools. This is better than nothing, but should not take the place of a careful study of that important branch of knowledge :

Three of the schools have used it as a reader two or three times a week with good success, without interfering with their other duties at all. We hope that a general use will be made of it another year.

A common evil pointed out :

In most of our schools some of the small scholars are too anxious to get into higher classes before they are qualified. The classing of the scholars should be left to the teachers, and the larger scholars should be willing to follow the advice of the School Committee when directing the general course of instruction.

Certain school-houses speak for themselves :

In regard to our school-houses, it is not necessary for us to make any extended remarks, believing that many of them are *old* enough to speak for themselves.

Reasons why our schools fail of perfect success :

First, The want of enthusiasm and tact on the part of teachers. When such is the case, the value of any school is essentially impaired. A teacher should endeavor, by kindness, to gain the love, and by firmness, the respect of his scholars, and should possess sufficient physical ability to *back* his firmness at all times. Second, Another reason why some of our schools fail, is that the parents do not sustain them as they should, by encouraging the scholars to be punctual in their attendance and orderly in their deportment; but are too apt to listen to idle, and sometimes very foolish stories, told them by the scholars. It is much better to gain satisfaction by personal inspection than to listen to the complaints of children. Third, Another reason, and by no means the least, is, that the School Committee, it is said by many, do not perform their full duty in the examination of teachers. They are charged with giving certificates, in many cases, to incompetent persons. To this charge we must plead guilty; but in extenuation, we must put in the plea, that so long as the people in this town think more of having a long school than of having a good one, and agents employ teachers of third and fourth rate qualifications, so long your Committee will be likely to fail.

CRANBERRY ISLES.

A. C. FERNAND, WILLIAM P. PEEBLES, *Committee.*

This is the first report received at our office from the "Cranberry Isles." We make a few extracts with pleasure :

During the past year our schools have generally been satisfactory; and, on the whole, we think there has been a great improvement, although, in some instances, there has been deficiency in government, irregular attendance, disrespect in scholars, and a want of interest in parents in the education of their children. Circumstances may render it impossible for some scholars to attend school constantly, but it is too often the case that they are allowed to be absent from school upon slight pretenses.

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 of but little use but to create ill-will in the district. The inquiry arises, Who is to blame? It may be the Committee, or the agent, the teachers, the scholars, or the parents.

The duty of citizens towards the public schools is herein set forth :

It is the duty of every citizen to regard our public schools as objects of personal interest. They need constant care and watchfulness—constant efforts to elevate their character and increase their usefulness.

We have strong fears that our public schools are not so generally nor so fully appreciated as they should be. They are the balance-wheel, by the movement of which our great social, moral, and political interests are regulated.

In conclusion, permit us to say, as you prize the happiness of your children, as you love your country and your inheritance, the institutions transmitted from your fathers, and would have them perpetuated to your children, cherish carefully our system of public schools, to which we are more indebted than to any anything else.

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.

KENNEBUNK.

D. REMICK, *for the Committee.*

The topic which is presented in the following paragraph cannot be too earnestly pressed upon the attention of teachers and committees :

We feel bound to allude to a fault of no trifling magnitude, which characterizes the mode of instruction of most of our teachers, and of which we have frequently spoken in former reports. We refer to the desire to accomplish *too much*, by advancing their scholars from book to book and from branch to branch of study, without waiting for the one to be sufficiently understood before the other is taken up. The giving of long lessons, and the neglecting of oral instruction, are parts of this system. The classes go over more pages during the term,—but at its close have not really learned as much as they would have done had the teacher given short lessons, required these to be thoroughly committed, and accompanied them with such remarks and explanations as were needed to enable the pupil to comprehend them, and appreciate the importance of learning them. The lesson is not mastered when the members of a class miscall the words, hesitate, look blank, and, as a last expedient, resort to guessing; nor is it mastered when, if unable to quote the precise words of the text-book, they become confused, and find it difficult to proceed with the recitation. While short lessons, well committed and understood, will insure actual, and in the end rapid progress, it is not to be overlooked that there is danger of drilling the child too long on one exercise, until it becomes tiresome and uninteresting. No rules can be given to meet the precise wants of a school in this particular. The judgment of the teacher must be relied upon to provide for each case as it occurs. He will be careful not to attempt too much at a time, and especially will he endeavor, at all times, to secure the *attention* of his pupils, for without this progress cannot be effected. No teacher need fear that his labors will be undervalued if he adopts the "*slow and sure*" policy. Children who read correctly and readily, who do not hesitate in their recitations, and who answer promptly and intelligently proper questions bearing upon their lessons, will furnish indubitable evidence of industry and right management on the part of their teacher; while those who "have been through the book," but nevertheless show plainly that they are unprepared when called upon to read or recite, and are abashed and silent when asked the meaning of a word, or a question in reference to any point which *should* be understood by them, and which *must* be before they are well-taught,—such afford strong grounds for doubting the *faithfulness* or sound judgment of their instructor. Those who are engaged in the important and responsible work of instructing the young, cannot give too much thought to this subject, nor can they be too anxious or careful that, in this particular, their practice is eminently judicious.

A cause of irregularity and backwardness is alluded to, quite common in many places, and deserving of great pains to correct it. Children of a larger growth are often responsible for setting a bad example in this regard.

Why are the schools in this district so backward? Are the children permitted to spend too much time about the Depot, and thus get their minds so completely imbued with the events passing there as to become indifferent to the importance of learning, and to regard the school-room as a place to be avoided as much as possible, rather than as a privilege which cannot be too carefully and gratefully improved? If the cause does not lie in this direction, we must confess our inability to furnish a satisfactory answer to our first inquiry.

The attention of benevolent persons is invited to a new field of labor:

Would it not be a meritorious act for those in each district who appreciate the benefits of our system of free instruction, to look around and count up the number of children who do not attend school, ascertain why it is that they do not avail themselves of the privilege which is offered them, and endeavor, perseveringly endeavor, to lead them to become recipients of those advantages, so essential to their welfare, which they are thoughtlessly neglecting? Here is a field where the quiet and unostentatious—those who labor not for a name, but faithfully for the lifting up of the neglected and downfallen—can work with the certainty of an abundant reward. In our own neighborhoods and near our own homes can the uneducated be directed to and led along the pleasant paths of knowledge, the idle can be excited to exertion, to look upward and press onward in the manly course, and the vicious, if any such there be, can be reclaimed and placed among the useful and the good in the ranks of society.

SANFORD.

EVAT WILLARD, H. FAIRFIELD, ASA LOW, *Committee.*

Plain speaking and wholesome doctrine is this:

In speaking of longer schools, we would remind you of another great fault in the education of the young. As winter wears away and spring nears, this boy and that girl are taken from school to work at home, to work away, to learn a trade or some such thing; which practice not only deprives the scholar of his educational privileges, but breaks up the classes and weakens the school, the same as it would break up your four ox team to take one ox and fasten him in the barn.

Some may say, "we need the boy's or girl's assistance; we cannot afford to keep them at school all the time." Then we reply: You can't afford to have the children. As strong an obligation rests upon the parent to provide good, healthy food for the child's mind as for his body. Be determined, even if you should be obliged to use less sugar and sell more butter, that you will allow your children to improve all the advantages attending our schools, remembering that their school days will soon be over, and that, in a great degree, it rests upon you whether or not a foundation for a useful life be laid. Don't say that your boy need not know much to be a farmer; for you must know that agriculture is one of the sciences, and to be pursued successfully calls for as much education and intelligence as almost any other of the sciences. As your boy will need new tools of later invention than those which you and your father used, so he will need new

ideas and information. Agriculture, with the other sciences, is advancing. Perform your duties to your children and to your country by giving them liberal, sound education.

The Committee confess that the importance of a good education is not sufficiently felt :

We feel that the importance of a good education is not realized in this town. We call our schools good. Particular scholars advance while the schools keep on the same old level of years. If one of the Committee for the year eighteen hundred and fifty-four should now make his round of visits, he would find the same schools at nearly the same stand, nothing new but the faces. There is lacking a spirit of energy and ambition that shall advance their character and enhance their value. They must climb above the monotonous plain, and so give us back full returns for our money expended. This may be done without any material change of books or method of instruction. The greater part may be done by the parents. Some may say, we have chosen a Committee and agents and paid our taxes, what more have we to do with schools? If you employ laborers upon your farms or in your shops, do you think you have sufficiently cared for your own interests when you have employed and paid them? Do you allow them to pursue their work or waste their time without any supervision? Is the education of your children of so much less importance than the tilling of your farms, that it should receive so much less attention? You have many more duties to perform after the election of the proper school officers. You are to see that your children are so trained at home, that they will not need to be trimmed at school; for home and school are closely allied. You cannot expect the deportment of your child to be correct at school unless it is so at home.

AUGUSTA—VILLAGE DISTRICT.

B. E. POTTER AND OTHERS, *Directors*.

To counteract a bad practice, the Directors have established a wise regulation :

All pupils connected with the High School are required to be present at the annual examination. It has been the custom with numbers to absent themselves from the school during the last term of the year, or a few weeks prior to the examination, to their own disadvantage or the detriment of the school. To check this evil, assuming a serious magnitude, it has been decided that no one absent on the day of examination, (except it be on account of sickness,) shall be permitted to advance upon the studies of the next year, until those of the former year have been fully made up, and a satisfactory examination passed.

It is hoped by these means to secure a more regular attendance each term, as well as to promote the interests of both teachers and scholars. It is a matter of simple justice to the teacher, that each scholar, who, during the year, has enjoyed the advantages of his tuition, be present on examination day.

Advantages have resulted from the use of apparatus :

The apparatus, for which a hundred dollars was appropriated by vote of the district, has been purchased, and used during the year, to the increased improvement and interest of those who have pursued the study of natural science.

Good discipline, the result of combined efforts of teachers and Directors, needs the further aid of parents :

Good and wholesome discipline has been generally maintained. The teachers and Directors have acted harmoniously in their efforts to promote the order and efficiency of the schools. It is true, the careful observer cannot fail to see imperfections; but many of these spring from sources beyond the control of those in whose hands the schools are placed. There is frequently a want of co-operation on the part of parents and the school authorities, which tends to embarrass the action of the latter. In the matter of discipline, not unfrequently the influence of many parents, perhaps unwittingly, is thrown against good order and implicit obedience. It can hardly be expected, when the measures of Directors and teachers are frequently discussed and censured before children, that they will not be insubordinate and unfaithful at school.

KENNEBUNKPORT.

GEORGE D. CARL, *for the Committee.*

No better method than that which was devised by the founders of the republic :

Human ingenuity has thus far failed to discover any other or better mode to promote the education of the masses than that devised by the founders of the republic; and the destiny of the nation is controlled and wielded by the masses. Thus this system of common schools merits a deep and active participation of every citizen. It is a matter of personal interest that each individual should endeavor to increase the efficiency of our free schools, and to make them subordinate to no others. Here let me say, a commendable step—and one which we hope will not be retraced—has been taken by the town for the ensuing year. Though you are onerously taxed in consequence of this civil war, you have not forgotten the system of public instruction. You have increased the appropriation for its support to two thousand dollars, which is several hundreds more than is required by law. Let the interest of each individual advance in like ratio, and our schools will attain a higher excellence, and real advancement will be wrought.

A common error rebuked :

An error of no trifling importance, which distinguishes the manner of instruction of many of our teachers, is a desire to accomplish too much by giving too long lessons and not having them perfectly mastered. It should be borne in mind that "what is worth doing at all is worth doing well." A teacher may feel it a sufficient reason to distrust his usefulness in a school, who advances his scholars from page to page and from book to book, without waiting for the one to be well understood before the other is taken up; while on the other hand, the teacher need not fear that his labors are undervalued, if he adopts the plan of giving short lessons and having them thoroughly understood. Those having charge of our schools cannot give too much reflection to this subject, nor can they be too solicitous that their labors are applied with wisdom and discretion.

An agent should not be governed by his personal predilections :

As an honest and faithful officer, the Agent is not at liberty to sacrifice the prosperity of the school to the gratification of his personal predilections.

Pegging away at the old schoolhouses :

One obstacle to impede the prosperity of our schools in some of the districts is the want of good and comfortable schoolhouses. Much repairing and remodeling will be required to make them what they should be—a source of comfort to our children and a credit to our town.

Happy results of the labors of a competent teacher—a teacher who cost something and was worth something :

The High School has acquired an enviable reputation under the care of Mr. B., who is eminently qualified, in every way, for a successful teacher. That rebellious spirit which has been manifested by some of the scholars in years before, has been subdued, and the order in school was good. The improvement in all the branches of study was very perceptible. Some of the scholars showed a thoroughness seldom seen in our public schools. The classes in mathematics were well versed in everything they had been over; the same may be said of other branches of study. We have never visited a school in this district that appeared better, or even so well as this.

LIMERICK.

HORACE H. BURBANK, STEPHEN C. WATSON, PHILIP GILPATRICK, *Committee.*

A wrong course rightly condemned :

The early part of the term passed pleasantly and successfully; but toward its close, dissatisfaction arose with a few of its scholars, respecting the teacher's method of discipline, on account of which some left the school, or rather some of the parents removed their children. Such a course, before visiting the school and there ascertaining the true state of affairs, or applying to the Committee for remedy for real or supposed evils, is wholly unjustifiable. Such action of parents renders present labor well-nigh fruitless, and leaves a burden for subsequent shoulders to assume. Your Committee do not hesitate to say, from their knowledge of the matter, that a different course on the part of parents would have secured better results. We trust that such as are not already of our belief will soon become *converts*.

Screws loose somewhere :

In regard to what has been done in these schools (Districts 9 and 10) during the past year, your Committee know nothing. They were not informed when the schools commenced, nor when they closed. We cannot, therefore, be expected to report further than appears from registers. It is the well-known duty of agents to see that the Committee are properly and seasonably notified of beginning and close of schools; but sometimes they send by parties who forget their message. The agents never make further inquiry to learn whether we know or not; and sometimes they rely on teachers. At any rate, the Committee fail to get the necessary information, and we can lay the blame nowhere else but upon the agents.

Complete success predicated :

Interest and zeal, on the part of pupils, and energy and faithfulness on the teacher's part, were readily seen. Thoroughness characterized the work of both parties; a healthy tone was given to the whole by wholesome discipline, and we can, therefore, pronounce the term a complete success.

For another teacher, a good word, with an exception :

She was active in duty; inspired many of her scholars with interest in their work; was thorough in all respects, and but for the want of the "*one thing needful*" in common schools, complete success would have crowned her labors. Like others before her, she carried *too far* the idea of leniency in discipline on account of the age of her scholars, and, like some of her predecessors, she failed. We know that children of four, five and

six years of age cannot be subjected to the sternest course of training. We know that they will make more disturbance than older pupils, who *can be made to sit still*; but when *roguish* boys and playful girls are found in the school-room, they should be promptly looked after, otherwise the work of the teacher is made harder, and less improvement is the result.

A teacher bears pleasant testimony to the cordial coöperation of parents, and the good conduct of pupils. Such relations between the different parties must be always attended with pleasant results :

I found, in District No. 5, all the qualities essential in making up a good school, and consider it second to but few country schools. Nearly all the pupils took much pleasure in adding to the interest of the school, by their good deportment and in cheerfully complying with all the wholesome school regulations. Nothing occurred to mar the pleasure of the school, and nothing but the kindest feelings existed between the pupils and the teacher. I wish to express the very high esteem in which I hold the pupils of District No. 5, as well as the parents who took much pains in getting the scholars promptly at school, and supplying them with a very comfortable house and other necessary conveniences.

ACTON.

R. H. GODING, M. W. D. HURD, E. A. STOCKMAN, *Committee.*

The report of this Committee, along with indications of prosperity in many of the schools, shows painful evidence of mismanagement and failure in one district, the Committee's report of which is transferred in part to our pages as an example of warning. With liability to such scenes in our school-rooms, the question naturally arises, whether some means cannot be devised to bring a higher authority to control such outbreaks :

The teacher, by very questionable management, succeeded in obtaining a partial certificate, and commenced the winter term. No notice was served on the Committee by the Agent, of the commencement of the school. But the Committee, learning that the school was in progress, visited it during the first week. On entering the school-room they were particularly struck with the scene before them. The room was crowded with men, boys and girls, mixed promiscuously. An individual from New Hampshire occupied the desk to the exclusion of the Committee. The Committee inquired of the teacher what part of the persons present constituted his school? He answered that his scholars were in their seats. Soon after entering the room the teacher addressed the Committee, who were forced to remain standing, as follows: "Gentlemen, I am now ready to be tried. I have employed the gentleman in the desk as my attorney. He will manage my case, and you must deal with him." Whereupon the "gentleman in the desk" arose and commenced talking, when the Committee distinctly and repeatedly denied his right to interfere with the proper and lawful examination of the school. But he persisted in talking, or as he called it, in "arguing," in a very insolent manner. To show the remarkable research of this "gentleman in the desk," we give one of his arguments, as follows: "It is clearly in the province of a teacher, if his qualifications are called in question by the Committee, to employ an attorney to manage his case, and that said attorney could answer for the teacher when he thought it advisable, and decide upon

all questions put to the teacher by the Committee, whether they should be answered or not. The Committee repeatedly urged the teacher to go on with the usual exercises of the school and preserve order; but he would not do either. Soon other persons in the house arose and commenced talking, and the confusion became general. With the house thus packed, and the control of the school transferred by the teacher into the hands of the "gentleman in the desk," the Committee could do no better than retire, with painful regret, that such lawlessness must disgrace a New England school district.

A few days later the Committee visited the school again, and found Mr. D. without the aid of the individual from N. H., yet were treated by him much as before. He utterly refused to answer the most simple questions, or to put his school upon examination in any way likely to involve an examination of himself, as teacher.

The Committee, on their second visit, spent most of the day in the school-room, trying, by every fair and kind method in their power, to obtain a proper examination, but in vain, as the teacher persistently refused to lay himself open to examination, either directly or in connection with his classes. After the most patient and careful efforts to ascertain the qualifications of Mr. D. and the character of his school, the Committee being fully satisfied that he was unqualified, incapable and unfit to teach, on December 11th served a notice on him to close the school. Notice was also served on the agent, stating the action of the Committee.

No attention was paid to the Committee, as far as could be discovered, by Mr. D. or the agent. What was termed by them a school, continued; and a demand has been made by Mr. D. for his services, for eight weeks after he was dismissed by the Committee.

LAGRANGE.

PLINY B. SOULE, *for the Committee.*

A first class certificate is given in behalf of a teacher who has taught the same school during seven successive seasons :

With but few exceptions, the children in this school read, spelled and recited in a loud, clear and distinct tone of voice; so much so, that any error was easily detected by the teacher when in any part of the school-room. In breaking up the habit of reading and spelling in a low, half-choked, smothered voice, Miss F. has succeeded admirably. On the whole, the school has been a very profitable one; and so long as Miss F.'s services can be secured, and the same success shall crown her efforts, I think it would be unwise in the agent of this district to be "like the fool's eyes wandering to the ends of the earth" in search of another teacher.

Against keeping little children at school six hours in the day :

Shall we confine from fifteen or twenty children, from four to six years of age, none of them sufficiently advanced to study, for six hours of mortal agony each day, and make them sit, with hands folded, on hard seats in the school-room. No one should desire this. It would be a decided injury to the small children, and a great damage to the school generally; for so large a number of small children cannot be kept entirely still.

A remedy of doubtful value suggested :

How, then, can this difficulty be obviated? I can discover but one safe and practicable method, and that I would respectfully recommend to the consideration of the district. It is this—to inclose the school lot with a tight board fence, say six feet in height, and not allow the children to go outside of the inclosure for recreation.

One secret of successful instruction :

Intensely desiring that every one of his pupils should advance, Mr. C. was careful to assign lessons to the different classes, according to their ability to learn, and then insisted upon their lessons being well committed; sometimes even keeping the idle and dilatory after the school had closed to commit the lesson assigned them. For this course he was blamed by some, though I think very unjustly.

Successful management of another teacher :

Mr. F. is one of the favored few who can impart instruction to others in a clever and forcible manner; and the pupil must be a blockhead indeed who could attend his school for a month and not become deeply interested in the various branches taught. Nor were the morals and manners of his pupils lost sight of; but, on the contrary, every favorable opportunity was improved to impress upon their minds the principles of morality and gentlemanly conduct.

ANDOVER.

WILLIAM V. JORDAN, *Chairman of Committee.*

The last become first :

The winter schools in No. 3 and No. 4 have given extra satisfaction, and each has proved a more than ordinary success. These two schools, which, three years ago, took the lowest rank among our schools, have been rapidly improving from year to year, until now they have reached the highest. In relation to discipline, order and advancement for the past winter, they stand first.

Discipline must be maintained :

There was some trouble in matters of discipline, which resulted in a part of the scholars leaving the school. Discipline must be maintained in our schools at all hazards, or they had better be disbanded. We have seen no cause to blame the teacher in the matter, though we would advise all agents to employ no persons for teacher who has strong opponents in the district.

WINTHROP.

E. MARROW, D. CARGILL, H. WOODWARD, *Committee.*

A neglected branch of education receives attention in one school :

In no school did we witness a more satisfactory examination than that listened to in this, near its close. Good order had been maintained, and the instruction had been thorough. The recitations in all branches were prompt and correct. Several specimens of *original composition* were read, which were highly creditable to their authors.

In another school, a love of the beautiful is cultivated very properly :

At the visit near the close, good proficiency was manifest in most of the branches, and the school-room rendered more attractive to all lovers of the beautiful, by being neatly decorated with wreaths and appropriate mottoes wrought by fair hands from the green foliage of the oak.

A fine example of punctuality in attendance :

The fact that the average attendance was but two less than the whole number registered, speaks well for the interest manifested by the parents, as well as the teacher and scholars.

The improvement in reading deserves especial praise.

In another, a school paper is sustained :

A literary periodical, called "The Casket," was started, and received a generous support from the school. A specimen number was read at examination—many pieces in which, for originality of thought and style of composition, would be no dishonor to students in a higher school.

A lady teacher employed for winter term has valuable helpers :

The success of this teacher in summer secured her re-employment for the winter term. Her experience and the knowledge she had acquired of the various characters and dispositions of her pupils rendered her services even more valuable than before. Every question was answered without hesitation, in a voice sufficiently loud and distinct to be heard and understood in any part of the room.

Singing, composition and declamation had each received their proper share of attention.

Mr. Sturtevant, at his own private expense, continues to furnish the district with the neatest and most attractive school-room in town. Major Benson, among other proofs of his interest in the prosperity of the school, gratuitously furnished the teacher with about seven dollars each term, to be expended in books for presents to the scholars; and several of the parents and friends manifested anew their interest by their presence at the examination.

GOULDSBORO'.

W. L. GUPTILL, B. M. SARGENT, *Committee.*

The reason assigned for want of progress in the schools of this town, is not a rare one :

The principal obstacle to the progress of our schools is the employment of cheap and inefficient teachers. For this the school agents are for the most part responsible. Many agents employ teachers with an especial desire to economize the school money, and with but little regard to the qualifications of the teachers, and bring the candidate before the Committee, not to ascertain if he or she is suitable, but to instruct the Committee that he or she is "good enough for our school" and to demand a certificate, because it may be an assistance to getting the pay. Such is frequently the case in the smaller districts, and so long as it continues, most any one will be "good enough" for their school teacher.

This is one of the abuses in the school system that needs correction.

Truancy not overcome in Gouldsboro' :

By the register it is seen that the average attendance of the summer schools is about two thirds of the number registered, and in the winter schools about three fourths. There is inexcusable truancy in every district, which parents should endeavor to correct, and not expect teachers to neglect their duties to gather in truants who keep beyond their jurisdiction.

A teacher made an example of:

The winter term now in session is taught by W. B. McC. of Sullivan, whose experience has fully qualified him to take good care of the interests committed to his charge, as clearly seen in the fact of this being his fifteenth school in this town. Where he is employed the Committee and parents may be assured that the school is progressing.

The report contains the following record of the first contract made "for keeping the town school" in Gouldsboro':

Gouldsboro', Nov. 19, 1798.

Mr. Holland's proposals for keeping the town school for six months are as follows, the town to give him \$15.00 per month and allow him to take any scholars that do not belong in this town, as a payment to himself, and find him board and after six months if the money is not paid him, the town to allow him interest to which we agree and assent on the part of the town.

JOSEPH TILLINGHAST, }
THOS. COBB, } *Selectmen.*

The early school records of all our towns are worth preserving, as a part of our general history.

CHARLOTTE.

D. J. FISHER, AMY RICH, *Committee.*

Of difficulties experienced in conducting his school, one teacher reports to the Committee:

That the difficulties were "a smoky house and very poor wood," and we believe there is too much truth in his statement.

The punishment suggested:

We hope that district will never be found guilty of such a charge again, and if they are, we would suggest that a just and probably a reformatory punishment would be, to sentence the parents to attend the school constantly for one week.

CONCORD.

A. J. LANE, E. O. VITUM, *Committee.*

The following paragraph suggests an excellence in a teacher, which is not often noticed, but which is very worthy of attention—a correct pronunciation:

Miss P. invariably keeps a good school. She is a very correct scholar—her pronunciation excellent. Her school was as well classified as any in town, and we are of opinion that no better can be found in this vicinity. Happy would be the rising generation, could they hear and heed the good councils of teachers like her.

A gentle hint to somebody:

The teacher seemed to try very hard to have his pupils learn. A part of his scholars advanced finely; others made but little progress; a sure sign that some parents in this district do not do *exactly* the right thing.

In another district certain branches are neglected—probably in favor of “*cyphering*”:

The study of geography and grammar have been neglected. We were glad, however, at our last visit to mark an improvement in this respect. A good class in geography had been formed, and we trust it will not be long before other neglected branches will find their proper place.

PROSPECT.

WM. H. GINN, ISAAC T. SMITH, *Committee.*

The Committee have not been called to put down any insurrections :

The discipline of our schools the past year has been very good. Insubordinate demonstrations, which have at times disgraced our schools and town in former years, have been comparatively few. The Committee have not been called upon to put down any insurrections during the year—a case which has not occurred for a series of years. The advancement of our schools has been quite cheering, and will, we think, compare favorably with that of former years.

Great responsibility—not felt.

It is a serious thought that a tremendous power for good or evil, resident entirely with the fathers and mothers of the rising generation, is to be exerted on our schools, and yet many of them hardly realize any responsibility beyond the fact that their children are supplied with books, and sent away from home at 9 o'clock. They leave the training of the mind and of the heart, the cultivation of good manners, in fact all preparation for the work of life, in the hands of the teacher, who after his most earnest efforts is made to feel too often the fatal effects of this neglect at home.

The stupidest man for Agent :

The office of Agent should not be deemed a position which the most stupid man of the district must hold because it is his turn; but a place of responsibility, requiring intelligence and judgment in the proper performance of his duties.

FALMOUTH.

A. F. WINSLOW, E. H. RAMSDELL, *Committee.*

The Committee remark but briefly upon the character of their schools :

Our schools in general, are not of equal rank with those of last year, especially, in winter; resulting from the fact, quite surely, that young and inexperienced teachers were employed, in place of those who had more experience.

We have had, however, some excellent schools, the best instruction rendered, and good order maintained.

Sorry to report such a state of school-houses in the ancient town of Falmouth :

We deem it of little or no avail, yet it seems our duty to state these facts. Districts No. 6, 7, 9, 12, enjoy the advantage of good school-rooms. Districts No. 1, 4, 8, 10, 11,

possess passable buildings, yet badly out of repair, and some, shamefully defaced. Districts No. 2 and 5 have very small and inconvenient rooms. No. 3 has not only a very small room, but dilapidated and inconvenient. The stranger would mistake it for a carpenter's shop, while glancing at other buildings in the vicinity. It is a disgrace to any district.

A district of one hundred scholars ought to be more sensible of their obligations to their children and to their Creator than to send them to a cell sufficiently large to contain twenty-five rather than one hundred. Literally seventy-five scholars are crowded out, or ought to be kept out of school, for want of a suitable room. The disfigurement of school-houses can be prevented, if the parents and agents will do their duty. Parents, you should observe that the characters and obscene figures engraved upon the interior and exterior of your school-houses by some unprincipled fellow who has no better manner of displaying his baseness or developing his character, are of the most serious injury to the morals and well-being of your children.

NEW CASTLE.

E. H. GLIDDEN, J. A. FOSTER, *Committee.*

This Committee present a lively report upon the condition of their schools, dwelling with considerable minuteness upon the qualities of their teachers, of whom they say in general terms :

You will see, by a careful reading of this report, that for the most part our schools have been under the care and instruction of able and efficient teachers. Teachers who for their earnest devotion and unintermitting labor in the noble cause of education, merit, not only the thanks of the parents, but of the scholars whom they have instructed with so much zeal and fidelity.

A determination to succeed is followed by the natural consequences :

She commenced her labors with the determination to succeed, and to spare no pains to have a good school; and with this idea constantly before her, that she must govern well to carry out her noble object. How well she succeeded was demonstrated by the correctness and thoroughness with which her classes passed through the examination; and it must be exceedingly gratifying to her to know that the children under her charge have been able to reap such an abundant harvest of useful knowledge by her praiseworthy efforts and untiring zeal and devotion in their behalf. There are many bright and promising intellects in this school, and they lost none of their brilliancy under this teacher's instruction.

What the *unruly* ones learned in another district :

The *unruly* ones soon learned that this teacher knew what her duty was, and was not afraid to do it—that she was amply qualified to govern as well as to instruct. I visited this school several times, and always found the teacher wide awake and hard at work, and the scholars partaking largely of her spirit. At the interesting examination at the close of the school I could not help expressing my gratification and surprise at the great amount of knowledge acquired by these children during the term.

A live teacher's portrait :

Mr. W. is one of your "live teachers." He understands his business well and displays great ability in imparting instruction. His method of solving questions by

analysis is clear, expeditious and comprehensive. Much improvement was manifested in all the branches taught. The reading classes acquitted themselves finely. Most of the classes in arithmetic did well. The geography classes were very correct in their answers.

Another teacher, and his manner of *driving* :

We know of no teacher more devoted to the interests of the school-room than Mr. G. He holds the reins with a firm and steady hand; and if the manner of his driving, and the way he puts them over, is somewhat terrific to the *little folks*, and they exercise a little rough, we hope they will all be greatly benefited, both mentally and physically, thereby. This school was only eight weeks, yet all the classes gave satisfactory evidence of having been looked after in the right direction.

Look on this picture :

Mr. P. is a thorough and efficient teacher and disciplinarian. Like good scholars, as they of No. 1 truly are, each readily complied with all the rules and regulations of the school, and joined heartily with the teacher in carrying out his system of instruction. Though the scholars did not advance so far in their studies as heretofore, yet we found, at the examination, that thoroughness had been aimed at and secured; everything passed over during the term having been committed to memory.

And on this :

Miss G. is a teacher of superior qualifications, and knows how to conduct a school as it should be; yet I am very sorry to say the school did not present such an appearance as would justify me in making a very flattering report. There is no school in town, which it has been my duty to visit, that presents so unfavorable an aspect in all respects as this. With the exception of two or three scholars, this school is far "behind the times." The condition of the school has been a source of much anxiety to the teacher, who labored hard to awaken an interest in it. Irregularity, indifference and idleness are the prominent features of this school.

GREENE.

W. S. HILL, Z. A. GILBERT, *Committee.*

The faculty of a teacher to divide his time and attention properly among the different branches of study pursued, as well as among the different classes of pupils, is a very important one. The Committee instance a case of this kind :

The teacher found time to do a great amount of labor. She worked, herself, and she made her scholars work. She made no particular branch a specialty, as is too frequently the case, but gave to each its proper attention.

A serious defect again mentioned :

The reading throughout the school was deficient in articulation and pronunciation. The teacher did not realize the importance of these, or she would have been more particular with her scholars.

The lack of necessary energy proves disastrous :

He did not bring that energy and life into his school which are indispensable to success. The consequence was, the school was unprofitable. It may be truly said that

scholars ought to conduct themselves properly, without being forced to do so by the strong arm; and on the other hand it may as truly be said, that where scholars do not obey, they should be *compelled* to by the teacher.

LIVERMORE.

HIRAM BRIGGS, CHARLES GIBBS, E. S. FISH, *Committee*.

Hints of failure :

He is a fine young man and a good scholar, but he failed in *doing too much* for his pupils. Order poor, consequently the school was not profitable.

Another teacher's error :

She was very energetic and ambitious, carrying her pupils over a vast amount of surface, reviewing but little.

Justice should overtake them :

The school was brought to an untimely close by some evil-minded person who stole the stove-pipe and carried it off; which persons should be immediately brought to justice.

Failures in school management, like failures in business, may be expected to occur, but should not dishearten us :

It is true there have been partial failures in some districts the past year, but failures occur in other departments of business, as well as in the management of schools. Not every patient under the care of a competent physician is restored to health. Not every adventure of the sagacious merchant yields the expected profit. Not every portion of the soil, carefully cultivated by the skillful farmer, returns the desired harvest. Absolute perfection and complete success are not to be expected in human efforts. But a brighter day will certainly dawn upon the rising generation, when parents and guardians feel the high responsibility resting upon them in the education of their children.

Our school system, imperfect though it may be, stands both as an ornament and a defense, and speaks of the wisdom of those stern patriots who founded it in poverty and perils.

RUMFORD.

H. F. HOWARD, *for the Committee*.

A rare testimony and its natural result :

The parents in this district always co-operate with the teacher in promoting the interests of the school, which makes it one of the easiest schools to teach.

Per contra :

There is generally trouble in this school, caused by the quarrelsome parents in the district. Mr. S. met the usual trouble; but his firmness, with the co-operation of the Committee, made a profitable term. We shall have wiser children when we have wise parents.

Parents the natural instructors of their children :

Parents are the natural instructors of their children. They are responsible for their intellectual and moral growth. They employ teachers to accomplish a part of their own work, and should assist them in their task. It is too often the case that parents com-

mence a warfare against the teacher. The children catch the same spirit, and either neglect the school or engage in rebellion against the teacher. The labors of the best teachers are thus often neutralized by wicked and ignorant interference.

Coöperation within the school-room, and its pleasant results :

At our first visit we found the school well classified, teacher and scholars interested. At our last visit every exercise was characterized by lucid explanations. Much credit is due to the scholars for cheerfully co-operating with the teacher in all his endeavors to advance the school.

A plea for better school-houses :

If there is one house in the district which should be more pleasantly located, more comfortably constructed, better warmed, more inviting in its general appearance and more elevating in its influence than any other, that house is the school-house. In considering some of the means of elevating the standard of our common schools—the places where our youth receive their first instruction, and where nine tenths of them complete their education, claim our attention.

We cannot expect our schools to be as profitable as they ought to be, until there is a marked improvement in this respect. Many of them are but the nurseries of disease. A large per centage of our school money is lost by the children sitting in unventilated rooms, or rooms *too much* ventilated. To cultivate habits of neatness and refinement, children are sent to school-rooms, whose walls are discolored with smoke, and whose doors are covered with obscene markings. Our farmers are preparing better barns for their cattle; but in the meantime the school-house to which the children should be wooed is suffered to go to ruin. The school-house should occupy as pleasant and as healthy a place as there is in the district.

NORRIDGEWOCK.

S. D. LINDSAY, J. ROBBINS, JR., L. J. ADDITON, *Committee*.

Elements of a good school :

The elements essential to a good school are *three*: A competent teacher, dutiful scholars, and parents ready to co-operate with teacher and pupils to obtain the desired result.

A teacher, to deserve the epithet *good*, must, by nature, have the necessary qualifications of head and heart, together with a large share of that sterling article, *common sense*, to fit him for the important station he occupies. He must have an amount of mental training that will enable him to understand thoroughly all the branches of learning he is required to teach, with their collateral subjects, and which prepare him to polish the manners and form aright the character of the young committed to his care. He must also be apt to teach, and love his employment.

In theory, all are agreed on this subject; but in practice, there is a discrepancy. Some teachers fix their standard of attainments far too low; and some agents, about to employ a teacher, think more of the amount of money in the treasury than of the qualifications of the candidate. Valuable as are the services of a good teacher, other elements are necessary to a good school.

Scholars have their part in the matter :

The pupils, whose minds are to be molded and formed, must be dutiful. The teacher must have plastic materials, out of which to form his model scholars. The vocation of

teacher is to impart knowledge; and it is the duty of the pupil to receive and retain the knowledge imparted. If the teacher *must teach*, the scholar *must learn*. The fidelity of both is essential to the success of the school; and no scholar comes up to the full measure of his duty, unless he puts forth unceasing efforts to make every valuable attainment presented to his consideration.

Obedience to every wholesome requirement is also necessary to the order and quiet of the school-room, so that it may be a place of study and improvement. The school-room, therefore, must have dutiful occupants.

And parents also :

Again, in the great work of education, the teacher and pupils may be greatly assisted by the co-operative influence of the parents and guardians of the scholars. The school-room and family circle are closely connected. The influence of one affects, to a greater or less extent, the other; and if healthful agencies are in operation in the school-room, they may be disturbed and counteracted, at least in part, by agencies from without. To reach the highest attainments of the school-room, therefore, the influence without must be in harmony with that within. Parents must co-operate and assist both teacher and scholars. Parents should contribute their part to maintain proper authority and wholesome discipline. They should imbue the minds of their children, to as great an extent as possible, with the love of knowledge and the love of right.

Under proper regulations at home, the children should be trained for the school-room. Nor can the responsibilities of parents be wholly met by doing their duty at home. They should visit the school, and *there*, by their presence, encourage and forward the great work of mental and moral culture. When these elements, properly combined, meet together in the school-room, the result cannot be doubtful—*there will be a good school*.

Twelve scholars well taken down :

We found in this school thirteen scholars in algebra. Upon examination, it became evident that but one was qualified to remain in the class. The other twelve were taken out. They were like all other over-ambitious scholars, desirous of making but one step from the lowest to the topmost round of the ladder, without touching the intermediate ones.

Have we rebels among us ?

Near the close of the eighth week we were called upon by the teacher to investigate the cases of some of the largest boys in school, who had become refractory. It was apparent that they had entered into a conspiracy to resist the will of the teacher, for which purpose one of them had concealed a club beneath his seat. Finally, the rebellion broke out, and clubs were freely used by both teacher and scholar. One pulled off his coat with the intention of taking a part, but his courage failed him. The conduct of the scholars during the investigation was commendable, with the exception of the largest boy in school. His was such that he had to be reprimanded. It became evident that for the harmony and usefulness of the school it was necessary to expel two of the largest boys. We think that if this school from its commencement had received that united parental support which it ought, a different result would have attended it.

Of one teacher, it is reported :

There was a lack of government and a want of faculty to communicate her ideas to her scholars; a rock upon which many would-be teachers break.

The aspects of the schools above presented are the less favorable. The schools of the town, on the whole, are very encouraging—the result, no doubt, in part, of efficient supervision.

NEW GLOUCESTER.

J. H. ROSS, C. H. CARLETON, SEWALL N. GROSS, *Committee*.

The Committee present a very full and discriminating report of the condition of these schools, which they are enabled the better to do, in consequence of having secured a prompt return of registers properly filled :

A very great improvement in the matter of filling up and returning the registers is noticeable. All have been returned but one, and that school has not yet closed; and all the returned registers are properly filled.

The right kind of noise—if any :

The teacher was master of his business, and had the school under perfect control. Although not quite as still as some might desire, yet what noise there was, evidently was not that of mischief, but rather the result of being zealously engaged in the work of the school room.

We were particularly pleased with the closing examination. There was not, as is too often the case, special preparation made, which deceives nobody. The teacher allowed your Committee to see the school just as it was.

Good spelling and good behavior :

Your Committee were pleased with one exercise which is too much neglected in most schools, viz., *spelling by sounds of the letters*. The behavior was good.

Contrasted pictures, like the following, ought to show the difference in value, of two schools, taught by teachers of different aptness and capacity. First picture :

The school was unusually still. The order was perfect. The teacher seemed to exact thorough preparation of lessons. Much attention was given to the reading classes; incidental questions were asked, making the exercise very profitable and interesting. Mathematics received deserved attention. The average attendance was thirty-six out of forty, the highest average of all the schools.

Second picture :

There was an utter lack of thoroughness and interest. The lessons were very short, and the school not at all studious. The room was very noisy—a perpetual buzz going on, scholars continually moving from seat to seat, and many asking to be excused.

Important suggestions on the duty of parents to secure a better attendance :

The attention of the town should be directed to the matter of attendance on the schools. Here we fall very far below the proper standard. A common school education is a necessity of life just as much as food and clothing are; in this favored land it is

brought to every man's door, even the poorest: and still how careless many parents are in this matter! Some seem not to be concerned whether their children go to school or not; others keep them at home for every trivial cause. This ought not to be. Better stint your children's food and clothing than stint their education. The one is only a temporary evil; the other is a life-long loss. Your children have a right to be educated; your country demands of you, that after all it has done to help you, you do what lies in your power to fit your children to take their places among its useful and respected citizens.

Schools *may* be too long :

Although generally our terms of schools are too short, yet there is danger also of their being too long. If the term is extended beyond a certain length, the scholars become weary and stay at home; and a thinned school drags out its weary length with little pleasure to teacher and little profit to pupils. Your Committee are of opinion that in our town at all events, twelve weeks are long enough for any term to continue; and if two terms of twelve weeks each do not exhaust the money, it would be far better for the district to have a spring or fall term, additional.

Certain equipments needed :

Our school rooms are sadly deficient in apparatus. Outline maps, hanging maps, good blackboards and plenty of them, one of the unabridged dictionaries, and at least one globe, should be in every school. It is no more equipped without them than a ship is without quadrant and chronometer. A ship may creep along the shore without these necessary instruments; and so may a school, without the apparatus above referred to, crawl along the shallows; but without the one a ship will scarcely dare an ocean voyage, and without the other a scholar cannot accomplish anything like full success. At all events, a good supply of good blackboards is indispensable, and yet your Committee do not think there are half a dozen decent ones in all the town.

FRYEBURG.

HENRY H. SMITH, *Chairman of Committee.*

The report by Mr. Smith is very laconic. He recommends that a union be effected between the academy and the district :

The village district, will, in my opinion, consult their best interests by adopting at once, as a permanent arrangement, the system of graded schools—sending the advanced scholars to the academy, and procuring competent female teachers to instruct the smaller scholars all the year round.

SIDNEY.

CHARLES W. COFFIN, J. S. CUSHING, CHAS. W. LONGLEY, *Committee.*

The Committee assign the labor of transcribing their report, as the reason for not complying with the requirement of the statute ; but promise, like good boys, “not to do so again.” In undertaking the work of reform, they do not know where to begin :

Our country schools greatly need reform, and it is difficult to tell where to take hold first; but I think it desirable that further legislation be had, and laws enacted that will

punish *severely* all persons who vent their rage by mutilating the school-house, or dismantling it, when they are dissatisfied with a teacher.

In some districts it seems almost impossible to give satisfaction, while others generally get along harmoniously.

Most of the schools are reported as doing quite well.

READFIELD.

GEORGE C. CRAWFORD, A. W. BRAINARD, JAMES E. MERRILL, *Committee.*

More money required to render the schools efficient :

The whole amount of money voted by you in March last, for your schools, was \$1,000. We would suggest that this amount be increased to twelve or fifteen hundred dollars the present year. We are aware that it will be urged that the present is not a proper time to advocate greater liberality in our expenditures, burdened as we are already with the necessary war debt. It should, however, be borne in mind "that taxes for education are like vapors which rise only to descend again to beautify and fertilize the earth."

The Committee have been obliged to withhold certificates from several candidates during the past year. This is one of their most unpleasant duties. They would assure you, fellow townsmen, that nothing but a true regard for the welfare and best interests of our schools has actuated them in their decisions. They would be unworthy the position which they hold by your suffrages did they allow party feeling or prejudice to influence them in their action. Their constant endeavor has been to promote the interests of our schools by gradually raising the standard of attainment in teachers, to correspond with the true standard of teaching.

That good use is made of money in some districts of this town is hereinafter shown :

This school was taught in two terms of twelve weeks each, by Miss T. Experienced, competent, efficient and kind, she secured the prompt and cheerful obedience of a large portion of her scholars; and by her decision, self-command and energy, with the hearty co-operation of the Committee, completely disconcerted the plans of those whose evident intention was to break up the school. The influence of such a teacher, both in regard to instruction and general bearing, is valuable in any community; and such teachers should be retained among us, even at very large pay. The school was a success, as the examination, near its close, very clearly showed, not only to the Committee, but to the parents and friends of the scholars who were present on the occasion. Miss T. has rare qualifications for a teacher, as seen in her inventive power in devising plans to interest and improve her pupils; and in her executive power in guiding and controlling her pupils.

* * * * *

Among the characteristics of his teaching are, order, system, and thoroughness, giving a prominent place to analysis, which we cannot but regard as the true method of teaching. He appears easy, unembarrassed and quite at home in the school-room. Several of the parents and friends of the scholars were present at the final visit of the Committee, to witness the examination of the school, which was highly creditable to both teacher and scholars. The term was a very profitable one. This school still maintains its position as the most advanced in town.

The knuckles of delinquent teachers rapped, as they ought to be, and municipal officers as well :

We are frequently embarrassed in the discharge of our duties by the failure of teachers to fill and forward their registers. This evil may be at once removed if municipal officers will but act in accordance with the provisions of the law, and grant no town orders to teachers until their registers, properly filled and signed, are lodged with the Committee.

The subject of re-districting should receive the attention of *all* towns when it is needed :

There is one subject more that should receive your attention. I refer to the necessity of re-districting the town. We have now twelve school districts where we should have but seven. A teacher can care for and teach forty scholars as well as he can teach ten, if his school is classified as it should be. We have shown you in this report, that in some of our small schools the cost for tuition per scholar is as high as fifty-two and even seventy-five cents per week. This ought not to be allowed to exist. It may be remedied by discontinuing some of our districts, and uniting them with others. We ask your careful and early attention to this subject.

A wise suggestion :

It will be observed that, in the above enumeration, we have omitted the "Higher" arithmetic in the series. This was not an accidental omission. The Committee were of the opinion that the "Common School" arithmetic is sufficiently extensive for a business education; and that the time of the scholar, after mastering that, would be more profitably employed in taking up algebra, philosophy, history, &c., than by devoting so large a share of attention exclusively to arithmetic.

SEDGWICK.

WILLIAM H. SARGENT, LEANDER S. TRIPP, R. S. COLE, *Committee.*

An important principle—that a little additional expense will often prove to be the best economy :

But while it is gratifying to be able to report thus favorably, your Committee feel bound to express the conviction that a greater benefit should be derived from the money expended, and that, in many instances, a little additional expense would yield good returns in the increased usefulness of our schools.

Complaints are made—but :

Complaints are frequently heard of want of order, of inefficiency and partiality; and, doubtless, they are sometimes well founded, but it is believed that they oftener have their source in neighborhood quarrels and jealousies. Parents are too apt to forget that they are in great part responsible for the behavior of their children, as well in school as out. With their hearty co-operation, a teacher of moderate capacity will succeed where a better will fail, if they are indifferent or hostile.

Agents should use the blanks provided for them :

Attention is invited to the blanks, two of which will be furnished to the agent. They should be filled and returned to the Selectmen as near the time indicated as possible

They are needed in making up returns to the Secretary of State, and the information can be got in no other way.

A sad picture of discomfort :

More than one house was without a latch or catch to the door; and some, from a deficient arrangement of the stove-pipe, smoked so badly, that often, for half the forenoon, study or comfort was out of the question. Add to this, green or wet wood, for there is seldom a wood-house on the premises, and the picture of discomfort is complete. School agents are sufficiently sharp in bargaining with teachers, but these neglected school-houses seem to us to argue anything but shrewdness in these matters.

MILLBRIDGE.

J. L. SANBORN, GEORGE GORGING, EMORY SAWYER, *Committee*.

Complaint of school-rooms and poor attendance—very likely to be found together :

The rooms in nearly every district in town should be abandoned, and, in their stead, more convenient and suitable houses erected, and furnished with the necessary apparatus which every school-room needs. Furthermore, it is our opinion that we shall never realize the full benefit of the money we expend from year to year, so long as there is no interest manifested by the parents in training their scholars to attend the schools with promptness and regularity.

Want of harmony among parents damages the school :

Owing to some division of feeling, on the part of parents in the district, the school was not so profitable as it might have been.

The report of this Committee is not very full.

FAYETTE.

A. G. FRENCH, GEORGE UNDERWOOD, A. F. WATSON, *Committee*.

A teacher's best efforts will be surely unavailing, if suffered to be thwarted by open disobedience :

There was a disposition, on the part of the larger scholars, to annoy the teacher as much as possible, by absenting themselves from the school-room until recess, or even half a day at a time. Miss F. did all that any teacher could do, under the circumstances, to prevent this truancy, but it was beyond her control. It would be well for parents to have an eye to such proceedings on the part of their children, and to teach them that any misconduct at school will meet with correction at home.

It is a mistake often made by Committees, to suppose that they are obliged to issue certificates to candidates merely because they are found qualified to pass a creditable examination in the branches required. The statute requires evidence of "capacity to govern," "good moral character," and a "suitable temper and disposition." Hence an error in the following paragraph :

Without due discipline, a school cannot be profitable. It is a mistaken notion that the Committee are responsible for the prosperity of your schools. A greater responsibility rests upon your agents, for they engage your teachers, receive and dispose of all district moneys, and have the care of the district property, being district supervisors for the time. If the teacher, on examination, is found competent as required by law, the Committee are bound to grant a certificate, let his qualifications for instruction be what they may. Literary qualifications, though eminently necessary, are but a small part of those required of a good teacher. Discipline, and right methods of instruction, morals, &c., are among the more essential properties. To obtain such teachers, is the duty of the agent.

And to reject those who lack these qualifications, is the duty of the Committee.

A flattering record. Why should not all districts do likewise?

The members of all the classes answered with remarkable promptness, and exhibited an almost perfect knowledge of the different studies as far as they had pursued them. Especially is it unusual in a common school to find the pupils possessing so good a knowledge of those difficult and abstruse principles of grammar and arithmetic. We venture to assert that, in this respect, as well as in others, this school is not excelled, if it is equaled, by any other in town.

What redounds highly to the credit of this district, and is very flattering to teachers, pupils and parents, is, that no whisper of complaint or fault-finding about the school came to the knowledge of the Committee during either the summer or winter term. Teachers devoted to their calling, and unsparing in their efforts to instruct and assist their pupils, scholars themselves, without exception, well-disposed, orderly, studious and ambitious, parents interested, and anxious to do all in their power for the education of their children, all combine to render the school in District No. 7 a model of excellence worthy of imitation.

TEMPLE.

SIMEON HACKETT, S. F. SMALL, CYRUS DEANE, *Committee.*

The report of this Committee is a brief congratulation upon the success of their schools, with "nothing great, but a few things good."

We have nothing great to report in regard to our schools; but may mention a few things that ought to be called good. The agents throughout the town have been more fortunate than in some former years in the selection of teachers. Our summer schools were all taught by females, and we shall draw no comparisons between them; nor have we occasion to find fault with any of them, but rather to say they were the right persons in the right places. We are happy to say that they understood school government as well as teaching, and all their schools were orderly.

Male teachers strive to excel the female, and do not succeed:

Our winter schools, eleven in number, had five male and six female teachers. In regard to these, we can say that they were kept with that care and competency on the part of teachers, which could not fail to promote the improvement of learners—the male teachers trying, with all their ability, to out-do the females. But though they had not much to boast of in this respect, yet they did wake up female teachers to do the very best they could, lest they should be out-done. Hence special efforts were made for the good of all the schools, and these efforts were not in vain.

Causes of remarkably good attendance :

In regard to general and constant attendance, we have never before known it to be so good. Especially in the winter, the weather and traveling being uncommonly favorable during the whole term of our winter schools. Besides having teachers that were winning in their manners, impartial in their attentions, and fully competent to give instruction in the several branches required to be taught. There was no begging among the scholars for leave of absence. The most of our schools have been well supplied with books, and hence such classifications could be made as would lessen the labor and perplexity of teachers, and greatly benefit the learners. In a word, we have the pleasure to announce to the town that our schools, both and winter summer, have been conducted in such a manner that in two instances only have complaints reached us from any quarter. The causes of these were hardly worth our notice, and were easily and readily removed.

SURRY.

One school fails from its over-crowded condition :

C. H. HIGGINS, SAMUEL WASSON, E. COUSINS, *Committee*.

The teacher was very industrious, labored hard, and had no difficulties in her school, except the large number of scholars, and a short vacation by which the scholars partially lost their interest in their studies. The scholars too exhibited a good degree of perseverance and obedience to the rules of school, and consequently made as good improvement in all their studies as could be expected. It must be evident to the whole district that the experiment of placing one hundred or more scholars of every age and description in one school room, and under one teacher, has proved a complete failure.

An example for teachers to imitate :

We have made mention of Miss A. in the report of another district, but would here say that she apparently makes improvement in every school she teaches, and in our opinion is a teacher in whom unbounded confidence may be placed. The scholars seemed deeply interested in their studies, and made marked improvement in every branch pursued, and good order pervaded the whole school.

PHIPSBURG.

J. D. WEST, N. C. REED, A. LIBBY, *Committee*.

They still deplore the mismanagement of Agents, and plead for a change in the system :

Sometimes a great mistake is made in the selection of Agents to employ teachers. Frequently men are chosen who take no particular interest in the matter, or do not exercise the discretion used in the ordinary affairs of business. This whole matter, in many places, is wisely put in the hands of the Superintending School Committee.

Portrait of a model teacher—too good to be lost :

Mr. G., in our opinion, is a model teacher. He thoroughly understands his business, applies himself diligently, conducts himself with dignity, and yet with an uncommon degree of gentleness, and the utmost kindness and affectionate regard for all his pupils, so as to command the respect of the whole school. It is therefore not difficult for him to

govern. His word and will seemed to be the only law of the school room. Every pupil seemed to be sweetly drawn into a voluntary and cheerful subjection to this law in every particular. The only teacher we ever knew to be able to eject the "foul weed," tobacco, from the school room with only a few words of persuasion. He paid particular attention to elocution, and was able to give the Committee some specimens of excellent reading by some of his classes.

See how another teacher, in evidence of his pupils' good will, is presented with a fur—below :

The school when visited by the Committee was progressing in the right direction. Order was good. It was evident that a strong attachment existed between Mr. R. and his scholars. This attachment culminated in the presentation of a nice fur collar by the young ladies at the close of the school. Long may No. 8 enjoy his faithful and efficient labors.

DETROIT.

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

The Committee of this town present a very brief report, closing with a single practical suggestion :

The necessity of the personal attention of parents to the moral interests and intellectual improvement of their children is nowhere felt more than in our public schools. If interested in the school, and enforcing the punctual attendance and attention of their scholars, much will be gained; otherwise, everything is lost; and instead of intelligence and virtue in our public schools, they will become the prolific sources of nameless grief and misery.

BETHEL.

S. R. HUTCHINS, N. T. TRUE, D. GARLAND, *Committee.*

Of their teachers for the past year—with a recommendation :

Our teachers, with but few exceptions, have been competent and faithful; and in the schools where we have been thus favored, we trust that the services of those teachers may be early secured for another year.

After school houses, apparatus :

We should not only have good school houses, properly ventilated and warmed, but a sufficient amount of school apparatus. A mechanic cannot be profitably employed without tools, nor can a school make that improvement which it should make, without good school apparatus. What is most needed, and should be supplied before the opening of the summer schools, is a sufficient amount of *blackboard*, so that a whole class may be at work on the board at the same time. A large part of every grammar and arithmetic lesson should be put upon the board, and no scholar should commence the study of grammar until he is able to write a ready hand. Then, with the use of a board and a good teacher, he may study it profitably.

Importance of libraries in school :

Every school room should contain a library of useful books. A small outlay in the purchase of a few good volumes, for the use of the scholars and teacher, would be very profitable. There are families in every district, who do not possess sufficient good books

for their children to read, and do not feel able of themselves to furnish them. Nor are the wages of teachers sufficient to supply them with all the books necessary for them to read, in order to make them efficient teachers. Will not school districts talk this over at their school meetings, and see what may be done in regard to it?

WESTFIELD PLANTATION.

L. A. BLAISDELL, *for the Committee.*

It is quite unusual to receive any reports from the plantations. The following is the entire report from Westfield Plantation.

District No. 1, (no other,) Joel Howard Howard, agent. Whole number of scholars in the district and plantation, 19. Summer term taught by Mrs. C. W. Reed. Length of the school, 44 days; whole number of scholars, 19; average, 13. Good order was maintained throughout this term of school, and good improvement made. All—both teachers and scholars—seemed to be united in making this a pleasant and profitable school. No winter term.

WINTERPORT.

WILLIAM TOMPSON, E. H. SMALL, G. L. CURTIS, *Committee.*

Good fortune declared by the Committee to have befallen one district:

The people in this district were fortunate in having their worthless school-house burnt down. A new one is in process of erection, which will be an honor to the district and a blessing to the school.

A school in a private house is better than could have been expected:

The room used in a private house was not convenient for the school, but the teacher and scholars improved the term to good advantage. Government good, method of instruction good, improvement excellent.

Bad elements in one school:

There are elements of insubordination in this school, which it is difficult for a female to control.

The folly of a loose rein appears:

This school, having been governed with loose rein, grew more and more restless and indolent. Very little attention was paid to the requirements of the teacher. The pupils seemed to have other business than their studies.

NEWRY.

L. W. KILLGORE, S. B. FOSLER, A. W. POWERS, *Committee.*

The wretched system of conflicting authorities is illustrated in the following case:

In District No. 3, we do not consider that the school has been of any profit. The majority of the voters in said district met, and voted to have the school stop on account

of the ruinous condition of the school-house—many of the scholars being sick; but the agent would not consent to have it stop. The Committee were called upon, and examined the situation of the school, and concluded, for the benefit of the district, that the school would better stop. They dismissed the teacher, but the school-house was slightly repaired, and the school started again by the agent, and kept three or four weeks, with from five to eight scholars.

Contention and strife are rebuked :

There exists among the people, in several districts, strife and contention in regard to these schools. One is afraid that the other wants to rule. This should be done away with—all should unite to make the schools profitable.

SMITHFIELD.

WM. H. HAYNES, H. C. DECKER, WM. J. HAYNES, *Committee.*

From Smithfield we receive but a brief report, closing with a most earnest desire :

But we most earnestly desire to witness some energetic movement, on the part of the parents, having for its object the removal of that deadening weight of *irregularity* in attendance, which is so injurious to the best teachers' best efforts. A suitable education is an obligation due from you to your children; due from the present to future generations; due from every loyal citizen to the country he loves, the government he honors, and the institutions he holds dear.

WINTHROP.

E. HOLMES, *for Directors of Village District.*

Dr. Holmes reports that the highest grade of schools in their series is accommodated at the Academy, by an arrangement with the Principal. The Academy thus answers a double purpose ; and if its course of study is properly arranged, a high school is virtually established in that way. The fuller report promised, has not reached us.

CHESTER.

J. D. KYLE, SAMUEL H. CHESLEY, *Committee.*

The backwardness of schools ascribed to want of competent teachers, and the agents gently rapped :

It has been a very common thing in our town to employ some relative. The agent is apt to say the school is small and backward, and he will hire a cheap teacher. But, in our opinion, the best teacher that can be obtained is the cheapest in the end, especially if there is but little money and the scholars young and backward. Such schools need the most experienced and skillful teachers. Eight weeks of school, under the direction of one of our best teachers, would benefit the scholars vastly more than eight months with a poor, cheap teacher. In procuring such teachers, we throw away our money, and rob our children of what we cannot restore.

BROOKLIN.

O. W. HERRICK, G. R. ALLEN, J. O. SARGENT, *Committee.*

Nothing of special importance has occurred in the schools of this town. One teacher has taught more than forty schools :

Mr. Samuel D. Staples, one of our best and most experienced teachers, has taught forty-three terms; and if he succeeds in all his teaching as well as he did in this school, it is to be hoped he may continue to teach for many years to come.

Influence of our common schools :

In conclusion, your Committee would suggest to school agents *particular care* in the selection of teachers; and to parents, an attention to the wants and condition of our common schools, which are exerting so great an influence upon the character and destiny of coming generations, and no less upon our common country.

CUMBERLAND.

J. M. DRINKWATER, E. H. MERRILL, ASA GREELY, *Committee.*

Success of a Normal graduate :

Miss S. is a person who has neglected no opportunity to fit her for the position which she occupies. She is a graduate from one of the first Normal Schools in Massachusetts, and is an experienced and accomplished teacher, the like of whom we would be pleased to have in all our schools.

The school was visited twice; and I might say that I never was in a school before that appeared quite as well as this. Every thing seemed to go smoothly, and the proficiency made in all branches pursued was very apparent.

Secession in one school nearly works its ruin.

The teacher appeared to understand her business, and, I believe, can keep a good school; but many of the scholars seem to have caught the spirit of a certain part of our country, and secession was so rife among them, that the union came quite near being dissolved.

MONTVILLE.

J. W. CLOUGH, O. MURRAY, H. M. HOWARD, *Committee.*

The prosperity reported of the schools in this town is justly ascribed to the care of agents and Committee, in selecting teachers, and to the willing coöperation of pupils :

Our agents have been very fortunate in securing the services of experienced teachers in most cases, and those have felt a good interest in the schools of which they have had the charge. But while we have found good teachers, our scholars have, as a general thing, done exceedingly well, and all in the school-room has gone smoothly yet.

The moral character of teachers of prime importance :

Feeling the importance of securing an influence on the side of good morals, temperance, and those kindred virtues which adorn and beautify the human character, we have

been careful to select teachers whose morals were of the highest order. This is a point too apt to be overlooked. A good moral character is as necessary as any one thing; and a teacher had better be deficient in education than wanting in such character.

MT. VERNON.

JAMES R. MARSTON, M. R. LEIGHTON, TRUE FRENCH, *Committee.*

This Committee report a high degree of school success during the past year, but complain of juggling and dancing parties as injurious :

We think the pupils of this school made good improvement; yet if there had been no juggling performances at the school house, and a less number of dancing parties in the vicinity, during the term, we believe their improvement would have been greater, and the reputation of the school higher.

Parents happily coöperate :

The parents have manifested a lively interest in the welfare of their children. Mr. D. is a teacher possessing those high qualities and qualifications which are needed, and which we should strive to secure in our schools.

They reach a most important conclusion :

In conclusion, we entreat you not to lose sight of the wants of our primary schools, while engaged in providing for the defense of our country upon the field of battle. War has a tendency to corrupt the morals. We should therefore labor with increased zeal to counteract its deleterious influence upon the minds of the young. The moral training of our youth is quite as important as the knowledge which they derive from school books. In selecting teachers we should therefore be careful to reject all those who do not come up to the standard of a correct moral deportment.

BARING.

S. M. SMITH, *Chairman of Committee.*

A discouraging picture of affairs :

In making our report of the schools of Baring for the past year, we have nothing cheering to say. The same troubles have been experienced in them as heretofore. It has been said by many: "If the Committee would leave the teachers to manage the schools uninfluenced, there would be an infinite gain." We have visited the schools but very little the past year, but the same indifference, insubordination and fault-finding have existed with the scholars and parents as heretofore.

It was thought by many that we should do well to have a male teacher in the Grammar School in the summer, as well as winter. Consequently, the agent employed a gentleman who taught ten weeks. From his appearance and from previous acquaintance with him, your Committee hoped much from him; but his school did not come up to our expectations—in fact, his scholars left school almost in a body before the close. Another gentleman taught the same school in winter. He was reported an experienced and successful teacher, but without the good results which we have been anxious to see.

Your Committee feel almost disheartened in seeing so little interest with scholars and parents, except to find fault with teachers, and thus increase the obstacles to success.

We lament to see so little emulation among the scholars, and so little interest with the parents for their children's best good.

HARTFORD.

WM. BICKNELL, FRANKLIN BRADFORD, R. B. WAITE, *Committee.*

The ladies are equal to the present emergency :

Nine ladies and seven gentlemen were employed in the winter schools; showing the fact that if our young men leave their schools to battle for those stars which have been so long kept bright by our common school system, there are females that are qualified to take their places as teachers; and that if rebellion should still actuate disloyal hearts, our schools will stand, the pride of freedom and terror of tyrants. Your Committee have not been called upon to stand between teacher and pupil as mediator.

Broad hints to Agents and districts :

If our school districts would exercise greater care in the selection of Agents, it would add much to the value of the schools. An Agent should know there are many traits needed in a teacher, besides *relationship, friendship, and outside influence*. Energy, patience, kindness and a pleasing manner towards the pupil, should be some of the leading features to attract his notice. Capacity to govern is a great desideratum, but if this faculty is offset by profanity or vulgar conversation, he should be rejected. The body may be held by force, but the mind must be drawn by attraction. Pupils are not slaves, but free citizens in embryo. Fellow-townsmen, you should not expect us to feel a livelier interest in your schools than you do yourselves.

Teachers may be too severe in their style of criticism :

The advancement was not so rapid as in some schools; but what was done, was done thoroughly. If he had practised a little more suavity in his *modus operandi*—not so severe in his criticism—he would have been more acceptable.

An uncommon thing—not uncommon :

I have no fear of awarding too much credit to either teacher, parents or scholars. A model school in many respects: *no uncommon thing for parents to visit the school.*

Vandalism is threatened with justice :

Before he finished, the stove, chimney and three windows were stolen. At the review I was accompanied by the agent and others of the district, who spoke of the interest of the teacher and children in and out of school. Pupils from eight families had made good advancement. Some that dare not risk the Committee with their complaints, no doubt thought they should drive the teacher away. The agent, true to his trust, provided stove, &c., and will bring these demons to justice, if possible.

The schools still survive the disturbing influences of war :

Although the best *blood*, the brightest *intellect* and the bravest of the *brave* have been brought to bear down upon the heart of treason for nearly three years, our common town school system, the terror of tyrants, the foe of slavery, has not lost the protecting arm of government, or the watchful eye of the town, or the interest of parents, or the love of pupils. And never since our fathers planted the first seed of LIBERTY, and watered it with tears and blood, has the education of the masses been of so much importance.

APPENDIX.

TABLE I.

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

ANDROSCOGGIN COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Auburn,	1,383	795	610	864	656	150	11.4	11.0	17	3	18	10	-	-	350 00	1	11	22	11	21 77	1 88	1 75	23
Danville,	465	236	203	254	210	-	9.0	10.0	10	1	10	4	1	450 00	-	8	10	2	21 00	2 00	2 00	-	
Durham,	589	288	214	353	250	75	7.8	9.2	15	3	15	7	-	-	150 00	-	11	12	3	17 14	1 62	1 50	23
East Livermore,	318	221	168	277	223	-	9.3	10.0	8	-	8	6	-	-	-	-	4	9	5	21 25	2 18	1 33	24
Greene,	412	201	164	260	212	59	9.4	10.1	13	3	11	2	-	-	-	-	5	10	6	22 00	2 07	1 16	23
Lewiston,	2,630	1,450	1,066	1,474	1,068	90	15.4	15.0	13	2	22	18	5	7,056 00	1,566 00	2	30	25	34 60	4 75	1 75	25	
Lisbon,	482	301	229	358	302	50	9.2	10.6	11	2	11	6	1	250 00	50 00	10	11	2	22 00	2 50	2 00	23	
Leeds,	477	283	212	305	240	80	9.3	9.9	13	1	13	3	-	-	104 00	10	13	3	18 00	1 32	1 07	21	
Livermore,	568	350	287	445	370	80	9.0	9.7	18	1	18	10	-	-	200 00	11	18	7	19 00	1 75	1 50	21	
Minot,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Poland,	1,050	618	492	645	519	125	9.3	10.7	23	1	20	8	-	-	-	1	14	6	22 85	2 05	1 50	-	
Turner,	894	760	640	796	740	-	8.3	9.1	20	-	20	16	-	-	60 00	-	18	20	2	18 50	2 12	2 00	17
Wales,	213	-	-	-	-	-	-	-	7	1	-	-	-	-	-	-	-	-	-	-	-	-	
Webster,	-	221	169	230	165	40	10.8	10.0	11	1	11	9	-	-	112 00	-	6	10	4	16 77	2 02	1 28	-

AROOSTOOK COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Amity,	131	86	48	56	36	6	10.6	8.0	3	-	2	1	-	-	18 00	-	2	3	-	17 50	2 08	1 59	20
Ashland,	176	160	140	45	35	15	12.0	9.0	5	-	5	2	-	-	10 00	-	1	5	-	30 00	2 50	1 50	23
Bridgewater,	270	73	86	80	76	-	12.0	12.0	4	-	4	2	-	-	20 00	-	-	4	4	-	-	1 00	23
Fort Fairfield,	406	290	194	250	174	60	12.0	12.0	9	2	6	2	-	-	-	-	2	9	5	19 00	2 40	1 60	21
Hodgdon,	375	258	170	193	133	-	10.6	10.5	9	2	8	2	-	-	55 00	-	5	9	2	16 40	2 00	1 20	20
Houlton,	927	384	297	421	360	76	12.0	11.0	9	1	9	5	2	-	137 00	-	10	4	4	20 00	2 50	2 00	20
Linneus,	284	169	123	235	148	83	10.5	10.4	9	1	6	4	1	500 00	49 65	1	3	6	6	18 33	2 00	1 75	19
Littleton,	286	207	186	257	104	-	12.2	12.0	7	-	4	3	1	200 00	-	-	2	7	3	17 00	2 00	1 00	21
Lyndon,	113	86	64	88	67	12	9.0	11.0	3	-	2	-	-	-	25 00	-	1	3	1	18 00	2 37	1 16	20
Masardis,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maysville,	322	218	170	124	110	-	9.4	10.0	13	-	5	3	1	300 00	40 00	-	2	7	4	22 00	2 00	1 20	24
Monticello,	205	97	72	77	68	-	11.0	9.0	7	-	7	5	-	-	15 00	-	1	5	2	19 00	1 87	1 00	24
New Limerick,	119	27	17	47	35	-	10.0	4	4	-	3	1	-	-	14 00	-	-	1	3	-	1 73	1 25	-
Orient,	99	36	30	39	36	47	12.0	12.0	4	-	2	-	-	-	-	1	1	1	1	13 00	2 25	-	21
Presque Isle,	350	159	109	180	120	-	-	-	2	-	5	3	1	450 00	-	-	2	6	4	19 00	2 35	1 50	23
Sherman,	275	187	147	162	154	18	8.3	7.4	5	1	5	5	-	1,250 00	18 42	-	2	4	4	18 00	2 62	2 00	24
Smyrna,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Washburn,	142	101	69	93	74	20	10.0	8.0	4	-	2	2	-	-	73 67	-	3	4	-	17 50	1 68	1 33	24
Weston,	191	125	85	55	40	6	10.0	12.0	5	2	5	-	-	-	24 00	-	-	5	3	-	2 12	1 00	26
Bancroft pl.,	120	86	54	52	32	25	13.0	13.0	3	-	3	2	-	-	50 00	-	1	3	1	14 00	3 50	1 00	18
Barker pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Belfast Acad. Gt. pl.,	130	72	52	40	36	18	9.6	12.0	4	2	4	1	-	-	-	-	1	4	1	17 00	1 93	1 34	21
Crystal pl.,	110	44	38	47	32	6	11.4	9.0	5	6	3	2	-	-	15 00	-	1	4	3	20 00	1 62	1 50	22
Dion pl.,	651	-	-	-	-	-	-	-	9	1	1	1	-	-	-	-	-	5	-	-	-	-	-
Dyer Brook pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dayton pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Eaton Gt. pl.,	192	107	88	94	78	10	12.0	12.0	5	-	4	2	-	-	-	1	3	2	16 00	1 50	1 50	17
Fremont pl.,	186	123	102	86	68	37	10.5	8.0	7	-	1	1	-	-	-	-	6	5	-	2 18	1 67	21
Forestville pl.,	111	81	64	-	-	-	10.0	-	4	-	2	1	1	175 00	-	1	3	-	16 00	1 25	1 18	-
Greenwood pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grant Isle pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Haynesville pl.,	29	20	20	-	-	-	7.0	-	1	-	1	-	-	-	-	-	1	-	-	2 50	2 00	25
Island Falls pl.,	60	25	23	33	27	22	7.0	40.0	5	-	2	2	1	160 00	7 36	-	3	2	-	1 94	1 00	18
Leavitt pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Letter A pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Letter B, R. 1 pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Limestone pl.,	72	-	-	-	-	-	-	-	3	1	-	-	-	-	-	-	-	-	-	-	-	-
Macwahoc pl.,	93	55	46	46	37	12	6.5	6.6	1	-	1	-	-	-	7 61	-	1	1	-	2 75	1 50	22
Fort Kent pl.,	407	92	70	-	-	-	16.0	-	3	-	1	1	1	500 00	-	-	3	-	-	2 33	2 00	22
Letter L,	125	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
Madawaska,	277	-	-	-	-	-	-	-	7	-	2	2	2	240 00	-	-	-	-	-	-	-	-
Mapleton pl.,	146	94	74	-	-	-	7.3	-	8	-	3	1	1	125 00	-	-	7	-	-	2 12	-	-
Hamlin pl.,	233	-	-	-	-	-	-	-	3	-	1	-	-	-	-	-	-	-	-	-	-	-
Alna pl.,	170	-	-	-	-	-	-	-	3	-	3	2	1	-	-	-	3	1	-	2 50	1 00	-
No. 9, R. 6 pl.,	40	24	16	-	-	-	12.0	-	2	-	1	1	-	-	-	-	1	-	-	2 00	1 50	18
No. 11, R. 1 pl.,	89	-	-	-	-	-	-	-	4	-	1	-	-	-	-	-	2	-	-	-	-	-
No. 18, R. 6 pl.,	42	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Portage Lake pl.,	60	20	15	-	-	-	12.0	-	1	-	1	1	-	-	60 00	-	1	-	-	2 25	-	-
Reed pl.,	25	14	12	16	14	8	8.0	14.0	2	-	1	1	1	110 00	14 00	-	1	1	-	1 75	1 20	-
Sarsfield pl.,	243	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. Francis,	97	36	18	-	-	-	12.0	-	2	-	1	1	-	-	-	-	2	-	-	2 00	2 00	20
St. John,	57	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Woodland pl.,	38	22	20	22	19	2	4.2	6.0	3	-	1	1	1	100 00	-	-	1	1	16 00	2 00	1 75	37
Westfield pl.,	19	17	13	-	-	-	8.0	-	1	-	1	1	1	300 00	-	-	-	-	-	2 25	1 00	37

CUMBERLAND COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Baldwin, . . .	422	224	161	246	188	65	10.5	8.5	11	1	11	1	-	-	60 00	-	7	10	1	22 05	1 93	1 33	27
Bridgton, . . .	1,003	550	400	308	404	118	9.8	9.1	20	1	20	15	1	300 00	-	14	20	6	22 00	2 00	1 40	-	
Brunswick, . . .	1,690	939	766	976	891	175	12.4	12.6	22	-	27	24	-	-	200 00	2	15	34	19	23 00	3 75	2 00	24
Cape Elizabeth, . . .	1,230	642	580	901	799	-	12.5	12.0	12	-	13	9	-	-	204 00	1	10	14	4	25 00	2 75	2 50	25
Caseo, . . .	468	-	-	-	-	-	-	-	2	1	2	3	-	-	-	-	7	8	1	-	-	-	-
Cumberland, . . .	621	359	261	374	280	15	8.0	9.0	11	2	11	2	-	-	-	-	7	13	6	28 00	2 06	1 90	26
Falmouth, . . .	631	365	282	419	333	-	6.8	9.5	12	-	12	4	-	-	175 00	-	8	10	4	22 00	3 00	1 50	-
Freeport, . . .	927	561	421	637	482	115	10.8	10.5	12	2	17	5	-	-	75 90	1	15	17	4	24 10	2 11	1 83	24
Gorham, . . .	1,087	-	-	-	-	-	-	-	12	-	18	1	1	1,000 00	-	11	19	4	-	-	-	-	
Gray, . . .	700	369	273	455	350	75	9.5	9.2	11	11	3	1	-	-	75 00	-	10	12	2	20 00	2 00	2 00	23
Harpwell, . . .	-	360	291	399	320	36	9.6	12.6	17	-	12	4	-	-	100 00	-	9	12	5	23 00	1 88	3 00	21
Harrison, . . .	425	273	212	327	247	45	9.4	12.3	12	2	14	2	-	-	363 32	-	5	13	8	21 20	2 12	1 32	25
Naples, . . .	520	275	214	211	147	34	10.1	9.0	12	1	12	6	-	-	30 00	1	7	11	1	18 26	1 80	1 11	22
New Gloucester, . . .	647	339	247	375	300	128	11.4	9.8	13	1	11	6	-	-	100 00	-	8	13	5	25 57	1 96	1 71	23
North Yarmouth, . . .	404	223	162	197	166	50	9.5	13.0	7	2	2	4	-	-	70 00	-	4	6	3	25 50	2 75	2 00	-
Otisfield, . . .	412	-	-	-	-	-	-	-	12	1	12	7	-	-	100 00	-	9	12	2	18 00	1 75	94	-
Portland, . . .	10,645	-	-	5,427	4,091	-	-	-	-	-	19	19	1	65,684 00	10,608 00	8	10	76	74	75 00	4 90	-	-
Pownal, . . .	377	170	129	321	272	147	9.4	11.0	11	1	11	5	-	-	75 00	-	5	5	7	22 00	2 15	1 35	26
Raymond, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Scarborough, . . .	730	370	255	421	304	-	12.0	11.4	11	1	11	7	-	-	112 00	-	8	11	3	22 00	2 25	2 00	22
Sebago, . . .	362	254	144	233	159	38	9.2	11.4	8	2	9	5	-	-	54 40	-	5	7	3	15 50	1 95	1 07	21
Standish, . . .	756	446	331	455	353	89	11.8	10.3	16	1	16	12	-	-	149 93	-	10	15	4	20 40	2 31	1 44	24
Westbrook, . . .	1,722	1,108	803	863	593	-	10.5	13.0	17	-	17	13	1	6,000 00	-	-	10	22	8	27 00	-	2 50	27
Windham, . . .	931	478	367	542	482	-	11.0	11.0	19	-	19	7	-	-	-	1	15	18	4	22 00	2 50	1 50	22
Yarmouth, . . .	699	367	288	427	341	-	10.7	10.7	8	2	9	1	-	-	134 00	-	6	11	6	33 00	2 56	2 16	28

FRANKLIN COUNTY.

Avon,	290	250	142	255	185	85	9.5	9.0	13	-	11	8	-	-	60 00	-	7	9	2	17 00	1 50	1 50	20
Carthage,	198	-	-	-	-	-	-	-	-	-	6	6	1	-	-	-	6	-	-	14 00	1 40	-	-
Chesterville,	434	240	195	320	260	80	8.7	9.6	13	1	12	8	-	-	-	-	4	12	12	20 00	2 00	1 25	21
Farmington,	925	620	558	740	666	120	9.3	10.0	23	7	24	6	-	-	100 00	1	14	23	10	24 00	2 50	1 75	23
Freeman,	240	124	96	231	189	114	10.0	9.5	7	3	10	8	-	-	50 00	-	6	6	4	15 09	1 56	1 25	20
Industry,	300	142	102	225	177	90	7.3	10.2	11	2	9	6	-	-	48 00	-	2	7	9	25 00	1 69	1 25	23
Jay,	640	313	239	461	368	140	10.0	9.0	16	4	15	8	-	-	115 00	-	10	16	4	19 50	1 51	1 25	21
Kingfield,	205	112	80	165	127	16	10.5	10.4	6	-	5	4	-	-	45 00	-	4	4	1	21 00	1 80	1 19	25
Madrid,	191	108	74	115	84	-	9.4	9.0	8	-	7	3	-	-	60 00	-	3	7	4	20 00	1 60	1 15	20
New Sharon,	635	378	298	518	422	120	9.7	10.1	19	2	19	6	-	-	125 00	-	12	16	9	23 00	1 92	1 12	21
New Vineyard,	295	103	85	251	203	138	8.7	8.2	13	2	9	6	-	-	40 00	-	6	5	5	18 17	1 84	1 01	23
Phillips,	585	-	-	-	-	-	-	-	-	-	18	4	16	-	-	-	-	-	-	-	-	-	-
Rangely,	113	79	52	72	59	15	8.4	8.4	4	-	4	2	-	-	22 50	-	3	4	1	17 33	1 33	1 17	21
Salem,	138	87	67	107	86	20	8.0	8.0	7	-	6	-	-	-	30 57	-	2	5	2	16 00	1 87	1 00	21
Strong,	229	188	148	213	167	50	9.0	11.2	9	4	7	3	-	-	110 00	2	8	8	3	14 00	1 54	1 25	22
Temple,	222	126	104	152	124	28	6.5	8.0	10	1	7	4	-	-	-	-	5	5	6	16 00	1 50	1 00	20
Weld,	425	232	178	268	295	-	8.5	11.0	11	-	11	2	-	-	150 00	-	8	9	3	17 50	1 37	1 37	20
Wilton,	629	377	273	562	413	186	8.8	9.5	14	2	15	6	-	-	156 87	-	11	13	7	17 64	1 95	1 12	22
Eustis pl.,	114	99	61	-	-	-	9.0	-	4	-	4	3	-	-	274 00	-	-	4	-	-	1 62	1 00	21
Letter E pl.,	45	30	22	39	9	9	16.2	15.2	2	-	2	1	-	-	598 00	-	1	2	1	24 85	1 35	1 14	21
Perkins pl.,	50	20	17	27	18	5	6.0	7.0	3	-	2	2	-	-	25 00	-	-	2	2	-	1 75	1 25	22
Rangely pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dallas pl.,	63	20	18	33	30	13	8.8	8.8	1	1	1	1	-	-	48 50	-	1	1	-	20 00	1 50	1 12	21
Sandy River pl.,	40	-	-	-	-	-	-	-	3	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Washington pl.,	29	-	-	-	-	-	5.5	5.5	-	-	-	-	-	-	-	-	-	-	-	12 50	3 12	75	-
Green Vale pl.,	26	26	22	26	20	8	6.0	1.0	-	-	1	1	-	-	1 00	-	1	1	-	13 00	1 00	1 25	30

APPENDIX.

HANCOCK COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Amherst,	160	112	78	-	-	-	12.0	12.0	4	-	3	1	-	-	20 00	-	2	4	1	25 00	2 00	1 62	21
Aurora,	110	77	59	39	29	15	12.6	8.0	3	-	3	1	-	-	10 00	-	1	3	1	26 06	2 00	1 11	25
Bluehill,	779	470	376	487	432	56	11.7	7.0	18	1	18	9	-	-	90 00	-	10	19	9	27 00	2 20	1 32	21
Brooklyn,	423	267	26	300	29	30	9.1	9.0	10	9	6	-	-	-	90 00	-	5	10	5	29 75	5 25	1 16	25
Brooksville,	581	281	189	325	242	122	9.0	7.1	11	-	12	-	-	-	12 00	-	12	12	12	25 00	1 70	1 25	27
Bucksport,	1,339	773	567	821	620	-	12.3	10.8	18	-	21	17	-	-	400 00	1	11	18	10	30 43	2 30	1 94	-
Castine,	536	299	244	300	241	56	19.0	11.7	4	-	6	6	-	-	682 00	1	4	3	1	46 00	4 45	2 00	-
Cranberry Isles,	155	94	74	107	90	16	10.0	10.2	5	-	4	1	-	-	16 52	-	1	4	4	26 00	2 25	2 00	-
Deer Isle,	1,730	-	-	-	-	-	-	-	-	-	30	-	-	-	-	-	21	29	6	30 00	2 75	-	-
Dedham,	206	130	97	158	126	-	7.6	8.6	7	-	5	3	-	-	86 06	3	3	5	3	24 00	2 00	1 26	22
Eastbrook,	61	42	31	32	24	9	8.9	7.0	4	-	2	-	-	-	5 00	-	1	3	-	16 00	1 02	1 50	24½
Eden,	491	268	201	319	266	51	9.0	9.3	14	-	10	4	1	826 00	97 65	4	13	5	27 60	2 50	1 75	27	
Ellsworth,	2,280	1,136	852	1,000	750	-	10.6	9.0	21	-	22	7	-	-	600 00	1	15	35	9	34 45	3 39	2 25	-
Franklin,	449	278	225	153	118	34	8.8	8.0	11	-	7	3	-	-	60 00	-	4	8	-	26 00	2 25	1 33	21
Gouldsborough,	828	410	330	395	296	112	8.2	8.0	15	2	13	10	-	-	119 00	-	8	15	5	26 40	1 88	1 68	23
Hancock,	389	264	153	218	177	97	10.0	8.4	7	-	6	3	-	-	-	-	6	7	-	25 00	2 50	1 40	23
Mariaville,	195	150	124	141	130	14	8.3	7.5	5	-	5	1	-	-	-	-	1	5	4	28 00	2 00	1 50	20
Mount Desert,	390	173	140	260	203	133	8.7	8.7	12	-	10	3	-	-	125 00	-	5	8	5	25 80	2 27	2 00	24
Orland,	792	550	428	680	470	200	10.0	10.0	17	2	16	10	-	-	180 00	-	9	14	2	24 70	2 29	2 00	27
Otis,	96	65	50	40	35	20	14.0	7.0	3	-	3	3	1	375 00	10 00	-	2	3	1	22 00	1 83	1 25	25
Penobscot,	639	367	267	289	292	128	10.0	9.0	12	1	12	9	-	-	78 00	-	9	12	3	25 50	2 05	1 14	25½
Sedgwick,	530	311	226	368	287	130	10.4	8.8	10	-	10	3	-	-	91 35	-	8	10	2	27 31	2 00	1 22	23
Sullivan,	271	176	128	217	176	35	12.8	10.1	6	-	6	4	-	-	5 00	-	6	6	-	25 66	2 06	1 35	29
Surry,	547	329	255	421	338	40	9.9	10.6	8	1	8	6	-	-	-	-	6	9	4	26 66	2 37	1 50	22
Tremont,	804	464	364	503	392	112	9.5	9.7	12	1	11	10	-	-	109 00	-	10	14	4	28 40	2 45	1 29	25
Trenton,	610	40	325	475	380	75	10.0	9.0	12	-	11	2	-	-	-	-	8	11	3	25 00	2 50	1 50	-

Waltham, . . .	167	127	84	109	77	11	10.0	6.2	5	-	4	1	-	-	20 56	-	4	5	1	20 00	2 05	1 57	27
Swan Island, . . .	210	168	-	203	-	95	8.5	7.3	6	-	6	5	-	-	-	-	-	-	-	21 37	2 33	-	-
Verona, . . .	192	125	116	147	120	10	7.5	9.2	4	-	4	2	-	-	44 12	-	2	4	1	27 50	2 25	1 25	-
No. 7, . . .	40	27	27	-	-	-	12.0	-	1	3	1	1	-	-	-	1	-	-	-	26 00	-	1 50	28
No. 21, Middle Div.,	25	18	14	-	-	-	8.0	-	1	-	1	1	-	-	-	-	-	1	-	-	-	-	25

KENNEBEC COUNTY.

Albion, . . .	520	249	200	383	340	134	9.1	11.0	14	-	14	5	-	-	150 00	-	9	12	5	18 60	1 87	1 12	22		
Augusta, . . .	2,447	705	484	781	579	76	11.1	10.9	23	-	24	7	-	-	410 00	-	14	23	11	25 00	2 10	1 75	-		
Belgrade, . . .	480	281	215	457	351	176	7.4	8.0	18	-	18	12	-	-	244 00	-	7	12	11	21 28	2 45	1 57	22		
Benton, . . .	488	299	212	325	264	52	11.3	12.0	10	-	10	7	-	-	-	-	-	5	10	5	22 00	1 75	1 51	22	
Chelsea, . . .	375	195	164	199	150	14	10.5	9.3	9	-	8	3	-	-	200 00	-	2	8	6	16 00	2 02	1 40	22		
China, . . .	1,045	-	-	-	-	-	-	-	22	-	20	15	1	300 00	-	-	15	20	6	-	-	-	-		
Clinton, . . .	670	275	254	309	242	34	11.6	11.0	12	1	11	8	-	-	123 50	-	7	14	5	21 50	2 50	1 90	-		
Farmingdale, . . .	276	164	128	213	142	-	11.6	11.5	3	1	5	4	-	-	103 99	-	2	5	3	30 00	2 75	1 70	-		
Fayette, . . .	292	136	104	185	149	38	9.8	10.8	10	4	10	7	-	-	-	-	-	4	7	6	18 75	2 06	1 34	24	
Gardiner, . . .	1,450	955	786	856	689	42	11.0	11.1	-	-	16	18	1	500 00	1,151 00	3	3	16	17	29 06	2 64	1 69	24		
Hallowell, . . .	742	481	363	408	318	36	10.0	12.0	3	-	10	10	-	-	445 50	-	2	2	8	7	44 00	2 44	1 83	28	
Litchfield, . . .	559	224	173	401	319	-	9.3	9.6	13	2	15	7	-	-	-	-	-	10	12	5	22 00	1 80	1 57	24	
Manchester, . . .	232	131	92	144	107	27	11.0	11.2	7	-	7	2	-	-	175 00	-	3	7	4	26 00	1 00	1 46	22		
Monmouth, . . .	612	385	291	403	334	75	9.3	10.1	14	1	14	4	-	-	100 00	-	5	14	9	22 00	2 20	1 80	20		
Mt. Vernon, . . .	487	272	204	349	287	96	8.3	9.9	13	-	13	6	-	-	-	-	-	6	13	7	22 17	2 02	1 40	23	
Pittston, . . .	935	506	408	575	466	70	9.3	9.6	19	-	18	10	-	-	-	-	-	5	19	15	28 00	2 43	-	-	
Readfield, . . .	495	275	208	349	279	75	9.3	10.8	12	-	12	7	-	-	160 00	-	8	11	5	19 25	2 18	1 70	22		
Rome, . . .	367	246	193	308	241	62	7.5	8.4	8	-	8	7	-	-	40 00	-	-	6	8	2	23 00	2 00	1 44	25	
Sidney, . . .	676	396	319	514	383	119	7.5	8.8	20	-	20	17	-	-	150 00	-	7	17	13	23 00	2 32	1 25	-		
Vassalborough, . . .	1,107	623	481	701	561	163	9.3	9.0	24	-	23	13	-	-	200 00	-	12	23	13	21 00	2 45	1 30	21		
Vienna, . . .	329	169	133	260	200	102	7.2	9.6	10	-	10	8	-	-	76 40	-	3	8	7	22 66	2 00	1 26	20		
Waterville, . . .	1,661	1,150	1,070	1,300	1,125	140	11.0	12.5	15	-	20	15	-	-	-	1	8	23	16	19 00	3 00	1 75	22		
Wayne, . . .	336	240	183	310	243	104	8.1	10.4	10	2	10	5	-	-	101 00	-	4	9	7	24 00	1 99	1 18	22		
West Gardiner, . . .	494	325	293	456	372	123	10.3	11.5	9	-	9	5	-	-	-	-	-	4	9	5	23 25	2 50	1 75	-	
Windsor, . . .	541	298	211	339	250	41	7.0	8.0	16	2	13	7	-	-	200 15	-	8	9	3	22 00	2 00	2 15	-		
Winslow, . . .	660	366	258	411	306	93	10.5	8.5	16	1	15	4	1	600 00	155 67	-	10	16	4	20 00	1 80	1 10	21		
Wintthrop, . . .	747	403	309	441	343	89	11.1	11.5	10	1	11	8	1	250 00	200 04	1	5	11	7	27 19	2 85	1 79	22		
Clinton Gore, . . .	100	70	56	80	61	10	9.0	8.0	2	-	2	1	-	-	31 00	-	-	1	2	1	24 00	2 05	2 00	25	
Unity pl., . . .	13	7	6	9	7	3	8.0	7.0	1	-	1	1	-	-	2 00	-	-	-	1	1	-	1 00	-	50	19

APPENDIX.

KNOX COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.		Whole No. registered in summer schools.		Average No. attending summer schools.		Whole No. registered in winter schools.		Average No. attending winter schools.		No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
	Appleton, . . .	613	383	289	454	336	140	12.0	11.1	12	1	11	7	-	-	-	-	-	-	100 00	-	9	12	4	22 00	1 62	1 08	21
Camden, . . .	1,883	1,149	906	1,506	1,224	-	9.5	8.8	17	-	20	10	-	-	-	-	-	-	480 00	2	17	25	17	30 00	2 51	1 63	26	
Cushing, . . .	283	179	121	174	129	49	6.9	5.6	7	-	6	2	-	-	-	-	-	-	36 00	-	6	7	-	18 75	1 67	1 70	22	
Friendship, . . .	279	156	124	158	151	42	10.0	9.0	6	1	6	3	-	-	-	-	-	-	52 50	-	4	6	2	23 00	1 91	2 00	25	
Hope, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
North Haven, . . .	354	232	162	270	217	120	9.9	9.4	6	-	6	4	-	-	-	-	-	-	97 85	-	6	6	-	29 66	1 58	1 50	23	
Rockland, . . .	2,668	1,603	1,391	1,671	1,338	-	9.5	17.3	4	3	14	-	-	-	-	-	-	-	1,104 18	5	12	23	16	41 25	4 76	-	-	
South Thomaston, . . .	635	422	277	487	390	65	9.2	9.5	12	-	11	7	-	-	-	-	-	-	150 00	-	8	12	4	33 33	2 90	2 10	27	
St. George, . . .	1,113	617	2,151	653	618	117	12.0	9.0	19	-	17	9	-	-	-	-	-	-	26 00	-	10	16	6	25 70	2 00	1 88	21	
Thomaston, . . .	980	658	502	617	506	143	11.0	9.0	1	3	11	8	-	-	-	-	-	-	426 77	4	5	9	8	43 66	3 50	-	-	
Union, . . .	411	321	442	335	31	11.4	10.6	15	-	15	4	-	-	-	-	-	-	-	100 00	-	11	12	4	25 00	2 00	1 50	26	
Vinalhaven, . . .	632	327	238	408	381	220	8.3	7.4	11	-	11	6	-	-	-	-	-	-	176 70	-	11	8	1	29 00	1 84	1 77	24	
Warren, . . .	856	530	406	651	493	182	11.2	10.3	19	2	19	7	-	-	-	-	-	-	70 00	-	16	18	2	25 19	1 88	2 00	27	
Washington, . . .	610	300	261	412	367	145	12.0	11.3	13	-	11	3	-	-	-	-	-	-	78 00	1	10	13	3	21 25	1 75	1 50	25	
Matineus Isle, . . .	108	54	37	74	50	26	12.0	12.0	1	-	1	1	-	-	-	-	-	-	25 00	-	1	1	-	25 00	2 00	1 80	25	
Muscle Ridge pl., . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

LINCOLN COUNTY.

Alna, . . .	285	166	126	211	161	-	9.5	8.5	6	-	6	4	-	-	-	-	-	-	45 00	-	7	6	-	20 00	1 33	1 55	-
Boothbay, . . .	1,071	656	483	747	581	200	10.7	9.5	16	-	16	7	-	-	-	-	-	-	244 16	-	14	16	2	28 28	2 46	1 75	23
Bremen, . . .	330	267	203	232	177	73	10.7	9.0	9	2	9	4	-	-	-	-	-	-	80 00	-	4	9	3	23 25	1 75	1 75	22
Bristol, . . .	1,225	758	586	795	583	159	14.4	10.7	21	2	15	10	1	-	-	-	-	500 00	-	17	20	4	25 03	2 12	2 40	24	
Damariscotta, . . .	575	289	233	339	251	62	12.2	10.1	6	1	6	-	-	-	-	-	-	-	179 86	2	5	7	4	26 30	2 51	1 95	26
Dresden, . . .	457	202	157	295	220	93	9.5	9.3	9	1	8	6	2	-	-	-	-	800 00	100 00	-	8	7	2	22 20	2 42	1 55	25
Edgecomb, . . .	464	237	166	315	238	78	10.2	8.3	8	-	8	1	-	-	-	-	-	-	69 52	-	8	6	-	21 50	1 87	1 72	27

Jefferson, . . .	805	449	300	519	439	100	10.2	8.6	17	-	15	6	-	-	175 00	-	12	16	3	23 00	2 25	1 50	22
Newcastle, . . .	643	335	265	388	303	30	9.3	9.1	14	-	14	4	-	-	132 78	-	12	10	2	19 00	2 02	1 60	25
Nobleborough, . . .	594	337	228	402	307	-	10.6	9.0	12	-	12	7	-	-	-	-	11	11	1	22 00	1 72	1 75	22
Somerville, . . .	282	160	130	163	150	3	10.1	11.9	7	1	6	2	-	-	100 00	-	-	6	5	-	1 90	1 50	19
Southport, . . .	278	102	87	175	137	73	9.5	10.4	5	1	5	5	-	-	-	-	3	4	2	26 00	3 50	3 00	23
Waldoborough, . . .	1,990	980	720	891	700	-	13.0	12.0	31	1	32	25	1	500 00	-	3	24	28	4	26 00	2 25	3 00	-
Westport, . . .	352	205	157	240	170	13	10.0	10.0	5	-	5	3	2	2,150 00	88 25	-	4	5	1	26 40	1 20	2 05	23
Whitefield, . . .	718	464	359	544	437	105	9.4	8.0	18	-	18	9	-	-	100 00	-	15	17	2	20 35	1 58	1 28	24
Wiscasset, . . .	685	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monhegan Isle, . . .	71	32	23	52	30	20	9.0	10.0	1	-	1	1	-	-	-	-	1	1	-	30 00	2 25	-	21

OXFORD COUNTY.

Albany, . . .	330	180	121	339	186	78	8.4	8.0	9	2	9	-	-	-	80 80	-	6	9	4	18 00	1 76	83	22
Andover, . . .	282	185	127	189	145	42	10.1	9.7	7	-	6	3	-	-	-	-	5	7	2	22 60	2 00	1 50	23
Bethel, . . .	867	552	429	714	569	139	9.5	9.8	26	2	26	8	-	-	-	-	6	25	9	18 75	2 12	1 30	23
Brownfield, . . .	524	373	265	328	317	75	11.3	10.5	15	-	14	6	2	900 00	-	-	9	15	2	16 85	1 84	1 15	19
Buckfield, . . .	611	333	264	358	286	86	10.2	9.9	13	3	13	6	-	-	131 75	-	8	13	6	17 62	1 87	1 23	21
Byron, . . .	87	27	21	70	60	50	7.0	9.0	7	1	3	3	-	-	-	-	1	3	4	25 00	-	1 75	20
Canton, . . .	344	236	185	251	187	15	10.4	9.4	11	-	9	3	1	525 00	150 00	-	5	10	6	21 25	2 25	1 50	22
Denmark, . . .	245	163	145	180	160	-	11.4	10.0	14	-	13	-	-	-	50 00	-	13	13	-	20 00	2 50	1 00	23
Dixfield, . . .	421	250	202	295	240	-	10.0	11.0	10	1	10	2	-	-	-	-	9	8	2	20 00	2 00	1 50	-
Fryeburg, . . .	589	302	235	288	224	68	12.5	10.7	16	-	15	6	-	-	75 00	-	8	16	5	22 33	2 20	1 25	24
Gilead, . . .	127	62	55	100	82	27	7.0	8.5	6	-	6	1	-	-	13 00	-	2	5	4	19 00	2 19	98	21
Grafton, . . .	25	20	15	10	6	4	10.0	6.0	3	1	1	1	-	-	-	-	1	1	-	18 00	1 25	-	18
Greenwood, . . .	387	264	202	268	201	94	8.0	8.0	13	-	12	6	-	-	130 00	-	5	11	8	20 00	1 75	1 10	20
Hanover, . . .	102	59	49	83	58	35	8.1	7.0	4	1	4	-	-	-	3 00	-	4	4	-	16 25	1 50	1 25	20
Hartford, . . .	415	216	196	337	263	102	9.1	9.3	13	3	14	6	-	-	55 00	-	6	4	8	17 57	1 84	1 45	20
Hebron, . . .	279	154	127	195	149	57	10.3	9.8	6	3	8	6	-	-	56 02	-	5	8	2	21 90	1 80	1 33	23 ¹
Hiram, . . .	486	297	231	341	249	56	11.7	15.0	14	1	14	3	-	-	91 99	1	5	13	8	16 33	1 97	1 07	20
Lovell, . . .	560	336	260	377	318	58	10.0	9.7	13	1	13	6	-	-	-	-	9	13	4	19 00	1 94	1 05	21
Mason, . . .	69	40	32	30	21	20	10.5	12.0	1	1	1	1	-	-	5 00	-	1	2	-	17 00	1 75	75	30
Mexico, . . .	228	157	114	162	108	39	7.4	8.4	7	-	6	4	-	-	25 00	-	3	7	4	14 66	1 78	1 12	21
Newry, . . .	148	120	105	128	110	8	8.4	7.5	6	1	6	2	-	-	-	-	5	6	1	16 40	2 34	1 02	21
Norway, . . .	735	356	286	457	369	121	8.4	10.3	15	-	17	12	-	-	74 46	1	12	16	4	20 90	1 91	1 20	25
Oxford, . . .	490	291	206	321	222	88	9.3	10.1	10	2	11	4	-	-	-	-	7	9	4	22 30	2 24	1 44	23
Paris, . . .	1,060	600	480	750	600	200	10.0	11.0	18	-	18	14	-	-	200 00	-	15	21	3	20 00	2 00	1 75	20
Peru, . . .	441	-	-	-	-	-	-	-	10	-	10	4	-	-	-	-	10	10	-	20 00	1 50	1 50	22
Porter, . . .	473	303	221	281	208	67	10.8	9.9	13	3	13	1	-	-	120 00	-	7	13	3	18 00	2 00	1 05	23

OXFORD COUNTY, (CONTINUED.)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.				
Roxbury, . . .	62	40	36	54	44	14	7.0	8.0	5	1	2	2	-	-	-	-	1	5	4	13	2	0	1	50	21		
Rumford, . . .	475	-	-	-	-	-	-	-	13	13	13	4	-	-	-	-	11	13	2	21	50	2	0	1	50	20	
Stow, . . .	189	112	98	162	147	50	10.5	9.0	8	-	7	4	-	-	125	00	2	5	6	18	00	2	50	1	40	25	
Stoneham, . . .	190	129	86	99	58	30	8.0	9.0	7	-	6	2	-	-	29	00	2	6	1	21	50	1	92	1	31	21	
Sumner, . . .	423	269	211	354	277	-	10.3	10.3	15	1	15	11	-	-	50	00	7	14	7	17	75	1	75	1	10	21	
Sweden, . . .	272	146	121	190	144	44	11.0	11.7	8	-	8	5	-	-	56	00	3	6	5	18	00	2	16	1	42	22 ¹ / ₂	
Upton, . . .	88	46	38	68	41	22	8.3	12.0	4	-	3	3	-	-	5	00	-	3	3	1	87	1	00	21	8 ¹ / ₂		
Waterford, . . .	521	301	239	376	297	103	10.9	10.4	14	1	13	9	-	-	-	-	7	44	5	19	25	1	75	1	25	20	
Woodstock, . . .	335	207	151	198	158	-	8.6	8.5	12	1	9	6	-	-	-	-	7	10	1	18	00	1	75	1	21	21	
Andover N. Surplus,	24	-	-	-	-	-	8.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	50	-	-	23	
Franklin pl., . . .	109	70	50	78	58	20	8.5	10.0	3	-	3	3	-	-	50	00	2	3	1	14	71	1	58	1	25	23	
Fryeburg Acad. Gt.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	1	14	71	1	58	1	25	23	
Hamlin's Grant, . . .	25	25	20	27	23	9	12.0	12.0	1	-	1	1	-	-	1	10	1	1	-	14	41	1	36	75	24		
Lincoln pl., . . .	17	13	11	15	11	-	8.0	10.0	1	-	1	1	-	-	5	40	-	1	1	-	-	2	00	1	00	23	
Milton pl., . . .	97	37	27	46	38	9	10.9	12.7	2	2	2	-	-	-	63	56	1	2	1	15	00	2	50	1	00	20	
Riley pl., . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ingalls pl., . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

PENOBSCOT COUNTY.

Alton, . . .	225	167	131	123	85	-	9.3	10.0	7	-	3	2	-	-	-	-	2	6	1	21	00	2	06	1	55	22	
Argyle, . . .	146	112	87	42	36	-	10.5	10.0	4	-	3	3	-	-	21	00	1	1	3	20	00	2	00	1	87	-	
Bangor, . . .	5,974	3,639	3,017	3,861	2,981	321	12.0	24.0	-	-	36	30	-	-	3,917	00	5	6	63	84	00	6	25	1	75	-	
Bradford, . . .	657	329	232	422	308	152	9.8	10.3	13	1	12	4	-	-	75	00	7	11	6	22	00	2	40	1	39	22	
Bradley, . . .	364	227	163	220	143	-	14.0	10.0	4	-	5	5	1	367	00	-	2	4	3	30	00	2	50	-	-	-	
Brewer, . . .	1,016	603	463	702	551	100	11.8	12.4	7	-	10	7	-	-	515	00	-	5	13	9	34	40	2	58	1	92	26

Burlington, . . .	200	120	90	158	141	38	11.0	12.0	6	—	5	4	1	700 00	—	—	2	5	2	18 00	2 00	1 50	22
Carmel, . . .	523	309	224	353	258	135	9.7	10.1	11	—	10	9	—	—	133 08	—	6	11	5	23 17	2 12	1 42	22
Carroll, . . .	200	106	73	101	88	20	12.0	12.0	6	—	6	3	—	—	20 00	—	3	5	4	20 00	2 25	1 25	21
Charleston, . . .	518	256	181	328	257	72	10.3	12.4	11	1	10	4	—	—	—	—	4	10	7	20 50	2 47	1 40	—
Chester, . . .	148	90	66	85	57	21	5.5	6.6	6	—	5	3	—	—	18 00	—	3	6	2	18 28	1 87	1 26	23
Clifton, . . .	125	93	71	103	70	9	9.0	11.0	4	—	4	2	—	—	13 50	—	2	4	2	21 00	2 00	9 5	23
Corinna, . . .	614	—	—	—	—	—	—	—	15	2	15	6	—	—	—	—	4	15	10	—	—	—	—
Corinth, . . .	725	444	358	465	375	17	15.9	12.9	17	1	18	12	—	—	—	—	4	18	11	23 75	3 39	1 26	22
Dexter, . . .	858	523	412	445	357	50	8.0	9.0	12	1	15	13	—	—	—	—	4	14	14	28 60	2 62	1 46	22
Dixmont, . . .	546	294	212	391	296	87	10.1	10.1	22	2	13	11	—	—	143 85	—	8	11	5	22 14	1 85	1 34	23
Eddington, . . .	303	148	104	219	175	94	9.0	9.0	7	1	7	5	—	—	71 83	—	6	6	2	23 00	2 12	1 36	22
Edinburg, . . .	24	19	7	17	10	7	12.0	12.0	1	2	1	1	—	400 00	6 00	—	1	1	—	—	2 25	1 50	21
Enfield, . . .	213	149	105	19	12	2	11.3	12.0	5	—	5	1	—	—	24 05	—	—	7	1	—	2 34	1 75	24
Etna, . . .	389	205	185	248	213	53	8.6	9.7	8	—	8	4	—	—	226 00	—	3	9	6	20 50	2 50	1 69	23
Exeter, . . .	626	322	241	427	331	193	10.0	11.0	12	1	13	9	—	—	—	—	10	13	3	22 00	2 00	1 64	22
Garland, . . .	614	338	270	252	203	86	10.1	9.0	9	3	9	8	—	—	—	—	7	11	3	22 00	1 92	1 33	21
Glenburn, . . .	333	—	—	—	—	—	—	—	8	1	7	1	—	—	—	—	4	8	4	19 00	—	—	—
Greenbush, . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Greenfield, . . .	136	115	84	28	15	—	10.0	8.0	5	—	2	1	1	500 00	18 00	—	—	5	1	—	2 10	1 25	36
Hampden, . . .	1,240	820	682	871	704	—	10.0	10.4	20	—	20	13	—	—	—	—	6	22	16	26 00	1 75	2 00	—
Harmon, . . .	625	350	300	369	238	150	10.0	10.5	14	—	11	9	—	—	125 00	1	9	11	3	19 00	1 50	1 50	24
Holden, . . .	310	215	170	243	194	41	8.8	8.7	9	—	8	7	—	—	45 05	—	2	9	7	26 00	2 61	1 28	21
Howland, . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hudson, . . .	317	198	153	247	204	57	10.6	9.3	7	—	7	4	—	—	26 00	—	4	7	3	26 00	2 20	1 75	25
Kenduskeag, . . .	339	317	211	226	187	50	9.0	8.0	4	3	6	3	—	—	70 00	7	3	7	5	26 00	2 00	1 56	24
Lagrange, . . .	281	158	112	160	118	—	12.6	13.2	4	—	3	1	—	—	41 83	—	3	3	1	27 00	2 50	1 55	23
Lee, . . .	339	248	182	247	191	25	8.7	10.1	9	1	9	9	—	—	1 15	1	5	9	3	21 00	1 97	1 38	19
Levant, . . .	585	292	216	394	289	137	8.7	9.6	10	3	10	8	—	—	100 00	—	8	10	3	23 33	1 95	1 43	23
Lincoln, . . .	604	446	318	391	318	73	16.9	12.5	11	—	10	4	—	—	—	—	2	12	9	43 00	2 50	1 60	25
Lowell, . . .	224	139	100	54	49	25	12.0	9.0	7	—	6	3	1	175 00	14 73	—	1	6	2	23 00	1 50	1 50	20
Mattawamkeag, . . .	101	78	59	38	30	4	13.3	14.0	3	—	1	1	—	—	36 40	—	—	3	1	—	2 00	1 50	20
Maxfield, . . .	56	28	25	20	15	20	27.0	10.0	4	—	2	—	—	—	20 00	—	—	2	1	—	1 50	90	21
Milford, . . .	255	185	131	196	139	11	9.7	11.8	4	—	4	3	1	675 00	87 21	1	1	4	5	28 00	2 75	2 06	23
Newburg, . . .	448	252	210	311	224	75	8.8	14.1	10	—	10	10	—	—	75 00	—	7	11	3	24 40	1 66	1 30	24
Newport, . . .	443	290	247	329	280	110	10.0	12.0	11	1	10	3	—	—	—	—	2	11	9	30 00	2 00	2 00	20
Oldtown, . . .	1,286	843	611	700	491	90	10.0	10.0	8	—	10	10	—	—	430 00	2	8	23	9	25 80	1 43	2 00	22
Orono, . . .	923	453	316	315	236	—	16.4	12.8	1	—	11	11	1	350 00	663 00	1	3	11	3	52 00	2 12	1 50	—
Orrington, . . .	759	437	347	497	417	—	10.3	10.5	12	—	13	9	—	—	95 00	—	8	13	5	28 38	2 31	2 37	24
Passadumkeag, . . .	130	85	52	92	68	10	9.8	9.4	4	—	4	3	—	—	25 22	—	1	3	2	16 00	2 50	1 40	20

APPENDIX.

PENOBSCOT COUNTY, (CONTINUED)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Patten,	230	139	107	-	-	-	10.0	10.0	6	-	6	4	1	200 00	-	-	-	6	3	30 00	2 00	2 50	25
Plymouth,	385	230	181	250	212	60	9.1	10.3	9	1	9	5	1	285 00	160 00	-	3	9	31 66	3 36	1 55	20	
Prentiss,	127	-	19	-	6	27	8.0	10.2	7	-	4	2	1	50 00	-	-	3	4	-	2 07	1 03	19	
Springfield,	343	207	157	180	145	43	11.2	11.6	6	4	7	-	-	-	33 44	1	2	6	4	26 16	2 32	1 13	22
Stetson,	345	224	169	231	176	90	10.0	9.4	7	2	7	3	1	450 00	-	-	2	8	20 00	3 00	1 25	-	
Veazie,	290	243	165	225	167	41	14.0	12.0	1	-	3	-	-	-	25 00	-	1	4	2	50	2 00	24	
Winn,	150	90	70	85	60	-	12.0	12.0	3	-	3	-	-	-	-	-	3	3	3	3 00	1 50	26	
Drew pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mattamiscontis pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medway pl.,	188	132	60	-	-	-	-	-	4	-	2	2	-	-	5 00	-	-	3	-	1 80	1 50	23	
McCullis pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pattagumpus pl.,	47	32	26	-	-	-	12.0	-	1	1	1	1	-	-	-	-	-	-	-	2 50	1 75	-	
Webster,	19	9	8	15	13	7	12.0	11.0	2	1	-	-	-	-	-	-	-	-	-	2 50	1 32	21	
Woodville,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

PISCATAQUIS COUNTY.

Abbot,	295	208	160	213	164	29	8.7	9.7	9	2	9	3	1	350 00	75 00	-	1	8	7	26 00	1 62	1 09	23
Atkinson,	431	286	226	292	231	50	9.7	8.8	11	1	10	4	1	350 00	75 00	-	4	10	7	20 00	2 06	1 50	22
Barnard,	81	56	41	-	-	-	11.1	-	3	-	2	-	-	-	12 00	-	-	3	-	1 41	1 25	25	
Bowerbank,	44	-	-	27	18	-	-	18.0	2	1	2	-	-	-	12 00	-	-	-	2	1 75	1 37	20	
Blanchard,	51	33	24	45	33	12	9.0	9.0	1	-	1	1	-	-	225 00	-	-	1	1	2 50	1 17	17	
Brownville,	334	241	180	224	164	42	8.8	10.5	9	-	8	1	-	-	36 55	-	3	10	6	23 42	1 93	1 27	21
Dover,	745	463	341	277	204	85	9.0	9.0	17	2	17	13	1	400 00	-	-	7	16	9	19 00	2 00	1 40	-
Foxcroft,	427	269	204	241	204	38	8.4	8.0	11	-	11	4	-	-	-	-	6	12	5	16 08	1 86	1 35	22
Guilford,	291	216	148	233	178	30	10.1	10.3	8	1	8	4	-	-	60 00	-	2	8	8	23 00	2 05	1 28	18

Greenville, . . .	111	62	47	62	47	-	12.5	13.2	4	-	3	-	-	-	18 12	-	2	3	-	19 00	2 50	1 41	25
Kingsbury, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medford, . . .	150	108	90	115	94	40	6.5	7.8	6	-	4	3	-	-	8 00	-	1	4	3	15 00	2 10	1 25	24
Mouson, . . .	248	161	121	121	88	60	9.2	9.6	9	1	6	4	-	-	60 00	-	2	10	6	22 00	1 40	1 09	21
Milo, . . .	395	278	200	216	256	48	9.1	9.5	9	-	9	4	1	400 00	-	-	2	10	8	22 00	1 91	1 12	22
Orneville, . . .	248	160	125	164	123	30	7.8	8.2	8	2	7	2	-	-	33 00	-	3	7	4	17 00	1 50	1 20	21
Parkman, . . .	438	259	192	271	197	87	8.7	8.2	14	-	12	4	-	-	84 03	-	3	12	9	22 00	1 85	1 50	21
Sangerville, . . .	438	234	195	297	245	-	9.0	8.5	9	2	9	6	-	-	-	-	5	9	4	23 20	2 25	1 75	23
Sebec, . . .	423	268	199	290	225	75	10.1	10.8	9	1	8	5	-	-	-	-	4	10	6	19 50	2 02	1 35	23
Shirley, . . .	124	99	76	79	64	15	9.0	10.0	3	1	3	1	-	-	50 00	-	1	3	3	20 00	2 00	1 50	24
Wellington, . . .	290	152	115	199	144	42	8.0	7.3	8	1	8	6	-	-	55 00	-	2	7	7	20 00	1 93	1 17	21
Williamsburg, . . .	80	14	5	50	36	-	8.0	10.5	3	-	3	2	-	-	12 50	-	1	1	1	30 00	1 68	1 70	24
Katahdin Iron Works,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Chesuncook pl., . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Elliottsville pl., . . .	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SAGADAHOC COUNTY.

Arrowsic, . . .	110	62	45	63	44	3	19.9	24.9	2	-	2	2	-	-	53 07	-	1	2	1	28 00	3 00	2 25	24
Bath, . . .	3381	-	-	-	-	-	4.0	-	-	-	15	12	-	-	2503 00	4	7	30	27	55 85	2 06	2 75	-
Bowdoinham, . . .	741	483	395	581	456	100	10.0	10.4	18	-	18	14	-	-	50 00	-	13	18	5	21 54	2 36	1 50	22
Bowdoin, . . .	576	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Georgetown, . . .	491	298	199	192	135	44	10.2	10.3	7	1	7	3	-	-	75 00	-	6	8	1	27 20	2 25	1 81	24
Perkins, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Phippsburg, . . .	759	396	277	473	368	199	11.1	9.4	14	-	14	10	-	-	91 00	-	14	15	2	24 00	1 50	2 25	25
Richmond, . . .	836	500	362	647	440	147	9.6	10.2	11	-	14	9	-	-	-	-	8	15	6	25 00	2 50	2 00	25
Topsham, . . .	524	342	284	403	331	123	8.7	11.2	10	-	13	5	-	-	39 50	-	10	12	4	21 00	2 00	2 25	20 3/4
West Bath, . . .	125	54	46	87	69	33	8.0	9.2	4	-	4	3	-	-	-	-	3	5	1	20 33	1 90	-	25
Woolwich, . . .	440	263	210	275	212	83	8.2	10.3	9	-	8	4	-	-	75 00	-	6	9	2	25 83	2 17	1 55	24

SOMERSET COUNTY.

Anson, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Athens, . . .	568	351	269	424	334	-	8.4	10.0	13	1	13	4	-	-	138 00	-	7	13	6	22 71	2 33	1 21	27
Bingham, . . .	350	157	107	232	161	106	9.6	10.6	12	-	8	4	-	-	115 00	-	1	7	11	28 00	1 97	1 00	22
Brighton, . . .	260	211	118	212	155	93	8.0	8.0	9	1	7	1	-	-	60 00	-	4	6	4	19 25	1 76	1 00	20
Cambridge, . . .	178	120	86	143	106	23	9.0	9.0	5	-	5	-	-	-	37 93	-	4	5	1	20 00	1 72	1 16	22
Canaan, . . .	693	434	334	479	359	154	10.2	11.5	12	3	12	5	-	-	181 56	-	6	13	7	25 50	2 37	1 28	-
Concord, . . .	224	109	89	140	110	73	10.2	9.1	12	-	9	6	-	-	30 00	-	4	6	5	19 00	1 88	0 95	22

SOMERSET COUNTY, (CONTINUED.)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.	
Cornville,	383	265	212	325	245	67	8.0	9.6	13	2	12	6	-	-	-	-	-	3	12	9	21 00	2 25	1 17	22
Detroit,	275	167	132	204	148	37	8.8	10.6	4	1	5	3	-	-	84 63	-	-	4	5	2	17 50	2 11	1 58	22
Embden,	369	-	-	-	-	-	-	-	14	2	12	4	1	400 00	-	-	4	7	9	-	-	-	-	-
Fairfield,	1,054	577	429	414	362	125	9.1	8.5	17	1	19	12	-	-	250 00	-	-	8	17	8	21 85	2 36	1 43	22
Harmony,	438	-	-	-	-	-	7.8	-	11	10	10	-	-	-	-	-	5	10	14	20 66	-	-	-	-
Hartland,	446	247	186	293	222	99	8.5	9.8	6	6	9	4	-	-	-	-	3	10	7	26 80	1 82	1 26	21	
Lexington,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-
Madison,	559	372	276	401	339	29	9.0	9.0	17	2	15	6	1	550 00	-	-	9	15	4	25 00	1 91	71	25	
Mayfield,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mercer,	360	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Moscow,	205	168	133	124	97	29	7.5	9.5	11	-	6	1	-	-	42 42	-	-	3	9	4	20 33	1 86	96	25
New Portland,	537	319	245	430	331	115	8.5	9.0	18	1	14	11	-	-	150 00	-	-	7	15	8	21 42	2 05	1 12	21
Norridgewock,	630	327	243	386	305	59	8.5	10.8	20	5	15	9	-	-	250 00	-	-	2	14	13	32 00	2 50	1 32	22
Palmyra,	610	364	260	414	306	106	17.1	12.1	14	2	15	7	-	-	144 00	-	-	8	16	7	22 10	1 80	1 26	22
Pittsfield,	575	-	237	-	310	132	9.5	9.6	10	4	10	7	-	-	-	-	6	10	4	26 00	3 00	2 00	-	-
Ripley,	250	150	112	173	103	23	12.5	10.1	5	1	5	1	-	-	-	-	3	5	2	28 00	2 21	89	22	
St. Albans,	917	463	318	595	418	62	13.0	14.2	14	1	14	3	-	-	150 00	-	-	3	13	12	29 00	3 15	1 12	22
Solon,	508	283	199	420	317	118	8.2	9.6	14	1	15	9	1	300 00	155 69	-	6	11	9	25 00	2 04	1 07	21	
Skowhegan,	1,311	945	753	824	644	80	9.2	11.2	20	2	25	20	-	-	-	-	9	21	15	22 00	4 03	1 46	-	-
Smithfield,	296	150	120	212	155	88	8.5	8.5	7	-	7	4	-	-	49 95	-	4	6	3	23 50	2 47	1 33	23	
Starks,	460	274	227	358	310	103	7.9	8.2	15	1	11	7	-	-	92 00	-	5	14	9	20 00	1 94	1 18	21	
Dead River pl.,	45	32	28	25	20	3	8.0	8.0	1	2	1	1	-	-	5 00	-	-	3	1	-	1 67	1 00	20	-
Flag Staff pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Moose River pl.,	38	36	22	11	9	4	12.0	8.0	1	-	1	1	-	-	3 00	-	-	1	1	-	2 00	1 21	31	-
West Forks pl.,	35	33	27	28	23	-	12.0	10.0	2	1	2	1	-	-	-	-	-	1	1	-	1 50	1 00	-	-
The Forks,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Pleasant Ridge pl.,	80	50	45	52	47	10	6.0	12.0	3	2	3	1	-	-	11 00	-	-	4	5	-	2 00	1 50	20
No. 2, R. 2, . . .	55	24	20	24	17	17	9.0	10.0	3	1	2	2	-	-	-	-	-	-	-	-	1 50	1 00	18
Jackmantown pl.,	25	18	15	-	-	-	12.0	-	2	-	1	-	-	-	3 50	-	-	-	-	-	1 00	1 00	20
Carratunk, . . .	80	69	60	13	12	4	6.5	6.0	4	2	3	3	-	-	15 00	-	-	-	6	2	2 00	6 50	25

WALDO COUNTY.

Belfast, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Belmont, . . .	234	156	125	200	167	50	11.0	10.0	5	1	5	-	-	-	50 00	-	-	4	5	-	25 00	1 75	1 50	25
Brooks, . . .	370	239	175	286	204	40	10.6	9.2	7	-	7	2	-	-	164 00	-	-	6	7	1	27 00	2 50	1 50	26
Burnham, . . .	388	223	165	196	142	37	8.2	8.0	8	-	7	4	-	-	49 58	-	-	7	5	2	20 60	1 90	1 42	22
Frankfort, . . .	898	592	407	609	487	163	8.6	10.3	9	5	9	5	-	-	209 85	-	-	5	11	6	22 25	2 87	3 12	-
Freedom, . . .	249	153	113	245	171	86	9.0	8.0	8	1	9	7	-	-	50 00	-	-	7	9	2	18 00	1 30	1 31	20
Islesborough,	488	289	216	322	265	46	10.0	8.0	8	-	7	2	-	-	40 00	-	-	10	8	-	30 00	2 25	2 00	26
Jackson, . . .	310	192	140	231	196	41	8.8	7.8	9	1	9	6	-	-	55 79	-	-	6	10	2	20 51	1 68	1 21	26
Knox, . . .	400	229	195	350	300	-	11.0	10.0	9	2	9	6	-	-	100 00	-	-	9	7	2	20 00	1 25	1 00	-
Liberty, . . .	396	200	175	300	250	360	9.0	10.0	7	2	8	8	-	-	50 00	-	-	5	9	4	22 00	1 50	2 00	25
Lincolnton, . . .	915	459	397	510	487	151	10.0	9.0	17	-	17	8	-	-	-	-	-	9	8	2	20 00	1 65	1 50	19
Monroe, . . .	635	325	180	416	270	91	9.0	8.0	13	4	13	8	1	400 00	-	-	11	13	2	23 50	1 37	1 42	-	
Montville, . . .	600	310	250	408	315	98	10.7	9.8	15	2	14	6	1	500 00	50 00	-	-	13	14	2	20 00	1 50	1 28	22
Morrill, . . .	230	146	92	160	126	14	10.9	9.8	4	3	6	-	-	-	-	-	-	3	6	3	18 50	1 76	1 15	23
Northport, . . .	375	270	164	289	212	64	10.5	9.4	10	-	10	4	-	-	205 60	-	-	5	8	5	33 00	2 75	1 50	24
Palermo, . . .	497	200	168	410	314	209	10.5	11.0	12	2	12	9	-	-	100 00	-	-	9	13	3	20 80	1 87	1 20	23
Prospect, . . .	388	277	180	282	215	35	9.8	11.1	7	6	6	4	-	-	70 00	-	-	4	7	4	22 14	1 71	1 48	26
Searsmont, . . .	605	402	295	463	371	60	10.0	7.5	12	3	12	9	1	237 00	80 00	-	-	11	12	1	23 00	1 72	1 30	-
Searsport, . . .	960	566	434	609	467	-	9.6	9.5	10	-	11	6	1	1,700 00	-	-	1	6	19	9	37 52	2 00	2 50	23
Stockton, . . .	725	640	527	476	393	133	10.5	12.0	9	4	9	8	-	-	150 00	2	-	6	17	4	30 00	2 87	1 88	18
Swanville, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Thorndike, . . .	350	205	170	250	200	45	10.3	9.7	10	-	10	5	-	-	75 00	-	-	5	10	5	18 00	1 75	1 25	20
Troy, . . .	568	318	250	455	351	77	10.0	11.0	12	3	12	10	-	-	85 00	-	-	12	12	-	22 00	2 25	1 25	25
Unity, . . .	436	262	191	340	242	78	9.5	8.0	13	-	11	4	-	-	50 00	-	-	12	10	3	22 00	1 50	1 50	25
Waldo, . . .	287	146	128	185	163	24	10.6	8.4	7	-	7	3	-	-	48 00	-	-	4	7	3	26 00	1 85	1 38	28
Winterport, . . .	870	458	356	568	480	22	10.8	11.8	15	-	13	9	-	-	-	-	-	6	15	10	30 00	2 20	1 13	22

WASHINGTON COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Addison,	499	360	243	307	261	126	8.1	8.3	14	1	12	2	-	-	89 70	-	2	11	9	27 50	2 81	1 38	22
Alexander,	199	85	55	83	47	-	13.0	12.0	4	2	3	1	-	-	-	-	-	4	-	21 00	2 18	2 08	-
Baileyville,	136	90	80	80	70	10	9.6	6.2	4	1	4	2	-	-	25 00	-	-	4	4	-	2 06	1 00	20
Baring,	174	121	88	108	73	-	11.3	12.6	1	2	2	2	-	-	-	1	1	2	1	27 00	1 50	1 46	24
Beddington,	69	65	52	41	30	-	15.1	8.0	1	-	1	1	-	-	18 00	-	-	2	-	25 00	2 00	1 50	22
Calais,	2,217	1,187	921	1,202	918	-	15.8	15.0	9	-	15	10	-	-	-	2	2	9	23	33 88	2 00	2 03	-
Centerville,	86	61	51	-	-	-	11.5	-	3	1	2	1	1	600 00	1 67	-	5	-	-	2 68	1 16	23	-
Charlotte,	247	138	81	142	120	66	10.5	9.3	6	-	6	2	-	-	28 52	1	4	3	1	23 20	2 31	1 50	28
Cherryfield,	704	482	365	584	442	102	10.4	10.8	8	1	10	3	-	-	83 25	-	-	11	12	20 00	2 61	1 56	24
Columbia,	321	231	176	227	175	-	10.0	11.0	7	-	7	5	-	-	44 02	1	-	6	4	23 00	2 46	1 25	25
Cooper,	175	183	70	145	96	50	6.5	6.9	5	-	5	1	-	-	-	-	5	4	-	20 40	1 81	1 24	20
Crawford,	122	86	64	92	75	32	24.0	30.0	3	-	2	1	-	-	43 00	1	-	3	1	25 00	2 25	1 62	-
Cutler,	447	171	136	188	167	57	12.0	11.0	8	-	7	4	1	200 00	200 00	-	4	6	-	25 00	2 00	1 60	22
Danforth,	128	103	62	103	60	-	12.0	11.0	3	-	3	2	-	-	22 90	-	1	3	2	25 00	2 35	1 37	-
Deblois,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dennysville,	210	107	69	98	66	44	12.5	13.7	2	-	2	2	-	-	38 00	-	2	3	1	30 50	2 15	1 93	24
East Machias,	881	354	328	430	339	85	14.0	12.0	8	-	9	7	-	-	92 45	2	6	8	1	35 00	2 50	2 73	30
Eastport,	1,650	780	476	705	436	75	20.9	20.6	1	-	6	6	-	-	915 00	3	4	9	8	52 00	3 60	-	25
Edmunds,	195	156	95	152	67	12	13.0	11.0	6	-	3	3	-	-	20 00	-	2	6	1	27 00	2 23	1 50	23
Harrington,	473	244	187	248	202	-	11.0	12.2	10	-	9	5	-	350 00	-	1	3	7	6	24 00	2 65	1 59	22
Jonesborough,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jonesport,	292	192	117	49	35	4	11.5	8.5	3	4	5	4	-	-	21 20	1	-	7	-	25 00	1 83	1 41	19
Lubee,	1,030	564	416	648	494	175	11.4	12.5	13	-	12	6	-	-	175 00	-	10	15	2	25 00	1 50	2 50	25
Machias,	888	598	467	513	412	85	10.0	10.0	1	-	12	9	2	3,000 00	150 00	2	3	10	9	50 00	4 00	2 50	25
Machiasport,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Marion,	75	45	29	30	22	7	20.0	12.0	1	-	3	2	-	-	5 00	-	1	2	-	22 00	2 25	1 50	25

Marshfield,	172	126	95	126	90	19	-	-	2	-	2	2	-	-	30 00	-	2	3	1	22 50	2 08	2 00	27	
Meddybemps,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Milbridge,	586	321	268	333	259	50	10.0	9.0	11	-	8	3	-	-	-	-	1	13	6	20 00	2 71	1 75	22	
Northfield,	110	-	83	89	84	-	18.0	20.0	3	1	3	1	-	-	6 00	1	7	2	2	26 00	2 00	1 75	-	
Pembroke,	1,573	553	362	529	397	-	12.1	12.3	11	-	10	6	1	-	700 00	100 00	2	7	11	4 25 00	2 56	2 50	25	
Perry,	522	275	236	296	263	68	11.5	11.0	12	-	11	1	-	-	-	-	-	4	7	3 27 00	2 25	2 50	-	
Princeton,	291	190	139	196	138	10	14.0	11.8	4	-	4	1	-	-	-	-	-	4	4	1 20 75	2 98	1 75	25	
Robbinston,	475	242	151	244	182	80	10.1	11.3	8	-	8	5	-	-	-	-	-	4	7	2 26 00	2 22	1 77	23	
Steuben,	477	323	222	244	195	-	9.8	9.5	11	2	9	6	1	-	350 00	97 68	1	5	10	2 22 80	1 75	1 22	22	
Topsfield,	196	-	97	-	91	-	13.0	31.0	4	-	3	2	-	-	-	-	-	3	4	1 21 66	1 87	1 04	23	
Treescott,	337	206	122	119	95	52	8.5	8.2	8	-	7	2	2	-	200 00	54 95	1	3	5	1 23 50	2 06	1 73	27	
Wesley,	150	96	34	79	28	-	8.0	7.5	5	-	4	1	-	-	48 00	2	3	3	-	17 25	2 00	1 50	26	
Whiting,	186	143	110	106	86	-	10.3	7.1	6	-	4	4	-	-	32 00	1	2	5	1	22 67	2 42	1 67	30	
Whitneyville,	251	132	92	181	59	35	28.0	22.0	1	-	1	-	-	-	20 00	-	-	-	2	2	4 50	1 70	25	
Codyville pl.,	26	16	12	-	-	-	11.0	-	1	-	1	-	-	-	-	-	-	-	1	-	1 75	1 25	19	
Jackson Brook pl.,	40	36	30	-	-	-	24.0	-	2	-	1	-	-	-	6 00	-	-	-	2	-	2 00	1 75	21	
Talmadge pl.,	33	25	22	18	16	1	20.0	12.0	2	-	1	-	-	-	15 00	-	-	2	1	-	2 00	1 25	24	
Waite pl.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	
No. 7, R. 2,	58	42	29	44	31	13	8.7	11.1	2	-	1	1	-	-	22 50	-	-	1	2	1	18 00	1 37	1 05	24
No. 9, R. 4,	26	26	19	-	-	-	12.0	-	2	-	2	-	-	-	10 00	-	-	2	-	-	2 00	1 50	21	
No. 14,	75	60	55	-	-	-	13.0	-	3	-	3	-	-	-	-	-	2	-	2	19 00	1 00	-	-	
No. 18,	19	15	9	-	-	-	10.0	-	1	-	1	1	-	-	-	-	-	-	1	-	1 50	1 50	20	
No. 21,	-	13	11	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1 12	-	-	
Big Lake pl.,	71	30	13	-	-	-	7.5	-	3	-	-	-	-	-	-	-	-	-	2	-	1 12	1 25	20	
Columbia Falls pl.,	227	119	100	100	81	45	10.0	10.3	3	1	3	2	-	-	30 00	1	2	3	1	28 00	2 56	1 62	24	

YORK COUNTY.

Acton,	427	164	123	313	212	89	7.6	8.3	13	-	13	7	1	200 00	75 00	-	10	6	2	17 50	2 45	1 50	22	
Alfred,	482	256	204	295	221	93	11.8	11.3	8	-	8	4	2	500 00	160 00	4	6	7	3	20 00	2 25	1 75	24	
Berwick,	870	492	391	251	200	29	11.1	10.3	17	1	17	8	-	-	254 93	-	7	15	2	21 16	-	1 65	23	
Biddeford,	2,700	1,288	959	1,116	991	200	13.0	14.0	10	2	17	15	-	600 00	6 00	6	11	19	13	25 00	2 00	2 00	23	
Buxton,	987	616	461	618	470	108	12.6	12.7	17	1	17	10	1	520 00	150 00	-	15	17	2	18 60	2 59	1 54	23	
Cornish,	419	-	-	-	-	-	-	-	-	-	13	12	8	-	-	-	-	5	11	5	22 00	2 00	2 00	22
Dayton,	231	201	153	210	175	35	10.0	8.0	7	1	5	3	-	-	100 00	-	-	2	7	5	26 00	3 00	1 25	21
Eliot,	630	322	266	370	286	23	12.3	13.1	8	-	8	3	-	-	-	-	-	6	8	2	29 00	2 25	2 50	28
Hollis,	611	400	315	510	413	170	9.7	11.0	14	1	14	7	1	350 00	168 00	2	9	12	5	18 00	2 00	1 50	20	
Kennebunk,	986	504	367	598	455	110	12.5	10.0	12	-	14	12	-	-	250 00	2	9	10	5	25 15	2 71	1 89	26	
Kennebunkport,	924	595	421	586	409	61	12.1	12.4	13	1	13	6	-	-	300 00	2	9	12	4	18 60	1 53	1 22	24	

YORK COUNTY, (CONTINUED.)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.	
Kittery,	1,116	595	398	659	447	-	11.1	10.3	12	-	12	5	-	-	-	-	-	9	14	4	25 00	3 00	-	-
Lebanon,	872	530	414	416	401	30	11.0	13.0	19	1	18	13	-	-	238 31	-	7	16	11	19 00	2 12	1 75	20	
Limerick,	515	294	245	321	264	27	10.0	11.0	10	-	10	6	-	-	-	1	6	10	3	20 00	2 20	1 46	24	
Limington,	689	383	303	462	349	74	10.7	8.0	17	1	17	12	-	-	-	-	17	18	-	15 22	1 73	1 20	21	
Lyman,	462	262	193	318	241	56	10.4	8.4	11	1	11	8	-	-	-	-	10	11	-	20 90	2 04	1 47	22	
Newfield,	484	259	200	314	250	-	9.2	7.1	10	1	7	3	-	-	140 46	-	8	10	1	19 62	2 30	1 53	25	
North Berwick,	585	407	312	450	333	45	8.9	9.4	17	1	15	13	-	-	125 00	-	4	14	9	22 00	2 20	1 42	24	
Parsonsfeld,	760	391	302	525	406	134	10.1	11.2	18	3	18	7	-	-	130 00	-	14	18	4	22 00	2 00	1 50	27	
Saco,	1,915	1,057	773	1,083	767	31	17.3	18.9	9	-	15	10	-	-	572 00	3	11	20	10	27 25	2 49	1 95	25	
Shapleigh,	480	318	234	222	172	44	-	-	12	2	10	4	-	-	104 20	-	6	10	3	18 33	2 00	1 61	22	
Sanford,	770	498	384	475	378	-	10.8	8.9	16	3	16	12	-	-	205 81	-	6	14	8	22 27	2 39	1 67	28	
South Berwick,	952	512	354	591	387	79	14.0	14.3	13	2	13	10	-	-	300 00	-	5	11	9	23 20	2 85	1 79	25	
Waterborough,	743	417	305	511	413	184	9.5	10.7	15	1	14	5	-	-	4 17	-	12	15	3	17 85	1 73	1 92	20	
Wells,	1,003	625	429	653	470	93	12.5	12.0	15	-	16	13	-	-	192 81	-	13	16	1	25 18	2 83	1 50	25	
York,	1,031	534	367	625	447	-	11.3	12.4	14	-	14	8	-	-	-	-	14	15	2	22 00	2 50	1 75	23	

TABLE II.

Showing the population and valuation of the several towns for 1860, the amount of school money raised by taxation or derived from other sources, in 1863-4, etc.

ANDROSCOGGIN COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pro-long public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Auburn,	4,023	923,077	2,500 00	86 20	-	1 81	513 11	-	1,200 00	-	100 00	137 00	3
Danville,	1,336	301,003	1,000 00	198 40	-	2 15	173 90	-	100 00	-	-	46 00	-
Durham,	1,623	459,376	1,000 00	26 20	-	1 69	231 87	-	125 00	-	125 00	49 00	1
East Livermore,	1,029	301,703	617 40	-	-	1 94	138 01	59 80	-	-	-	30 00	1
Greene,	1,225	338,402	735 00	-	-	1 78	157 00	-	-	-	151 00	32 75	1
Lewiston,	7,424	2,426,374	8,500 00	34 00	-	3 23	972 72	-	1,500 00	300 00	-	300 00	1
Lisbon,	1,377	404,016	1,000 00	173 80	-	2 08	187 36	-	50 00	-	25 00	36 00	1
Leeds,	1,390	333,035	850 00	16 00	-	1 78	183 60	-	50 00	-	18 00	41 00	1
Livermore,	1,596	430,779	965 00	7 40	-	1 69	217 69	105 00	450 00	-	75 00	48 00	1
Minot,	1,799	546,581	-	-	-	-	228 88	-	-	-	-	-	1
Poland,	2,747	517,671	1,700 00	51 80	-	1 62	402 27	-	-	-	92 00	69 00	2
Turner,	2,682	748,218	1,617 20	8 00	-	1 80	357 91	-	30 00	25 00	-	80 00	1
Wales,	602	188,642	-	-	-	-	71 81	-	-	-	-	-	1
Webster,	890	312,015	535 00	-	-	1 73	119 68	-	50 00	-	130 00	36 30	1

AROOSTOOK COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pro-long public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Amity,	303	28,884	250 00	68 20	-	1 90	53 11	-	7 00	-	-	7 50	-
Ashland,	606	68,830	-	11 40	-	2 13	66 95	-	35 00	-	75 00	10 00	-
Bridgewater,	441	44,372	350 00	85 40	-	1 29	66 00	-	-	-	-	8 00	-
Fort Fairfield,	914	75,975	600 00	51 60	-	1 48	161 18	-	-	-	-	25 00	-
Hodgdon,	963	118,467	580 00	2 20	-	1 55	164 18	-	10 00	-	-	19 50	-
Houlton,	2,035	240,000	1,250 00	29 00	-	1 34	315 27	56 46	-	-	-	27 00	2
Linneus,	785	77,270	450 00	-	21 00	1 58	40 77	160 39	21 50	-	23 50	16 00	-
Littleton,	543	53,932	325 00	-	-	1 13	97 54	100 00	-	-	40 00	10 00	-
Lyndon,	284	26,264	175 00	4 60	-	1 55	44 51	29 00	-	-	24 00	5 00	-
Masardis,	190	19,801	-	-	-	-	33 66	-	-	-	-	-	-
Maysville,	665	57,952	400 00	1 00	-	1 24	128 00	30 00	-	-	40 00	23 00	-
Monticello,	483	54,369	290 00	20	-	1 41	72 00	59 00	-	-	32 00	15 00	-
New Limerick,	225	26,712	136 00	1 00	-	1 14	41 65	46 32	10 50	-	5 00	-	-
Orient,	233	17,712	75 00	-	64 80	80	37 03	32 38	-	-	-	4 00	-
Presque Isle,	723	79,874	500 00	290 00	-	1 42	117 06	119 68	-	-	-	23 60	-
Sherman,	486	-	3 50	-	-	1 27	91 63	-	-	-	-	-	-
Smyrna,	165	24,793	-	-	-	-	24 31	-	-	-	-	-	-
Washburn,	318	-	182 40	-	-	1 28	56 10	-	-	-	25 28	5 66	-
Weston,	394	42,230	200 00	-	36 40	1 05	67 49	33 00	10 00	-	-	9 00	-
Bancroft plantation,	304	23,810	200 00	17 60	-	1 67	40 00	100 00	-	-	-	10 00	-
Barker plantation,	43	-	-	-	-	-	5 24	-	-	-	-	-	-
Belfast Acad. Gt. plantation,	287	24,549	175 00	2 80	-	1 65	41 89	21 62	3 00	-	-	3 00	-
Crystal plantation,	429	-	200 00	-	57 40	1 81	44 88	-	-	-	-	8 00	-
Dion plantation,	1,032	-	-	-	-	-	231 36	-	-	-	-	-	-
Dyer Brook plantation,	37	-	-	-	-	-	13 84	-	-	-	-	-	-
Dayton plantation,	64	-	-	-	-	-	10 10	-	-	-	-	-	-

CUMBERLAND COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pro-long public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Baldwin,	1,227	212,918	736 20	-	-	1 74	168 84	71 37	90 00	-	15 00	26 00	1
Bridgton,	2,558	703,223	1,700 00	165 20	-	1 69	355 29	61 69	-	-	50 00	66 00	2
Brunswick,	4,723	1,761,904	3,500 00	666 20	-	2 07	641 01	-	250 00	150 00	800 00	52 00	1
Cape Elizabeth,	3,281	757,632	2,000 00	31 40	-	1 57	450 28	-	100 00	70 00	-	86 00	2
Casco,	1,115	212,695	669 00	-	-	1 43	120 00	175 00	30 00	-	-	25 00	1
Cumberland,	1,713	455,540	1,027 80	-	-	1 65	235 89	62 41	50 00	-	-	27 00	1
Falmouth,	1,935	621,978	1,200 00	39 00	-	1 90	243 09	-	-	-	-	60 00	1
Freeport,	2,795	821,460	1,800 00	123 00	-	1 94	365 39	-	34 50	-	-	79 02	2
Gorham,	3,253	1,086,704	2,000 00	48 00	-	1 84	427 46	-	-	-	-	-	1
Gray,	1,768	360,080	811 00	-	149 80	1 16	267 03	69 00	150 00	-	100 00	45 00	1
Harpswell,	1,603	446,281	965 00	320 00	-	1 56	222 52	-	150 00	-	700 00	43 13	1
Harrison,	1,252	241,072	800 00	48 80	-	1 88	172 78	44 00	175 00	-	-	30 50	1
Napies,	1,218	233,327	800 00	69 20	-	1 54	154 45	-	125 00	-	40 00	21 07	1
New Gloucester,	1,654	665,946	1,110 00	117 60	-	1 71	243 09	62 99	50 00	-	5 00	48 10	1
North Yarmouth,	1,076	454,776	675 00	29 40	-	1 66	128 16	212 04	150 00	-	-	20 00	1
Otisfield,	1,201	255,904	725 00	4 40	-	1 76	163 05	135 00	40 00	-	-	16 00	1
Portland,	26,342	21,866,000	-	-	-	-	3,647 81	-	-	-	-	-	1
Pownal,	1,053	345,889	631 80	-	-	1 67	145 11	-	60 00	-	50 00	26 00	1
Raymond,	1,229	167,260	737 40	-	-	1 46	130 64	187 36	50 00	-	75 00	10 50	1
Scarborough,	1,811	537,478	1,300 00	214 00	-	1 77	270 39	-	110 00	-	-	50 00	1
Sebago,	958	149,623	580 00	5 20	-	1 33	140 92	-	48 75	-	4 25	5 50	1
Standish,	2,067	451,689	1,300 00	59 80	-	1 72	283 11	88 62	-	-	-	58 95	1
Westbrook,	5,114	1,834,050	3,100 00	-	-	1 76	854 47	120 00	750 00	-	150 00	86 00	4
Windham,	2,635	786,758	1,600 00	19 00	-	1 71	354 92	146 40	200 00	150 00	-	70 74	1
Yarmouth,	2,028	930,841	1,216 20	-	60	1 74	257 30	-	-	-	-	73 17	3

FRANKLIN COUNTY.

Avon,	802	129,977	500 00	18 80	-	1 72	112 95	-	-	-	-	-	25 00	-
Carthage,	502	63,557	-	-	-	-	67 36	30 00	-	-	-	-	-	-
Chesterville,	1,313	236,446	666 00	-	121 80	1 53	157 07	36 64	-	-	-	-	45 00	2
Farmington,	3,106	998,814	1,875 00	11 40	-	2 02	355 29	86 95	1,200 00	100 00	150 00	-	77 00	1
Freeman,	666	129,137	400 00	70	-	1 66	93 50	48 00	40 00	-	75 00	-	20 00	-
Industry,	827	180,996	496 20	-	-	1 65	105 22	-	115 75	-	44 66	-	24 00	-
Jay,	1,686	367,722	1,012 00	40	-	1 58	236 73	78 28	117 00	-	53 00	-	40 00	-
Kingfield,	671	99,451	405 00	2 40	-	1 98	76 00	75 00	-	-	-	-	18 35	-
Madrid,	491	44,821	295 00	40	-	1 55	70 00	17 00	-	-	-	-	12 00	-
New Sharon,	1,731	427,866	1,035 40	-	320 00	1 62	237 60	50 00	125 00	-	50 00	-	33 00	-
New Vineyard,	864	143,387	518 45	-	-	1 75	115 94	12 00	137 50	-	15 00	-	15 75	-
Phillips,	1,699	323,701	1,000 00	-	19 40	1 71	214 67	-	-	-	-	-	51 00	1
Rangely,	238	43,579	-	-	-	-	42 26	-	-	-	-	-	-	-
Salem,	396	71,715	250 00	12 40	-	1 81	51 61	-	38 85	-	30 00	-	18 00	-
Strong,	714	152,959	450 00	21 60	-	1 96	97 34	70 60	200 00	200 00	150 00	-	23 00	-
Temple,	726	113,509	431 00	-	4 60	1 94	84 28	-	-	-	-	-	15 00	-
Weld,	1,035	176,847	500 00	-	121 00	1 18	148 17	50 00	100 00	-	-	-	23 00	-
Wilton,	1,920	477,543	1,152 00	-	-	1 83	131 00	100 80	300 00	-	-	-	52 50	2
Eustis pl.,	306	-	200 00	16 40	-	1 75	42 38	-	-	-	-	-	5 00	-
Letter E pl.,	108	13,066	80 00	15 20	-	1 78	19 07	-	-	-	-	-	9 00	-
Perkins pl.,	118	-	75 00	4 20	-	1 50	16 00	-	-	-	20 00	-	2 00	-
Rangely pl.,	46	5,000	200 00	172 40	-	1 76	42 26	55 00	-	-	40 00	-	5 00	-
No. 3,	25	10,000	-	-	-	-	-	-	-	-	-	-	-	-
No. 6,	57	4,000	-	-	-	-	-	-	-	-	-	-	-	-
Dallas pl.,	-	-	-	-	-	-	19 83	65 66	-	-	-	-	-	-
Sandy River pl.,	-	-	60 00	-	-	-	-	-	-	-	-	-	-	-
Washington pl.,	-	-	37 27	-	-	1 50	-	-	-	-	-	-	-	-
Green Vale pl.,	-	-	45 00	18 00	-	1 73	-	-	-	-	21 00	-	-	-

APPENDIX.

HANCOCK COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Amherst,	384	50,046	231 00	60	-	1 44	58 00	81 43	-	-	-	8 00	-
Aurora,	277	40,272	170 00	3 80	-	1 55	37 77	75 00	-	-	-	-	-
Bluehill,	1,994	358,176	1,200 00	3 60	-	1 52	296 00	100 00	122 40	-	-	51 51	1
Brooklin,	1,043	136,476	700 00	74 20	-	1 65	168 29	40 00	12 00	-	-	10 00	-
Brooksville,	1,428	198,998	860 00	3 20	-	1 46	241 04	-	-	-	-	23 00	-
Bucksport,	3,554	975,137	3,000 00	867 60	-	2 24	522 08	75 00	900 00	600 00	-	150 00	1
Castine,	1,357	764,571	2,000 00	185 80	-	2 40	198 96	70 00	50 00	500 00	-	-	1
Cranberry Isles,	347	53,710	208 20	-	-	1 34	55 35	-	-	-	182 00	6 00	-
Deer Isle,	3,592	362,520	2,156 80	80	-	1 25	635 40	-	600 00	-	-	45 00	-
Dedham,	495	94,388	300 00	3 00	-	1 50	72 93	68 98	80 00	-	-	17 00	-
Eastbrook,	221	29,354	100 00	-	32 60	1 64	24 68	13 70	-	-	17 00	3 00	-
Eden,	1,247	158,464	750 00	1 80	-	1 52	186 24	-	400 00	-	105 50	3 50	-
Ellsworth,	4,658	896,299	4,000 00	1,205 20	-	1 71	872 88	-	500 00	100 00	-	326 76	3
Franklin,	1,604	123,056	602 40	-	-	1 34	172 78	66 00	14 00	-	72 00	35 00	-
Gouldsborough,	1,717	133,236	1,030 20	-	-	1 24	307 42	37 43	50 00	-	-	15 00	1
Hancock,	926	180,822	554 40	-	1 20	1 43	148 00	-	-	-	-	25 00	-
Mariaville,	458	49,106	150 00	-	124 80	77	7 00	50 00	7 00	-	-	-	-
Mount Desert,	918	129,839	550 20	9 20	-	1 41	152 21	-	100 00	40 00	91 42	23 00	-
Orland,	1,787	312,543	1,200 00	127 80	-	1 64	291 27	135 48	50 00	-	30 00	88 00	1
Otis,	210	22,538	200 00	74 00	-	2 20	35 53	33 00	-	-	-	6 00	-
Penobscot,	1,557	193,375	934 20	-	-	1 46	259 17	42 69	42 50	-	30 00	23 00	-
Sedgwick,	1,223	192,018	800 00	66 20	-	1 51	201 20	26 96	50 00	-	15 00	43 21	-
Sullivan,	862	135,994	518 00	80	-	1 91	99 86	75 00	12 00	-	15 00	4 00	-
Surry,	1,322	164,022	800 00	6 80	-	1 48	215 04	91 48	24 00	-	35 00	36 07	1
Tremont,	1,768	192,984	1,237 60	176 80	-	1 54	273 01	-	60 00	-	72 00	47 00	1
Trenton,	1,400	240,667	840 00	-	-	1 37	224 39	-	-	-	-	15 00	-

Waltham,	374	44,092	200 00	-	24 40	1 20	63 58	74 05	-	-	10 00	5 50	-
Hog Island,	8	350	-	-	-	-	-	-	-	-	-	-	-
Long Island,	188	4,500	187 65	-	-	95	39 24	-	-	-	-	-	-
Swan Island,	492	21,829	300 00	4 80	-	1 43	84 52	-	-	-	-	-	-
Verona,	399	44,143	300 00	60 60	-	1 56	71 81	-	-	-	-	-	-
No. 7,	114	-	60 00	-	8 40	1 50	14 96	-	-	-	-	-	1
No. 10,	33	6,000	-	-	-	-	3 74	-	-	-	-	-	-
No. 21, Middle Division,	54	10,000	20 00	-	12 40	80	13 19	-	-	-	-	-	-
No. 33, Middle Division,	96	18,000	-	-	-	-	-	-	-	-	-	-	-

KENNEBEC COUNTY.

Albion,	1,554	304,850	1,000 00	67 60	-	1 92	200 00	-	100 00	-	40 00	40 50	-
Augusta,	7,609	2,460,004	8,330 00	3,764 60	-	3 40	1,024 70	-	100 00	20 00	-	203 00	1
Belgrade,	1,592	341,044	1,100 00	144 80	-	1 89	214 82	-	100 00	-	25 00	52 00	-
Benton,	1,183	175,526	800 00	90 20	-	1 63	192 60	-	-	-	25 00	22 00	-
Chelsea,	1,024	181,550	650 00	35 60	-	1 73	154 83	-	50 00	-	-	35 00	-
China,	2,720	555,976	1,725 00	93 00	-	1 65	458 12	-	500 00	-	-	70 50	1
Clinton,	1,803	270,141	1,100 00	18 20	-	1 64	250 57	-	100 00	-	-	10 00	1
Farmingdale,	896	333,359	650 00	112 40	-	2 36	100 98	-	37 00	110 00	-	29 50	1
Fayette,	910	222,583	650 00	104 00	-	2 23	111 33	-	35 00	-	12 50	33 00	-
Gardiner,	4,477	1,723,561	3,900 00	1,213 80	-	2 69	560 60	-	75 00	60 00	-	120 00	All.
Hallowell,	2,435	1,085,742	2,000 00	539 00	-	2 70	277 50	1 50	400 00	300 00	-	80 00	All.
Litchfield,	1,704	475,149	1,022 40	-	-	1 97	172 24	-	350 00	-	-	30 00	-
Manchester,	813	296,792	600 00	112 20	-	2 58	89 00	90 00	235 00	-	-	30 00	1
Monmouth,	1,854	501,989	1,112 40	-	-	1 81	223 54	-	250 00	-	-	54 39	-
Mt. Vernon,	1,470	315,186	882 00	-	-	1 81	181 01	-	115 00	-	44 00	30 00	-
Pittston,	2,616	619,711	1,600 00	28 60	-	1 71	361 65	-	-	-	-	86 25	1
Readfield,	1,510	505,807	1,000 00	94 00	-	2 00	178 00	-	550 00	40 00	53 50	69 75	1
Rome,	864	128,417	550 00	31 60	-	1 50	134 61	-	20 00	4 00	-	15 00	-
Sidney,	1,784	508,912	1,085 00	4 60	-	1 60	243 00	-	75 00	-	150 00	61 25	-
Vassalborough,	3,181	737,920	2,000 00	91 40	-	1 80	426 00	-	400 00	40 00	300 00	72 00	2
Vienna,	878	151,024	526 80	-	-	1 60	124 17	-	-	-	100 00	28 20	-
Waterville,	4,392	1,348,330	2,700 00	64 80	-	1 62	631 16	-	300 00	-	-	100 00	2
Wayne,	1,194	256,032	720 00	3 60	-	1 82	150 34	-	150 00	10 00	40 00	33 00	1
West Gardiner,	1,296	298,496	800 00	22 40	-	1 58	188 49	-	-	-	-	25 00	-
Windsor,	1,548	274,001	930 00	1 20	-	1 72	113 00	-	143 00	-	-	45 00	-
Winslow,	1,739	409,712	1,050 00	6 60	-	1 60	243 46	-	89 75	-	30 00	60 00	-
Winthrop,	2,338	769,018	1,402 80	-	-	1 88	273 76	170 00	179 44	12 00	-	43 50	1

APPENDIX.

KENNEBEC COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pro-long public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Clinton Gore,	219	13,135	131 40	-	-	1 31	36 28	-	20 00	-	-	2 50	-
Unity pl.,	54	10,388	20 00	-	12 40	1 54	5 24	-	-	-	-	1 10	-

KNOX COUNTY.

Appleton,	1,573	253,347	964 00	20 20	-	1 57	228 47	-	500 00	100 00	-	31 20	1
Camden,	4,588	1,062,228	2,825 00	72 20	-	1 50	753 53	180 72	50 09	25 00	500 00	86 00	3
Cushing,	796	103,547	483 00	5 40	-	1 70	112 55	-	22 00	-	48 00	22 00	-
Friendship,	770	123,506	300 00	-	162 00	1 08	100 59	-	15 00	-	-	21 00	-
Hope,	1,065	241,094	-	-	-	-	163 78	-	-	-	-	-	-
North Haven,	951	146,446	575 00	4 40	-	1 62	152 19	-	-	-	-	6 70	-
Rockland,	7,315	2,614,861	6,000 00	1,611 00	-	2 25	1,031 04	-	3,390 00	3,035 00	-	198 00	2
South Thomaston,	1,615	343,462	1,000 00	31 00	-	1 57	243 44	-	100 00	-	100 00	40 00	-
St. George,	2,716	343,152	1,629 60	-	-	1 46	425 20	-	40 00	-	50 00	38 50	-
Thomaston,	3,620	2,053,573	2,800 00	628 00	-	2 86	381 00	2,800 00	-	-	-	-	All.
Union,	1,958	510,737	1,172 40	-	2 40	1 83	291 70	-	330 00	-	150 00	40 00	-
Vinalhaven,	1,667	198,803	1,020 00	19 80	-	1 61	253 92	-	143 60	-	-	12 50	-
Warren,	2,321	909,254	1,400 00	7 40	-	1 63	342 24	200 00	70 00	700 00	300 00	50 00	-
Washington,	1,662	270,616	997 20	-	-	1 63	224 30	-	25 00	-	30 00	37 00	-
Matinicus Isle,	276	17,539	165 60	-	-	1 53	40 76	-	10 00	-	-	-	-
Muscle Ridge pl.,	183	20,659	-	-	-	-	10 84	-	-	-	-	-	-

LINCOLN COUNTY.

Alna,	807	223,310	500 00	15 80	-	1 75	110 33	-	60 00	-	-	28 00	-
Boothbay,	2,857	403,933	1,999 90	285 70	-	1 86	403 53	-	35 00	-	80 50	52 95	-
Bremen,	908	122,466	544 80	-	-	1 65	124 17	-	25 00	20 00	150 00	18 00	-
Bristol,	3,010	422,580	1,750 00	-	56 00	1 43	474 20	-	-	-	250 00	75 00	1
Damariscotta,	1,366	601,198	819 60	-	-	1 42	215 41	-	326 00	-	-	17 80	1
Dresden,	1,248	328,474	748 80	-	-	1 64	172 40	-	150 00	-	-	20 00	-
Edgecomb,	1,112	179,225	667 20	-	-	1 44	177 29	-	69 00	-	18 00	47 30	-
Jefferson,	2,122	404,908	1,273 20	-	-	1 58	321 26	-	50 00	-	-	49 25	1
Newcastle,	1,792	648,991	1,221 70	146 50	-	1 90	250 00	-	180 32	240 00	59 00	60 00	1
Nobleborough,	1,437	261,745	862 00	-	20	1 45	191 21	-	75 00	-	236 70	30 00	-
Somerville,	606	65,047	363 60	-	-	1 29	110 70	-	-	-	-	17 00	-
Southport,	708	130,455	424 80	-	-	1 53	107 34	-	39 00	8 00	38 00	8 00	-
Waldoborough,	4,569	1,010,447	-	-	-	-	766 64	-	-	-	-	-	-
Westport,	798	150,664	480 00	1 20	-	1 36	127 00	-	24 00	-	-	10 00	-
Whitefield,	1,883	392,809	1,300 00	170 20	-	1 81	261 79	-	200 00	-	-	53 98	-
Wiscasset,	2,318	806,749	-	-	-	-	286 85	-	-	-	-	-	-
Monhegan Isle,	195	23,740	100 00	-	17 00	1 40	20 20	-	-	-	-	-	-
Muscongus and other Islands,	130	-	-	-	-	-	-	-	-	-	-	-	-

OXFORD COUNTY.

Albany,	853	140,847	500 00	-	11 80	1 51	120 00	36 00	25 00	-	-	12 70	-
Andover,	748	91,153	455 00	6 20	-	1 61	105 09	18 53	12 00	12 00	-	22 00	1
Bethel,	2,523	580,330	1,513 80	-	-	1 75	373 24	-	-	-	-	68 89	1
Brownfield,	1,398	237,713	838 20	-	-	1 60	216 91	115 00	50 00	-	45 00	-	-
Buckfield,	1,705	504,794	1,025 00	2 00	-	1 67	224 76	120 00	83 00	-	50 00	60 00	1
Byron,	323	19,968	163 56	-	30 24	1 88	32 00	16 85	-	-	40 00	6 75	-
Canton,	1,025	221,361	615 00	-	-	1 79	134 27	61 28	300 00	-	50 00	34 45	1
Denmark,	1,171	200,566	400 00	-	302 60	1 63	200 00	-	125 00	-	-	30 00	-
Dixfield,	1,181	219,664	720 00	11 40	-	1 71	160 00	60 00	-	-	-	-	-
Fryeburg,	1,625	550,593	1,000 00	25 00	-	1 70	216 91	90 00	500 00	400 00	100 00	90 00	-
Gilead,	347	63,484	209 40	1 20	-	1 65	51 00	15 00	75 00	-	50 00	8 00	-
Grafton,	111	23,298	60 00	-	6 60	2 40	13 46	-	-	-	-	2 00	-
Greenwood,	878	119,410	530 00	3 20	-	1 37	134 27	20 00	50 00	-	25 00	28 95	-
Hanover,	257	45,702	155 00	80	-	1 52	44 51	-	75 00	-	50 00	5 50	-
Hartford,	1,155	259,913	693 60	60	-	1 67	179 41	-	40 00	-	60 00	37 00	-

APPENDIX.

OXFORD COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pro-long public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Hebron,	895	218,566	540 00	3 00	-	1 93	108 08	-	169 00	90 00	56 00	25 00	-
Hiram,	1,233	240,159	769 80	-	-	1 57	189 45	-	80 00	-	50 00	37 00	-
Lovell,	1,339	272,854	803 40	-	-	1 43	207 93	170 05	-	-	-	36 00	-
Mason,	136	21,847	82 00	40	-	1 20	26 00	-	-	-	-	2 00	-
Mexico,	671	84,722	330 00	-	72 60	1 44	83 78	-	40 00	-	-	14 75	-
Newry,	471	87,638	283 46	-	94	1 93	65 62	38 72	-	-	-	11 50	-
Norway,	1,982	540,355	1,200 00	10 80	-	1 62	299 56	-	-	-	-	-	-
Oxford,	1,281	305,268	1,900 00	231 40	-	2 04	189 98	-	310 00	-	17 00	43 83	1
Paris,	2,828	803,564	1,696 80	-	-	1 60	388 94	200 00	200 00	-	-	80 00	2
Peru,	1,121	199,676	675 00	2 40	-	1 50	175 02	34 38	-	-	-	20 00	-
Porter,	1,240	186,204	744 00	-	-	1 64	169 41	101 90	110 00	-	-	26 95	-
Roxbury,	211	43,045	175 00	48 40	-	2 82	26 18	-	-	-	-	-	-
Rumford,	1,375	255,018	1,075 00	250 00	-	2 24	184 00	-	750 00	-	-	48 00	1
Stow,	551	73,469	335 00	4 40	-	1 77	81 91	-	-	-	40 00	15 00	-
Stoneham,	463	50,045	275 00	2 80	-	1 44	57 00	-	-	-	-	17 00	-
Sumner,	1,154	251,329	700 00	7 60	-	1 65	159 69	10 38	50 00	-	200 00	32 00	-
Sweden,	727	195,120	500 00	63 20	-	1 84	100 61	107 95	46 50	-	-	42 00	-
Upton,	219	-	131 12	-	28	1 49	34 41	-	-	-	-	-	-
Waterford,	1,407	351,189	900 00	55 80	-	1 71	194 10	68 00	-	-	-	61 00	-
Woodstock,	1,025	169,902	608 00	-	7 00	1 81	142 49	-	-	-	-	15 00	-
Andover N. Surplus,	66	3,800	-	-	-	-	15 71	-	-	-	-	-	-
Franklin pl.,	335	26,420	150 00	-	51 00	1 36	44 13	-	3 50	-	-	8 00	-
Fryeburg Acad. Gt.,	-	-	-	-	-	-	2 24	-	-	-	-	-	-
Hamlin's Grant,	79	17,680	50 00	2 60	-	2 00	9 72	-	-	-	12 00	1 50	-
Lincoln pl.,	-	-	44 00	-	-	2 58	7 48	-	-	-	-	-	-
Milton pl.,	271	28,222	175 00	12 40	-	1 80	36 65	-	30 00	-	-	2 00	-

Riley pl.,
Ingalls pl.,

PENOBSCOT COUNTY.

Alton,	531	58,184	440 00	121 40	-	1 95	89 76	60 00	-	-	-	18 60	-
Argyle,	589	38,718	328 00	-	20 00	2 24	28 00	-	-	-	-	-	-
Bangor,	16,498	6,015,601	17,000 00	7,155 20	-	2 92	2,234 10	-	-	-	-	850 00	44
Bradford,	1,558	686,107	950 00	15 20	-	1 44	252 79	111 21	60 00	-	25 00	40 00	-
Bradley,	814	116,339	507 00	60	-	1 40	131 08	49 00	-	-	-	11 25	1
Brewer,	2,836	562,499	1,710 00	8 40	-	1 68	368 72	50 60	50 00	-	-	90 00	3
Burlington,	579	64,731	399 00	-	47 40	1 50	96 00	209 00	300 00	-	-	11 00	-
Carmel,	1,273	188,235	775 00	11 20	-	1 48	206 43	96 00	60 00	-	-	43 50	1
Carroll,	479	54,513	300 00	18 00	-	1 50	69 94	71 79	-	-	-	13 50	-
Charleston,	1,430	213,465	800 00	-	41 80	1 54	187 30	119 04	-	-	12 00	30 00	-
Chester,	339	27,902	200 00	-	3 40	1 35	57 60	10 00	-	-	21 00	11 00	-
Clifton,	397	36,529	150 00	-	34 20	1 20	49 37	75 00	-	-	-	15 25	-
Corinna,	1,599	233,711	1,028 64	69 24	-	1 67	228 00	-	-	-	-	45 00	1
Corinth,	1,789	313,870	1,073 40	-	-	1 48	273 79	63 00	200 00	-	25 00	55 00	-
Dexter,	2,365	465,023	1,425 00	6 00	-	1 66	329 86	146 80	-	-	-	72 00	1
Dixmont,	1,442	227,741	900 00	34 80	-	1 64	227 26	132 31	33 00	-	-	22 50	-
Eddington,	856	123,704	600 00	86 40	-	1 98	116 31	-	-	-	25 00	14 00	1
Ellioburg,	48	13,713	40 00	11 20	-	1 66	11 09	56 00	-	-	-	-	-
Enfield,	526	47,886	320 00	4 40	-	1 50	84 94	16 89	12 00	-	-	12 25	-
Etna,	850	102,913	550 09	40 00	-	1 41	135 31	46 00	-	-	74 00	12 00	-
Exeter,	1,784	303,839	1,200 00	129 60	-	1 91	234 11	160 00	-	-	-	47 00	1
Garland,	1,438	212,551	900 00	1 20	-	1 53	225 51	90 42	-	-	-	35 00	1
Glenburn,	741	115,453	500 00	55 40	-	1 50	121 50	162 20	-	-	-	36 50	-
Greenbush,	655	62,813	394 00	-	-	1 25	107 79	30 00	15 00	-	-	7 50	-
Greenfield,	359	41,061	316 00	100 60	-	2 34	56 09	96 00	20 00	-	-	13 00	-
Hampden,	3,035	587,718	2,009 00	149 00	-	1 57	466 71	-	-	-	-	85 00	3
Hermion,	1,432	197,120	860 00	80	-	1 38	225 89	-	-	-	25 00	38 50	-
Holden,	804	168,938	500 00	17 60	-	1 61	119 31	19 79	125 00	-	-	27 00	-
Howland,	174	34,629	199 80	95 40	-	2 70	26 24	-	-	-	-	5 00	-
Hudson,	772	70,360	465 00	1 80	-	1 46	123 12	97 69	20 00	-	-	8 00	-
Kenduskeag,	816	119,744	500 00	11 40	-	1 47	130 15	51 91	30 00	-	-	30 00	1
Lagrange,	690	95,835	425 00	11 00	-	1 51	113 70	53 13	50 00	-	-	8 50	-

APPENDIX.

PENOBSCOT COUNTY, (CONTINUED)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pro-long public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Lee,	937	58,184	560 00	-	2 20	1 65	139 88	-	260 00	-	25 00	28 00	1
Levant,	1,301	184,851	781 00	40	-	1 32	211 67	84 73	77 50	-	-	30 50	1
Lincoln,	1,651	290,455	980 00	-	10 60	1 61	224 75	138 27	250 00	-	5 00	47 00	2
Lowell,	557	64,383	334 20	-	-	1 49	95 71	-	-	-	-	15 00	-
Mattawamkeag,	280	25,000	170 00	2 00	-	1 69	36 28	-	-	-	-	-	-
Maxfield,	162	17,568	125 00	18 80	-	2 23	25 06	-	-	-	-	2 50	-
Milford,	744	151,241	600 00	155 60	-	2 44	108 49	198 00	-	-	-	6 00	1
Newburg,	1,365	170,483	850 00	31 00	-	1 90	178 00	-	-	-	-	22 00	-
Newport,	1,403	250,534	900 00	58 20	-	2 03	176 14	144 00	-	-	-	45 00	1
Oldtown,	3,860	566,903	2,340 00	24 00	-	1 82	485 78	-	25 00	20 00	-	100 00	3
Orono,	2,534	343,069	1,500 00	19 60	-	1 68	290 21	12 00	51 00	69 00	12 00	65 00	1
Orrington,	1,948	355,442	1,200 00	31 20	-	1 58	270 97	69 42	187 00	-	-	70 00	1
Passadumkeag,	360	26,011	220 00	4 00	-	1 69	49 49	14 77	5 00	-	-	11 50	-
Patten,	639	126,711	384 00	60	-	1 67	95 34	69 21	186 00	-	12 00	18 00	1
Plymouth,	989	143,875	600 00	6 60	-	1 55	158 19	40 00	50 00	-	-	40 50	1
Prentiss,	226	27,165	135 00	-	60	1 06	41 30	112 00	-	-	36 00	5 50	-
Springfield,	854	84,228	525 00	12 60	-	1 53	140 25	74 87	12 00	-	30 00	28 00	-
Stetson,	913	166,127	550 00	2 20	-	1 60	136 38	-	40 00	-	-	25 00	1
Veazie,	891	139,992	540 00	-	-	1 86	95 00	-	-	-	-	6 15	3
Winn,	253	25,057	150 00	-	1 80	1 00	52 00	79 00	-	-	-	10 00	-
Drew pl.,	-	-	60 00	37 20	-	1 54	14 19	-	-	-	-	-	-
Mattamiscontis pl.,	31	-	-	-	-	-	-	-	-	-	-	-	-
Medway pl.,	-	-	175 00	-	-	93	52 36	-	-	-	20 00	2 00	-
McCrillis pl.,	-	-	-	-	-	-	3 37	-	-	-	-	-	-
Pattagumpus pl.,	-	-	25 00	-	-	53	50 00	-	-	-	-	-	-
Webster,	-	-	50 00	-	-	2 63	11 07	-	-	-	-	-	-

Woodville,	230	-	90 00	-	48 00	73	41 51	-	-	-	-	-	-
No. 1, North Division,	-	-	-	-	-	-	16 08	-	-	-	-	-	-
No. 2, Grand Falls,	-	-	35 00	-	-	1 00	12 34	-	-	-	-	-	1
No. 4, R. 1,	144	-	75 00	-	11 40	1 09	20 94	-	-	-	-	-	-
No. 5, R. 6, (Monterey),	229	-	147 00	9 60	-	1 52	36 28	-	25 00	-	-	3 50	-
Whitney Range,	-	-	50 00	-	-	5 00	3 74	-	-	-	-	-	-

PISCATAQUIS COUNTY.

Abbot,	797	113,902	480 00	1 80	-	1 62	111 08	53 15	75 00	-	60 00	21 00	1
Atkinson,	897	133,166	550 00	11 80	-	1 28	144 94	112 00	40 00	-	-	22 00	-
Barnard,	172	14,896	108 00	4 80	-	1 33	31 71	-	-	-	-	3 50	-
Bowerbank,	101	10,446	25 00	-	35 00	57	16 46	30 00	-	-	12 00	-	3
Blanchard,	164	23,292	100 00	1 60	-	1 96	20 90	34 00	-	-	-	-	-
Brownville,	793	105,097	500 00	24 20	-	1 47	124 54	67 80	65 50	-	10 20	20 50	1
Dover,	1,909	415,677	1,200 00	54 60	-	1 61	272 33	-	-	-	-	60 00	1
Foxcroft,	1,102	221,576	700 00	38 80	-	1 64	148 48	69 86	400 00	-	-	35 50	1
Guilford,	837	140,863	510 00	7 80	-	1 75	112 57	47 10	60 00	-	-	23 50	1
Greenville,	310	42,402	200 00	14 00	-	1 80	44 00	50 00	-	-	-	3 00	-
Kingsbury,	191	22,373	100 00	-	14 60	1 27	28 75	-	-	-	-	-	-
Medford,	354	36,751	200 00	-	12 40	1 33	67 00	6 00	50 00	-	-	10 00	-
Mouson,	708	113,960	425 00	20	-	1 71	95 04	51 25	-	-	50 00	12 50	1
Milo,	959	125,441	600 00	24 60	-	1 52	155 90	101 50	12 00	-	-	9 50	1
Orneville,	512	68,069	307 20	-	-	1 24	93 13	25 00	-	-	-	14 00	-
Parkman,	1,166	204,164	700 00	-	60	1 60	163 05	20 00	250 00	-	20 00	45 00	1
Sangerville,	1,314	245,568	800 00	11 60	-	1 83	189 00	52 00	30 00	-	-	46 00	1
Sebec,	1,152	142,328	750 00	58 80	-	1 76	172 20	100 00	-	-	-	27 00	1
Shirley,	282	33,963	100 00	-	69 20	80	52 00	150 00	-	-	10 00	3 00	-
Wellington,	694	95,724	400 00	-	16 40	1 38	112 20	-	-	-	-	17 00	-
Williamsburg,	182	19,020	125 00	15 80	-	1 84	29 53	-	-	-	3 50	5 00	-
No. 2, R. 5,	6	3,800	-	-	-	-	5 61	-	-	-	-	-	-
No. 3, R. 5,	31	3,000	20 00	1 40	-	1 33	5 46	-	-	-	-	-	-
No. 6, R. 9,	281	-	-	-	-	-	-	-	-	-	-	-	-

SAGADAHOC COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pro-long public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Arrowsic,	347	97,224	209 00	80	-	2 09	44 51	-	-	-	-	-	-
Bath,	8,078	5,876,993	9,500 00	4,653 20	-	2 81	1,164 95	500 00	25 00	75 00	-	450 00	17
Bowdoinham,	2,349	607,858	1,500 00	90 00	-	2 02	286 10	-	400 00	-	161 00	50 00	1
Bowdoin,	1,748	360,393	1,048 80	-	-	1 69	199 49	-	50 00	-	153 00	25 00	-
Georgetown,	1,254	189,554	675 00	-	77 40	1 37	189 43	-	150 00	-	20 00	30 00	-
Perkins,	95	47,955	50 00	-	7 00	2 50	7 28	-	-	-	-	-	-
Phippsburg,	1,750	536,487	1,100 00	50 00	-	1 45	272 00	-	100 00	-	50 00	58 00	1
Richmond,	2,740	891,224	1,600 00	-	44 00	1 91	313 00	-	310 00	-	-	80 00	1
Topsham,	1,605	810,623	1,200 00	237 00	-	2 29	197 46	39 89	-	1,010 00	-	54 05	1
West Bath,	400	105,381	300 00	60 00	-	2 40	43 69	-	6 00	-	-	9 00	-
Woolwich,	1,319	530,872	800 00	8 60	-	1 91	173 33	-	50 00	-	20 00	50 00	-

SOMERSET COUNTY.

Anson,	2,001	449,911	1,200 00	-	-	1 72	274 51	145 00	-	-	-	60 00	-
Athens,	1,417	273,026	850 00	-	20	1 50	203 45	120 00	113 25	-	-	35 25	-
Bingham,	833	120,360	500 00	20	-	1 43	132 77	60 00	65 00	-	32 00	22 50	1
Brighton,	732	56,589	475 00	35 80	-	1 83	112 87	-	15 00	-	2 00	9 00	-
Cambridge,	516	77,488	309 60	-	-	1 74	62 00	30 12	8 00	-	-	11 05	-
Canaan,	1,715	273,654	1,100 00	71 00	-	1 59	278 62	42 00	57 50	-	-	58 75	1
Concord,	541	69,179	324 60	-	-	1 45	89 76	74 00	40 00	-	42 00	15 50	-
Cornville,	1,142	254,817	700 00	14 80	-	1 82	149 59	142 54	-	-	-	36 00	-
Detroit,	659	85,874	400 00	4 60	-	1 39	102 85	51 41	-	-	-	24 85	1
Embden,	1,042	157,246	625 20	-	-	1 69	134 74	60 00	40 00	-	50 00	11 00	-
Fairfield,	2,753	674,890	1,700 00	48 20	-	1 61	396 87	-	285 00	-	50 00	71 00	2
Harmony,	1,081	158,007	664 20	-	-	1 51	155 20	100 00	-	-	-	50 00	-

Hartland,	1,050	153,777	650 00	20 00	-	1 45	173 00	-	-	-	-	43 10	-
Lexington,	496	54,723	300 00	2 40	-	1 62	75 00	-	-	-	-	8 00	-
Madison,	1,615	423,520	987 00	18 00	-	1 75	215 41	104 00	-	-	-	42 50	-
Mayfield,	118	9,315	70 80	-	-	1 41	16 38	-	-	-	-	-	-
Mercer,	1,059	209,040	636 00	60	-	1 76	136 14	-	-	-	-	-	-
Moscow,	574	61,702	445 00	100 60	-	2 17	89 76	21 44	10 00	-	42 50	14 00	-
New Portland,	1,534	320,396	1,000 00	67 60	-	1 86	170 00	44 64	200 00	-	50 00	30 00	-
Norridgewock,	1,900	449,743	1,100 00	-	-	1 81	237 10	-	-	-	-	52 00	1
Palmyra,	1,597	232,731	960 00	1 60	-	1 58	134 21	69 79	200 00	-	25 00	40 00	-
Pittsfield,	1,495	470,495	950 00	53 00	-	1 65	200 45	-	-	-	-	38 00	-
Ripley,	656	75,794	400 00	6 40	-	1 60	97 24	32 43	10 00	-	-	10 50	-
St. Albans,	1,808	281,044	1,084 80	-	-	1 18	117 00	70 00	50 00	-	-	45 18	1
Solon,	1,345	245,306	804 50	2 50	-	1 58	211 30	50 00	100 00	-	-	30 00	1
Skowhegan,	2,268	664,230	2,200 00	839 20	-	1 66	523 57	-	-	-	-	92 75	-
Smithfield,	793	112,390	476 00	20	-	1 61	105 84	-	87 50	-	-	16 00	-
Starks,	1,341	261,430	804 60	-	-	1 75	183 25	-	32 00	-	79 12	34 00	-
Dead River pl.,	-	-	80 00	30 00	-	1 77	17 00	-	50 00	-	16 00	-	-
Flag Staff pl.,	-	-	-	-	-	-	76 00	10 40	-	-	-	-	-
Moose River pl.,	-	-	42 00	-	-	1 10	17 14	-	-	-	28 86	-	-
West Forks pl.,	165	-	-	-	-	-	9 00	73 90	-	-	-	-	-
The Forks,	165	-	37 50	-	61 40	50	26 93	-	-	-	-	-	-
No. 1, R. 2, W. K. R.,	161	6,500	50 00	-	46 60	69	26 00	-	20 00	-	-	-	-
No. 1, R. 3, E. K. R.,	227	13,000	-	-	-	-	80 48	-	10 00	-	-	-	-
No. 1, R. 4, E. K. R.,	-	10,780	-	-	-	-	-	-	-	-	-	-	-
No. 2, R. 2,	138	3,000	75 00	-	7 80	1 36	15 33	-	-	-	-	2 50	-

WALDO COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Belfast,	5,520	1,802,307	-	-	-	-	813 41	-	-	-	-	-	-
Belmont,	686	93,216	411 60	-	-	1 76	95 35	-	75 00	150 00	-	15 00	-
Brooks,	988	158,278	625 00	32 20	-	1 69	148 00	-	30 00	-	13 00	18 00	-
Burnham,	857	129,654	350 00	-	164 20	90	156 70	-	25 00	-	-	11 99	-
Frankfort,	2,143	338,193	1,200 00	-	85 80	1 33	311 53	-	37 00	-	105 00	39 72	2
Freedom,	849	159,284	569 00	59 60	-	2 28	107 68	-	-	-	-	16 20	-
Islesborough,	1,276	148,271	765 60	-	-	1 57	186 99	-	-	-	150 00	6 00	-
Jackson,	827	162,849	600 00	103 80	-	1 93	127 53	-	30 00	-	-	24 50	-
Knox,	1,074	189,421	645 00	60	-	1 61	200 00	-	25 00	50 00	-	17 50	-
Liberty,	1,095	135,149	654 00	-	3 00	1 65	160 00	-	50 00	-	-	6 00	1
Lincolnton,	2,075	396,781	1,245 00	-	-	1 36	324 25	-	-	-	-	25 00	-
Monroe,	1,703	234,686	1,300 00	278 20	-	2 05	252 81	-	150 00	-	-	8 75	1
Montville,	1,685	357,652	1,011 00	-	-	1 68	225 00	-	125 00	-	95 00	30 00	-
Morrill,	629	100,540	377 40	-	-	1 64	82 65	-	15 00	-	25 00	20 00	-
Northport,	1,178	188,150	706 80	-	-	1 88	161 67	-	250 00	200 00	-	25 00	-
Palermo,	1,372	184,394	600 00	223 20	-	1 20	180 68	-	-	-	-	10 00	-
Prospect,	1,005	139,980	603 00	-	-	1 55	114 19	-	14 00	-	35 00	19 00	1
Searsmont,	1,657	264,813	994 20	-	-	1 58	230 10	-	30 00	-	-	30 25	-
Searsport,	2,533	797,601	2,000 00	480 20	-	2 08	350 29	-	500 00	430 00	-	96 00	3
Stockton,	1,595	425,769	1,200 00	243 00	-	1 65	272 64	-	300 00	-	-	58 50	2
Swanville,	914	116,691	-	-	-	-	157 07	-	-	-	-	-	-
Thorndike,	958	186,728	620 00	45 20	-	1 77	147 73	30 00	50 00	-	-	25 00	-
Troy,	1,403	226,859	850 00	8 20	-	1 49	215 41	-	40 00	-	25 00	19 30	-
Unity,	1,320	297,564	850 00	58 00	-	1 95	85 00	-	100 00	20 00	-	40 00	1
Waldo,	726	120,705	450 00	14 40	-	1 57	112 57	-	68 00	-	14 00	15 00	-
Winterport,	-	-	1,500 00	72 00	-	1 72	366 51	-	100 00	-	-	45 00	1

WASHINGTON COUNTY.

Addison,	1,272	217,379	775 00	29 80	-	1 55	192 60	-	15 00	-	50 50	6 75	-
Alexander,	445	54,154	267 00	-	-	1 34	75 92	57 83	-	-	-	21 00	-
Baileyville,	363	50,624	225 00	7 20	-	1 65	50 86	-	-	-	-	9 00	-
Baring,	409	60,985	250 00	4 60	-	2 01	64 00	57 00	20 00	40 00	-	6 00	1
Beddington,	144	27,022	84 60	-	1 80	1 24	25 00	72 00	6 50	-	15 00	9 00	-
Calais,	5,621	1,170,338	3,600 00	227 40	-	1 62	829 49	130 00	450 00	150 00	500 00	50 00	3
Centerville,	191	38,556	115 00	40	-	1 34	32 16	59 22	10 00	-	-	5 00	-
Charlotte,	611	70,458	366 60	-	-	1 48	92 00	50 00	-	-	-	10 00	-
Cherryfield,	1,755	355,457	1,053 00	-	-	1 49	283 11	9 00	-	-	-	41 00	1
Columbia,	1,265	249,244	730 00	-	29 00	1 40	197 09	138 99	14 00	-	-	9 00	-
Cooper,	468	39,272	276 00	-	4 80	1 58	71 43	-	-	-	-	18 25	-
Crawford,	273	28,873	200 00	32 20	-	1 64	48 25	-	-	-	-	9 75	-
Cutler,	890	83,000	350 00	-	184 00	78	167 54	112 00	15 00	-	-	3 00	1
Danforth,	283	5,000	200 00	30 20	-	1 56	45 63	36 00	-	-	-	4 00	-
Deblois,	131	16,086	291 00	-	-	-	19 45	-	-	-	-	-	-
Dennysville,	485	149,586	291 00	-	-	1 60	80 41	47 16	-	-	24 00	5 00	1
East Machias,	2,181	481,877	1,010 00	-	298 60	1 13	333 60	-	-	-	-	35 00	3
Eastport,	3,850	897,898	3,600 00	1,290 00	-	2 18	624 55	-	-	-	-	25 00	1
Edmunds,	445	80,204	163 60	-	103 40	84	71 73	132 96	-	-	-	15 00	-
Harrington,	1,130	247,133	678 00	-	-	1 47	163 43	-	40 00	-	38 00	22 00	1
Jonesborough,	518	61,074	280 00	-	20 80	1 38	78 90	-	-	-	-	1 50	-
Jonesport,	1,147	105,753	588 00	-	80	1 33	142 00	-	-	-	-	-	-
Lubec,	2,555	257,739	1,607 00	74 00	-	1 56	336 59	-	25 00	-	-	25 00	-
Machias,	2,257	670,769	2,000 00	645 80	-	2 25	349 00	-	-	-	-	50 00	1
Machiasport,	1,502	155,939	910 00	8 80	-	1 61	204 99	-	-	-	-	-	-
Marion,	204	33,720	122 40	-	-	1 63	29 00	-	-	-	-	-	-
Marshfield,	328	60,320	220 00	23 20	-	1 28	51 96	-	-	-	-	7 00	1
Meddybemps,	297	24,458	190 00	11 80	-	1 75	39 32	-	-	-	-	-	-
Milbridge,	1,282	206,359	800 00	30 80	-	1 37	221 02	-	30 00	-	-	35 00	-
Northfield,	261	41,450	150 00	-	6 60	1 36	45 25	23 00	-	-	-	2 00	4
Pembroke,	2,203	304,087	1,383 60	61 80	-	1 31	384 45	132 97	260 00	70 00	-	30 00	3
Perry,	1,195	187,126	720 00	3 00	-	1 26	207 93	163 71	-	-	-	27 00	-
Princeton,	626	115,956	700 00	324 40	-	2 40	103 97	35 80	15 00	-	-	21 00	1
Robbinston,	1,113	124,632	670 00	2 20	-	1 41	177 27	50 00	50 00	-	20 00	20 00	-
Steuben,	1,191	161,677	714 60	-	-	1 47	179 88	-	-	-	-	10 00	-
Topsfield,	444	85,595	266 40	-	-	1 35	72 56	118 00	-	-	-	11 75	-
Trescott,	715	51,969	429 00	-	-	1 27	106 22	-	-	-	-	12 60	-

WASHINGTON COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pro-long public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Wesley,	343	36,202	225 00	19 20	-	1 50	55 35	78 00	-	-	-	7 50	-
Whiting,	475	64,461	300 00	15 00	-	1 61	68 44	85 00	-	-	6 00	6 00	-
Whitneyville,	581	87,023	351 00	2 40	-	1 40	100 61	-	-	-	-	10 00	-
Codyville pl.,	63	-	57 00	19 20	-	2 19	10 85	-	-	-	-	1 00	1
Jackson Brook pl.,	93	-	87 00	31 20	-	2 17	87 00	14 50	13 50	-	-	4 00	2
Talmadge pl.,	96	16,000	75 00	27 40	-	2 27	71 11	-	-	-	-	-	-
Waite pl.,	95	9,000	95 00	38 00	-	2 32	38 32	10 50	-	-	-	-	-
No. 7, R. 2,	97	12,000	136 00	77 80	-	2 34	26 00	117 00	-	-	-	2 00	-
No. 9, R. 4,	69	-	75 00	33 60	-	2 88	48 00	10 00	-	-	-	4 00	2
No. 14,	220	5,700	130 00	-	2 00	1 73	83 53	-	-	-	-	-	-
No. 18,	7	-	45 00	40 80	-	2 37	3 75	-	-	-	-	-	-
No. 21,	85	-	26 00	-	25 00	51	18 56	-	-	-	-	-	1
No. 31,	35	-	-	-	-	-	6 36	-	-	-	-	-	-

YORK COUNTY.

Acton,	1,218	277,816	730 80	-	-	1 71	162 31	30 08	212 70	200 00	-	30 08	-
Alfred,	1,255	381,024	1,000 00	247 00	-	2 10	184 00	-	200 00	-	-	50 00	1
Berwick,	2,115	483,447	1,300 00	31 00	-	1 49	286 00	-	300 00	300 00	-	60 00	-
Biddeford,	9,350	4,593,047	6,300 00	690 00	-	2 33	916 25	-	-	-	-	200 00	1
Buxton,	2,853	686,353	1,800 60	88 20	-	1 82	344 80	-	150 00	50 00	20 00	81 25	1
Cornish,	1,153	268,405	691 80	-	-	1 41	168 29	-	-	-	-	20 00	1
Dayton,	701	199,478	500 00	79 40	-	2 17	90 88	-	-	-	-	15 00	-
Eliot,	1,768	460,438	1,060 80	-	-	1 61	250 20	-	25 00	-	-	40 00	-
Hollis,	1,683	348,599	1,100 00	-	-	1 81	245 71	-	60 00	-	-	35 00	1
Kennebunk,	2,680	1,559,802	1,625 00	17 00	-	1 65	382 21	-	700 00	125 00	26 00	41 50	2

Kennebunkport,	2,668	890,229	2,000 00	399 20	-	2 16	364 64	-	32 00	-	-	55 21	1
Kittery,	2,975	363,327	2,000 00	215 00	-	2 10	450 00	-	-	-	-	75 00	2
Lebanon,	2,039	489,674	1,320 00	96 60	-	1 51	310 00	-	300 00	60 00	50 00	58 00	-
Limerick,	1,441	282,339	000 00	35 40	-	1 75	191 48	-	450 00	-	-	34 00	1
Limington,	2,004	468,228	1,203 00	60	-	1 76	271 51	-	-	-	-	60 38	-
Lyman,	1,307	260,853	784 00	-	-	1 69	169 57	-	-	-	-	32 50	-
Newfield,	1,359	252,839	814 80	-	-	1 68	185 87	-	150 00	30 00	-	42 00	-
North Berwick,	1,492	398,112	1,000 00	104 80	-	1 70	220 65	-	100 00	-	-	27 50	-
Parsonsfield,	2,125	551,465	1,400 00	125 00	-	1 84	292 08	68 00	300 00	40 00	-	60 00	-
Saco,	6,226	2,991,564	5,500 00	1,764 40	-	2 81	726 28	-	-	-	-	200 00	1
Shapleigh,	1,273	216,372	763 80	-	-	1 60	182 13	50 00	120 50	-	-	45 74	-
Sanford,	2,222	447,061	1,500 00	166 80	-	1 95	312 28	-	300 00	-	20 00	63 75	1
South Berwick,	2,624	676,387	2,000 00	425 60	-	2 10	365 39	-	700 00	-	100 00	130 00	1
Waterborough,	1,825	286,440	1,100 00	5 00	-	1 47	279 62	-	214 00	100 00	174 00	62 75	1
Wells,	2,878	591,001	1,800 00	73 20	-	1 78	391 56	-	250 00	-	-	96 98	-
York,	2,825	702,218	1,795 00	100 00	-	2 11	396 42	-	-	-	-	30 00	1

SUMMARY OF TABLE I.

Counties.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.					
Androscoggin,	10,413	6,307	4,894	6,939	5,502	882	9.9	10.4	189	21	192	108	7	7,756 00	2,692 00	4	115	185	76	19	13	2	17	1	59	22		
Aroostook,	8,994	3,794	2,834	2,906	2,160	500	10.4	11.5	201	18	126	68	16	5,110 00	593 71	2	37	148	69	17	74	2	11	1	41	23		
Cumberland,	28,505	15,347	11,471	4,922	12,732	1,130	10.2	19.8	333	31	325	170	4	72,984 00	12,686 95	25	223	376	181	25	21	2	31	1	74	24		
Franklin	7,086	4,507	3,719	5,483	4,472	1,252	8.8	8.5	217	32	204	94	1	-	2,059 44	3	113	159	85	18	34	1	66	1	19	22		
Hancock,	16,013	8,954	6,846	9,527	7,154	1,601	10.2	8.2	296	11	284	157	2	1,201 00	2,950 66	4	178	295	92	21	62	2	26	1	52	24		
Kennebec,	19,196	10,469	8,334	12,055	9,758	1,994	9.8	10.0	343	15	367	223	4	1,650 00	3,419 25	7	175	347	206	23	50	2	08	1	52	22		
Knox,	12,091	6,887	7,391	8,287	6,596	1,378	10.2	10.0	150	11	166	75	1	-	2,723 00	12	132	177	66	28	05	2	27	1	70	24		
Lincoln,	10,805	6,424	4,223	6,644	5,134	1,009	10.5	9.7	191	9	182	100	6	3,950 00	1,314 57	5	151	175	35	23	94	2	12	1	89	23		
Oxford,	13,152	7,872	6,140	9,197	7,518	1,975	9.5	9.8	375	45	355	159	3	1,425 00	1,686 08	2	211	388	129	18	66	1	92	1	14	22		
Penobscot,	27,263	16,819	12,758	16,763	12,703	2,671	11.0	10.9	398	23	421	276	10	4,152 00	7,661 14	20	186	480	282	26	80	2	59	1	71	24		
Piscataquis,	5,762	3,626	2,729	3,416	2,715	683	9.0	9.8	153	15	140	68	4	1,500 00	816 20	1	49	144	96	21	01	1	91	1	34	22		
Sagadahoc,	8,013	4,652	3,507	5,100	3,853	868	11.1	10.6	96	3	112	67	1	-	2,886 57	4	68	114	49	27	64	2	17	2	04	24		
Somerset,	13,879	7,680	6,007	9,011	7,333	2,089	9.3	9.2	359	58	327	150	3	1,250 00	2,025 88	1	121	278	184	23	33	2	11	1	37	22		
Waldo,	14,769	8,519	6,386	10,010	7,889	2,008	10.0	9.5	253	40	264	137	4	2,837 00	1,682 82	3	175	242	75	23	82	1	90	1	53	23		
Washington,	17,664	10,167	7,385	9,396	6,681	1,313	12.7	12.4	227	19	226	124	8	5,400 00	2,512 84	26	108	244	106	27	28	2	20	1	63	24		
York,	21,644	11,126	8,799	12,650	9,692	1,735	11.3	11.1	340	23	344	212	5	2,170 00	3,476 69	20	231	336	115	21	57	2	29	1	65	23		
	235249	133150	102923	132306	111892	23088	10.2	10.1	4120	374	4035	2188	77	111385	50	51187	80	137	2274	4088	6846	23	29	2	13	1	56	23

NOTE.—In footing up the town returns for the county summaries, the town returns of the last year were taken, in cases where no returns have been made this year.

SUMMARY OF TABLE II.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Androsoggin, . .	29,734	8,230,829	22,469 60	601 80	-	1 94	3,955 81	164 80	355 00	325 00	716 00	959 03	10
Aroostook, . . .	22,449	1,856,237	9,499 80	757 80	531 20	1 40	4,389 02	787 85	190 35	-	494 28	276 01	3
Cumberland, . .	75,608	36,361,035	64,901 40	1,960 20	150 40	1 68	10,443 00	1,435 88	2,613 25	370 00	1,989 25	1,071 18	16
Franklin, . . .	20,574	4,285,843	12,207 92	294 30	586 80	1 43	2,536 53	775 93	2,374 10	300 00	648 66	539 10	6
Hancock, . . .	37,728	6,520,694	26,160 65	2,886 60	203 80	1 50	6,147 59	1,156 20	3,073 90	1,240 00	674 92	1,009 55	10
Kennebec, . . .	55,660	15,273,355	40,037 80	6,644 20	12 40	1 91	7,321 00	261 50	4,374 19	596 00	820 00	1,482 44	13
Knox,	33,122	9,212,824	21,971 80	2,399 40	164 40	1 70	4,755 55	3,180 72	4,695 60	3,860 00	1,178 00	648 90	6
Lincoln,	27,866	6,184,441	16,955 70	619 40	73 20	1 56	4,090 31	-	1,233 32	268 00	832 20	487 28	4
Oxford,	36,700	7,834,162	22,121 14	745 60	483 00	1 74	5,205 92	1,284 04	3,124 00	502 00	855 00	944 77	8
Penobscot, . . .	72,737	14,524,937	51,858 04	8,579 44	221 40	1 67	10,390 16	3,110 05	2,043 50	89 00	347 00	1,291 00	76
Piscataquis, . .	15,054	2,705,228	8,900 20	271 80	148 20	1 48	2,195 88	969 66	982 50	-	165 70	348 00	11
Sagadahoc, . . .	21,683	10,054,434	18,682 80	5,099 60	128 40	2 04	2,891 24	539 89	1,091 00	1,085 00	406 00	806 05	21
Somerset,	36,547	7,136,994	22,041 80	1,316 70	116 00	1 52	5,047 76	1,321 67	1,393 25	-	417 48	903 43	8
Waldo,	38,448	7,773,529	20,127 00	1,618 60	253 00	1 66	5,585 86	30 00	2,014 00	850 00	462 00	622 71	12
Washington, . .	42,555	7,663,945	27,878 80	3,092 20	676 80	1 60	6,776 44	1,740 14	964 00	260 00	1,247 50	591 10	28
York,	62,124	19,135,618	41,089 60	4,664 20	-	1 85	8,140 13	148 08	4,554 20	6,980 00	390 00	1,596 69	15
Total,	628,600	164,714,168	426,904 05	41,551 84	3,749 00		*89,872 11	16,906 41	35,076 16	16,725 00	11,643 99	13,577 24	247

* Reported as received by towns in 1863. The amount apportioned by the Treasurer in July, 1864, is \$49,506.87.

REPORT OF LEGISLATIVE COMMITTEE ON NORMAL SCHOOLS.

The Committee on Education, to whom was referred so much of the Governor's Message as relates to the State Normal School, and who were directed by a vote of the Legislature to visit that Institution, have attended to their duty, and ask leave to submit the following

REPORT:

The undersigned, members of the Committee, went to Farmington on Thursday, February 2, and spent the whole of the following day in witnessing the exercises of the school, in examining the premises, and in making themselves acquainted with the affairs of the Institution generally. They find the location to be a very favorable one; healthful and attractive, and reputed to be in summer one of the most delightful villages in the State. The people in Farmington are characterized by intelligence, industry and temperate habits. It is in all respects a substantial community,—such as a careful parent would regard as especially desirable, as a place in which to intrust a son or daughter.

The building, now nearly completed, is a substantial brick edifice sixty feet long, forty feet wide, and two stories high, with a well proportioned tower. It will be ready for use at the commencement of the spring term. It is a fine structure, and well adapted to the purposes for which it was intended. This, together with the old Academy building now forming a *rear extension*, will be sufficiently large to accommodate three hundred students.

Your Committee found in attendance on the day of their visit, thirty-four students; eighteen others being engaged in the work of teaching,—many of them with marked success. Your Committee witnessed the regular exercises of the school, the teachers kindly arranging to furnish them the best possible opportunity to see and judge for themselves. Although the young gentlemen and ladies of the school were not aware of the scrutiny to which they were to be subjected until they found themselves in the presence of the Committee, they betrayed but little embarrassment, and every recitation was a fine success.

The exercises of the day included examinations in Reading, Spelling, Penmanship, Book-keeping, History, Grammar, Arithmetic, Algebra, Physiology and Latin.

The teachers are *masters* of their work, and, in our judgment, well qualified to discipline and educate the youth who are desirous of

becoming fitted for the important work of teaching in our common schools.

The school was particularly characterized by good order, excellent discipline, thoroughness and faithfulness in teaching, and zeal and promptness on the part of the pupils.

Your Committee were specially gratified with the recitations in Grammar and Arithmetic. These studies were taught almost *exclusively* on the principle of analysis—a principle which we regard as eminently important, and which, in *this* school, was carried to a greater extent than we had before witnessed.

It is expected that at least one hundred scholars will be in attendance at the commencement of the spring term; and as this is a school of great promise—answering the very object for which it was instituted, the Committee take pleasure in asking for this Institution the fostering care of the Legislature. *It is your own school, and one of which you may well be proud!*

We shall confidently look for gradual and marked improvement in our common schools through the instrumentality of this Institution. We shall expect to see a class of teachers go forth, whose influence will be felt throughout the State—a class of teachers, whose system of instruction will be better adapted to the intellectual wants of our youth, than any which has heretofore been taught in our State.

For further particulars with reference to our State Normal School, we would invite particular attention to the Report of the Committee of the Council, and also to the extended Report of the State Superintendent of Schools.

Your Committee would further add, that the moral influence exerted by the teachers was spoken of in the highest terms, and that many of the leading and most influential citizens of the village spoke of the State Normal School in terms of high commendation.

All which is respectfully submitted.

For the Committee,

CORNELIUS STONE,
D. T. RICHARDSON,
H. M. EATON,
W. W. HOBBS,
T. H. McLAIN,
C. BICKFORD.

AUGUSTA, February 7, 1865.

REPORT OF THE COMMITTEE OF THE EXECUTIVE COUNCIL ON THE NORMAL SCHOOL.

The undersigned were, in the early part of the year, appointed by the Governor a "Committee on Normal Schools." Feeling that a personal examination of the school already instituted at Farmington was quite essential to a full discharge of our duty, as a Committee, we visited the Institution for that purpose in November last. The term was approaching its close, and several members of the school had left to fulfill their winter engagements as teachers. We found, however, twenty-nine pupils remaining; although the catalogue showed that about sixty had availed themselves of the advantages offered at this first term.

The school had not at that time taken possession of the very convenient and ample building provided for its accommodation by the liberality of the citizens of Farmington. But notwithstanding its lack of accommodations in this respect, it had evidently made a good beginning, not only in point of numbers, but in the course of instruction pursued in a Normal School. The teaching was evidently initiatory,—preparatory to a more full development of the peculiar advantages to be derived from this well-accredited mode of preparing teachers. Still, enough was shown to prove that the work had been well begun, and only needed to be prosecuted with vigor to effect the results so long desired by the friends of the normal school system in this State. The efficient corps of teachers engaged gave good assurance that this result would be reached in a reasonable time.

The Committee occupied the day—a part of them two days—in their observations; and at the conclusion felt free to say, in the remarks that were offered, that they were gratified with what they had seen, and expressed an abiding confidence that this new movement for the advancement of our common school system, so long striven for by the friends of education, bids fair to realize their expectations; and also that the people of the State, now that the boon is within their reach, should energetically sustain the measure, and thus put it beyond the reach of failure.

JOHN J. PERRY,
CHARLES HOLDEN, } *Committee.*
HIRAM RUGGLES, }

AUGUSTA, January 1, 1865.

REGISTER
OF THE
WESTERN STATE NORMAL SCHOOL
AT FARMINGTON,

For the four months ending Dec. 30, 1864.

NORMAL COMMITTEE OF EXECUTIVE COUNCIL:

HON. JOHN J. PERRY of Oxford, *Chairman.*
CHARLES HOLDEN of Cumberland.
HIRAM RUGGLES of Penobscot.

SUPERINTENDENT:

EDWARD P. WESTON, A. M.

INSTRUCTORS:

AMBROSE P. KELSEY, A. M., PRINCIPAL.
GEORGE M. GAGE, } ASSOCIATE TEACHERS.
ANNIE E. JOHNSON, }
WALTER WELLS, A. M., LECTURER.

STUDENTS:

NAME.	P. O. ADDRESS.	COUNTY.
Bixby, Electa W.	Anson,	Somerset.
Clark, Elizabeth S.	Farmington,	Franklin.
Coleord, Martha O.	Portland,	Cumberland.
Curtis, Sarah A.	Mercer,	Somerset.
Davis, Ellen L.	Farmington,	Franklin.
Davis, Julia B.	Farmington,	Franklin.
Dyer, Flora C.	West Freeman,	Franklin.
Dyer, Percia L.	West Freeman,	Franklin.
Eaton, A. Randalah	East Wilton,	Franklin.
Eaton, Mary F.	Farmington,	Franklin.
Evans, M. Augusta	Athens,	Somerset.
Freeman, Emma J.	Manchester,	Kennebec.
Furbush, Helen F.	Farmington,	Franklin.
Goodwin, Mary L.	Dresden,	Lincoln.
Haskell, Belle S.	Livernore,	Androscoggin.
Hayes, Ellen M.	Farmington,	Franklin.
Haynes, Emma J.	Mercer,	Somerset.
Hinkley, Fannie A.	Mercer,	Somerset.
Hopkins, Augusta E.	Farmington,	Franklin.
Hoyt, Helen M.	Farmington,	Franklin.
Jaques, Mary O.	Farmington,	Franklin.
Leland, Ella A.	Farmington,	Franklin.
Lord, Alma H.	Ellsworth,	Hancock.
Lowell, Julia E.	Farmington Falls,	Franklin.
Marvell, Flora A.	Farmington,	Franklin.
Murch, Sarah G.	Ellsworth,	Hancock.
Norton, Matilda M.	Farmington,	Franklin.
Norton, Miranda	Farmington,	Franklin.
Norton, S. Frances	Farmington,	Franklin.
Perkins, Martha T.	Bath,	Sagadahoc.
Rackliff, V. Addie	Industry,	Franklin.
Rolfe, Fanny P.	Biddeford,	York.
Sprague, Dora A.	Farmington,	Franklin.

STUDENTS, (CONTINUED.)

NAME.	P. O. ADDRESS.	COUNTY.
Stanley, Emma	Farmington,	Franklin.
Swan, Olive H.	New Sharon,	Franklin.
Sweet, Lizzie M.	Farmington,	Franklin.
Tarr, Eulalie G.	Farmington,	Franklin.
Thompson, Maryann S.	Kingfield,	Franklin.
Tobey, Susie K.	East Machias,	Washington.
Toothaker, Olivia M.	East Holden,	Penobscot.
Tripp, Flora L.	Farmington,	Franklin.
Tripp, Mary N.	Temple,	Franklin.
Tufts, Louisa H.	Farmington,	Franklin.
Twycross, Lillie	Dresden,	Lincoln.
Tyler, Marcine G.	West Durham,	Cumberland.
Vaughan, Mira Q.	Farmington Falls,	Franklin.
Voter, Clara B.	Farmington,	Franklin.
Walton, Mindwell	Farmington,	Franklin.
Waugh, Addie	Mercer,	Somerset.
Whitney, Columbia F.	Farmington,	Franklin.
Woods, Alice A.	Farmington,	Franklin.
Wyman, Abby R.	Farmington,	Franklin.
Boston, Charles A.	Avon,	Franklin.
Campbell, George G.	Mercer,	Somerset.
Dixon, John	Wilton,	Franklin.
Dixon, Thomas L.	Wilton,	Franklin.
Dudley, Lucien P.	Kingfield,	Franklin.
Dunn, Albert R.	Amity,	Aroostook.
Dyer, Emerson D.	West Freeman,	Franklin.
Ferguson, George A.	Shapleigh,	York.
Ferguson, John F.	Shapleigh,	York.
Franklin, George	Lebanon,	York.
Gerry, Elbridge jr.	Farmington,	Franklin.
Hardy, Edwin H.	Farmington,	Franklin.
Hayes, Mellen	Farmington,	Franklin.
Hinkley, Seth B.	Mercer,	Somerset.
Howard, John	North Livermore,	Androscoggin.
Hutchins, Mark L.	East New Portland,	Somerset.
Morton, Everett E.	Jackson,	Waldo.
Pease, Daniel	Wilton,	Franklin.
Randall, Paul C.	West Harpswell,	Cumberland.
Rogers, John	Windham,	Cumberland.
Rogers, Osgood W.	Windham,	Cumberland.
Sprague, Herbert L.	Farmington,	Franklin.
Titcomb, Hiram	Farmington,	Franklin.
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