

MAINE STATE LEGISLATURE

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Public Documents of Maine:

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

PUBLIC OFFICERS AND INSTITUTIONS

FOR THE YEAR

1881.

VOLUME II.

AUGUSTA:

SPRAGUE & SON, PRINTERS TO THE STATE.

1881.

TWENTY-SEVENTH ANNUAL REPORT
OF THE
STATE SUPERINTENDENT
OF
COMMON SCHOOLS.
STATE OF MAINE.

1880.



AUGUSTA:
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1880.

STATE OF MAINE.

EDUCATIONAL DEPARTMENT, }
Augusta, Dec. 31, 1880. }

To Governor DANIEL F. DAVIS,

and the Honorable Executive Council:

GENTLEMEN :—Agreably to the provisions of the statutes of the State, I respectfully submit the following Report upon the Common Schools of Maine, for the current year.

Very respectfully,

Your obedient servant,

N. A. LUCE,

State Supt. of Common Schools.

REPORT.

The public school system of Maine, if what lacks coherency and intimate connection between its several parts can be termed a system, consists of three departments: the common district schools, the Free High schools, and the Normal schools. This report, so far as regards the common schools, is for the school year ending April 1st; so far as regards the Free High and Normal schools, for the year ending December 1st. Its subject matter logically and naturally separates, therefore, into three general divisions, of which the first is the

COMMON SCHOOLS.

I. STATISTICS.

The usual statistics, showing the general condition of the schools, will be found in the appendix hereunto annexed. They are compiled from two sets of returns required by law, viz: the School Returns made by the superintending school committees, and the Fiscal Returns made by the municipal officers of the several cities, towns and plantations. For failure to make these returns, the law imposes penalties upon the delinquent municipalities. They can draw no school moneys from the State Treasury till they are made. If school committees fail to make those required at their hands, on or before July 1st, their towns forfeit, by operation of law in the apportionment of State school moneys, ten per cent. of the amount they would otherwise have received. Notwithstanding these penalties, however, and especially the fact that the money so forfeited in some cases

amounts to hundreds of dollars—in case of one city, last year, the loss was three hundred dollars—and in spite of extra personal effort on the part of this department, school committees have this year failed to make returns as required by law, from the following towns and plantations, viz: Somerville, Stoneham, Weston, Eagle Lake, Sheridan and St. Francis. The municipal officers in still a larger number of cases, have proved delinquent, as will appear from inspection of the appendix. For such neglect of official duty, there is and can be no adequate excuse.

For purposes of more complete analysis and comparison, the statistics for the year, corrected by making careful estimates based on last year's returns in all cases where returns are this year wanting, have been summarized in the following:

COMPARATIVE SUMMARY.

ITEMS.	1880.	1879.	INC.	DEC.
Whole number of scholars between four and twenty-one.....	214,656	215,724	-	1,068
Number registered in summer schools.....	123,729	125,640	-	1,911
Average attendance.....	101,554	101,443	111	-
Number registered in winter schools.....	128,346	129,880	-	1,534
Average attendance.....	104,676	105,302	-	626
Percentage of average attendance to whole number of scholars.....	.49	.50	-	01
Percentage of average attendance to number registered in summer schools.....	.82	.81	01	-
Percentage of average attendance to number registered in winter schools.....	.82	.81	01	-
Percentage of average attendance to number registered during year.....	.82	.81	01	-
Whole number of different scholars registered in schools during year.....	149,827	151,948	-	2,121
Average length of summer schools in weeks and days, at 5½ days per week.....	10w. 2d.	10w. 3d.	-	1d.
Average length of winter schools.....	11w. 2d.	11w. 3d.	-	1d.
Average length of schools for year.....	21w. 4d.	22w. ½d.	-	2d.
Number of districts in State.....	3,930	4,033	-	123
Number of parts of districts.....	353	354	-	1
Number of school-houses.....	4,309	4,263	46	-
Number reported in good condition.....	2,859	2,971	-	112
Number built during year.....	67	70	-	3
Cost of same.....	\$74,801	\$72,176	\$2,625	-
Estimated value of all school property.....	2,995,131	2,947,655	47,476	-
Number of male teachers employed in summer.....	311	333	-	22
Number employed in winter.....	2,325	2,325	-	-
Number of female teachers employed in summer.....	4,609	4,547	62	-
Number employed in winter.....	2,421	2,349	72	-
Number of teachers graduates of normal schools.....	415	385	30	-

COMPARATIVE SUMMARY—CONCLUDED.

ITEMS.	1880.	1879.	INC.	DEC.
Average wages of male teachers per month, excluding board.....	\$25 57	\$29 55	-	\$4 38
Average wages of female teachers per week, excluding board.....	3 57	3 83	-	0 26
Average cost per week of teacher's board...	1 85	2 07	-	0 22
Amount of money voted by towns for common schools.....	596,295	605,905	-	\$9,610
Excess above amount required by law.....	103,025	105,845	-	2,820
Average amount per scholar.....	2 57	2 81	-	0 24
Amount available from town treasuries for year ending April 1.....	688,036	702,170	-	\$14,137
Amount available from State treasury.....	355,276	350,738	4,538	-
Amount derived from local funds.....	27,995	22,404	5,591	-
Total school resources.....	1,035,698	1,075,312	-	39,614
Amount expended for common schools.....	939,668	984,108	-	44,440
Balance unexpended.....	93,917	91,204	2,713	-
Amount contributed to prolong schools, in money, fuel, &c.....	8,907	8,565	342	-
Amount paid for school supervision.....	25,489	28,407	-	2,918

The above and other school statistics not here summarized, but to be given in their appropriate places, may be classified under the several heads of (1) school population; (2) school attendance; (3) length of schools; (4) school accommodations and appliances; (5) school text-books; (6) teachers and teaching; (7) school finances; (8) school supervision. So classified, and analyzed and interpreted by the light of additional facts not included in them, some of which are incapable of numerical statement, they show the present condition of our common schools. By comparison of these with similar statistics and facts for successive years or periods of years, we shall discover our educational trend in these several particulars, whether in the direction of progress or otherwise. Just estimates of the character and value of the forces conducing to progress or retrogression can thus be made, and those forces be intelligently modified or eliminated, or new forces brought into play, as shall appear needed for the highest good of the schools.

1. SCHOOL POPULATION.—The number of persons of school age in our State—from four to twenty-one years—is decreasing. The decrease for the last year is 1.068; and for the last decade it is 13,571. During the same decade the popula-

tion of the State has increased, as the census lately taken shows, 22,030.

It is not the province of the educator to seek for the causes which have conduced and are conducting to this state of things, though in his mind the question may arise whether it would not be better for the State, if as much interest were taken in raising healthy human beings as in raising fast horses and fat cattle ; for they are causes manifestly beyond the control of any force which he can bring to bear. He has to do only with the effects. These are wholly bad, and especially so wherever in the State that monument of educational foolishness, the school district system, still stands firmly fixed in ignorance and prejudice. Small schools, short and poorly taught, are already the result. Statistics on file in this office, collected by my predecessor last year from 292 towns, show 702 summer terms of school in which the average attendance ranged from two to twelve pupils. Assuming like conditions to exist in the towns not reporting, there were at least 1,200 out of 4,000 school districts in the State, in which the schools were thus small and short and poor necessarily. The story in regard to very many of these is told in the following extract from the annual report of the school committee of one of our towns :

“*District No. 27.*

No. of scholars in district.....	3
No. registered in summer school.....	3
Average attendance.....	2
Length of term.....	5 weeks.

“The two pupils attending regularly made fair progress considering the brief length of the term.—No winter term.”

If this tendency shall continue unchecked and as constant for the next ten years as for the past—and I know of no reason to expect the contrary—the result will be that what is true of 1,200 of our rural schools now, will be true of more than half of them at the end of that period, unless an adequate remedy shall be in the meantime provided. Such

a remedy must be radical to be effective in meeting the difficulty. The law enacted by the last Legislature allowing the municipal officers and school committee of towns, in the exercise of their judgment, to suspend the schools in small districts, and expend the money belonging thereto in adjoining districts, in part for tuition of scholars and in part for their transportation, may in some cases be of benefit. It is in its very nature, however, a mere make-shift remedy ; and, hence, will prove ineffectual. Nothing but the entire rooting up of our old outworn district system, and the compulsory substitution of the township system of school management in its stead, will serve as an effective counteractive to the tendency under discussion.

2. SCHOOL ATTENDANCE.—School attendance is to be considered under two aspects :—First, as compared with school population, or the whole number of persons of school age ; and, second, as compared with the whole number of persons found in the schools. In the first case it assumes the form of registered attendance ; in the second of average attendance. In its first form it is affected chiefly by forces acting wholly from outside of the school-room ; in its second, very largely by those from within. The lack of local and parental interest in the schools, the poverty or avarice of parents calling the children to labor during the period when they should be in schools, and customs growing out of these two causes affecting the age at which children leave the schools for good, are some of the more potent causes of diminished registered attendance. The children once in the schools, on the other hand, regularity of attendance, manifesting itself in an increase or decrease in average attendance, is affected more largely than by all other causes combined under ordinary conditions by the tone and character of the teaching. On the maximum of interest in and love for school-work inspired in the pupils by the earnestness and skill of the teacher, depends the minimum of truancy and absenteeism.

The statistics of registered attendance for the year are very suggestive when brought together in comparison as in the following statement :

Whole number of scholars in State	214,656
Whole number of different scholars in schools during year	149,827
Whole number not in schools	64,829
Estimated number in State between ages of 4 and 18 years—estimate based on census of 1870....	165,200
Number of such scholars not attending schools....	15,373
Decrease during year in number of scholars in State	1,068
Decrease in number attending Summer schools ..	1,911
Decrease in number attending Winter schools ...	1,534
Decrease in whole number attending during year .	2,121

They show that the common schools are reaching annually but seventy per cent. of the whole number of persons entitled to their benefits ; that they fail to reach even all under the age of eighteen years, while very few of that age are in attendance upon them at all ; and that the custom of leaving the schools at that age or earlier, which has prevailed for the past fifteen to twenty years, is still in full force. They indicate the need of some force to awaken a deeper, more effective, and more intelligent public interest that shall push the children into the schools, and keep them there longer than they now continue in them ; and they indicate, also, the need of engrafting, by compulsion of law, upon our present system, in the interest, and for the benefit, of our youth of from eighteen to twenty-one years of age, whose non-attendance upon the common schools they so fully show, a system of schools supplementary to those now required by law, and similar in scope and character to those contemplated in the present Free High School law, which are optional only.

The statistics of average attendance,—which give the equivalent of registered attendance in a constant unbroken presence of every pupil every day of every school term for the year,

thus measuring more exactly the value of school work done—may be stated thus :

Percentage of whole number in constant attendance to whole number in the schools82
Percentage of same to whole number of scholars in State49
Percentage of same to estimated number of scholars between ages of four and eighteen years62

The facts above shown are the same as if every pupil in actual attendance had been absent one day every week ; or as if, providing all the scholars in the State had been in the schools, every one had been absent every alternate day ; or as if, had all under eighteen years of age attended, each had been absent two and a half days every week. This is not a satisfactory state of things. While of course it is not practicable, from a variety of causes, to secure the constant attendance of every pupil while he is connected with the schools, much less the constant attendance of all of school age in the State, we ought, nevertheless, to make a far better showing than the above. There is evidently far more truancy and absenteeism than there ought to be or need be.

That we are improving in this regard, however, the statistics of the year in themselves considered, and when compared with those of past years, conclusively show. For while the number registered in the Summer schools was 1,911 less, the average number attending was 111 larger, than in the preceding year. Nor did the decrease in the average attendance on the Winter terms keep pace with that in the number registered in them. This increase in average as compared with registered attendance in the Summer schools has been constant and marked for the last twelve years. In 1865 the average was seventy-five per cent. of the registered attendance, and so continued till 1868 ; in 1870 it had increased to seventy-seven per cent. ; in 1875 it was eighty, and for the past year, eighty-one per cent. That this gain has not been accidental is evident from the fact that it has been constant. Its causes

are indicated in the fact that it has run exactly parallel with the agencies established during the same period to vitalize, systematize and make skillful the teaching done in the schools. It began to manifest itself in connection with the work of County Supervisors in 1869; it was most rapid during the continuance of the Teachers' Institutes from 1869 to 1874 inclusive; and it has since kept its momentum under the constant influence of the Free High and Normal schools. That the real inspiring causes of this gain must be sought in the agencies here indicated, is proved even by the fact that the increase in this regard in the Winter terms has not kept pace with that in the Summer terms; for attendance upon institutes and Free High and Normal schools has been as to sex in the ratio of four female to one male teacher; and, since female teachers are employed almost exclusively in Summer and male teachers very largely in Winter schools, the influence of these agencies would naturally be manifest most markedly in the Summer terms.

As better showing the trend of attendance in both its aspects as compared with each other and with school population, and as supporting the positions here taken and the deductions made, the following table, showing the mean annual statistics of such population and attendance for the four periods of five years each since 1860, is especially suggestive:

PERIOD.	Average annual school population.	SUMMER TERMS.		WINTER TERMS.		Average annual percentage of average to registered attendance in Summer terms.	Average annual percentage of average to registered attendance in Winter terms.
		Average annual registered attendance.	Average annual average attendance.	Average annual registered attendance.	Average annual average attendance.		
1860 to 1865	235,943	133,348	100,013	142,326	114,479	75	80
1865 to 1870	220,931	115,740	89,732	129,282	102,069	77	80
1870 to 1875	224,827	117,613	93,274	128,654	104,254	80	81
1875 to 1880	216,140	125,630	101,139	130,699	106,471	81	81

These statistics of attendance indicate, then, the need of (1) an awakening of an intelligent and effective popular interest in the schools; (2) some general plan for furnishing our older pupils with facilities for a broader and more practical culture than the common schools afford; (3) better, more earnest and more skillful teaching. Considered in connection with our educational history for the past fifteen years, and with the teachings of experience in other States, they suggest, as agencies for supplying these needs, (1) the inauguration of some effective agency for the holding of public meetings, and for doing general educational missionary work; (2) the compelling of every town to support, annually, one or more terms of a higher grade of schools than they are now required by law to support, open only to the older and more advanced pupils; (3) the re-inauguration of Teachers' Institutes.

3. LENGTH OF SCHOOLS.—There has been a loss of two days in the average length of the schools this year as compared with the preceding, but a gain of two weeks during the last ten years. Scholars attending the Summer schools only, have had the benefits of instruction on the average for ten weeks and two days out of the fifty-two weeks in the year, or for very nearly one-fifth of the time. Those attending in winter only—and, in the rural schools, this includes very nearly all of our boys above the age of fourteen, who attend school at all—have had the same benefits for one week more. The intermediate class, those between the ages of six and fourteen years, who attend both Summer and Winter terms, have had the advantages of twenty-one weeks and four days schooling on the average.

Is this enough? Are we giving the children all the schooling that duty and interest demand? If not, can we afford to give them more? Can we, with the same expenditures, even, give them more? These are pertinent questions, and questions that demand careful consideration at the hands of all interested in the proper fitting of the children of the State for the active duties of life and citizenship.

Assuming that the schools shall continue of the same average length as now, during the school life of the average scholar who shall enter them this year at four years of age, that he shall attend only the the Summer terms till six years of age, thereafter shall attend both Summer and Winter till he is fourteen, and then in Winter, only, till he is eighteen, his entire school life will have covered a period of a little less than two hundred and forty-one weeks. This is a little less than five years of solid, consecutive schooling. Our sister Province of New Brunswick is giving her children an average of thirty-eight weeks per year. The average Maine farmer's son, entering school at four years of age, will have had, when eighteen years old, the same advantages of school, so far as time is concerned, as the New Brunswick lad, entering at six, will have had when thirteen. Something is evidently wrong, either in Maine or New Brunswick.

But the above statement of the case gives the average pupil in the ungraded rural school more than he actually gets. In the first place the average length of schools there assumed is that of both graded and ungraded schools. Statistics collected from 485 of our towns and plantations show that during the year there were graded schools in operation in 128 towns, attended by 44,899 different pupils, and of an average length of twenty-eight weeks and four days; and that in 357 towns there were ungraded schools only, attended by 104,777 different pupils, and averaging a fraction over nineteen weeks in length. In the second place the average of nineteen weeks for ungraded schools is a mean between the longest and shortest of them. That very many of our youth are getting considerably less than this average amount of schooling is therefore self-evident. It is proved, moreover, if proof be needed, by an examination of the detailed statistics in the appendix. It there appears, for example, that the average annual length of all the schools was less than nineteen weeks, in the following among other towns, viz.: Livermore, 17 weeks; Woodland, 15 weeks, 1 day; Rangley, 16 weeks, 3 days; Eden, 15 weeks, 5

days ; Vienna, 16 weeks ; Gilead, 14 weeks, 3 days ; Greenbush, 16 weeks ; Monson, 17 weeks, 2 days ; Georgetown, 16 weeks, 3 days ; Anson, 17 weeks, 2 days ; Marion, 16 weeks, 4 days ; Parsonsfield, 17 weeks, 4 days.

Considered in connection with the amount of work the schools have to do, the nature of that work and the conditions necessary to its fit performance, our schools, as viewed in the light of the above statistics, are evidently too short. They are to fit all our youth for the practical duties of life. They are to give them that knowledge which will be of use in its varied activities, and that discipline of the mind which shall enable them to reason correctly, to judge justly and will rightly in its conduct. They are to form in them habits of orderly effort, of industry and of cheerful work. They are to train them to self dependence, self help, self denial and obedience to authority. They are, in short, to lay rightly and solidly the foundations upon which shall be built a self supporting, wealth producing, law abiding, right living and intelligent citizenship. But usable knowledge is amassed slowly. Mental discipline comes only from persistent activities long continued in harmony with the laws of mental growth—and mind blossoms slowly into full maturity of powers. Nor are habits things of mushroom growth. They, too, are results of persistent activities along undeviating and unbroken lines. The law of all knowledge getting and character building includes, as its two most important factors, time and continuity of activity. And any school system which fails to adjust itself to this law, must fail to give satisfactory results. Our schools, as the facts and figures already cited abundantly show, do so fail, in that the aggregate of time during which the average pupil can or does enjoy their benefits, is too limited, and its continuity too much broken by the wide intervals between terms.

Greater length of schools can be secured either by making larger expenditures for them, or by better utilizing what is now expended. And the latter should be the first object

sought. It would be of doubtful expediency to provide more money for school purposes, till we stop somewhat the great wastage in present supplies. To the undue multiplication of school districts, so many of which are small and weak, the consequent wastage in keeping in repair and warming poor school houses, and in paying salaries and board of teachers who might be dispensed with, must be attributed very much of this evil of short and poor schools. Till that incubus, the district system, is lifted from our common schools, they will never be in full and healthy working condition; and our people are beginning to recognize this fact. Already the district system is among the things of the past in thirty-five of our towns, four of them having abolished it during the year. It ought to be at once abolished in every town in the State.

4. SCHOOL ACCOMMODATIONS AND APPLIANCES.—Under this head may be included the number and character of the school houses, and the amount and character of apparatus furnished.

The number of school houses appears to have increased forty-six. This increase is mostly in the poorer districts where schools have been usually kept in private houses. Sixty-seven new ones have been built; yet the number reported "in good condition," is one hundred and twelve less than last year—less than two-thirds of all being so reported. On a close inspection of the statistics in detail, it is evident that some of those so reported can not be very imposing or elegant structures—hardly *temples* of learning, or very primitive ones at least. For instance, one town has six, three of which are reported in good condition, and the whole six are estimated to be worth an average of fifty dollars apiece. Evidently some of those not in good condition must be anything but palatial structures. Indeed, it is not venturing much to assert that more than one-half of all the school houses in Maine, judged by any right conception of what they should be, in architecture and arrangement, to subserve to the utmost all the ends which they should subserve, ought to be

condemned to utter destruction ; while at least one-fourth of them ought to be abated as public nuisances. It is true that there has been somewhat of improvement in this regard during the last ten years, but only at a rate that will require a full quarter of a century longer to bring all of our school houses within even the present low estimate of what they should be. But even this improvement has been very largely in larger and wealthier districts ; and even there it has not kept pace with the improvement in the condition of dwellings and other private buildings. In the poorer districts the improvement has been slight. We need a revolution in this regard. But that revolution will not come while the conditions continue under which this state of affairs has come about. While our rural towns especially, continue to be divided up as now into small and comparatively poor districts, and while those districts are held responsible for the building and keeping in repair of the school houses, those houses must of necessity be of inferior character. To get better school houses and to keep them better, the towns must be made responsible for them by the abolition of the district system.

Of the amount and character of the apparatus furnished as aids to teachers and pupils in the schools, we have no statistics. It is a matter of common notoriety, however, among those having any extended knowledge of the matter, that even the best of our schools are imperfectly supplied as compared with what is demanded in order to do the best work. In the rural schools very little, and generally nothing in the way of such appliances, save a small and very poor black-board, and, in now and then a case, a cheap wall-map or two, is to be found. It is not rare even to find the black-board wanting, or so small and imperfect of surface as to be practically useless.

A well furnished school room in our country districts should have black-board surface enough to accommodate, at once, at least one-half of all the pupils attending ; wall-maps

of the hemispheres, the continents showing political divisions, the United States, Maine showing county divisions, and of the county in which the school room is situated; a globe, unabridged Dictionary and Pronouncing Gazetteer for the teacher's desk; and wall-charts for primary reading classes, for teaching penmanship, and to illustrate the leading facts of physiology. These are all absolutely necessary to economical and effective school work, adding vastly to the amount and force of the instruction which the teacher must give. In addition to these absolutely necessary appliances, every school ought to have a small and well selected library of travels, biography, history and healthy and pure literature.

For the furnishing of all these important appliances our school law provides as follows: "Sect. 39. A district may appropriate not exceeding one-tenth of its school money for any year, to purchase a school library and apparatus for the use of the schools therein, and make proper rules for the preservation and management thereof. Adjacent districts may by vote of each, unite for the purposes aforesaid:" That this provision of law has not proved effectual for the purposes for which it was framed—has remained practically a dead letter—is owing primarily to the lack of any adequate public appreciation of the importance of these appliances. In the opinion of the average voter it is sufficient to provide school-rooms, teachers and text books. Beyond these he sees little necessity for anything else. Never having observed carefully the processes, and studied the philosophy of knowledge getting and mind growth, the study of books and the hearing of lessons are to him all there is of teaching; and in the hands of such the law leaves the whole matter. But even were there a more general appreciation of their necessity, the law would still prove ineffectual in all save the wealthier districts. To set aside one-tenth of the school money belonging to the district, and thus shorten the already too short school terms, would prove in all the poorer districts an insuperable objection to carrying out its provisions. In short, the law is ineffective because it recognizes the responsibility of the school

district for furnishing as well as building school houses. And herein is found another argument for the utter annihilation of that bar to educational progress—the school district system.

5. SCHOOL TEXT-BOOKS.—Text-books are a necessity in economizing and utilizing the forces that combine to form what is termed instruction. They are the sources to which the pupil must go for that knowledge which it is within the compass of his power to obtain for himself, and which, otherwise, he would have to take directly from the lips of the teacher. He can thus be kept constantly employed in getting knowledge, and in systematic exercise of his mental powers, and so gaining mind growth and strength when not under the direct and immediate instruction of the teacher. It thus becomes possible to bring together under the same teacher pupils of different degrees of advancement; to organize them into classes, and to keep them constantly and profitably employed—something that would not be practicable if all instruction had to be given orally. In view of the all-important purposes which they serve, then, in the economy of the school, the question of how best to select and supply text-books is one of vital importance. It is a question, too, that has proved difficult of solution in practice, and so has been and is a question yet waiting final and satisfactory settlement.

The results to be sought in any satisfactory solution of this text-book problem are four :

1. To secure the best books—best in fullness, accuracy and clearness of statement, and in logical arrangement of subject matter, and best as to mechanical make up and durability.

2. To have every pupil fully supplied with all the books necessary to his making the best possible progress.

3. That all pupils of the same class in the same school shall have the same kind of books—that there shall be uniformity.

4. That they shall be furnished at the lowest possible cost.

Our solution in Maine, as it stands formulated in law, is contained in the following statute provisions :

“The superintending school committee shall direct the general course of instruction, and what books shall be used in the schools. And it shall be the duty of the superintending school committees to select a uniform system of text-books to be used in the schools of the town, due notice of which selection shall be given ; and any text-book hereafter introduced into the schools of any town, shall not be changed for five years from the date of its introduction, unless by vote of the town. Any person or persons violating the provisions of this section shall be punished by fine not exceeding five hundred dollars, to be recovered in an action of debt, on the complaint of any school official or person aggrieved. And when said committee has made such selection of school books, they may, when they are to be furnished at the expense of the town, contract with the publishers for the purchase and delivery thereof, make such rules as they deem effectual for the preservation and return ; or if they are kept for sale, may regulate the sale, appoint an agent to keep and sell them, and fix the retail price, which shall be marked on the title page of each book. Towns, cities and plantations, may raise money to provide school books for the use of the pupils in their public schools, at the expense of said town, city or plantation, or to furnish them at cost to the pupils ; and all money raised and appropriated for that purpose, shall be assessed in the same manner as other moneys raised for lawful purposes are assessed. When a pupil in the public schools of any town shall lose, destroy, or unnecessarily injure any school book or school appliance, furnished such pupil at the expense of said town, the parent or guardian of such pupil shall be notified of the fact, and if the loss or damage is not made good to the satisfaction of the school committee within a reasonable time, it shall be the duty of said committee to report the case to the assessors of such town, who shall include in the next town tax of the delinquent parents or guardian the value of the book or appliance so lost, destroyed or injured, to be assessed and collected in the same manner as other town taxes. School committees are hereby authorized to make such rules and regulations for the distribution and preservation of school books and school appliances furnished at the expense of the town as they may deem proper, provided the same shall not be repugnant to the laws of the state.”

That the method of dealing with this vexed question thus provided by law, has not given the results sought, is notorious. It is evidenced by the complaints that have come up for years, and are coming up from teachers, school officers and people alike ; and especially is it proved by the following statistics, compiled from official returns made to this

office during the last two months, and hence showing very accurately our present condition in these regards :

No. of towns from which returns have been received..	251
No. of towns reporting uniformity of text-books.....	149
No. of towns reporting non-uniformity	102
No. of towns reporting schools well supplied.....	192
No. of towns reporting schools not well supplied.....	58

	Readers.	Spellers.	Arithmetics.	Geographies.	Grammars.	Histories.
No. of different series reported	15	13	8	11	12	14
Average retail price of series	\$3.16	\$0.35	\$1.29	\$2.00	\$1.33	\$1.27
No. of towns adopting new series in 1880..	105	102	97	82	42	55
No. adopting same in 1879.....	35	26	10	33	19	19
No. adopting same in 1878.....	32	11	1	43	10	17
No. adopting same in 1877.....	20	10	6	28	10	10
No. adopting same in 1876.....	21	8	6	16	16	6
No. adopting same in 1875.....	12	6	8	12	19	16
No. adopting same before 1875	27	64	103	29	100	43

From the great variety of different books in use in the State, as shown by the above statement, it is evident that all towns have not selected the best. Indeed, I am of opinion that, to a considerable extent in some of the introductions made during the present year, the poorest, rather, have been selected. As regards uniformity in towns, the exhibit here made is much more favorable than it would have been a year ago, owing to the large number of changes made within the year; for in every town now showing uniformity through recent introduction of new books, want of uniformity was previously a crying evil. It is better, also, than it will be two or three years hence; for from the great variety shown to be used in the State, and from the high prices at which books are sold, the migratory habits of much of our population leading to

frequent removals from one town to another, will have a constant tendency to carry into the schools books other than those regularly adopted, the use of which must be allowed, or pupils in many cases debarred from school privileges because of their inability to purchase new. Then again, as the advancement of pupils makes it necessary to procure for them other books of higher grade than those with which they are now supplied, many of the late discarded series will find their way into the schools. These and other causes which have operated in the past to bring about non-uniformity, will continue to operate in the future to the same end; and the evil remedied this year by introduction of new books, will next year begin to manifest itself again. And similarly of supply; in the schools in which every pupil has this year been supplied with all necessary books, either by even exchange of old for new, or at merely nominal introductory prices, next year the old evil of lack of books will appear again. The high prices which our plan allows, if it does not compel publishers and dealers to demand, will have their full effect in sending pupils into the schools to be hampered in their progress by want of books. That our plan thus fails in all respects to meet the necessary conditions is evident. What remedy shall be applied, becomes therefore the practical and important question.

As expressing the feelings and opinions of school committees in this regard I submit the following extracts from letters which have accompanied the returns tabulated in the foregoing statement:

“In regard to text books I think the general evil is want of uniformity throughout the State. If the selection of books were left to an educational board made by appointment, consisting of some of the best educators in the State, I think many of the existing errors might be corrected.”

“J. M. ALLEN, *Turner.*”

“I favor State uniformity and books at less cost.”

“DAVID DUNN, *Poland.*”

“Could not a committee appointed by the Governor select a series of books and adopt the same as the state series? By thus giving the sanction of the government to any good series, towns would be led, in deference

to the opinions of such a committee, to adopt those books. It would not do to make the adoption compulsory." "HENRY JONES, *Ashland*."

"We think there should be state uniformity of text books. Would have them furnished at the expense of the State, and distributed to towns according to the number of scholars."

"S. H. BERRY, *for Com., Ashland*."

"I am well convinced by some experience in my own town, and from knowledge of other towns, that for towns to handle the matter of books would be not only better for our schools, but, also, for our scholars. By this means a supply of books could be secured by the town direct from the publishers; the high prices usually charged by traders and book-sellers be saved. Again, among the people of any town there will be those who take little or no interest in providing books for their scholars; but if the town officers and supervisor have the furnishing of books, such scholars will be provided for, thus making our schools better, and giving both teachers and scholars a better chance. Many more arguments might be brought in favor of a town supplying books, had I time to write them out."

"A. J. FULTON, *Mars Hill*."

"I find the schools very poorly supplied with text-books, and I fear that so long as the present system is continued, they will be poorly supplied. I think if towns would assume the responsibility for supply of text-books it would end the trouble. I would have all towns furnish text-books for the schools, holding the parents responsible for their injury or loss."

"DAVID A. SNOWMAN, *Woodland*."

"My suggestion is town uniformity, the text-books being supplied by town authorities,"

"J. L. CHASE, *Standish*."

"I would say that if there could be uniformity of text-books throughout the State, and the books furnished by the State or town, I think it would be a great improvement upon the present method. In the first place the expense to pupils would be much less, which is no small consideration. In the second place, there would be less risk of inferior books being adopted. Again, when a book had been once adopted, teachers would be obliged to use it, rather than to return to old methods now out of use. Of course, people who have no children would object to being taxed for such expenses; but if it is profitable to educate the children of a State at all, it is profitable to use the best means and methods."

"E. E. JACKSON, *Naples*."

"I am very glad some effort is to be made to secure uniformity throughout the State, and it seems to me it could be brought about by the State taking the matter in hand. I think it could be done perhaps, by making the Governor, Superintendent of Schools, and a Legislative Committee appointed for the purpose, a commission to select such series as shall be used throughout the State. The books, so selected, should be furnished by the State to the towns at cost, and towns should furnish them to the pupils in the public schools free."

"WM. A. LARRY, *Windham*."

"I have thought that if the town owned and supplied all the text-books used in its schools, and the teacher in each respective school had charge of the books, we might save much of the expense of books to the inhabitants of the town. In our high and grammar schools, our teachers now buy the books and supply them to the scholars at wholesale prices. Our present series of books are very satisfactory. I do not place so much value on any particular text-book as I do upon teachers who can teach well from any book."

"D. D. SPEAR, *Freeport*."

"As to the matter of supplying text-books, it seems to me that every town should furnish to all its scholars whatever books are required, and raise the necessary funds therefor by taxation. The advantages of such

a method would be: first, complete uniformity and full supply; second, parents could not make use of that oft repeated excuse for not sending their children to school, viz: 'That it cost too much for books.'; thirdly, as especially in a country like this, it is for the common interest of all, to have the people as highly educated as possible, those having no children would share equally with those who do have children in bearing the burden of educating the youth of the country; fourth and last, the books could be bought in quantities and a great saving be thus effected by getting wholesale prices. Moreover, publishers would undoubtedly give better rates to towns than traders now get.

Further, there should be uniformity throughout the State. I think the advantages of such a plan too obvious to take time to give reasons therefor. The selection of books under this system, would of course, have to be made by state authorities, I should favor a committee of one from each county, appointed by the Governor, together with the State Superintendent of Schools. In four cases out of five, school committees in our country towns are no more fit to chose a system of school books, than many of the scholars who use them; hence many school committees become a prey to unscrupulous books agents, at the expense of our educational interests, and of the pocket-books of the community."

"J. F. LIBBY, *Greenwood.*"

"As I see the further working of the plan of free text-books in cities and towns in this and other States, where adopted, I am the more strengthened in the opinion that it is the true system of supply in public schools. It may be better that municipalities should be left to adopt it of their own free will, and then they will take an interest in the plan. At any rate, its advantages ought to be generally known and a trial of it strongly recommended. Its merits and its success where used prompt to this. The economy of the plan to parents, and its usefulness to the schools are arguments in its favor."

"THOMAS TASH, *Portland.*"

"A complete uniformity throughout the State."

"THOS. JACKSON, *Otisfield.*"

"I trust something will be done to bring books within reach of people of limited means. Publishers and booksellers have grown rich upon the necessities of poor people long enough. There is certainly no more effective method of increasing ignorance and pauperism than by keeping books out of the reach of our poorer classes." J. M. THOMPSON, *Falmouth.*"

"I am in favor of state uniformity, when the people are prepared for it."

"CHAS. E. WILLIAMS, *Kingfield.*"

"We believe there should be county uniformity at least. If only county uniformity be had, a committee of practical teachers should select the text-books. If state uniformity can be secured, the selection of books should be in the hands of the state superintendent. Books should be furnished at publishers' prices, the town paying cost of introduction and furnishing only those who neglect or cannot furnish themselves as already provided for by the school law. We believe that furnishing books free to the scholars at the expense of the town, would be impracticable and of no benefit in the town we represent."

"H. H. BAILEY, *for Com., Rangeley.*"

"I would say that we ought to have uniformity of text-books throughout the State, and at a uniform price. In order to obtain this either the State or the towns should supply the text-books."

E. A. PEAVY, *Avon.*

"The furnishing of school books by town or State will not in my opinion, make matters any better. It would rather tend to demoralize the children. Their responsibility must begin somewhere. They should own their books and take care of them. Education is to teach the child to do something for himself, not to have everything done for him."

"JOHN TUCK, *Biddeford.*"

"Agreeably to your request, I give you my opinion upon the text-book question, with great pleasure. It is as follows: That the Legislative Committee on Education select the books to be used for five years, and that the Legislature take it upon themselves to get the books printed, and let the people have them at cost."

"J. H. SAWYER, *Lee.*"

"I think the best plan for us to pursue, would be for the State to obtain a building, buy the required apparatus, own a printing house, have a uniformity throughout the State, and publish all the books used in the State."

"C. A. ARNOLD, *Newburg.*"

"In regard to the matter of text books, it seems to me that if some legislation was had authorizing the State Superintendent to adopt for the State, for a period of years, such text-books as he thinks advisable, it would at least be one step toward correcting some of the evils of our present method of supply. Then another. Would it not be well for the town committees to supply the schools, if necessary, with text-books when they visit the schools at the beginning of each term? Frequently pupils are obliged to wait several days in order to obtain such books as they need, especially in towns where there are no book stores, thereby losing time and being subjected to considerable inconvenience."

"H. P. WHEELER, *Gilead.*"

"It seems to me that we are obliged to pay too much profit to the book-dealer. This subject has been in my mind for some time. I had about decided to recommend to the town officers that they purchase a small supply of such books as are in constant demand, and appoint some one to sell them at a small per cent., just enough to cover freight, in order that the expense to parents in moderate circumstances might be just as light as possible. Every town appoints an agent to sell liquor for medical purposes at about wholesale prices; why not just as reasonably do the same by school books? This seems to me to be the only way to save parents the expense. Book dealers are, as a class, exorbitant in their profits, and I do not think that citizens ought to pay this on their school books. The interest on the money invested in this way, and the expense of selling would be hardly anything, and any town could afford to do it. After the first outlay there would be little farther expense. The supervisor would know just the number and kind of books wanted, and so would have no old stock on hand to make a loss."

"HENRY H. SMITH, *Machias.*"

"In reply to your circular of 7th inst., this day received, the S. S. Committee desire to say, that the town furnishes the school books, and they are used by the pupils without cost to them or their parents, individually. They are obtained by purchase or exchange, as a part of the school supplies, and are supplied to the pupils as the blackboards and wall maps are, i. e. the use is furnished to the pupils without cost. During the year ending March 1, 1880, the town paid out in cash, \$140.29 for school books, and this expense divided among those attending school, made it cost the town twenty-six and three-fourths cents for books for each pupil. We deem this the best and most economical method of obtaining our needed annual supply. Of course the annual cost divided among the several scholars, will vary somewhat from year to year, as the number of pupils changes; but we are satisfied that the cost in any event is not one-fourth of that under the old method pursued. The present custom was established in 1876, and no efforts at disturbing it have been made since that time. It has the unqualified approval of our teachers, who find the scholars fully supplied the first day of the term with all the books needed, and this conduces much to their satisfaction."

"E. N. MAYO,
N. WILSON,
SAM'L LIBBEY, } *Orono.*"

First. Uniformity of text-books throughout the State. Second. To be adopted by the State, and to continue for five or ten years. Third. Towns to purchase from the State and supply all scholars within their limits at cost prices." "HORATIO G. ALLEN, *Dresden*.

"Uniformity of text-books through the State would, in my judgment, save an annual expense of \$75,000." J. S. CUSHING, *Skowhegan*.

Pages more of extracts similar to the foregoing might be given. I submit rather the gist of opinions from other towns. Garland would have state uniformity, properly guarded against undue influences that might be brought to bear upon the parties making the selection; Greenbush, uniformity, either at town or State expense, by legislation; Hampden, Corinth, Chelsea, Albion, Fayette, Manchester, Windsor, Porter, Woodstock, Hiram, Oxford, Lovell, Jefferson, Bremen, Boothbay, Newcastle, Athens, Winn, Phippsburg, Veazie, Orneville, Embden, Solon, Searsmont, Searsport, Winterport, Jonesboro', Steuben, Vanceboro and Sanford are all for State uniformity; Bowdoinham, New Vineyard, Corinna, Kenduskeag and Marion pronounce for State uniformity, and text-books furnished free to pupils; Bingham, Dexter, Lewiston, Maxfield, Readfield and Vinalhaven would have towns own and furnish books; Acton and Milo would have towns purchase, and appoint an agent to sell at cost; Gouldsboro' would have the town school committee authorized to expend five per cent. of the school money annually, if necessary, for supplying books free; Sidney, Deblois and Alton would have them printed and furnished by the State; Andover, Belfast, Mariaville, Upton and Troy want something better than the present system; Thomaston wants uniformity without State control; So. Berwick goes for anything to abate the book-agent; and Charleston is right in considering good teachers more important than text-books, and considers uniformity in town sufficient.

If statistics show that our method of selecting and supplying text-books has failed to give satisfactory results, the foregoing expressions of opinion show as conclusively that that failure is generally recognized; and reflecting, as they must, the

prevailing public feeling, they as conclusively prove that there is a wide spread opinion that "reform is needed." With that opinion I fully agree.

As regards methods of reform, there is a wide difference of opinion. The great majority of opinion seems to be in favor of state uniformity in its simplest form—a state commission selecting the best books to be used for a period of years in all the schools of the State, and fixing by contract with publishers the maximum retail price, the books, so selected, to be furnished to pupils as now, by purchase through the ordinary channels of trade. Others, in considerable numbers would have state uniformity, but have the towns purchase and own the books, giving pupils the free use thereof. Others, again, would have the State procure the compilation of entirely new series in the several departments of study, or purchase copyrights of series already compiled, and set up a publishing house on its own account, the books so produced, to be furnished at cost, and used throughout the state. Still others deem town uniformity sufficient, but would have free text-books in all the towns on the plan now in operation in Auburn, Bath, Lewiston, Dexter, Orono, and Waterville. Others, finally, would have our present system so modified that committees should be required, instead of allowed as they now are, to contract with publishers as to rates of supply for a period of years, and to appoint local agents for the sale of the books. All of these plans save one, that of having the State publish its own books, have been tested to a greater or less extent either in our own, or in other States and communities.

State uniformity would seem, theoretically, to answer all the conditions of a uniform and full supply of the best books at the lowest rates. If adopted in our State, it would doubtless bring about far better results than we have been able to attain or can hope to attain under our present system. But against its adoption stand opposed certain facts :

First. The local boards of our cities and larger towns would oppose it or demand exemption from its operation, especially those now furnishing free text-books; and in the interests of their schools, such exemption would have to be granted. Thus, in the very outset, the system would have to be emasculated of its essential and vital element, and become only partial state uniformity.

Second. While I have no doubt that a board of selection could be obtained, who would not be swerved or influenced in their decisions by any influences other than the purest and most honorable, yet the financial interests involved would be of such magnitude that almost certainly their decision would be assailed as corrupt and venal. Wherever such boards have acted hitherto in other States, corruption has been so charged, and as a result, the decisions have been over-ruled or nullified by subsequent judicial or legislative action.

Third. The cost of an immediate change from the present to the proposed system, would be too great a burden to our people, even at the best possible rates that could be made. The large variety of books now in use would render necessary a very general change, and even if only nominal prices were charged in the exchange of old books for new, the expense would probably not be less than \$150,000; and anything less than an immediate change from the old to the new system, would only serve to render worse confounded the present confusion in text-books.

Fourth. The system in its practical workings has never proved satisfactory. Vermont tried it, and discarded it. Minnesota, after a five years' trial, abolished it. California, trying it under the most favorable conditions, and with results far more satisfactory than in either of the other States named, finally, in 1879, set the seal of her condemnation upon it in the strongest possible manner by a constitutional provision relegating the selection and supply of text-books to local control.

In view of the foregoing considerations, then, and others that might be adduced, among which is the almost unanimous sentiment of the leading educators of the country and of our State who have thoroughly investigated the subject, I am constrained to the conclusion that state uniformity is not a thing to be desired.

For the State to publish its own books, even if it were open to no other objection, is, it seems to me, something wholly outside of its proper sphere of action. The same reasoning that would make it one of the legitimate functions of the State to manufacture and supply school books, would make it the manufacturer of all other articles of universal use. If it be its duty to make and sell books, because it can do it more cheaply than it can be done by individual enterprise, then it is equally its duty to manufacture and sell boots and shoes and clothing, which are things of as universal use as school books. But granting that the State might legitimately publish and sell the books needed in its schools, it is yet doubtful if it could do it more cheaply than it can be done by individual enterprise. As affecting the price at which books can be produced and sold at paying rates, the demand for them is a very important factor. A book of which a hundred thousand copies can be disposed of, can be put upon the market at a much smaller price than one of which only ten thousand copies can be sold. The great publishing houses of our country find their markets in the schools of a nation, while a State would find market for its wares only within its own borders. It is more than probable, therefore, that state publication would give no cheaper text-books than could be procured under a proper system of contracts with publishing houses now existing, and the plan would certainly give us no better books. In short, the plan seems one of very doubtful expediency,—so doubtful that, though frequently suggested and often urged within the last dozen years with considerable force by several prominent schoolmen of this and other States, a trial of it has never been anywhere attempted, or even seriously considered.

The free text-book plan, whereby towns own and supply all pupils while attending school with all needed books free of expense, except for loss or unnecessary injury, has not only all the advantages to be sought for in state uniformity, save perhaps the selection of the best, but many others additional. The merits of the plan are very fully stated in a communication from Thos. Tash, Esq., now Superintendent of Schools in Portland, but, at the time of writing, occupying the same position in Lewiston, which was inserted in the report of this department for 1873. It puts the matter in so clear a light that I reproduce it here :

“LEWISTON, NOV. 20, 1873.

“HON. WARREN JOHNSON :

“*Dear Sir* : In answer to your inquiry, I beg leave to present the following as some of the advantages which have resulted from the adoption of the “free text-book” plan in this city :

“1. *Books are ready at the proper time.* When parents furnish books much time is lost to the scholars, and much inconvenience felt by teachers, especially at the beginning of the year, by delays in procuring proper books. Parents are also subjected to much inconvenience and vexation by being so often called upon to procure books and other materials for school use. Those having large families of children find their slender incomes taxed to the utmost, to procure their supplies, while those in affluence assure us that the supply of free text-books relieves them from a frequent and troublesome annoyance. Our wealthiest men are among those best pleased with the results of this experiment, the expense is so insignificant compared with the time, trouble and criticism which it saves.

“2. *Every child is supplied with all the books, etc., needed.* No odious distinctions are now made. Our schools are as they never were before, absolutely ‘free schools.’ The city label in a book is no longer a mark of pauperism, but a mark of sovereignty, and attaches to all alike. It is as honorable for a child to bear home a school book having the city mark in it, as the book bearing the label of a free city library. There is no longer *fussing* to get the books furnished to indigent pupils into their father’s tax-bills. This is a convenience to our city authorities.

“3. *Uniformity in books.* Non-uniformity has been a source of as much vexation in the school as in the church, and it has been vastly more pernicious. In rural schools there has always been encountered the inconvenience of a multiplicity of unlike text-books. Many extra classes have had to be formed in consequence, as is now the case in most rural communities. Where free text books are furnished this difficulty is obviated. Again, there is no longer complaint from those moving from city to city, that books are different. They are at no extra expense in consequence.

“4. *Considerable latitude can be allowed in the selection of books, without increasing the expense of them.* Wherever there are several schools in different parts of a city or town of the same grade, as grammar or intermediate schools in the same city, teachers may be allowed a choice in the books they are to use. The school-book is a tool, and the workman will work all the better with the tools of his choice. It is unpleasant to hear a teacher affect to have no choice in text-books to be used. I would as soon hear the woodman claim to have no choice in his axe. A perfect

workman will use to advantage even a poor tool, I am aware, but he will use with much more pleasure and success a good one. If the teachers of such parallel schools are held with their classes to perform topically the same amount of work in a given time, and the school board sanction several series of Geography or Arithmetic for example, as is now done in New York, in which the work may be done, giving the choice of tools, but holding responsible for the work, no inconvenience could arise, but manifest advantage. One series of books is about as expensive as another, and the city might not be unwilling to divide its patronage, satisfy its teachers and test the various books, all of which can be done under the plan of free text-books, with no additional expense to itself, but with the positive saving of securing to itself from all publishers the best possible terms. Again, in the successive classes in the same Grammar School, different books adapted to the progress of the pupils, as U. S. History for instance, might be used on the same subject, with no additional expense to the city, as each class must have its own book, whereas, while pupils find their own books, it would be found a necessary saving of expense to them, to keep children during their entire course in the same book, even at considerable positive loss.

"Whenever a change in a text-book is desired, as it sometimes is, it may be made when new books are needed, changing in one class of the grade at the time, until the old books are used up. This would be affected without loss, and it would discourage, on account of the time required, inconsiderate changes. A book could, before its general adoption, if found unsuitable, be tested in a single room or class, and rejected without much, if any loss.

"Necessary changes could be made in the different schools of a country town, by transferring the books no longer used in one district to another without much expense or inconvenience. In this way the best and most modern books can be brought into use, as new books are needed as well there as in the city, and without additional expense, if the town is the owner of the books used.

"5. *Books are more entirely under the control of the teacher.* This is of considerable advantage in enabling the teacher to fix more definitely the hours of study. Over-study is often more pernicious than lack of study, and is less easily controlled by the teacher. The former destroys the best scholars, the latter only injures the poorer. If books may be taken home or not at the discretion of the teacher, the time devoted to study may be largely determined, and the teacher is fairly responsible for it.

"6. *Books furnished by the town or city are much more carefully used, and better kept than when owned by the children.* It might at first be supposed that this would not be so, but uniformly it is found to be true; there being four parties interested in the preservation of these books—school officers, teachers, parents and children. Small books used in the lower grades by young children must be expected to wear out, and to need replacing, annually perhaps, but their cost is trifling—the large and more valuable books in the higher classes will be used in successive classes many years.

"Where books are owned by children, the writings and drawings in many of them are most vicious, but in books owned by the city, nothing of the kind is allowed, so that it becomes a measure conducive to good morals among the young. The proper use, and the careful preservation of their books is a most valuable lesson to scholars, and of itself goes far to justify the policy of furnishing free text-books.

"7. *It leads parents to procure reference books, useful both to themselves and their children.* When relieved from the constantly recurring expense of procuring school books, parents are found much more ready to procure other books on the same and collateral topics—books more general in their scope. Teachers and school officers may do much to encourage this, thus making the public school in the broadest sense a home educator.

"8. *Convenience in making transfers.* In graded schools, and in mixed schools also, the greatest impediment to transfers in making proper classi-

fication, is the want of suitable books. When books belong to the city or town, the advancing of pupils to higher grades or reducing them to lower is comparatively easy, and much less often the subject of home criticism. When scholars are promoted *on trial*, the books belonging to themselves last used immediately disappear, and the lack of them furnishes a stronger argument for maintaining their place, oftentimes, than ability or diligence. Where books are free this inconvenience vanishes.

"9. *The free supply of books increases school time.* It increases both the number of pupils entering school, and the length of time on the average that they remain there. From careful observation where the plan of furnishing free text-books has been adopted, it is found to increase the number entering school, it is believed, from 5 to 10 per cent. Time is further saved by children entering school more promptly, not having to wait for books, in all grades and kinds of schools; at the same time they will remain longer in the higher grades, the premature withdrawal from school among the higher classes having been largely caused by inability to meet conveniently the expense of the costlier text-books. How much time will be saved in all these directions, and in the prompt beginning of their study and recitations at the beginning of the terms, cannot be estimated, but certainly a very large proportion in every town. On this saving, we may, in the presence of those who value general education, safely rest the argument in favor of free text-books.

"I cannot do better in closing, than to quote a short extract from the last report of the School Board in Lewiston, from the pen of our Governor elect, written some months after the plan of furnishing text-books free for their schools went into operation in that city, the more fully justified the longer the plan has been continued:

"Under this plan, the first cost of text-books for the pupils in our public schools, will not be over one-half of what it has been under the old plan of requiring pupils to purchase for themselves. Again, as scholars leave their books with the superintendent when they have completed them, the same books will be made to do service two or three, or even more times, while under the old system they have too often been thrown aside after being used by one scholar. It is believed that the expense of school books under the new plan, will not exceed one-half what it is under the old system. This, indeed, has proved to be the case in Bath and some other cities that have inaugurated the free text-book system. Besides, the experience of these cities has demonstrated that the books are better cared for under a system in which the pupil receives them as a loan, under the supervision of the teacher, than that in which the pupil has the ownership, and regards himself as having a right to do as he pleases with his own. Besides, the difficulty often hitherto experienced in inducing parents to supply their children with school books, and the frequent loss of time to the pupil from a want of such books, are entirely avoided under this system. And more important than all other considerations, many children who have been kept from school simply because their parents could not, or would not, incur the expense of books, will, under the free text-book system, be brought within the influence of the school-room. Indeed, on general principles, it is difficult to see why the city or town that on grounds of public policy and necessity is required by law to provide school-room and teachers and school appliances for their children, ought not also to provide them with that most essential school appliance—text-books. Our own belief is that experience will demonstrate that the free text-book system is not only justified on grounds of economy, but also by the wisest public policy."

"We will only add that the measure where adopted, has been found to be a popular one. It relieves from expense, anxiety and trouble, and could not be otherwise than popular. The leading, wealthiest and most intelligent citizens are its most earnest advocates. We are confident also, that should other towns and cities adopt the same plan, and proceed with it judiciously, it would be found equally satisfactory.

"Yours very truly,

THOMAS TASH."

Since the above letter was written the plan has been tested by seven years' additional trial, and has proved itself all that is there claimed for it. It has also been adopted in Orono, Waterville and Dexter, and is working to the entire satisfaction of all concerned. As showing how perfectly it solves the whole text-book problem in Orono, attention is called to the statement of the school committee of that town on page 25, and also to the abstract of a paper read by Samuel Libbey, Esq., before the State Educational Association at its last session, which may be found in the appendix.

To this plan of free text-books I can see but two possible objections, viz: (1) It does not insure the selection of the best books, and (2) It taxes the rich and the childless to supply books for the poor and the man of family. The first of these objections will soon be obviated, I trust, through the action of our State Pedagogical Society. A committee of that society, made up of the best of our practical teachers, might prepare and publish a list of the best books in the market, including two or more series in each subject taught in our schools. Such a list, approved as it must be before publication by a majority of the whole society, and, hence, not open to the suspicion of any corrupt motives influencing its preparation, would carry with it a weight of authority that would not attach to one made in any other way. Here is a very important and fit work which that society may well hasten to perform. The second objection lies equally against taxation for building and furnishing school houses and paying teachers. As fitly may the silent teacher, the text-book, be furnished free of cost to the individual pupil, as the living teacher. Indeed, our public schools will not be free schools in a real sense, till with free seats, maps, charts, globes, black-boards, and free instruction, they are also furnished with free text-books.

To secure free text-books in all our towns—a consummation much to be desired, and one that would add vastly to the

effectiveness of our schools—I do not advise any immediate direct legislation. Legislation to be of value must be backed by favoring public opinion, and public opinion is not yet prepared for such action. But I do urge upon all interested in the well being of our public schools, a careful and candid examination of this plan, confident that, as a result of such examination, the practical common sense of our people will recognize its merits, and ultimately demand its general adoption.

Next to the free text-book plan, in merit, theoretically, at least, would seem to stand that whereby committees contract directly with publishers to supply the books for a series of years, “regulate the sale, and appoint an agent to keep and sell them.” That this plan is entirely feasible, several of our towns are proving by actual practice. The letter from Machias quoted on page 25, gives the general outlines of the plan. Dealing direct with publishers insures books at wholesale prices, and even less, while the local agency feature of the plan makes it easier for parents, especially in the smaller rural towns, to procure those needed for their children, than by any other save the free text-book plan. It seems strange, indeed, that a plan so simple and practical, and fully authorized by law, has not been more generally adopted. I would earnestly recommend that the provision of law which permits the adoption of this plan, be made compulsory by appropriate legislation.

6. **TEACHERS AND TEACHING.**—The statistics indicate no marked change in the character of our teaching force, save, perhaps, those relating to wages. The tendency toward increase in the number of male teachers employed in summer terms, which has been quite constant for several years, seems to have changed, probably on account of the suspension of high schools during the year. The number of teachers employed during the year, however, and hence, the number of schools in operation, have slightly increased, as has the number of teachers employed who have graduated from our Normal

schools. All these items of increase appear, also, to relate to female teachers. This is probably due in part to the increase in the number of small schools already noticed, and also in part to a decrease in the amount of school resources for the year. To this latter cause must be attributed, also, the marked decrease in average wages paid male teachers, which is about fifteen per cent., while that in wages of females is but seven per cent. As a whole, it would appear from the statistics that the character of the teachers and teaching in the summer schools has remained practically unchanged, or perhaps has slightly improved as indicated by the slight increase in average attendance, while that in the winter schools has deteriorated. This is not a satisfactory exhibit. We ought to have every year improvement in this regard. Instead of remaining stationary, or retrograding in the quality of work done in them, the schools should show every year constant and marked progress.

There are few, I think, at all familiar with the condition and wants of our schools, who will not agree to the assertion that the great need of all of them, and of the primary and ungraded schools especially, is better teaching. Few if any will enter demurrer to the stronger assertion, that the great majority of our teachers do not know enough of what they teach, nor know definitely enough what they do know. Fewer still will refuse to subscribe to the statement that full three-fourths of the six to seven thousand common school teachers of the State, are wholly or largely without that professional knowledge, gained from systematic professional training or from professional study and experiment guided thereby, which is essential to anything like the work we have a right to expect and demand in our schools. They are, the great mass of them, blind experimenters, or servile imitators of others, mechanically plodding in old and time-worn ruts. And yet, since the revival of educational interest and educational activity which manifested itself soon after the close of the war, all our efforts for the bettering of our common schools have

been directed to this one end of securing better teaching. In the organization of educational associations, State, county and town; in experiments with county supervision and teachers' institutes; in the establishing of Free High schools, and the enlarging of the facilities for professional training in Normal schools and normal departments and classes in seminaries, we have sought to attain this one end. That nothing has been gained, cannot be truthfully asserted; for all the facts and figures for the last ten or twelve years conclusively prove a gain. But that the results have not been commensurate with the means used and efforts put forth, is undeniable.

It cannot be said that the measures used have been such as are inherently unfitted to produce the results sought; on the contrary, they have been such as experience elsewhere has proved to be efficient. There must be, therefore, in our system of school management some defect or some opposing force that has militated against their effective working. And that defect or opposing force is to be found in our methods of selecting teachers, and of testing their qualifications. These two functions are so intimately related, so interact the one upon the other, that combined, and controlled by the same power that directs the teacher's work and inspects its results, they are the most potent forces for demanding and securing the best work. Divorced from each other they lose more than half this force, always and often neutralize each the force of the other. And our system so divorces them. It confers selection, perhaps the more important function of the two when united, as it is in our system, with power to fix compensation, not, as would seem most philosophical, upon those who are to direct work and to be held responsible for results, as well as who know best what sort of work is needed, but upon those who can exercise no control whatever over the work done, who have in nine cases out of ten no adequate idea of what kind of work is needed, and whose direct responsibility for the quantity and quality of that work ceases when the work begins.

It confers it, too, upon those least likely to know who can do the best work, and where to seek the best workers; and as a result, except when local or family favoritism comes into play, the teacher too often seeks the school, and not the school the teacher. It is venturing little to assert that a large majority of the teachers now in the schools, are there to-day either through some form of favoritism, either family or local, or because they have sought the schools and have been the lowest bidders for them. The rule governing selection has come to be, not to get the best workers, but the cheapest rather, or else to favor somebody's family connections. Nothing could be more absurd, more unbusiness-like, and less likely to secure satisfactory results, than this method of ours by which teachers are selected for our public schools. It is a legitimate child of our school district system, inheriting all the weakness and unwisdom of its parentage. It acts, and while it continues to exist will act, to render nugatory every effort to fill our schools with thoroughly qualified teachers. It stands straight athwart the path to a better condition of things, weak for good, and rotten with favoritism. And yet strangely enough, because so rotten with favoritism, it has a wonderful hold upon the affections of our people. When, in 1870, an effort was made to destroy it by putting the selection of teachers into the hands of school committees, where it belongs, the voice of lamentation was heard from every school district in the State. The school district agent lifted up his voice against it, "and so did his sisters and his cousins and his aunts;" and the fearful tumult of opposition did not subside till the legislature of the next year breathed anew the breath of life into the rotten plan.

The radical and effective thing to do in the interest of better teaching in our schools, is to destroy utterly the district agency system through the utter abolition of the school districts by legislative enactment. But our people are not ready yet for so radical a measure. The next best thing to do is to confer absolutely upon school commit-

tees the power to employ teachers, thus uniting in one the now divided functions of selecting and examining. The full responsibility for the work of the school would thus rest in one and the same source of authority. Selection would then be controlled far more largely than under the present method, by considerations of public good rather than private interest. The school moneys would be considered less in the light of legitimate plunder for the friends and relatives of school agents. To get the best teachers into the schools and to keep them there, would be more generally the end sought, and in order to that end careful examination into general and special fitness would become, what it is not now, the rule. All persons desiring to teach could not then secure positions as they now can very generally, regardless of fitness or non-fitness in knowledge, in temper and disposition, in habits and character. In my judgment there is no one thing that would do more to improve the character of the instruction in our schools, by creating an effective demand for trained and qualified teachers, than the change in method here suggested. And in the strongest possible terms I would urge upon the incoming Legislature the necessity of such change, and of such modifications in our school laws as will make the proposed method most efficacious for good.

With the inauguration of the proposed change in the method of selecting teachers, and the consequent demand for better preparation for school work, especially in the line of professional knowledge and skill, will come the need of some agency for professional instruction for the great mass of our teachers. For such instruction, next to Normal schools, teachers' institutes have proved themselves everywhere the most efficient agencies. We have in our State, in the teachers connected with our Normal schools and our seminaries and best high schools, and among those in our rural towns who have gained knowledge and skill in their calling from long experience, hundreds of men and women whose services

could be secured at little cost for the instruction of such institutes. Made short, of not more than two or three days in duration, teachers could afford the time and little expense incurred in attending them. Assuming the form of teachers' meetings with little of set lecturing, but much of social discussion and comparison of views and experiences, they would be fruitful in pithy, practical suggestions of ways and means, and in inspiration and zeal for future work. Several of such meetings could be held annually in each county, and would be potent in infusing life, enthusiasm and skill into the work of the schools. A thousand dollars annually so spent would give many times its value in the increased efficiency of our teachers. I most earnestly recommend the appropriation of that sum to be expended under proper conditions for the purposes here indicated.

7. SCHOOL FINANCES.—In the process of correcting the statistics of school expenditures for the year, by making estimates in cases where returns had not been received when the tabulations in the appendix were made, or where such returns have not yet been received, mistakes in some way occurred, so that the figures given in the preceding summary are incorrect. Those mistakes were not detected till after the sheets containing that summary had gone to press. The correct figures will be found in the following :

Statistics of School Receipts and Expenditures.

ITEMS.	1880.	1879.	Increase	Decrease
Amount available from town treasuries for year ending April 1.....	\$700,236	\$702,170	-	\$1,934
Amount available from State treasury.....	332,223	350,738	-	18,515
Amount derived from local funds.....	24,653	22,404	\$2,249	-
Total school resources	1,057,112	1,075,312	-	18,200
Amount expended for common schools	958,794	984,108	-	25,314
Balance unexpended.....	98,318	91,204	7,114	-

What is noticeable in the above statistics is, (1) a considerable decrease in school resources, as compared with those of

the preceding year ; (2) a decrease in expenditures considerably exceeding that in resources ; and, (3) an increase in the aggregate of balances unexpended in the several school districts.

The decrease in school resources is found almost wholly in the amounts available from the State treasury. Its cause is found in the decrease in that portion of the State school funds derived from taxes on the average deposits in savings banks. It will probably not appear in the exhibit for the ensuing year. The decrease in expenditures in excess of that in resources, and the consequent increase in district balances, arise from the reduction in wages of teachers chiefly, but in small part, also, from the decrease in average length of schools already noticed.

Notwithstanding that the aggregate of district balances unexpended reaches the sum of \$98,318, the total school expenditures for the year are largely in excess of the requirements of law, as will be seen from the following statement :

Amount by law required to be raised by towns for	
year ending April 1, 1880.....	\$494,346
Amount apportioned to towns from State treasury..	321,813
Amount derived from local funds.....	24,653
	<hr/>
Total expenditure required by law.....	840,812
Amount actually expended.....	958,794
Excess of expenditures over amount required by law	117,982

That our people of their own free will, tax themselves for the support of schools so largely in excess of the requirements of law, is a sufficient answer to the charge sometimes made, even by prominent legislators, that we are spending too much for our schools, even were there no other answer to such charge. That our schools are too short, that the wages paid teachers are so low that we cannot retain our best in the State, and that our State ranks as twenty-first in the amount expended *per capita* of school attendance, are additional negatives to that charge. We are not spending too much in the educa-

tion of our children ; but we are wasting too much in too many small, short and poorly taught schools, kept in too many unfit and ill-furnished apologies for school-houses, by too many incompetent and worse than unprofitable apologies for teachers ; and all because we are wedded to our idols, the school districts.

I would not recommend any changes or modifications in the amount or methods of raising and distributing our common school revenues, till we shall have stopped somewhat the wastage now existing in the ways in which they are expended. Illegal wastage in the way of diversion of these revenues to other than their legitimate uses, has been practically stopped by requiring the municipal officers to render to the State Superintendent detailed accounts of the school resources and expenditures of their several towns, in the form of fiscal returns made under oath, and in such shape that all such diversions are at once apparent, and by giving the Governor and Council power to order suspension of payment of State funds, in case of such diversions, till restitution is made. It is to legal wastage that attention should now be given, by correcting the faults existing in the management of the schools as required and allowed by existing laws.

SCHOOL SUPERVISION.—The only statistics that we have indicating the extent and character of the local supervision given to the schools, are those showing the amount paid therefor. The very considerable decrease here would seem to indicate a less vigilant watchfulness than hitherto over the schools, on the part of school committees.

Close, systematic, careful and intelligent supervision of the schools is a very important requisite to their highest effectiveness—far more so than it is held to be in public estimation. Properly organized, its functions are fourfold : (1) To plan the work to be done from term to term, thus providing for systematic courses of instruction ; (2) to select fitly qualified agents for the best performance of that work ; (3) to see that, so far as practicable, suitable appliances are

furnished for its most economical and effective performance; and (4) to give frequent and careful inspection to it, both in its processes and in its results. Our law recognizes the importance of such supervision, and particularizes all these functions; but it deprives it of much of its effectiveness by so dividing and separating these functions that they necessarily fail to exercise their full force.

By law, school committees are authorized to "direct the general course of instruction, determine what description of scholars shall attend each school, classify them, examine the several schools, and inquire into the regulations and discipline thereof and the proficiency of the scholars therein, for which purpose one or more of the committee shall visit each school at least twice in summer and twice in winter." It thus implies and authorizes a systematic plan of work, a course of study for each term and for successive terms, for the oversight of which, both in processes and results, it provides careful inspection.

This systematic planning and performance of work with reference to definite results, essential to the fullest productiveness of that work in any line of activity whatever, is especially essential to the best results in educational affairs; and is, hence, the one important end of school supervision. To this end the selection of workers, the furnishing of necessary appliances, and the inspection of processes and results, are secondary means. No system of schools whose work is not subordinated to an intelligent plan based upon the laws of mind growth and upon a wise prevision of the future needs in knowledge of those receiving its benefits—a plan formulated in definitely arranged courses of study—can attain to full measure of satisfactory results.

But to make such systematic work practicable, if not possible, the authority that plans the work must, also, control the workers who are to carry it forward—must be able to select them with reference to their fitness for it. And right here is the defect in our system. While making it the duty

of school committees thus to organize and systematize the work of the schools, it takes from them all power to control that work practically by selecting fit agents to carry it forward, and, what is more important, by making the same agents continue the same work by permanent employment. Moreover, in allowing committees to be dismissed from control of the schools every year by election of supervisors in their stead, and *vice versa*, it conduces to the same result, though in a lesser degree perhaps. As a consequence, the work done in our schools outside of the graded systems in the cities and larger villages, is left largely to be controlled by the caprices of ever changing and often incompetent teachers, the unthinking likings of immature children, and the often mistaken desires of parents. Hence it is generally without plan or systematic subordination to well defined laws of mental growth in the order and sequence of studies, and to an intelligent forecast of future needs in the scope and character of the subjects taught. Nor is the progress made by the pupils anything like what it ought to be, and might be under a different condition of things. There is too much superficial going over of the same things term after term, and too little of thoroughly mastering and having done with any of them. With an intelligent supervision having the power to mark out and compel the following of regularly and wisely devised courses of study, both by pupils and teachers, our ungraded schools would give, in discipline and knowledge, far more satisfactory results than they are giving, or will give without it. The need of such supervision runs parallel with the need of better instruction.

To see that the schools are furnished with all suitable and necessary appliances for economical and effective work, is as legitimately within the province of local supervision, as to see that they are furnished with fit teachers. But here again our law is at fault in depriving school committees of all effective authority. They can decide what text-books shall be used, but there their authority stops. They cannot compel

pupils to supply themselves with such books under our present system. Over the supplying of maps, charts, blackboards and other necessary apparatus, they have no control whatever. Hence the schools suffer in these regards, and will suffer until an effective and radical remedy is found in the abolition of the district system, and in the adoption of the free text-book plan.

The law seems to place special stress upon the importance of inspection—the fourth element in efficient supervision—by expressly fixing its minimum limit, and leaving its maximum unlimited. Committees are required by law to visit the schools under their care at least twice every term, and are allowed to visit them oftener. Such importance can attach to inspection only in view of the duty and actual power of committees to make efficient plans for the instruction of the schools, and to see that those plans are properly executed by the teachers in charge. With school work definitely and systematically mapped out in courses of study, the requirements of law in this regard are very essential and important ones. Otherwise they lose much of their force and significance. In the one case inspection has behind it responsibilities such as to call into active play the vigilance and interest of inspectors and teachers; in the other it is liable to degenerate into mere formalism, having and exerting little force for good. This latter has come to be the character assumed by the visitation of our committees in the great majority of cases. And naturally so; for without power practically to shape the work of the schools, through lack of power to select the teachers, to furnish appliances for systematic work, and to hold teachers and pupils to strict account for the amount and quality of work done, committees naturally feel but a semi-responsibility for the character and results of the schools, and in many cases visit them only in order to clear the law, in many cases fail to visit at all. As a result of this formalism and forcelessness which characterize our local inspection, the whole matter of school supervision has failed to attain to that impor-

tance in public estimation which rightly belongs to it. Hence come less care, on the one hand, in selecting for this work the best men to be found, and, on the other hand, frequent unwillingness of the best men to accept when selected for it.

Considered in any light whatever, our local supervision is not what it should be. It needs in some way to be vitalized and energized. Full vitality and force will be given to it only by unifying all its functions, by centering them all in a single board instead of dividing them, as they now are divided, between school committees and district agents. The abolition of our school district system would naturally do this; but this reform cannot be immediately compassed. Public opinion is not yet prepared for so radical a measure. Much can be done, however, toward energizing and making effective this important factor in school work, by enlarging the powers and responsibilities of committees, and giving them more complete control over the instruction of the schools by conferring upon them sole authority to select teachers. And another thing should be done; the power to rotate committees out of office by electing supervisors in their stead, should be abolished. This should be done, not only because permanency in character is very necessary to effectiveness of supervision, but also, because with enlargement of powers, would come an increase of responsibilities, which it would be wiser to impose upon a body of men acting together, rather than upon a single individual.

I have already strongly advised immediate legislation in the direction of giving school committees sole authority to select and employ teachers. In connection with that legislation, I would as strongly advise that towns be required in every case to elect school committees, consisting, at their option, of three, five or seven members, each of whom shall serve for a term of three years, and a part of whom shall be elected each year. Such committees should be required to choose annually one of their number as inspector of schools, thus engrafting upon the committee system, the one excel-

lent feature of the supervisor system of supervision. The committee should act together as a board, in selecting and examining teachers, in selecting and contracting for text-books, in planning the work of the schools from term to term, in investigating charges against efficiency of teachers, in dealing with refractory and disobedient pupils who are beyond control of teachers, and in other matter of like general character, and should be required to make their action in these regards a matter of record.

The inspector should be the executive officer of the committee, visiting and examining into the work of the schools, carrying into effect all measures determined upon in board meetings, and making all necessary reports and school returns. Supervision so organized is no new and untried thing. It is found outside of our State in many of the best school systems. In our State, Portland and Lewiston have something like it, differing from it materially only in that the inspector or executive officer is not a member of the committee; and wherever in force, it has proved a very efficient agent in lifting the schools to a higher plane of efficiency.

II. DEFECTS—THEIR CAUSES AND CURE.

In the preceding analysis of statistics, and discussion of the particulars to which they relate, I have sought to bring into clear light the defects in our system of common schools, in organization, in management and in results. It would have been a pleasanter task, if the facts and figures could have been so manipulated as to make it possible, to have drawn a more favorable picture; to have been able to indulge in gratulations upon the excellent condition of our schools, upon gains made during the year, and upon indications of rapid and healthy progress toward still better things. But those facts and figures cannot be made to tell any flattering tale, and I should have been false to duty in making any attempt to suppress what seems to me to be their true significance. I have sought, also, to trace the defects disclosed to their origin, and so more or less fully to indicate what remedies should be applied. At

the risk of somewhat of tediousness and repetition, I proceed to classify and bring together under one view those defects, their causes and their cure, in the following summary :

1. DEFECTS.—The defects indicated in the preceding pages, are :

First. Too many too small, and, hence, too short and poorly taught schools.

Second. Too generally short schools.

Third. Too many poor school houses.

Fourth. A too general lack of necessary school appliances in all our schools.

Fifth. Too many unskilled and incompetent teachers.

Sixth. Too small general and average attendance.

Seventh. Inefficient supervision and inspection.

Eighth. As a consequence of all the above, a general wastage of school money.

Ninth. Text-books costing too much, not always the best to be found, and neither a uniformity nor full supply of them in the schools.

2. ORIGIN. The first four of the defects here enumerated, have their origin solely in the district system of school management. The fifth is due primarily and chiefly to the same cause ; but in part also, to inefficient supervision, and in part to the lack of means of professional instruction and training within the reach of all. The sixth arises from lack of an intelligent and effective public and parental interest, from the custom of leaving school at an earlier age than formerly, and from the unskillful and uninteresting, not to say unnatural, kind of teaching done in the schools. It is affected, also, to a considerable extent, by the unnecessary expense of text-books. The seventh, inefficient supervision, has its cause in a division, and consequent weakening in force, of its closely related functions between school district agents and school committees ; and especially in the absurd separation of the power to select, from the power to determine the fitness of teachers. It is also due in part to imperfect organization.

The ninth—the origin of the eighth was indicated in its enumeration among defects—results from our imperfect plan of selecting and supplying text-books, based upon the false assumption that, in a system of free public instruction, the pupil must pay for that part of his tuition which comes from study of books, while all else is furnished at public expense.

3. CURE. The radical cure for these defects in our common school system, and that to which resort must at last be had, as indicated in their character and origin, is,

First. To abolish the school districts, and put the schools under township management.

Second. To re-establish teachers' institutes for the professional instruction of those unable to take advantage of the normal schools.

Third. To re-organize local supervision and enlarge its powers.

Fourth. To furnish text books at public expense, as teachers, school houses and school appliances are furnished.

III. IMMEDIATE LEGISLATION.

The abolition of school districts, and the furnishing of text books at public expense, are both allowed and authorized by laws now existing. Till public opinion is more fully educated to the wisdom and importance of these two measures, immediate legislation compelling the adoption of them would seem impolitic. Immediate legislation is needed, however, in the following particulars :

1. To secure cheaper text-books, by compelling towns to contract directly with publishers for supplies for a period of years, and to appoint agents to keep and sell the same, at prices fixed by the proper town authorities, when not furnished to pupils at town expense.

2. To give school committees sole power to employ teachers.

3. To compel towns to choose school committees in all cases, consisting of three, five or seven members; a part to be chosen annually, one of whom shall be made inspector of the schools.

4. To enable the State Superintendent "to hold in each county, once during the year, a public meeting or institute for teachers," as he is by law required to do, by making an appropriation of at least one thousand dollars to defray the expenses of the same.

FREE HIGH SCHOOLS.

In the pretended interests of economy and of a reduction in state expenditures and taxation, the Legislature of 1879 passed the following act:

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

"The provisions of an act, entitled 'an act in aid of Free High Schools,' approved February twenty-four, eighteen hundred and seventy-three, and the provisions of an act, entitled 'an act to enable academies to surrender their property to cities, towns and plantations, for the benefit of Free High Schools,' approved February twenty-four, eighteen hundred and seventy-three, be and the same are hereby suspended in their operation for one year from and after the approval of this act."

Approved February 27, 1879.

Immediately on the heels of the passage of the above act, however, and giving the lie direct to the claims that it was to reduce expenditures and lift the burden from the oppressed tax payer, the usual full appropriation for the State's contribution to the support of such schools, was made, amounting to thirty-seven thousand dollars. Of this appropriation the sum of about fifteen thousand dollars was put to its legitimate use in paying state aid to such towns and school districts as had had such schools in operation between December 1, 1878, and February 27, 1879, the date on which the act took effect. A large portion of the remainder was used for other than legitimate purposes, some of which lie open to the suspicion of being of doubtful honesty. This entire procedure

was thus a deliberate fraud upon the educational interests of the State. And more than this, it gave a set back to educational progress, from which it will take long to recover.

By the terms of the foregoing act, the original law came into full force again, February 28, 1880. At that date, however, the legislature had under consideration propositions, both to suspend its operation again for another year, and to amend it in several particulars. Final action was not had on these propositions till March 18, when an act received the signature of the governor, by which the maximum amount of state aid, payable to any one town supporting Free High schools, was fixed at two hundred and fifty, instead of five hundred dollars, as in the original law; the course of study pursued in them was modified by prohibiting the teaching of the ancient and modern languages at any expense to the State, except where the schools form part of a graded system, and penalties were provided for any attempt to defraud the State under the law.

When this action was finally taken, and the uncertainty whether the State would aid in the support of these schools for the then ensuing year was removed, most of our towns had held their annual meetings, or had posted their warrants for them. That fewer towns than in previous years would establish schools was, therefore, to have been expected. In view of these facts, the showing for the year, though unfavorable in comparison with that of some previous years, is all that could have been expected. Indeed, the number of schools established and the attendance upon them are both larger than had been anticipated.

Full and detailed statistics of these schools will be found in their appropriate place in the appendix to this report. A more general exhibit is made in the following :

SUMMARY OF STATISTICS.

Number of towns in which Free High schools have been supported.....	86
Whole amount expended for same.....	\$59,059 22
Amount provided by towns and districts.....	54,459 41
Amount paid by State.....	13,813 44
Number of terms of school had.....	173
Aggregate number of weeks.....	1,874
Number of pupils registered.....	6,215
Average attendance.....	5,192
Number in reading.....	4,016
Number in arithmetic.....	3,182
Number in English grammar.....	3,141
Number in geography.....	1,886
Number in U. S. history.....	1,004
Number in ancient languages.....	2,090
Number in modern languages.....	1,029
Number in natural sciences.....	2,611
Number in higher mathematics.....	3,102
Number in book-keeping.....	794
Number of actual teachers attending.....	385

The need for a more general extension of the privileges afforded by schools of this class than our present law gives, has been briefly indicated in preceding parts of this report. Considerations involved in the comparatively immature age at which pupils leave the common schools, in the comparatively small aggregate of school privileges enjoyed by those in the rural towns where only ungraded schools can be had, in the unsystematic, superficial and generally defective style of work done in those schools, which fails both in giving the discipline and imparting the knowledge required by the life conditions for which our boys and girls ought to be fitted, all demand that the work of the common schools shall be supplemented by something of a higher and more perfect character.

But not only is there need of multiplying these schools to supplement, round out and perfect the work of the common schools, but also to react upon them, and to modify and improve both the quantity and quality of their work; and this they would do in several directions.

First. They would relieve their over-crowded courses of study. Much of the superficial character of the work done in the common schools—the lack of definite and exact knowledge of the lower branches taught, and especially the lack of power to think consecutively and logically, which characterizes their work—is due in large measure to the crowding into them of the higher branches of study. With opportunities for the pursuit of those higher branches under more favorable conditions than the common schools afford, open to those of the pupils in every town who desire to pursue them, they would naturally drop out of the common schools. The time and force usurped by them would be given to, and necessarily improve the instruction in the lower and more absolutely necessary branches.

Second. They would furnish them with better teachers. Excellence in teaching requires, outside of natural aptitude, not only professional skill, but back of that a thorough knowledge of the things to be taught. In both of these our common school teachers as a rule are lacking. And necessarily so, because a very large part of them are not so situated locally or pecuniarily as to avail themselves of other means of preparation than those afforded by the very schools of which they become teachers. A high school in every town bringing home to the young men and women the privileges of study in their mature years after they leave the common schools, would add greatly to the thoroughness of instruction given in the schools taught by such of them as should enter upon the teacher's work.

Third. They would add to the interest and zeal of the pupils in the common schools, and so increase the average attendance upon them. Demanding of those seeking to enter

them definite attainments in the more fundamental subjects, they would stand as goals to be reached by solid work in the lower grades. Statistics show that the average attendance upon the common schools in towns supporting high schools, even of only one term per year, is increased thereby, because of the increased interest in school pursuits inspired by them.

The testimony is concurrent and universal that wherever our present Free High schools have been fairly tested, they have lifted the common schools to a higher mark of excellence in interest, in attendance and in thoroughness of work; and that they have gathered in, and brought under systematic instruction and training, a considerable part of those over seventeen years of age who have ceased to attend the common schools. And it would seem that the time is near, if it has not fully come, to make this class of schools an integral part of our system by imposing upon all our towns of certain size the duty of maintaining them. This would be no new departure, but a return, rather, to the original system of Massachusetts from which ours is derived, and which is still in full force and vigor in our mother state. A plan could easily be devised which would adjust itself to the needs and conditions of nearly all our towns, and would not be burdensome to any. I would suggest for consideration and discussion the following:

1. Every town of five hundred inhabitants or more, shall maintain each year at least one term of Free High school similar in scope and character to those provided for, at the option of towns, under our present system.

2. For the support of such schools, such towns shall set apart from their common school funds before apportionment to the districts, a sum not less than ten per cent. of the amount they are required by law to raise for common school purposes. They shall raise in addition, by taxation, for such purposes, a like sum, and shall receive from the state, when they shall have expended for such schools an amount equal to three times the sum so raised by taxation, a sum equal to

one-third of the amount so expended, not to exceed, however, two hundred and fifty dollars to any one town.

A town of five hundred inhabitants would thus expend annually, for high school purposes, one hundred and twenty dollars, for which sum one term of very fair school could be had. A town of one thousand inhabitants could support two terms of like character; the number of terms of school thus adjusting themselves to the population.

Such a plan would put at least one term of such school annually into some three hundred and thirty-five of our towns, imposing upon them the burden of raising by taxation less than \$45,000 more than they are now required by law to raise for school purposes, and would require the State to contribute a like sum of less than \$45,000. In 1877, the State contributed toward the support of such schools in one hundred and fifty-one towns, the sum of \$36,538.

The plan here suggested, as compared with that which has hitherto prevailed, would give more than twice the results at little more than the same cost. It would obviate the strongest objection urged against the present system, that it is unequal in its operation in that, while all our towns contribute through the State treasury to the support of high schools, only a part of them avail themselves of their privileges. Compelled to support them and to raise for that purpose a minimum amount fixed by law upon the same basis as common school appropriations are, they would become as much a matter of course with the people as any other part of our public school system, and would grow more rapidly into public favor than now, when every step toward their establishment has to be fought over every year in the annual town meetings. In short, it seems to me that every consideration involved in a wise and generous educational policy, demands the change under discussion.

NORMAL SCHOOLS.

While the attendance upon our Normal Schools in the aggregate has been smaller than in previous years, the work done by them has been very satisfactory. There has been less dropping out of the course, on the part of those who have attended, than heretofore, and the numbers graduating have been full up to the average. From the three schools there have gone out one hundred and thirty-nine teachers, ready to do the State worthy service in her schools, so far as the preparation of the schools can make them ready.

As a member of the inspectory committees of the Board of Trustees for each of the schools, I can vouch for the careful and watchful supervision given them as regards every detail of their management, and can speak in the highest terms of the honest, earnest work done in them by teachers and pupils.

It is much to be wished that more of our young men and women had a full and true appreciation of the value of the training to be had in these schools. The thoroughness of the instruction given, and the methods of study and recitation pursued, conducing to careful, patient investigation, and to critical, concise and correct statements of knowledge, and leading to self-help, self-reliance, and independent, connected and logical thinking,—make the culture gained in them of a very superior character. Casting out of the account any idea of preparation for teaching, I am fully convinced that in exact, definite and practical knowledge imparted, and in discipline given, the two years' course in either of these schools is of more value than a three years' course in any other of our first-class seminaries in the State.

For more particular statements of the condition and wants of our three regular Normal Schools, as also of the work of the Normal departments connected with the Maine Central Institute and Oak Grove Seminary, to the support of which the State makes annual contributions, attention is called to the following reports of the Secretary of the Board of Trustees and of the Principals of the several schools.

REPORT OF SECRETARY OF BOARD OF TRUSTEES.

GORHAM, December 30, 1880.

HON. N. A. LUCE,

State Superintendent of Common Schools.

I have the honor to submit the following report of the Board of Trustees of the Normal Schools of the State :

The Board at its annual meeting at Castine in May, organized as follows :

President—The Governor.

Secretary—Stephen Hinkley, Gorham.

Treasurer—N. A. Luce, Augusta.

Finance Committee—The Governor, and Messrs. Philbrook of Castine, and Severy of Farmington.

Executive Committee—The Governor, and Messrs. Rowell of Kittery, and Hinkley of Gorham.

Inspectory Committees—Castine, Messrs. Philbrook, Plummer and Luce ; Farmington, Messrs. Severy, Plummer and Luce ; Gorham, Messrs. Hinkley, Rowell and Luce.

For particulars as to attendance upon the several schools, and numbers graduating, reference is made to the reports of the Principals herewith transmitted.

Changes in the Boards of Instruction during the year have been as follows :

At Castine a Model and Practice school was opened early in the spring term, and Miss Ellie A. Foster placed in charge ; during the fall term Miss Comstock was granted leave of absence, and her place was very satisfactorily filled by Miss Laura B. Andrews, a graduate of the school.

At Farmington, Miss Georgia P. Bucknam who had been employed during the spring term, closed her connection with the school at the end of that term. The vacancy caused by the election of Mr. Woodbury to the principalship of the Castine school, and which had not been filled during the year, was filled at the regular meeting in July by the election of Mr. F. O. Stanley.

The course of study in the school at Gorham, after some discussion, was left unchanged at the regular meeting of the Board in connection with that school. By mutual and unanimous agreement, however, after conference and correspondence, a course covering two years has since been informally authorized for such as cannot complete the work of the school satisfactorily in one year. It remains for the Board to ratify this action formally at some subsequent meeting, and to take such action as shall place this school on the same basis as those at Farmington and Castine. For the school at Farmington a post graduate course of one year was established, provisionally, at the regular meeting in July, as authorized by an act of the legislature of 1874. This course is an experiment, the propriety of which time must determine. It will doubtless be fairly tried before being made a permanent thing in this school, or engrafted upon the work of the others.

The reduction in the annual appropriation for the support of these schools, from \$22,500 to \$18,000, very unwisely made by the legislature of 1879, has necessitated the postponing of any, except the most absolutely needed repairs upon the school buildings, and has forbidden the making of any additions to libraries or apparatus. Unless the regular annual appropriations are for the next and subsequent years, increased to at least \$20,000, considerable special appropriations must be made. To make the repairs and improvements that ought to be made upon buildings, fences and grounds, and such additions to libraries and apparatus as the wants of the schools demand, at least \$4,000 are needed the coming year.

A new and larger boiler is needed at Castine. That now used is inadequate to the proper heating of the building, and is so unsafe that it is liable to give out any day. Repairs are also needed on the building and fences.

The fence at Farmington is still in an unfinished state. Changes are also much needed in the arrangements of the recitation rooms, and several of them need new floors.

The extensive grounds connected with the Gorham school need grading and fencing. In their present condition they are discreditable to the State.

All three schools should have considerable additions made to their libraries, and especially to their apparatus.

Receipts and expenditures for the year have been as follows :

RECEIPTS.

Annual appropriation for 1880.....\$18,000.00

EXPENDITURES.

For salaries of teachers.....	16,100 27
Fuel	828 99
Repairs	296 38
Libraries and apparatus.....	164 58
Advertising.....	84 26
Bills of trustees.....	453 45
Incidentals	72 07
	\$18,000.00

STEPHEN HINKLEY, *Secretary.*

REPORTS OF PRINCIPALS.

STATE NORMAL SCHOOL. }
Farmington, Me., Dec. 30, 1880. }

To Mr. STEPHEN HINKLEY,

Secretary Board of Normal Trustees:

I herewith submit the substance of my annual report made orally to the Board at the close of the school year 1879-80, with some additional statements.

The year has been a prosperous one in the history of the school.

For several years the need of an advanced course of one year has been apparent, and it has been urged upon the Board of Trustees several times. At the close of the last school year the Board decided to establish the course, and a class has now been at work upon it nearly one term. Thus far all expectations are realized, and we believe the school and the cause of education will derive great benefit from this action of the Board. This first year is one of trial, and at its close the course will be definitely settled. The principal studies will be Latin, advanced study of the English language and of mathematics and physics, and the history and science of education.

The Legislature of 1879 reduced the appropriations for the three Normal Schools from \$22,500 to \$18,000 a year. The former appropriation of \$7,500 to each school sufficed for payment of salaries, for necessary repairs, and for such additions to library and apparatus, as were needed from time to time. A considerable sum is now needed for repairs, for additions to library and apparatus, and for apparatus and library cases. The reduced appropriation allows no expenditures of this kind, and it compelled a reduction of salaries, which were none too high before and which should be restored. Constant expenditure is needed in such a school as this to keep abreast of the advances in science. The pupils of a State school have a right to demand that their instruction be of the freshest and most authoritative; it is small business on the part of the State to refuse the means.

Aside from some needed repairs the building is in good condition, and so is the apparatus which we have. The fence around the grounds is still incomplete.

For statements regarding number of pupils, for list of text books used, and for other suggestions, I would refer to my report to the State Superintendent of Common Schools.

Respectfully submitted.

C. C. ROUNDS.

STATE NORMAL SCHOOL. }
Farmington, Me., Jan. 30, 1880. }

TO HON. N. A. LUCE, *State Superintendent Common Schools*:

I herewith submit the annual report of this school for the school year 1879-80.

The number of pupils in attendance during the fall term was 74, and during the spring term, 83. At the close of the fall term a class of 16 was graduated, and at the close of the spring term a class of 21. The school year of 38 weeks is divided into two terms, and the course of study requires two years for its completion. A class enters and a class graduates at the close of each term.

The following is a list of the principal text books used during the year. Other books have been freely used in connection with these: Harper's Geography, Maury's Physical Geography, Dana P. Colburn's and other Arithmetics, Evan's Geometry, Whitney's Essentials of English Grammar, Bryant and Stutton's Book Keeping, Houston's Natural Philosophy, Steele's Chemistry, Gray's Botany, Hickok's Science of the Mind, Hickok's Moral Science, Hutchinson's Physiology, Wickersham's School Economy.

Instruction is largely oral. Some changes in text books were made at the commencement of the fall term, 1880.

The work of the school during the year was very satisfactory, and the graduating classes were in character and ability a credit to the school and to the State. Most of the graduates have found employment in teaching, but for want of any means in this State of bringing good teachers and those desiring their services into communication, both parties are often helpless; money and more precious time are wasted, and the children suffer. In most of the towns teachers are hired by district agents, and these are often incapable of selecting qualified teachers, and too ignorant to take advice. Terms are short, vacations long; a new teacher is employed each term, and of course results are discouraging to all parties concerned. Other States have surpassed us so much, that in the essentials of a good school system we rank with the least progressive portion of the country. A few years ago we were doing something to recover ground lost, but for two or three years influences have been at work in the State hostile to free schools. A cry for economy was raised by men who could not distinguish economy from meanness; the wages of teachers were reduced in many cases to such a degree as to prevent the employment of those who had

any fitness for the business, and again the defenceless children suffered. Teachers became discouraged and left the State, or sought such other employments as would assure them a support. It will require years of hard work to recover the ground lost, and it can not be recovered without the organization of additional agencies, most of which we have had, but by a mistaken, short-sighted policy, have lost. The necessity for special training for teachers does not require proof. Normal Schools have passed beyond the period of experiment and apology, and the ratio between the manner in which they are sustained and the educational status of a people is as close as that between the consumption of sulphuric acid and the development of manufactures. But Normal Schools are only one of the elements in a complete educational system, and unaided in their assaults upon popular ignorance, they fight as those that beat the air.

Several changes in the school system of Maine are imperatively needed:

1. The employment of teachers by school committees.
2. More efficient town supervision of schools, and some form of supervision intermediate between the State and the town, that a distinction may be set up between qualified and unqualified teachers.
3. The establishment of teachers' institutes, so organized and conducted as to bring every teacher and school officer in the State within the influence of professional instruction, and of a Normal school, and thus show them the necessity and their mode of professional training.
4. The prescription by law of a minimum length of school of not less than six months, the concentration of the work of the school year by shortening the vacation between terms, and the general expenditure of the school money throughout the country towns, as now in cities and villages, under one contract with one teacher.

These points are presented without argument; to those who know what schools ought to be, and what the schools of Maine are, argument is unnecessary.

The Legislature of Maine will not meet again for two years. It has not recently given due attention to school interests, and it is to be hoped that it will not adjourn this year without carefully considering the wants of the public schools, and making such changes in the school system as will render the above schools more efficient for good.

Respectfully submitted.

C. C. ROUNDS.

EASTERN STATE NORMAL SCHOOL, }
Castine, January 5, 1880. }

To the Trustees of the Normal Schools:

GENTLEMEN—In accordance with the requirements of Article 10 of your By-laws, I respectfully submit my First Annual Report of the Eastern State Normal School, for the year 1879-80; the same being the report of the school for its thirteenth year.

The school year commenced August 19, and closed May 28.

The Fall term continued 13 weeks with an attendance of 78, thirty gentlemen and forty-eight ladies.

The Winter term commenced December 2, and continued 12 weeks, with an attendance of 50; ten gentlemen and forty ladies. Two graduated at the close of this term.

The Spring term commenced March 2, and continued 13 weeks, with an attendance of 120; forty-two gentlemen and seventy-eight ladies.

Twenty-seven graduated at the close of this term.

Attendance for the year, 248; eighty-two gentlemen and one hundred and sixty-six ladies. Graduates for the year, 29.

The Inspectory Committee and Principal were authorized to arrange with the village district for the transfer of the school which had been used as a Model School to the Normal Building, but, the accommodations proving inadequate, the plan was given up, and a Model Primary School,

independent of the schools of the town, was opened in a room in the building fitted by the State with modern school furniture for that purpose. This school opened March 22, under the instruction of Miss Ellie A. Foster, who had a successful experience of eight years in the primary schools of Holyoke, Mass. The school has four grades, and is free to all pupils of these grades as far as its capacity extends.

Owing to the establishment of the Model School in this building, another recitation room was needed, and a commodious, pleasant room with an apparatus closet attached, was finished in the third story. This gives us a suitable place for the philosophical apparatus.

Some of the black-boards have been re-slatted during the year and the floors have been well oiled. Some painting has been done on the porficos. The heating apparatus is insufficient for the building, and there is great danger that the boiler may give out any day. In very cold and windy weather, the building cannot be warmed above 58 or 60 degs., and to keep it at that point, the fire must be kept up all night. A new boiler, of at least double the capacity of the one now in use, should be put in before another winter, and at the same time the steam pipes should be carried into the room on the third floor, which is now warmed by a stove. On the grounds of health of pupils and teachers, economy and safety, I call the attention of the Board to this matter.

In all other respects, the building is believed to be in good repair. The school furniture is in good order and sufficient for 175 Normal pupils and 40 in the Model room. A fence is needed between the grounds and the lots south.

Some additions have been made to the chemical apparatus during the year, to enable all the pupils to do their work in this subject at the table. The supply of chemicals has been kept good.

The philosophical apparatus is somewhat worn, especially the air-pump, and is insufficient for the work of the school. At least \$200 should be spent in repairs and additions in these departments the next year.

The library is in good order, but additions are constantly required to keep it up, so that it may meet the requirements of the school; \$100 should be given to it next year.

Much larger sums than those named could be used to great advantage, but only what is deemed as indispensable is asked for.

The following text-books have been used during the year: French's and Greenleaf's Practical Arithmetics, Monteith's and Harper's Common School Geographies, Guyot's Physical Geography, Robinson's Algebra, Brooks' Geometry, Kerl's Grammar, Quackenbos's Rhetoric, Franklin Sixth Reader, Dana's Geology, (Geological story briefly told.) Hutchinson's Physiology, Houston's Natural Philosophy, Appleton's Young Chemist, Gray's School and Field Book of Botany, Lockyer's Astronomy, Andrew's and Townsend's Civil Governments, Porter's Intellectual Philosophy, Barnes' and Anderson's U. S. Histories, Swinton's General History, Smith's Drawing, Bryant & Stratton's Book-keeping, Wickersham's School Economy and Methods of Instruction, Hill's True Order of Studies, Brooks' Normal Methods of Teaching, Currie's Infant-School, and Common School Education, Calkin's & Sheldon's Object Lessons, Currie's & Swinton's Master-pieces of English Literature.

The health of the students has been almost uniformly good, only three cases of withdrawal on account of sickness having occurred during the year, and all of those were residents of the place.

I believe that the school for the past year has done good work. I am certain that close, hard work on the part of teachers and pupils alike has characterized each term from its commencement to its close. The work of the school should be judged by the work of its graduates. I know, and bear cheerful testimony to the fact, that many do excellent work in the public schools who are connected with this school but a short time. It holds true, notwithstanding this, that some come here and fail to do any good work, are weeded out, and then plaster themselves all over with

the word Normal, and thus bring discredit on the school. We have survived all such inflictions, and expect to survive, but the facts are as I have stated.

An increasing per centage of those admitted to the school came with some idea of our methods of working. This shows that the influence of the school is being felt, and that too, more and more widely.

An examination of the catalogue for 1879-'80 will show that the graduates much more, on the average, than keep their pledge to the State. This is as it should be, but it is rather hard, after having made special preparation for their work, at considerable expense of time and money, to be obliged to compete on, from the agent's point of view, an equality with immature boys and girls for schools of twenty-one weeks for the year, at ruling prices.

In some States our diplomas are state certificates. In Maine they have no legal standing. We hope for a change in these respects at no distant day.

The spirit of the scholars is excellent, and their loyalty to the school and State all that can be asked.

I cannot close this report without recognizing the uniform kindness and courtesy I have received from the assistant teachers of the school. Coming to them a comparative stranger, to take the place held by the former Principal since the organization of the school and so ably filled by him, my work might easily have been made very difficult, but good will and patient, cheerful support have been given me from the start.

Respectfully submitted.

ROLISTON WOODBURY, *Principal.*

STATE NORMAL SCHOOL,
Castine, November 29, 1880. }

HON. N. A. LUCE,

State Superintendent of Common Schools:

I herewith submit my report of the Eastern State Normal School for the year closing November 30.

For nearly all details and recommendations, I would refer to my report to the Secretary of the Board of Trustees. That report gives a full history of the school for the school year, 1879-'80; so, I will add here, only what is necessary to bring that history down to November 30.

The fall term commenced August 24, and continued 13 weeks. The attendance for the term was 101; forty-eight gentlemen and 53 ladies.

Miss Comstock having been granted leave of absence for the term on account of her health, Miss Laura B. Andrews of the class of '80 was engaged as a substitute. Miss Andrews did her work in a very satisfactory manner. Miss Comstock returns at the commencement of the Winter term.

As it may be interesting to know from what classes we draw our pupils, I will give a summary of the answers of forty-five members of the last entering class to the question,—Occupation of father?—Farmers, 23; sea-captains, 7; mechanics, 7; seamen, 2; millers, 2; fisherman, 1; merchant, 1; clergyman, 1; inspector of customs, 1.

The call on the school for teachers is better than it was one year ago. Every one of the young men connected with the school this term, who wished, or could be persuaded to teach, being engaged for the winter, and, in most cases, at good wages. The feeling in the State towards the school is becoming increasingly friendly, and we hope to deserve its continuance. In this connection I would call attention to the last catalogue of the school which contains a list of the graduates, with their present occupation and residence as far as they could be obtained at the time. The large number who have continued teaching since their

graduation shows that the school is doing its part towards making teaching a profession.

The needs of the school in regard to library, apparatus, and a suitable boiler for warming the building, remains the same as when I made my report to the Board, and are renewed here.

If the granting an additional year at Farmington to the graduates of the school who choose to take it, proves a success, as I believe it will, the same facilities should be given this school as soon as possible.

Respectfully submitted.

R. WOODBURY.

WESTERN STATE NORMAL SCHOOL, }
Gorham, June 22, 1880. }

Gentlemen of the Board of Trustees:

This school is so young that this is the first report made to the Board at the summer meeting, and as the school has had a very brief existence, the report of its doings will necessarily be brief. The first class graduated on the 20th of January, 1880. Forty-five young ladies and young gentlemen at that time received the diplomas of the school. All of the young ladies of that class who wished to teach, are now in schools as teachers. We hear from them all, and most of them like the work, and are giving satisfaction. The second class, which graduates to-day, entered August 20, 1879. Some who entered with it have fallen out by the way, and several who graduate in it are of the number who entered the first class and went out to teach a term, and so came back into this class. The scholars have been faithful. They have worked hard. Most of them have shown the true spirit of the teachers, in becoming eager, docile learners. Our course of one year, started as an experiment, gives promise of good results. We have graduated at the rate of seventy a year, and these pupils are ready and willing to take such places as are offered them in the public schools, the ungraded schools. The effect will be very beneficial on these schools, where thorough teaching upon sound principles, after good methods, is greatly needed.

The course of study pursued is that laid down in the catalogue. It may be desirable to vary it somewhat in the details, as experience shall give the teachers more wisdom to suggest needed changes to you, but we would advise that for the coming year it remain as heretofore.

The teachers have worked together in harmony. Each of the subordinates has been hard-working, earnest, and honest in endeavors to benefit the pupils. I think no one of the number has failed to win the respect and confidence of each pupil. The teachers of the Model Schools have done excellent work; in fact, the impress of their teaching, and these schools, can be most plainly seen in the improved methods with young scholars in the schools of each one of our graduates.

There are certain improvements in grounds, buildings and appliances needed.

1. The grounds show for themselves the need of grading and improving.
2. The drainage from the cellars needs to be made more perfect.
3. The blackboards should have a coat of liquid slating at once.
4. We need some additional apparatus.
5. We need some new books for pupils' use.
6. We ask that the teachers' salaries be made to correspond with those at the other schools. The cutting down was especially hard and unjust to the Model teachers.
7. The heating apparatus of the boarding house needs changing.
8. There is need of some drainage about the boarding house.
9. We need the active and earnest co-operation of each member of the Board, in securing places in our own State, for the graduates of our Normal Schools. The schools need the graduates. The graduates want the

schools. We need the special, personal help of the trustees, individually, to secure such places. Business and professional men, in contact with the men who control the schools in the several localities, we need your help.

Respectfully submitted.

W. J. CORTHELL.

TO HON. N. A. LUCE,

State Superintendent of Schools:

I herewith submit the annual report of the Western Normal School at Gorham for the year ending November, 1880. The whole number of pupils connected with the school during the year, is 93. The first class for the school and for the year, graduated on the nineteenth of January, 1880. That class numbered 45. The second class numbered 28; this class graduated June 22, 1880. Whole number graduated during the year, 73. Nearly all of these have taught. The call for male teachers, graduates, has been much greater than the supply. There is a demand for more young men who have received the advantages of the Normal course, as teachers in our common ungraded schools.

The Model Schools have been eminently satisfactory in their workings. The same teachers are employed in these Model Schools as at their opening. By their superior work the pupils of the Normal Schools learn *how* to teach children of the primary and intermediate grades. All the graduates have had practice in teaching in these schools, under the direction and criticism of the accomplished teachers in charge.

The library has been increased by some purchases, as a few dollars could be had from the incidental fees. Yet it is impossible that the needs of the library or apparatus can be met by this fund. A small sum is greatly needed each year, to supply books and apparatus. Many new books on the subject of teaching are published yearly. With the best of these, the pupils of the school should be acquainted. The chemical and physical apparatus wears by constant use. Some articles must be worn out, and must be replaced by new, or experiment and illustration must cease. The school needs a sum not less than two hundred dollars each year for books and apparatus, that it may give its pupils the required advantages.

The library of the Gorham Seminary was transferred to the new school by the trustees. Many of the books were valuable, yet they were not of a professional character, and so do not supply the wants of the school in this respect. A valuable cabinet of minerals and shells was transferred to the school, by the trustees of the seminary. They have been placed in the new school building so far as needed to illustrate mineralogy.

The large number of graduates from high schools and academies, thirty-two during the past year, who have taken the course here, shows that the course of one year secures a larger number of students well fitted for the Normal School work, than a longer course would do. Provision should surely be made for those students who after a regular four years' course at high school or academy, wish to take professional study, to do so. It is very certain that our graded schools almost entirely employ the graduates of their own high schools. The graduates of the Normal Schools must find their work in the ungraded schools, or leave the State or the business. Their services are demanded by the needs of these schools, if not by public sentiment of the districts. It remains for the trustees to take such action as will put into the common schools teachers who have had some training in the business of teaching.

Very respectfully yours,

W. J. CORTHELL, *Principal.*

MAINE CENTRAL INSTITUTE. }
Pittsfield, Me., Dec. 10, 1880. }

HON. N. A. LUCE, *State Superintendent of Common Schools:*

Dear Sir—In accordance with the law, I submit the annual report of the Normal department of Maine Central Institute.

During the year of 40 weeks, beginning November 3, 1879, and closing October 22, 1880, there have been in attendance 53 different pupils. In the winter term there were 9; in the spring term, 24; in the summer term, 11; and in the fall term, 34; making an aggregate of 78. Besides, several from the other departments of this institution have attended some of the Normal classes.

The following text-books are in use: White's Arithmetic, Greenleaf's Algebra, Loomis's Geometry, Kerl's and Whitney's English Grammars, Norton's Physics, Youmans's Chemistry, Hutchison's Physiology, Wood's Botany, Martin's Civil Government, Swinton's Geography, Houston's Physical Geography, Smith's Drawing, Meserve's Book-keeping, Hill's Rhetoric, Franklin Sixth Reader, Lockyer's Astronomy, Thalheimer's General History, Higginson's History of the United States, Dana's Geological Story, Hopkins's Outline Study of Man, Fairchild's Moral Philosophy, Shaw's English Literature, Swinton's Studies in English Literature, American Poets, Johnnot and others in Didactics.

Our books for reference are: Johnson's and Chambers's Cyclopædias, Webster's and Worcester's Dictionaries.

Four were graduated last June, and there are seven candidates for graduation next June. Only a few are graduated. Others leave before completing their course in this department, or enter a longer course in this institution; but the first year's training is not lost to them.

Respectfully submitted.

CYRUS JORDAN, *Principal.*

OAK GROVE SEMINARY, }
Vassalboro', December 15, 1880. }

HON. N. A. LUCE,

State Superintendent of Common Schools:

DEAR SIR—I herewith submit the Annual Report of the Normal Department of Oak Grove Seminary for the school year beginning Nov. 17, 1879, and ending Nov. 5, 1880. This department has been in successful operation thirty-three weeks.

The number of different pupils in attendance during the year has been ninety-three. Of these thirty have engaged in teaching, and four have completed the course.

The following is a list of text books used: English Department—Mathematics, Greenleaf's; Grammar, Harvey; U. S. History, Barnes; History of Greece, Goodrich; History of Rome, Goodrich; Natural History, Hooker's; Evidences of Christianity, Whately; Political Economy, Champlin; Analysis, Welch; Reader, Monroe; Geography, Physical and Political, Monteith; Speller, Worcester; Ancient Geography, Mitchell; First Lessons in Composition, Hart; Rhetoric, Hart; Science of Government, Alden; Mental Philosophy, Haven; American Literature, Hart; Dictionaries, Webster and Worcester.

Very respectfully.

EDWARD H. COOK, A. B., *Principal.*

MADAWASKA TRAINING SCHOOL.

This School was established by the Legislature of 1878, under the following act :

An Act to provide Schools for the training of Teachers in Madawaska Territory.

Be it enacted, &c.

SECTION 1. The Trustees of the Normal Schools are hereby authorized to establish and maintain, for a period not less than six months in each year, two schools in Madawaska Territory, so called, for the purpose of training persons to teach in the common schools of said territory. The towns in which such schools may be located, shall furnish suitable buildings therefor, free of expense, and shall also furnish fuel for said schools. The choice of books and teachers for said schools, the course of study to be pursued therein, and the grade of scholarship for admission thereto, shall be under the control of said trustees.

Approved February 21, 1878.

The reasons for establishing and maintaining a school of this character in this section of our State, are to be found in the peculiar character of the people. Almost wholly French and French speaking, needing to be taught to read, write and speak English, as well as the ordinary branches of a common school education, a class of teachers is required for their schools who can readily use both languages. Prior to the establishment of this school such teachers could not be secured; and, as a consequence, all attempts to make general anything like the system of schools prevailing in all other parts of the State, had been practically a failure. In view of these conditions, it became a matter of necessity to inaugurate some agency to prepare for this special section a special corps of teachers, and it seemed the only wise course to select the material out of which to make such teachers, from among these people themselves.

The school has now been in successful operation for two years. It has selected from the schools existing the best and brightest of their older pupils, and of their teachers as well; has given them thorough drill in the elementary branches of knowledge; has perfected them in reading, writing and speaking English; has sought to develop in them the power

to think and express thought clearly and readily in both languages, and has striven to train them in those methods of teaching and of school management best adapted to the conditions of the schools in which they must teach. The results already attained, as found by careful personal examination during the early summer, not only of this school, but, also, of some forty of those taught by persons who had been connected with it as pupils, are more than satisfactory. Out of seventy-seven teachers employed in the various districts of the French towns and plantations during the summer terms, fifty-seven had received the training of this school for one or more terms. It is thus powerfully affecting for good the educational interests of the section. It has already given an up-lift to the schools there, such as all previous effort had failed to give; and its influence in the future will be still more potent.

The original act establishing this school, provided for its support the sum of \$1,000. The Legislature of 1879 reduced that appropriation to \$800; but it was found that the school could not be run for less than the former sum, and the deficiency in the appropriation for that year was supplied by drawing for the balance on some other appropriation. For the past year the cost of running it has been \$987. There is, therefore, a deficiency in unpaid bills for salaries of teachers, of \$187, for which provision should be made. An appropriation for the next year, of \$1,200, at least, should be made by the in-coming Legislature, and thereafter an annual appropriation of \$1,000.

For more special information regarding the work of the school for the year, attention is called to the following :

REPORT OF PRINCIPAL.

MADAWASKA TRAINING SCHOOL, }
Fort Kent, December 28, 1880. }

HON. N. A. LUCE, *State Superintendent of Common Schools* :

The following report of the Training School in Madawaska for the year ending September 17, 1880, is respectfully submitted:

The school year commenced October 20, 1879, and consisted of forty-four weeks, divided into four terms, two of which were held at Fort Kent and two at Van Buren.

The first two terms were held at Fort Kent, with an attendance as follows: fall term, 44; winter term, 55. The last two terms were held at Van Buren, with an attendance of 32 during the spring and 31 during the summer term.

The whole number of pupils registered during the year was 96. The studies pursued were Reading, Grammar and Composition, Geography, History of the United States, Arithmetic, Book-keeping, Physical Geography, Physiology, Civil Government, Free-Hand Drawing, Penmanship, and Theory and Practice of Teaching.

The following text books were in use: The French and English Royal Reader, Franklin Fifth Reader, Harper's and Swinton's Geographies, Hagar's and Robinson's Arithmetics, Quackenbos' and Kerl's Grammars, Harper's United States History, Hutchinson's Physiology, Cornell's Physical Geography, Townsend's Civil Government, Payson and Duntou's Book-keeping, Krusis' Free-Hand Drawing, and Webster's and Worcester's Dictionaries. Many of the best authors were also accessible to teachers and pupils, and all text-book matter was sifted and rendered easily comprehensible by the teachers.

The larger per cent. of the pupils had been in attendance during the previous year, and found little difficulty in going forward with their English studies, doing the work with more pleasure and satisfaction than formerly.

The English language was that of the school; pupils were required to use no other in and about the school rooms. Much interest was manifested by pupils and parents. The attendance was good; the average of some terms being but one below the registered number. A fine building has been erected at Van Buren for the accommodation of the school, and there seems to be now but few obstacles to retard its progress, so long as the State shall look upon it with favor.

A change in the present method of examining and certifying teachers in this territory would greatly increase the influence of the Training School. You, no doubt, observed this need, while visiting this section during the last summer, and it is hoped some different mode will soon be adopted and the evil remedied.

Very respectfully submitted.

VETAL CYR, *Principal.*

EDUCATIONAL ASSOCIATIONS.

As important auxiliaries to our public school system, though connected with it only incidentally, are state and county educational associations. They have a *quasi*-recognition in our school law, in the provisions requiring the State Superintendent "to take such measures as he may deem necessary to secure the holding of a state educational convention once each year, with a view of bringing together the teachers, school committees and friends of education generally, for the purposes of consultation with reference to the interests of common schools and the most approved methods of instruction; in case sufficient encouragement is afforded by the citizens, to hold in each county once during each year

a public meeting or institute for teachers and educators ; and to prepare and cause to be printed and distributed such portions of the proceedings of county and state institutes, and teachers' conventions, as he may deem important in the furtherance of the interests of education." These associations, however, are purely voluntary, and supported wholly at the expense of the few of our wide-awake and energetic teachers who recognize their value. Since the abolition, in 1875, of teachers' institutes supported by the State, they have afforded the only opportunities for the gathering together of teachers and educators, for mutual interchange of views and experiences.

In May of the present year was organized a new state association under the name of "The Maine Pedagogical Society," whose specific work is intended to be—to quote from the preamble to its constitution—"the consideration and discussion of all questions relating to the organization and government of schools, methods of instruction, professional standards, and the principles which should control the policy and legislation of the State in respect to education." It has, since its organization, held two very interesting and fully attended meetings, the last of them at Pittsfield, in connection with the older "State Educational Association." In the appendix will be found abstracts of the more important papers presented at these meetings, prepared and printed in accordance with the provision of law already quoted. Some of these papers are of more than passing interest and value, and the society does wisely in proposing to publish them in such form as to give them general circulation among our teachers and school officers.

County associations have held meetings during the year in Franklin, Piscataquis, Waldo and York counties. In the latter county the movement is a new one, the association having organized in October. Teachers in several other counties are agitating the formation of like organizations—notably in Lincoln, Penobscot and Oxford—and measures

will be taken to encourage and assist in this movement, during the coming year, with a view to building up strong working associations in every county in the State. If an appropriation for the holding of teachers' meetings or institutes shall be made by the Legislature, as recommended in another part of this report, such organizations will be very important agencies through which to work in arranging for and conducting those meetings.

The success that has attended the meetings of these several associations during the year, in point of attendance and interest manifested, and the movements toward organizing new associations, seem to me the most encouraging feature in our educational outlook. They indicate an awakening of our best teachers and educators to the need of better work in the schools and for the schools, and of a better preparation for that work. And the State should respond to this awakening interest, by giving the State Superintendent means to answer the calls for assistance and professional instruction which our teachers are thus making.

CONCLUSION.

GENERAL SUMMARY.

Bringing under review all the facts given in the preceding pages, and the deductions made from them, our educational condition does not present a very satisfactory aspect. Progress would seem to have ceased. The agencies inaugurated and brought into activity from 1869 to 1874,—several of which were of brief existence, unfortunately, like county supervision and teachers' institutes, but which gave an impulse to educational progress continuing after they had ceased to exist—seem to have spent their force. While the facts and figures for every year of the twelve preceding that of which this is the report, taken as a whole show substantial progress, those of the year herein reported show the opposite. There has been retrogression, slight, indeed, but positive, in attendance, in length of schools, in multiplication of

weak schools, in the character of the teaching done, in the amounts raised and expended for common schools, and in the extent and vigilance of the supervision bestowed upon them. Our Free High School system has failed to recover from the unwise and wanton attack made upon it in 1879, resulting in its suspension for that year, and our Normal Schools have been less fully attended than in preceding years, and far less so than their merits as educational agencies deserve.

Nor is the outlook for the future flattering, unless something be done to change the present conditions that control and govern our public instruction. There are obstacles standing in the way of substantial progress, that can no longer be surmounted, but must be removed. They are fixed in our present system of school administration, and will remain there till the plow of reform runs deep and broad furrows through the system.

Fixed fifty years ago to correspond with the social, business and life conditions then existing, and to give as its fruits an education fitting for those conditions, that system has not been modified as those conditions have changed. Then there were few cities and large villages; population and wealth were more evenly distributed than now, large families were the rule and not the exception; and boys and girls continued in the schools till their majority. Of such conditions the district system was almost a necessary outgrowth. It was, at least, in harmony with them. All this is now changed, but the district system remains; and its fruits, under present conditions, are poor school-houses poorly furnished, small and weak schools poorly taught, and such a division of control as to make supervision almost a nullity as an effective force for good.

Then neither social, industrial nor business conditions demanded the wide range of knowledge and the mental acuteness necessary to-day. Social intercourse was narrowed down to neighborhood limits, and its topics were chiefly matters of neighborhood interest; the prevailing industries were chiefly manual, calling for physical strength largely; and competi-

tion in business was neither sharp in character nor wide in range. Now railroads have widened neighborhoods even beyond county and state limits, and the daily newspaper makes the topics of social intercourse world-wide in their scope and character; machinery does the work of thousands of hands, and demands knowledge of physical forces to control its labors, and trained mind instead of strong muscle, in those who direct and operate it; and competition in business has become sharp, has vastly widened in its limits, and demands acuteness of perception, quickness of judgment and breadth of knowledge in those who would succeed. The narrow range of school studies required under the former conditions, and the slow processes of training, requiring less of knowledge and of skill in imparting that knowledge, made the selection of teachers far less difficult—far less important, even—than it is to-day. Moreover, candidates for the teacher's office were comparatively few, from a variety of causes, and differed far less widely in fitness, as the schools differed less widely in advancement, than they now do. But while all these conditions have changed, or new ones have taken their place, we have not changed or modified our method of selecting teachers, in such manner as to suit the new conditions. We have sought, indeed, to bring our teaching up to the requirements of the changed conditions by establishing agencies for fitting them for those requirements; but have absurdly stopped short of practically demanding that they shall be so fitted, by inaugurating methods to select the fit instead of unfit. We have, rather, continued in force the methods that have now come, in their practical operation, to select the unfit instead of the fit.

So, too, in selecting and supplying text-books, our methods have not been modified to suit the changed and changing conditions. With the demand for a wider range of knowledge, and for more skillful methods of instruction, requiring more and better work to be done in the same or less time even than formerly, the number and the cost of books necessarily used in the schools, have vastly increased, till the fur-

nishing of them as needed, under the plans that we have inherited from our fathers, has become a grievous burden. And as a result, our schools are suffering from the twin evils of non-uniformity and non-supply. While by a process of evolution our public school system has been constantly taking form, in other regards, in accordance with the principle that property must educate the children, in this regard alone, we have negated that principle, and have acted and still act upon its opposite—that the individual must educate. Logically and rightly the free text-book should go with the free teacher in the free school.

In another direction our system in its development has failed fully to answer to changed and changing conditions. While the demands are, and must be, for increased quantity and improved quality of culture, and the time and opportunity for that culture in the common schools, have not, and, from the very nature of things, can not keep pace with those demands, we have failed to make any adequate further provision therefor. Our youth drop out of the common schools at sixteen or seventeen years of age, the larger portion having got from those schools all that they can give, and there yet remains to them the best part of that portion of life which should be devoted to gaining strength and preparation for life's activities. Their powers are then matured, so far as nature's ripening processes are concerned, and are just ready, under systematic training, to act in amassing knowledge, and so acting, in the process to take on added powers that become crystalized into culture. The step from the common school should be into one of a higher character—higher in range of work, higher in inspirations given, and higher in culture imparted. The high school should crown and complete the system of public instruction, everywhere that the conditions of number and distribution of population will allow. To all should be open opportunities for a higher culture than the common schools can afford; and till the law by its compulsion opens those opportunities to all who will avail themselves

of them, our public school system will fail to attain its full stature.

Our local supervision, also, in practice has not improved in efficiency from what it was in the beginning. The changed conditions demand that it shall be permanent, vigilant, systematic, intelligent and authoritative. At present, as a whole, it lacks all these elements. It wants permanance and authority, because of the power inhering in towns to change from one form to another at will; it wants authority, too, because of the division of its functions between school district agents and school committees; and because of these lacking elements, it is not, and cannot be vigilant, systematic or in the highest degree intelligent. While it should have been growing constantly more efficient in all these directions, as the rapidly changing conditions have evolved new needs for it, and have made it more and more an important factor in bringing the work of the schools into harmony with those conditions, it has instead degenerated, rather, into an inefficient formalism.

A careful and candid survey, in fine, of our present condition, and an honest forecast of the future, seem to me to reveal, as absolutely necessary to the bringing of our public school system into harmony with its purposes and the conditions under which those purposes must be wrought out, the following:

NEEDED REFORMS.

I. The abolition of the school district system, and the substitution therefor of the town system of school management.

II. The adoption of the free text-book plan.

III. The engrafting upon our present system of schools which towns are compelled by law to support, of a system of higher schools, depending in number and amount expended, upon population.

IV. The reconstruction of our local supervision in such manner as to secure a more permanent, watchful, systematic and intelligent oversight and direction of the schools.

V. Some more general means for giving professional knowledge and skill to the great mass of our common school teachers who are unable to attend Normal Schools.

LEGISLATION SUGGESTED.

As needed to render more effective present existing agencies, and to the end of bringing about gradually the reforms above indicated—if it were practicable or possible to make them all at once, it would not be wise to do so—immediate legislation in the following particulars, is suggested :

I. In transferring from district agents to school committees the power to select teachers.

II. In reorganizing the machinery of local supervision by compelling towns to choose committees in all cases, consisting of three, five, or seven members, one of whom shall be appointed as inspector of schools and shall be paid for his services, and the others of whom shall serve without pay.

III. In making compulsory the now optional provision of law, so that when a series of text-books has been selected for use in the schools of any town, the school committee thereof shall contract with the publishers to supply them during a period of years, shall appoint an agent to sell them, and shall fix the price at which they shall be sold.

IV. In making an annual appropriation of \$1,000 to enable the State Superintendent to hold teachers' meetings in every county, as he is by law required to do.

V. In increasing the appropriation for Normal Schools from \$18,000 to \$20,000, in order that means may be had for making necessary repairs and improvements on buildings, and for adding to libraries and apparatus.

VI. In increasing the appropriation for the Madawaska Training School to \$1,000.

APPENDIX.

COMMON SCHOOL STATISTICS,

Compiled from Annual Returns of S. S. Committees and Fiscal Returns of Municipal Officers, for the year ending April 1, 1880.

ANDROSCOGGIN COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.		Number of parts of districts in town.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.					
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.					
Auburn	3,078	1,581	1,368	1,423	1,217	2,019	.42	9	3	11	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Durham	420	248	208	263	220	340	.50	11	5	9	0	11	2	11	5	9	0	11	2	11	5	9	0	11	2	11	5	9	0	11	2	11	5	9	0	11	2	11	5	9
East Livermore	306	190	167	206	166	296	.54	9	2	11	3	7	7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Greene	358	166	142	215	173	249	.44	8	3	12	11	2	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Leeds	389	245	201	247	211	315	.53	10	2	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12	1	12
Lewiston	6,118	2,731	2,126	3,584	2,274	3,282	.36	11	27	1	1	1	1	29	29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Lisbon	878	495	417	525	423	510	.48	10	11	1	1	1	1	14	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Livermore	386	309	265	256	240	350	.65	8	9	17	2	17	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8		
Minot	555	366	308	346	296	466	.54	9	11	11	5	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9		
Poland	895	487	439	621	567	643	.56	8	3	11	21	3	23	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17		
Turner	625	410	342	494	420	545	.61	10	10	10	1	1	1	18	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Wales	164	105	91	95	86	133	.53	9	1	11	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8			
Webster	298	174	147	186	162	201	.52	8	13	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11			
Total	14,470	7,507	6,221	8,461	6,455	9,349	.51	9	3	12	1	112	14	200	161	2	2,859	337,875	11	108																				

ANDROSCOGGIN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		No. of Teachers, graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1880.		Not less than 60 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '79, to Apr. 1, '80.	Amount available from State Treasury from Apr. 1, '79, to Apr. 1, '80.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Excess above amt required by law.	Less than the amt required by law.																	
Auburn.....	46	40	2	\$48 00	\$7 50	2 50	\$10,000	\$6,067	-	3 25	\$9,000	\$4,357	-	\$13,357	\$13,136	\$221	-	-	250							
Durham.....	11	5	4	24 00	3 16	2 00	1,200	119	-	2 86	1,253	610	-	1,863	1,731	132	-	-	101							
East Livermore.....	7	3	2	27 00	3 63	2 00	803	-	-	2 62	1,375	450	\$60	1,885	1,290	595	-	-	50							
Greene.....	9	3	-	21 87	2 52	1 68	875	-	-	2 44	985	506	167	1,658	1,538	120	-	46	36							
Leeds.....	11	3	1	19 00	3 07	1 97	1,050	20	-	2 70	1,230	601	-	1,831	1,625	206	-	-	50							
Lewiston.....	72	72	10	140 00	8 54	3 50	24,000	13,119	-	2 15	23,000	9,424	74	32,498	32,498	-	-	-	1500							
Lisbon.....	17	12	2	30 00	3 75	3 04	2,150	538	-	2 40	2,511	1,313	10	3,834	3,773	61	-	-	160							
Livermore.....	16	2	1	20 00	1 75	1 75	1,175	1	-	3 04	1,560	609	109	2,278	1,696	582	-	100	60							
Minot.....	12	8	1	43 66	3 66	3 25	1,256	-	-	2 26	1,442	826	-	2,268	2,246	22	-	-	81							
Poland.....	20	5	-	20 45	3 67	2 50	2,000	48	-	2 20	2,433	1,343	-	3,776	3,312	464	-	72	44							
Turner.....	20	5	1	24 42	3 94	1 68	2,000	96	-	3 04	2,050	1,093	80	3,223	2,830	393	-	-	149							
Wales.....	10	3	-	16 81	2 67	1 50	450	4	-	2 74	465	233	-	698	650	48	-	140	27							
Webster.....	10	2	-	18 00	3 28	2 12	1,000	247	-	3 42	1,222	436	-	1,658	1,567	91	-	150	70							
	261	163	24	34 86	3 93	2 03	47,959	20,259	-	3 31	48,526	21,801	500	70,827	67,892	2,935	-	548	2578							

AROOSTOOK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of $\frac{3}{4}$ days per week.		Average length of Winter Schools of $\frac{3}{4}$ days per week.		Number of districts in town	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
							w.	d.	w.	d.	w.	d.									
Amity.....	150	79	61	86	63	106	.41	14	11	3	3	3	-	3	2	-	-	\$1,200	-	1	
Ashland.....	215	148	104	105	76	174	.42	12	2	11	5	5	-	5	3	-	-	2,000	-	2	
Benedicta.....	112	70	35	74	52	30	.39	14	3	16	2	-	-	2	2	-	-	1,000	1	1	
Blaine.....	271	150	115	160	135	175	.46	11	14	5	14	5	-	5	1	-	-	-	-	3	
Bridgewater.....	305	193	125	200	130	230	.42	11	14	5	5	5	-	5	5	-	-	1,000	2	2	
Caribou.....	1,062	672	504	812	650	725	.54	10	11	16	16	1	16	12	-	-	-	6,800	1	9	
Easton.....	343	196	158	227	170	272	.48	9	4	9	10	-	8	4	-	-	-	2,000	2	6	
Fort Fairfield.....	1,035	553	411	607	441	803	.41	10	13	23	23	-	21	9	-	-	-	6,900	1	7	
Fort Kent.....	650	343	218	-	-	343	.34	28	3	11	11	-	9	5	1	-	\$150	1,725	-	-	
Frenchville.....	1,112	483	339	-	-	483	.15	24	2	24	24	-	12	5	2	-	125	-	3	-	
Grand Isle.....	394	148	88	122	85	176	.22	24	3	18	7	-	6	4	1	-	50	850	2	2	
Haynesville.....	78	48	37	39	28	69	.44	12	4	13	3	3	2	2	-	-	-	1,000	1	3	
Hersey.....	65	29	24	24	20	34	.34	14	16	2	1	1	1	1	-	-	-	500	-	-	
Hodgdon.....	401	201	155	195	147	264	.43	10	3	12	9	1	9	7	-	-	-	4,500	-	3	
Houlton.....	888	388	298	512	400	606	.39	12	12	1	9	9	9	7	-	-	-	7,000	2	11	
Island Falls.....	88	63	52	65	48	78	.57	10	10	5	5	-	3	3	-	-	-	2,700	-	-	
Limestone.....	228	155	121	160	117	171	.52	8	9	2	-	-	6	1	-	-	-	2,100	-	1	
Linneus.....	388	247	223	288	228	304	.58	10	1	10	2	9	7	6	-	-	-	2,450	1	5	
Littleton.....	379	217	157	220	148	220	.40	12	3	10	3	3	9	5	-	-	-	800	-	4	
Ludlow.....	180	120	89	108	81	145	.47	11	11	5	1	4	4	4	-	-	-	700	-	3	
Madawaska.....	586	283	150	15	10	298	.14	26	5	15	13	2	4	2	-	-	-	440	-	-	
Mapleton.....	213	131	99	117	91	160	.45	8	4	10	4	9	7	2	-	-	-	1,100	-	2	
Mars Hill.....	355	167	133	215	159	382	.41	9	14	8	8	-	7	3	-	-	-	1,600	-	9	
Masardis.....	86	59	50	56	51	65	.59	12	10	3	3	-	2	1	-	-	-	800	1	-	
Maysville.....	448	-	-	-	-	-	-	10	10	10	12	-	12	12	-	-	-	3,500	-	5	

Monticello	396	180	125	174	125	220	.3212	3	13	1	8	-	7	4	-	-	750	1	4
New Limerick	242	109	80	91	86	148	.3412	3	13	1	5	-	5	1	-	-	1,000	1	2
Orient	86	56	36	47	36	62	.4214	3	-	-	3	-	3	2	-	-	500	1	2
Presque Isle	469	220	175	240	192	275	.3911	3	12	4	8	-	9	5	-	-	3,000	-	5
Sherman	305	176	135	134	105	223	.3912	12	-	-	7	-	6	4	-	-	2,000	-	3
Smyrna	92	68	52	48	36	67	.487	10	3	-	4	-	3	3	-	-	600	-	-
Washburn	306	165	119	147	117	267	.3911	3	12	-	7	-	6	6	1	350	2,400	-	3
Weston	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Woodland	277	140	109	143	104	232	.388	2	6	4	8	-	5	3	-	-	1,000	-	2
Bancroft pl	97	56	40	52	38	39	.4013	12	3	-	3	-	3	3	-	-	600	-	1
Caswell pl	123	85	51	10	7	85	.2413	10	4	-	-	-	-	-	-	-	50	1	1
Castle Hill pl	146	82	58	82	62	139	.4115	16	1	6	2	-	6	6	-	-	2,500	-	3
Crystal pl	84	67	15	33	25	80	.2415	12	6	-	2	-	2	-	1	100	250	-	1
Chapman pl	68	25	20	44	32	54	.387	8	3	5	-	2	-	-	1	130	-	-	-
Connor pl	144	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
Cyr pl	233	112	68	25	18	112	.1820	10	-	-	5	-	4	2	1	50	200	1	1
Eagle Lake pl	100	73	55	-	-	21	.5517	-	-	-	2	-	2	-	2	-	-	-	-
Glenwood pl	69	46	34	-	-	46	.4916	4	-	-	3	-	3	1	-	-	200	1	-
Hamlin pl	276	121	80	-	-	121	.2820	-	-	-	6	-	6	4	1	60	565	1	-
Macwahoe pl	68	47	36	30	25	59	.4514	12	-	-	1	-	1	1	-	-	300	-	1
Merrill pl	98	58	41	-	-	58	.4211	-	-	-	3	-	2	1	2	375	400	-	-
Moro pl	73	48	34	21	14	69	.3336	12	3	-	3	-	3	-	1	-	500	-	1
New Sweden pl	185	20	15	141	99	141	.316	9	5	-	3	-	3	3	2	500	900	-	4
No. 11, R. 1 pl	161	127	16	125	25	146	.1614	9	5	-	5	-	5	3	-	-	1,000	1	1
Oakfield pl	270	149	123	155	141	198	.4912	12	6	4	6	-	6	2	-	-	1,500	2	3
Oxbow pl	58	54	40	-	-	54	.6913	2	-	-	2	-	1	-	-	-	50	-	-
Perham pl	148	71	52	58	45	89	.339	3	8	2	4	-	3	2	1	200	1,100	-	1
Portage Lake pl	59	30	25	20	16	25	.3512	12	1	-	1	-	1	1	-	-	500	-	-
Reed pl	40	35	28	20	18	35	.5836	26	4	-	4	-	2	1	1	-	225	-	-
Silver Ridge pl	96	50	37	42	32	58	.389	4	9	4	3	-	3	-	-	-	250	-	-
Sheridan pl	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. Francis pl	130	45	34	-	-	45	.1324	-	-	-	-	-	1	1	-	-	100	-	-
St. John pl	86	48	25	-	-	48	.2922	2	-	-	2	-	1	1	-	-	100	-	-
Van Buren pl	494	170	80	247	173	228	.2611	20	10	-	10	-	8	5	1	900	2,500	2	1
Wade pl	52	31	18	31	8	33	.2514	16	1	-	1	-	1	-	-	-	200	1	1
Wallgrass pl	204	105	75	-	-	105	.3222	-	-	-	3	-	3	-	-	-	300	1	-
Westfield pl	48	18	13	21	17	26	.319	11	3	1	-	-	1	1	-	-	400	-	-
	15,809	8,030	5,690	6,688	4,926	9,921	.3611	4	9	3	353	12	289	174	19	2,990	78,605	32	120

APPENDIX.

AROOSTOOK COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '79, to Apr. 1, '80.	Amount available from State Treasury from Apr. 1, '79, to Apr. 1, '80.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Amity	3	2	-	\$30 00	\$4 30	1 42	\$260	\$2	-	1 73	\$269	\$240	269	\$778	\$580	\$198	-	-
Ashland	5	2	1	21 00	2 75	1 97	400	44	-	1 86	401	354	-	755	705	50	-	-	28
Benedicta	1	1	1	18 14	3 38	2 60	250	17	-	2 23	378	175	-	553	430	123	-	-	-
Blaine	4	2	-	20 00	3 00	1 15	397	-	-	1 46	580	411	-	991	991	-	-	-	6
Bridgewater	3	3	-	18 00	4 17	1 08	484	-	-	1 59	671	448	40	1,159	986	173	-	-	15
Caribou	16	8	2	24 00	4 00	2 00	1,213	84	-	1 14	1,729	1,494	-	3,223	2,956	267	-	-	75
Easton	8	3	-	18 18	2 73	1 42	420	-	2	1 22	536	495	81	1,092	1,045	47	-	-	28
Fort Fairfield	22	16	-	25 00	3 50	1 50	1,510	-	-	5 14	2,403	1,496	-	3,899	2,868	1,031	-	-	63
Fort Kent	11	-	-	-	4 50	2 00	350	-	-	54	1,572	941	48	2,561	1,390	1,171	-	-	75
Frenchville	21	-	-	12 33	2 00	79	375	-	-	34	385	1,622	-	2,007	1,984	23	-	-	12
Grand Isle	4	3	-	17 00	3 50	1 50	250	-	-	63	865	539	-	1,404	713	691	-	-	-
Haynesville	3	1	-	18 00	3 00	1 57	183	13	-	2 35	245	103	22	370	364	6	-	-	6
Hersey	2	1	-	-	2 00	1 25	84	-	-	1 29	113	60	-	173	143	30	-	-	3
Hodgdon	9	5	1	26 00	4 50	1 76	800	-	8	1 99	1,041	569	50	1,660	1,415	245	-	-	23
Houlton	11	8	-	39 00	4 75	2 22	2,280	-	1	2 57	3,118	1,615	-	4,733	3,257	1,476	-	-	60
Island Falls	4	6	-	-	2 51	1 13	200	54	-	2 27	200	137	121	458	420	38	-	-	11
Limestone	6	6	-	18 00	3 83	1 50	212	-	2	93	212	326	122	660	617	43	-	-	16
Linneus	10	5	-	22 83	3 53	1 70	806	-	-	2 07	902	581	132	1,615	1,578	37	-	-	30
Littleton	7	4	-	20 40	3 12	1 55	560	-	-	1 42	560	572	-	1,132	1,128	4	-	-	30
Ludlow	6	2	-	24 00	2 89	1 50	318	-	-	1 77	381	293	86	760	677	83	-	-	13
Madawaska	14	1	-	-	3 00	1 00	325	-	-	55	415	903	-	1,318	1,368	-	-	-	-
Mapleton	8	5	-	20 00	3 25	1 40	355	-	-	1 67	596	300	24	920	799	121	50	-	-
Mars Hill	6	2	-	17 88	2 88	1 12	320	-	-	93	541	471	60	1,072	1,039	33	-	-	32
Masardis	3	2	1	-	2 50	1 12	135	-	-	1 57	232	124	38	395	224	171	-	-	-
Maysville	12	7	-	21 50	3 25	1 50	700	99	-	1 57	625	617	-	1,242	1,220	22	-	-	55

Monticello	7	2	-	26 00	2 56	1 50	608	-	-	1 54	812	550	105	1,467	1,313	154	-	-	30
New Limerick	3	2	-	21 33	3 25	1 53	246	-	-	1 02	275	333	46	654	635	19	-	-	18
Orient	2	-	-	22 00	3 50	1 92	200	25	-	2 33	225	158	134	517	531	-	14	-	10
Presque Isle	8	4	2	29 20	3 78	2 06	800	26	-	1 71	850	716	64	1,630	1,674	-	44	-	65
Sherman	6	3	-	26 67	3 54	1 67	700	138	-	2 30	810	451	37	1,298	1,100	198	-	-	32
Smyrna	4	2	1	-	3 00	1 50	158	21	-	1 72	158	121	-	279	273	6	-	-	3
Washburn	7	2	-	23 67	3 23	1 65	361	-	-	1 11	761	441	122	1,324	839	485	-	-	40
Weston	No	re	turn	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Woodland	8	6	-	21 50	2 81	1 42	150	13	-	54	167	420	-	587	592	-	5	-	27
Bancroft pl.	3	2	-	20 00	4 00	1 75	150	8	-	1 55	150	140	191	481	481	-	-	-	5
Caswell pl.	2	-	-	14 00	3 12	1 50	54	-	-	44	266	164	12	442	235	207	-	-	-
Castle Hill pl.	6	-	-	17 33	2 37	1 70	302	112	-	2 04	367	224	-	591	467	124	-	-	17
Crystal pl.	4	2	-	25 00	2 00	2 20	220	20	-	2 62	283	150	-	433	417	16	-	-	13
Chapman pl.	2	4	-	-	2 00	1 15	75	43	-	1 10	75	109	-	184	175	9	-	-	7
Connor pl.	-	-	-	-	-	-	25	-	-	17	-	-	-	-	-	-	-	-	-
Cyr pl.	2	-	2	11 75	2 75	1 35	75	-	-	32	279	342	2	623	331	292	-	-	9
Eagle Lake pl.	2	-	-	-	3 00	2 00	60	-	-	60	60	108	12	180	180	-	-	12	10
Glenwood pl.	2	-	-	16 00	2 50	1 53	118	-	30	1 41	161	108	-	269	541	28	-	-	3
Hamlin pl.	5	-	-	18 00	3 04	1 25	150	-	-	54	153	424	-	577	339	238	-	-	12
Macwahoc pl.	1	-	-	24 00	4 00	2 35	140	3	-	2 06	140	106	51	297	298	-	1	-	-
Merrill pl.	3	-	-	-	2 25	1 50	156	48	-	1 59	189	-	-	189	142	47	-	-	5
Moro pl.	3	-	-	15 00	3 00	1 00	144	47	-	1 97	168	112	-	280	232	48	-	-	18
New Sweden pl.	1	1	1	18 00	2 00	1 50	135	75	-	1 00	214	270	-	484	426	58	-	-	10
No. 11, R. 1 pl.	5	3	-	22 00	3 60	1 40	291	72	-	1 84	368	197	133	698	686	12	-	-	8
Oakfield pl.	8	2	-	22 20	3 33	1 60	450	3	-	1 67	722	433	53	1,208	976	232	-	-	18
Oxbow pl.	2	-	-	-	2 00	1 38	100	8	-	1 72	100	-	-	100	100	-	-	-	-
Perham pl.	4	2	-	25 00	2 50	1 50	80	17	-	56	109	205	-	314	298	16	-	6	9
Portage Lake pl.	1	1	-	-	4 00	2 50	100	1	-	1 69	142	77	-	219	184	35	-	-	-
Reed pl.	3	2	-	-	2 95	2 00	75	32	-	1 88	203	135	-	338	330	8	-	-	13
Silver Ridge pl.	3	3	-	-	2 54	1 39	147	-	-	1 63	224	148	-	372	264	108	-	-	12
Sheridan pl.	-	-	-	-	-	-	200	-	-	-	-	-	-	-	-	-	-	-	-
St. Francis pl.	2	-	-	-	2 50	1 50	-	-	-	-	-	-	-	-	-	-	-	-	10
St. John pl.	2	-	-	-	3 00	1 00	75	10	-	87	196	120	-	316	214	102	-	-	10
Van Buren pl.	1	7	-	15 00	3 00	1 50	250	-	-	53	287	753	3	1,043	1,061	-	18	-	15
Wade pl.	-	-	-	16 00	-	1 50	80	19	-	1 53	189	66	-	255	174	81	-	-	-
Wallagrass pl.	2	-	-	15 00	4 00	1 50	100	-	-	49	122	311	-	433	408	25	-	-	-
Westfield pl.	1	1	-	-	3 75	1 85	76	15	-	1 58	103	61	-	164	147	17	-	-	6
	314	146	12	14 29	2 93	1 33	20,288	1,081	36	1 33	28,298	22,820	2058	53,176	44,660	8,648	132	18	1036

CUMBERLAND COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								w.	d.	w.	d.									
Baldwin	357	220	168	250	187	310	.50	9	2	11	1	12	9	1	12	9	\$300	\$3,000	1	10
Bridgton	861	541	464	459	401	581	.51	10	12	12	18	18	20	19	1	1	500	18,500	2	6
Brunswick	1,649	644	512	734	582	804	.33	8	1	10	3	19	24	19	2	10	-	35,000	2	10
Cape Elizabeth	1,808	1,118	965	1,069	881	1,200	.51	12	11	11	14	14	15	15	6	9	-	45,000	6	9
Casco	344	207	179	208	175	256	.51	12	4	12	3	8	8	5	1	3	-	3,000	1	3
Cumberland	568	260	199	334	261	436	.40	13	3	11	4	10	9	7	5	5	-	5,000	-	5
Deering	1,535	754	644	724	587	880	.40	11	11	11	4	10	14	11	1	1	1,437	38,000	1	1
Falmouth	520	314	257	331	273	420	.51	8	3	11	1	12	12	8	-	-	-	7,000	-	5
Freeport	666	456	393	424	350	456	.56	12	22	22	16	16	17	17	1	1	750	25,000	5	17
Gorham	963	833	671	569	454	840	.58	9	3	12	3	19	19	11	11	-	-	15,000	2	10
Gray	530	349	263	333	253	470	.49	11	1	11	1	1	12	5	-	-	-	2,130	-	9
Harpwell	606	380	334	362	296	564	.52	13	11	11	16	16	16	11	11	-	-	5,600	-	14
Harrison	333	219	189	235	202	269	.59	11	4	12	8	8	9	7	-	-	950	2,800	-	4
Naples	334	186	155	215	171	249	.49	9	3	11	4	11	11	10	-	-	-	4,000	-	7
New Gloucester	440	229	186	283	251	283	.50	10	12	12	-	11	11	11	1	-	-	8,000	-	6
North Yarmouth	269	113	99	146	118	200	.40	10	2	10	4	7	7	7	-	-	-	2,100	-	3
Otisfield	276	170	143	199	174	207	.57	9	12	12	12	12	12	9	-	-	-	2,600	1	4
Portland	10,666	5,300	4,550	5,560	4,581	6,437	.43	24	16	16	1	14	12	12	1	1	40,928	350,000	12	12
Pownal	275	205	182	238	204	258	.70	8	11	11	8	3	11	9	-	-	-	4,000	-	6
Raymond	444	270	241	319	261	351	.57	11	3	11	11	11	11	5	-	-	-	2,800	-	5
Scarborough	619	282	210	341	225	451	.35	15	11	10	1	10	10	10	-	-	-	7,200	1	9
Sebago	268	178	138	176	137	235	.51	10	10	4	9	9	9	2	-	-	-	2,000	-	7
Standish	636	369	315	382	306	397	.49	14	13	3	13	13	13	11	-	-	-	6,155	1	10
Westbrook	1,244	531	428	593	477	687	.36	12	24	24	1	1	8	7	-	-	-	17,000	3	4

Windham.....	747	439	351	446	352	556	.47	11	3	12	4	19	-	19	14	-	-	5,225	-	-	8
Yarmouth.....	587	320	261	321	276	385	.46	9	2	10	2	9	3	10	5	1	1,600	5,000	-	-	3
	27,539	14,887	12,497	15,251	12,435	18,182	.48	11	4	12	5	263	16	333	256	7	46,465	621,110	38	187	

CUMBERLAND COUNTY—CONTINUED.

TOWNS	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		No. of Teachers, graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1880.		Excess above am't required by law.		Less than the am't required by law.		Amount raised per scholar.		Amount available from Town Treasury from Apr. 1, '79, to Apr. 1, '80.		Amount available from State Treasury from Apr. 1, '79, to Apr. 1, '80.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.		Balance unexpended April 1, 1880.		Balance over-expended April 1, 1880.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Baldwin.....	10	2	-	4	\$25	55	\$3	16	1	78	\$1,000	\$119	-	2	80	\$1,063	\$591	\$72	\$1,726	\$1,673	\$53	-	\$20	\$34														
Bridgton.....	23	14	4	26	00	2	00	3	25	2	00	3,500	1,352	-	4	07	3,587	1,446	862	5,895	5,331	564	-	150														
Brunswick.....	27	20	5	36	75	4	00	3	22	5,000	1,218	-	-	3	03	5,469	2,625	222	8,316	7,882	434	-	250															
Cape Elizabeth.....	15	12	1	45	00	5	00	3	25	4,100	10	-	2	27	7,063	2,732	410	10,205	7,479	2,726	400	265																
Casco.....	7	5	-	22	75	4	27	1	43	798	-	-	2	32	798	569	91	1,458	1,458	-	-	-	35															
Cumberland.....	9	6	3	31	87	4	75	2	50	1,301	-	-	2	29	1,684	910	103	2,697	2,433	264	-	-	68															
Deering.....	18	18	3	22	72	8	81	2	92	4,000	500	-	2	61	4,095	2,338	-	6,433	6,304	129	-	-	175															
Falmouth.....	13	7	1	25	00	4	00	2	25	2,000	618	-	-	3	85	1,613	796	49	2,458	2,394	64	-	12															
Freeport.....	20	1	2	24	00	5	27	2	50	2,000	32	-	3	00	3,000	1,134	-	4,134	3,450	684	-	-	105															
Gorham.....	17	9	2	30	75	4	15	2	30	3,300	591	-	3	41	3,919	1,453	1	5,373	4,409	964	-	-	-															
Gray.....	13	3	1	28	55	4	35	2	14	1,400	9	-	2	64	1,708	884	71	2,663	2,346	317	-	-	40															
Harpwell.....	19	1	5	29	33	3	35	2	50	1,400	1	-	2	31	1,522	896	400	1,818	2,383	435	400	81																
Harrison.....	9	5	1	31	75	3	76	1	68	1,000	22	-	3	00	1,049	488	44	1,581	1,562	19	-	-	47															
Naples.....	8	4	-	21	28	3	98	1	68	1,000	154	-	3	00	1,116	550	56	1,722	1,530	192	-	-	34															
New Gloucester.....	11	6	2	24	00	3	57	2	28	1,525	328	-	3	47	2,125	663	266	3,044	2,661	393	-	-	65															
North Yarmouth.....	7	5	-	44	00	4	50	2	25	800	46	-	2	97	920	359	261	1,540	1,485	55	-	-	-															
Otisfield.....	11	9	-	26	00	3	22	1	41	880	-	-	3	19	979	456	142	1,577	1,483	94	-	-	45															

CUMBERLAND COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Portland.....	103	103	8	100 00	\$ 10 00	4 00	\$60,553	35,427	-	5 68	\$60,553	\$20,417	-	\$80,970	\$79,233	\$1,737	-	-
Pownal.....	11	5	-	23 50	3 21	2 28	785	2	-	2 85	809	391	-	1,200	1,200	-	-	-	41
Raymond.....	11	4	3	25 00	5 00	2 50	898	-	-	2 02	957	698	118	1,773	1,701	72	-	-	40
Scarborough.....	9	1	1	27 00	4 75	2 25	1,400	47	-	2 26	2,043	963	-	3,006	2,516	490	-	-	75
Sebago.....	9	1	-	19 15	2 72	1 35	645	3	-	2 41	723	428	-	1,151	1,110	41	-	10	12
Standish.....	15	3	3	27 02	4 63	2 09	2,100	424	-	3 30	2,474	950	94	3,518	2,922	596	-	-	114
Westbrook.....	10	11	-	52 50	7 00	2 28	3,500	1,000	-	2 81	-	-	-	-	-	-	-	-	121
Windham.....	19	11	2	29 25	4 30	1 80	2,000	59	-	2 81	2,282	1,224	146	3,652	3,382	270	-	-	108
Yarmouth.....	8	8	-	35 00	6 50	2 50	1,500	2	-	2 56	1,554	899	-	2,453	2,286	167	-	-	80
	432	274	47	32 07	4 67	2 27	108,385	41,540	-	2 96	113,105	44,860	3408	161,373	150,613	10,760	-	830	4250

FRANKLIN COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.		Number of parts of districts in town.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.			
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.				
Avon.....	190	112	89	141	123	168	.56	8	11	12	-	-	-	-	11	7	11	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3		
Carthage.....	150	113	94	146	127	156	.74	7	2	11	4	10	10	12	1	11	10	7	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	6		
Chesterville.....	301	190	170	212	173	250	.50	8	10	12	1	11	10	12	1	11	10	7	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	6			
Eustis.....	122	80	66	70	57	97	.50	8	3	10	3	4	2	4	1	4	2	800	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2		
Farmington.....	1,036	517	415	622	506	752	.44	9	1	11	2	21	5	21	8	21	8	17,850	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	12		
Freeman.....	212	159	121	174	136	205	.61	10	2	11	3	8	2	10	7	10	7	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7		
Industry.....	252	123	95	227	183	228	.55	7	4	10	3	10	1	10	10	10	10	3,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	6		
Jay.....	427	223	178	298	259	303	.51	9	3	11	4	16	4	16	10	10	10	4,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	13			
Kingfield.....	173	92	78	106	94	119	.50	8	12	12	3	3	3	3	3	3	2	2,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2		
Madrid.....	140	88	70	94	80	94	.54	7	3	9	3	9	1	7	7	1	1	800	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5		
New Sharon.....	382	210	168	269	221	282	.51	8	11	4	19	2	16	16	16	16	16	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7		
New Vineyard.....	286	175	148	204	163	240	.54	7	1	10	2	13	10	10	6	6	6	2,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	8	
Phillips.....	464	343	282	382	331	400	.66	9	9	4	16	7	15	12	12	12	12	5,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	8		
Rangely.....	191	129	105	134	110	154	.56	8	8	3	4	4	4	4	4	4	4	2,250	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4	
Salem.....	100	56	42	61	49	83	.46	8	2	12	2	3	4	1	4	1	1	500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	3		
Strong.....	175	92	79	125	105	147	.53	9	12	12	3	7	6	6	6	6	6	2,275	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	
Temple.....	202	132	110	175	152	180	.65	6	4	8	4	9	2	9	4	4	4	1,800	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	
Weld.....	344	248	205	265	218	295	.61	8	3	9	1	11	1	11	9	9	9	4,400	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	10	
Wilton.....	585	305	253	415	345	483	.51	8	10	4	11	6	13	12	12	12	12	15,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	10
Coplin pl.....	36	22	18	26	20	28	.53	10	10	10	3	1	1	1	1	1	1	200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	
Dallas pl.....	60	30	25	21	20	51	.38	8	8	1	1	1	1	1	1	1	1	25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	
Greenvale pl.....	13	16	14	13	13	16	.52	8	8	1	1	1	1	1	1	1	1	150	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Letter E pl.....	12	9	8	10	5	12	.54	6	12	-	-	-	-	-	-	-	-	200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

FRANKLIN COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 15 1/2 days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								w.	f.	w.	f.									
Perkins pl.....	53	36	33	44	36	46	.65	7	2	8	3	-	-	3	3	-	-	\$600	-	-
Rangely pl.....	32	14	14	18	16	19	.47	8	12	1	1	-	-	1	-	-	300	-	-	
	5,938	3,514	2,880	4,252	3,542	4,808	.54	8	3	10	3	209	35	197	136	1	2,800	77,850	8	121

FRANKLIN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in summer.	No. of Female Teachers employed in Winter.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Not less than 80 cts. for each inhabitant.			Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above amt required by law.	Less than the amt required by law.	Amount raised per scholar.									
Avon	9	7	1	\$16 67	\$2 47	1 33	\$500	12	-	2 63	\$546	\$276	\$41	\$863	\$793	\$70	-	\$30	
Carthage.....	6	4	-	18 17	3 00	1 22	486	97	-	3 24	432	268	30	730	626	104	-	23	
Chesterville.....	13	6	-	19 00	2 60	1 40	850	41	-	8 82	902	466	37	1,405	1,277	108	-	35	

Eustis	4	2	1	14 00	3 00	1 42	275	4	-	2 25	439	190	-	557	72	-	-	21
Farmington	23	13	14	29 00	4 35	1 29	2,610	8	-	2 52	2,821	1,534	96	4,451	3,392	1,059	-	100
Freeman	10	-	1	19 00	2 08	1 15	500	14	-	2 36	520	317	50	887	865	22	-	30
Industry	8	4	4	22 93	3 00	1 40	580	-	1	2 30	800	394	2	1,196	1,152	44	-	44
Jay	15	4	-	21 00	2 23	1 60	1,200	8	-	2 81	1,554	659	73	2,284	1,752	532	150	54
Kingfield	3	1	-	27 50	3 60	1 78	448	-	-	2 59	726	304	40	1,074	812	262	-	13
Madrid	6	2	-	16 00	2 20	1 27	340	20	-	2 43	394	161	33	588	535	53	-	27
New Sharon	15	8	8	21 29	2 79	1 78	1,162	-	-	3 04	1,284	631	50	1,965	1,780	185	200	87
New Vineyard	8	8	2	21 40	2 75	1 33	610	6	-	1 62	670	435	-	1,105	936	169	-	37
Phillips	16	6	-	20 50	2 87	1 59	1,170	71	-	2 52	1,468	690	-	2,158	1,992	166	25	97
Rangely	5	1	3	21 00	2 90	1 77	300	51	-	2 57	341	291	-	632	610	22	-	15
Salem	2	-	1	22 00	2 13	1 13	246	-	-	2 46	310	149	-	459	457	2	-	7
Strong	5	6	-	27 00	2 50	1 50	508	1	-	2 80	564	283	85	932	881	51	55	25
Temple	10	7	2	21 33	2 17	1 38	513	1	-	2 54	800	267	-	1,067	741	326	-	15
Weld	12	1	-	23 25	2 50	1 45	1,000	97	-	2 91	1,086	490	-	1,576	1,413	163	150	59
Wilton	13	5	2	24 98	3 09	1 73	1,530	4	-	2 65	1,695	874	139	2,708	2,646	62	-	83
Coplin pl.	1	-	-	19 00	2 25	1 25	80	5	-	2 22	80	55	-	135	135	-	-	2
Dallas pl.	2	-	-	12 00	2 50	1 50	120	-	7	2 00	No Fiscal Returns.	-	-	-	-	-	-	1
Greenvale pl.	1	1	-	-	2 75	1 12	50	-	-	3 85	66	18	-	84	66	18	-	2
Letter E pl.	1	1	-	-	1 85	1 00	35	3	-	2 92	38	21	-	59	51	8	-	2
Perkins pl.	3	1	-	14 50	2 00	1 25	119	-	-	2 25	130	92	-	222	214	8	-	5
Rangely pl.	1	-	-	13 00	2 50	1 50	65	29	-	2 03	117	45	36	198	98	100	-	1
	192	88	39	18 58	2 64	1 44	15,297	472		8 2 57	17,783	8,908	716	27,407	23,801	3,606	-	655 818

HANCOCK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	Number registered in Summer Schools.	Number attending Summer Schools.					w.	d.	w.	d.	w.	d.									
Amherst.....	161	110	95	110	77	129	.53	9	4	11	4	4	-	4	-	-	-	\$500	5,000	-	3
Aurora.....	89	46	38	42	34	38	.40	10	14	3	2	1	2	-	-	-	-	600	-	-	1
Bluehill.....	651	415	341	485	391	485	.56	8	5	10	3	18	1	17	14	1	-	5,000	5,000	1	9
Brooklin.....	362	249	220	235	224	250	.65	7	4	9	1	9	-	9	8	-	-	4,500	4,500	1	6
Brooksville.....	533	306	249	326	260	260	.48	16	3	14	4	9	-	9	6	-	-	6,000	6,000	-	6
Bucksport.....	1,005	551	451	541	446	690	.45	12	4	10	1	18	-	19	13	-	-	12,000	12,000	2	3
Castine.....	421	256	206	249	219	294	.50	15	3	10	4	4	-	6	5	-	-	10,000	10,000	1	3
Cranberry Isles.....	133	84	77	102	91	142	.63	9	2	10	3	5	1	4	1	-	-	1,100	1,100	-	3
Dedham.....	155	99	81	128	108	143	.61	8	10	3	6	1	3	5	3	-	-	1,100	1,100	-	1
Deer Isle.....	1,302	705	560	786	593	1,011	.89	10	3	12	5	21	3	20	20	1	150	8,660	-	13	
Eastbrook.....	100	75	64	67	54	79	.59	9	5	7	5	4	-	4	3	1	350	770	1	2	
Eden.....	498	281	253	269	228	402	.54	7	1	8	4	13	-	12	11	-	-	9,500	9,500	-	7
Ellsworth.....	1,802	1,105	774	957	789	1,328	.43	15	3	12	2	19	2	22	10	1	1,000	25,000	1	15	
Franklin.....	395	272	219	205	177	320	.50	9	3	6	3	10	-	9	7	-	-	5,000	5,000	3	5
Gouldsborough.....	676	385	330	475	394	507	.54	10	3	10	4	14	1	12	5	-	-	3,450	3,450	-	12
Hancock.....	388	252	217	298	242	263	.59	9	8	10	1	6	-	6	5	-	-	4,000	4,000	-	7
Isle au Haut.....	102	53	44	59	48	84	.26	7	3	8	3	5	1	2	2	-	-	400	400	-	2
Lamoine.....	249	148	223	186	140	189	.53	11	2	12	5	5	-	4	4	-	-	5,200	5,200	1	3
Mariaville.....	118	77	59	96	78	106	.58	9	1	8	4	5	-	5	4	-	460	1,160	-	4	
Mount Desert.....	372	215	178	300	260	300	.59	7	1	9	3	9	-	9	5	-	-	3,000	3,000	-	7
Orland.....	533	469	267	451	372	492	.60	10	2	10	15	2	14	12	1	-	400	7,300	-	6	
Otis.....	124	79	69	87	69	103	.56	8	2	10	3	3	-	3	3	-	-	600	600	-	2
Penobscot.....	498	307	271	320	304	364	.58	9	2	8	1	12	-	12	8	-	-	2,000	2,000	-	7
Sedgwick.....	360	211	208	251	247	289	.63	10	3	11	1	10	-	10	7	-	-	5,000	5,000	-	6
Sullivan.....	319	183	158	210	185	225	.54	11	3	12	6	6	-	6	5	-	-	2,000	2,000	-	4

Surry.....	383	236	201	218	211	284	.54 10	1 11	9	-	9	8	1	\$350	\$3,800	-	6	
Tremont.....	763	416	341	410	338	522	.44 10	4 11	2	15	13	11	-	-	7,900	-	11	
Trenton.....	213	125	103	146	125	171	.54 8	3 10	1	9	8	7	-	-	2,250	-	4	
Verona.....	125	99	84	108	90	122	.54 11	3 12	3	4	4	4	-	-	2,900	-	1	
Waltham.....	110	63	52	73	54	80	.48 10	8	4	4	4	3	-	-	1,400	-	4	
Long Island pl.....	54	33	27	41	30	41	.53 8	8	1	1	1	-	-	-	400	-	1	
Swan Island pl.....	226	122	106	146	112	174	.48 9	10	2	5	5	2	-	-	1,200	-	4	
No. 7 pl.....	26	26	20	-	-	20	.77 13	-	-	2	1	-	-	-	350	1	-	
No. 21 pl.....	27	27	18	-	-	27	.67 25	-	-	1	1	1	-	-	4,000	-	-	
No. 33 pl.....	51	42	37	-	-	42	.73 14	-	-	1	1	1	-	-	700	-	-	
	13,326	8,122	6,541	8,377	6,990	9,976	.55 9	4 10	1	282	15	272	198	7	3,210	148,740	12	168

HANCOCK COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above am't required by law.	Less than the am't required by law.										
Amherst.....	3	1	2	\$27 33	\$4 23	1 55	\$280	-	-	1 74	\$458	\$281	\$73	\$812	\$587	\$225	-	-	\$5
Aurora.....	2	1	1	26 00	2 76	2 00	200	30	-	2 25	332	144	60	536	337	199	-	-	5
Bluehill.....	17	9	1	27 00	2 41	2 00	1,500	126	-	2 30	1,039	125	-	2,864	2,716	148	-	-	80
Brooklin.....	8	3	2	32 00	4 00	1 95	800	27	-	2 21	800	542	33	1,375	1,280	95	-	-	31
Brooksville.....	9	3	1	25 50	3 50	1 58	1,025	4	-	1 92	1,241	780	-	2,021	1,925	96	-	-	40
Bucksport.....	17	16	1	35 00	3 47	2 08	2,750	4	-	2 74	3,146	1,407	145	4,698	4,368	330	-	-	-
Castine.....	8	6	4	50 47	5 41	2 65	1,050	7	-	2 49	2,025	656	349	3,030	2,863	167	-	-	37
Cranberry Isles.....	5	2	1	27 33	3 21	1 76	281	-	-	2 11	346	200	109	655	635	20	-	103	14
Dedham.....	6	6	1	40 00	2 75	1 52	375	13	-	2 41	606	245	63	914	693	221	-	4	25
Deer Isle.....	23	9	2	31 93	4 33	1 96	2,500	-	-	1 92	2,984	2,030	-	5,014	4,873	141	-	17	96
Eastbrook.....	3	2	1	22 00	2 56	1 77	175	25	-	1 75	235	146	-	381	326	55	-	-	12
Eden.....	14	5	1	28 52	3 73	1 80	960	4	-	2 08	1,186	662	275	2,123	1,779	344	-	-	46

KENNEBEC COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 94 days per week.		Average length of Winter Schools of 94 days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								w.	d.	w.	d.									
Albion	371	201	169	240	190	240	.48	10	4	11	5	14	-	14	5	-	-	\$3,000	-	5
Augusta	2,233	1,195	1,047	1,179	939	-	.44	-	-	-	-	24	-	32	32	-	-	55,000	2	8
Belgrade	457	299	250	359	301	395	.60	8	4	10	-	18	-	18	12	-	3,800	1	11	
Benton	355	188	183	239	197	200	.54	8	2	10	2	10	-	10	10	-	5,000	-	4	
Chelsea	297	198	165	223	190	237	.60	18	-	16	-	8	1	9	6	-	2,850	-	-	
China	557	316	269	397	332	444	.52	9	11	4	21	1	1	21	12	-	3,000	1	15	
Clinton	584	361	244	313	253	435	.42	12	2	11	4	13	-	13	10	-	4,000	1	11	
Farmingdale	214	154	123	158	108	208	.54	18	4	12	3	3	1	4	4	-	4,500	-	1	
Fayette	251	176	142	161	134	217	.55	10	1	10	1	9	4	9	6	-	2,500	-	5	
Gardiner	1,226	744	649	781	610	821	.51	10	5	21	3	-	-	13	5	-	36,000	-	2	
Hallowell	865	470	436	462	427	565	.50	11	11	11	-	1	-	10	9	1	18,000	2	2	
Litchfield	413	266	226	299	255	339	.51	8	19	2	15	1	1	15	8	-	3,000	3	11	
Manchester	200	83	67	134	114	141	.45	9	3	10	-	-	-	7	5	-	3,500	1	4	
Monmouth	391	241	203	261	209	266	.53	11	4	10	2	12	1	14	9	-	5,500	1	10	
Mt. Vernon	342	178	140	219	171	229	.45	8	2	11	-	12	-	12	9	-	7,000	-	7	
Pittston	744	462	396	476	421	519	.55	8	11	2	17	-	-	17	12	-	10,000	-	6	
Readfield	332	164	130	210	168	275	.45	10	12	10	-	10	1	10	9	1	900	1	5	
Rome	210	134	114	155	125	195	.57	8	10	10	-	8	1	7	6	-	1,400	3	7	
Sidney	424	268	226	339	214	350	.52	7	11	11	-	19	-	19	5	-	4,000	3	4	
Vassalborough	808	415	337	524	423	545	.47	9	3	13	3	22	-	22	15	1	9,000	1	7	
Vienna	209	175	138	135	96	160	.56	7	9	9	-	10	-	10	10	-	1,500	-	4	
Waterville	1,553	650	541	717	637	864	.38	18	-	18	-	1	4	9	7	-	25,000	1	2	
Wayne	295	156	129	205	176	249	.52	8	2	10	4	9	-	9	7	-	6,500	-	4	
West Gardiner	306	174	145	243	197	233	.36	8	-	11	1	9	-	9	6	-	3,000	-	6	
West Waterville	544	312	259	294	239	407	.46	14	-	11	-	9	-	11	5	-	6,000	3	7	

KENNEBEC COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.					w.	d.	w.	d.											
Windsor.....	372	263	226	248	206	339	.58	9	4	11	4	13	13	5	-	-	-	\$2,900	-	-	
Winstow.....	473	259	202	283	209	301	.43	9	3	11	3	16	15	10	1	-	-	3,500	-	-	
Winthrop.....	631	370	315	375	321	430	.50	15		12		10	10	9	-	-	-	16,000	-	-	
Unity pl.....	20	9	8	14	13	16	.53	15		9		1	1	-	-	-	-	200	-	-	
	15,677	8,881	7,479	9,643	7,875	9,620	.51	10	2	11	3	22	21	363	148	4	4,345	246,150	21	162	

KENNEBEC COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above amt required by law.	Less than the amt required by law.										
Albion.....	12	7	1	\$18 00	\$2 70	1 65	\$1,085	-	2 92	\$1,144	\$550	-	\$1,694	\$1,574	\$120	-	-	\$69	
Augusta.....	31	31					6,250	-	2 80	16,449	3,434	117	20,000	19,057	943	-	-	300	
Belgrade.....	17	7	2	20 39	2 88	1 72	1,188	-	2 60	1,343	687	-	2,030	1,875	155	-	-	50	

Benton.....	14	5	-	34 50	3 27 1 80	1,000	56	-	2 82	1,319	595	-	1,914	1,504	410	-	-	34
Chelsea.....	9	9	1	-	3 12 1 75	650	23	-	2 19	856	451	-	1,307	10,068	239	-	-	35
China.....	19	8	1	23 08	2 86 1 50	1,696	-	-	3 04	1,825	851	-	2,676	2,659	17	-	-	75
Clinton.....	12	2	-	33 94	4 10 1 79	1,505	91	-	2 58	1,669	878	-	2,547	2,286	261	-	-	70
Farmingdale.....	6	4	1	27 50	4 73 1 90	1,000	303	-	4 67	1,065	338	3	1,406	1,260	146	-	-	37
Fayette.....	9	4	-	17 80	3 00 1 76	800	80	-	3 20	906	420	4	1,330	1,167	163	-	42	41
Gardiner.....	16	15	-	56 66	8 00 -	3,600	3	-	2 94	3,675	1,977	124	5,776	5,691	85	-	-	200
Hallowell.....	11	11	-	-	8 00 2 50	3,000	94	-	3 58	4,300	1,279	39	5,618	5,009	609	-	-	154
Litchfield.....	12	4	1	20 38	3 38 1 70	1,205	-	-	2 92	1,342	652	-	1,994	1,825	169	-	16	50
Manchester.....	5	3	-	25 40	3 75 2 00	700	114	-	3 50	978	315	-	1,293	1,154	139	-	-	30
Monmouth.....	11	2	1	25 80	3 83 1 63	1,395	-	-	3 57	1,743	615	-	2,358	1,927	431	-	-	92
Mt. Vernon.....	11	4	1	20 59	3 02 1 50	1,002	-	-	2 93	1,341	526	-	1,867	1,383	484	-	-	55
Pittston.....	17	17	-	26 33	4 50 4 78	1,900	18	-	2 55	2,045	1,154	-	3,199	2,959	240	-	-	75
Readfield.....	10	5	1	25 00	3 00 1 75	1,200	34	-	3 92	1,411	526	-	1,937	1,646	291	-	-	50
Rome.....	3	-	-	22 00	2 75 1 75	580	-	-	2 76	657	306	-	963	949	14	-	6	21
Sidney.....	17	15	3	20 00	3 25 1 50	1,178	-	-	2 78	1,307	689	-	1,996	1,908	88	-	50	60
Vassalborough.....	20	14	-	26 00	3 40 1 80	2,500	162	-	3 09	2,617	1,243	1151	3,975	3,974	1	-	-	110
Vienna.....	10	4	2	21 75	2 58 1 28	592	-	-	2 83	212	329	-	1,041	946	95	-	-	20
Waterville.....	18	17	-	18 00	5 00 2 75	2,700	250	-	1 74	No Fiscal Returns.	-	-	-	-	-	-	-	394
Wayne.....	9	5	1	19 87	2 91 1 95	751	1	-	2 55	865	479	-	1,344	1,163	181	-	-	60
West Gardiner.....	10	3	-	23 22	3 70 1 64	850	16	-	2 78	1,091	492	-	1,583	1,174	409	-	-	45
West Waterville.....	10	6	1	25 33	4 06 2 00	1,356	70	-	2 48	1,871	790	-	2,661	2,404	257	-	12	85
Windsor.....	14	3	1	22 77	3 12 1 35	1,013	-	-	2 72	1,319	554	-	1,873	1,660	213	-	-	50
Winslow.....	10	10	3	23 10	3 14 1 72	1,300	150	-	2 75	1,422	719	5	2,146	2,054	92	-	56	70
Winthrop.....	13	10	1	20 00	4 50 3 00	1,800	17	-	2 85	2,104	907	-	3,011	2,943	68	-	300	60
Unity pl.....	2	1	-	-	2 37 88	56	2	-	2 80	120	30	-	150	85	65	-	-	2
	370	226	22	21 29	3 62 1 77	43,846	1,488	-	22 93	57,496	21,786	407	79,689	73,304	6,385	-	482	2397

KNOX COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
							%. w.	d.	%. w.	d.											
Appleton.....	479	289	237	330	279	398	.54	13	2	12	1	11	1	11	6	-	-	-	5,200	-	8
Camden.....	1,451	895	841	915	865	1,196	.57	10	3	11	16	1	15	11	6	-	-	11,650	-	11	
Cushing.....	275	163	126	175	146	207	.49	10	2	10	4	6	1	6	6	-	-	2,000	-	5	
Friendship.....	337	209	166	238	198	265	.54	9	5	11	5	7	2	7	6	-	-	2,000	-	4	
Hope.....	269	156	130	176	146	220	.33	14	3	12	4	7	1	7	6	-	-	3,500	-	3	
Hurricane Isle.....	61	52	46	47	40	59	.70	22	11	11	1	1	-	1	-	-	-	3,400	1	1	
North Haven.....	266	138	117	212	178	225	.55	9	10	10	1	6	-	6	6	-	-	2,300	-	4	
Rockland.....	2,164	1,325	1,142	1,330	1,145	1,419	.53	22	9	3	1	1	1	11	4	-	-	50,000	3	4	
South Thomaston.....	652	445	372	477	382	503	.63	11	9	9	12	1	14	10	1	1	500	6,500	2	7	
St. George.....	1,030	701	576	690	572	803	.56	11	3	11	18	3	16	12	12	-	-	5,000	2	16	
Thomaston.....	882	510	431	477	389	640	.46	9	12	12	1	-	11	11	11	-	-	18,900	4	5	
Union.....	465	302	235	368	305	401	.58	11	13	13	14	-	14	11	11	-	-	18,000	-	7	
Vinalhaven.....	999	577	510	632	552	505	.53	9	3	10	1	11	-	11	11	-	-	7,500	-	7	
Warren.....	668	431	360	455	354	493	.56	13	4	10	19	1	20	12	-	-	-	9,000	1	8	
Washington.....	309	260	196	268	204	264	.65	9	2	9	13	2	12	8	-	-	-	2,000	-	10	
Matineus pl.....	84	37	30	49	40	62	.42	12	12	12	1	1	1	1	1	-	-	400	-	1	
Muscle Ridge pl.....	56	44	35	31	24	50	.52	20	10	10	1	-	1	1	-	-	-	50	-	-	
	10,447	6,534	5,550	6,870	5,849	7,770	.54	12	4	11	3	145	14	164	122	1	500	147,400	14	101	

COMMON SCHOOLS.

KNOX COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
	No. of Female Teachers employed in Winter.	Excess above amt't required by law.						Less than the amt't required by law.											
Appleton.....	15	3	3	\$24 66	\$3 32	1 66	\$1,189	-	-	2 48	\$2,291	\$732	-	\$3,023	\$2,659	\$364	-	-	\$45
Camden.....	21	10	2	28 00	3 50	2 25	4,000	\$1,988	-	2 76	4,367	2,130	\$90	6,587	5,859	728	-	-	115
Cushing.....	6	1	-	26 80	3 29	2 01	565	3	-	2 05	657	415	-	1,072	994	78	-	-	19
Friendship.....	7	4	1	31 75	3 57	2 14	712	-	\$3	2 11	741	515	-	1,256	1,243	13	-	-	17
Hope.....	7	4	2	24 61	3 58	1 58	726	2	-	2 70	1,035	396	-	1,447	1,219	228	-	-	30
Hurricane Isle.....	-	-	-	41 00	-	4 25	500	20	-	8 20	939	103	-	1,042	782	260	-	-	-
North Haven.....	6	2	4	34 65	4 06	2 25	650	5	-	2 07	664	375	-	1,039	1,014	25	-	-	10
Rockland.....	25	25	3	116 67	7 50	3 50	6,000	342	-	2 77	6,000	3,271	-	9,271	9,271	-	-	-	250
South Thomaston.....	13	7	4	24 33	4 00	2 20	1,354	-	-	2 08	1,562	1,032	-	2,594	2,320	274	-	-	20
St. George.....	15	3	2	26 13	3 49	2 65	1,857	-	-	1 82	2,192	1,537	-	3,731	3,577	154	-	65	50
Thomaston.....	10	10	2	35 00	4 16	-	2,474	-	-	1 29	2,713	1,288	-	4,001	3,834	167	-	3473	200
Union.....	14	7	2	28 00	3 65	2 00	1,362	-	-	2 92	1,644	834	-	2,478	2,289	189	-	-	67
Vinalhaven.....	15	9	5	41 57	4 39	2 25	2,000	519	-	2 00	2,352	1,483	-	3,835	3,343	492	-	-	100
Warren.....	19	12	-	23 00	3 85	2 25	1,600	20	-	2 40	1,753	966	250	2,969	2,824	145	-	-	17
Washington.....	13	3	-	22 00	3 00	1 50	1,021	-	-	3 31	1,050	580	-	1,630	1,357	273	-	-	45
Matinecus pl.....	1	-	-	35 00	4 00	2 37	200	-	-	2 38	465	134	-	599	343	256	-	-	-
Muscle Ridge pl.....	2	1	1	-	5 00	2 50	198	-	-	12 54	198	102	-	300	250	50	-	-	10
	189	101	32	33 30	3 78	2 19	26,408	2,899	16	2 53	30,623	15,893	358	46,874	43,178	3,696	-	3538	909

APPENDIX.

LINCOLN COUNTY.

TOWNS.	No. of children belong- in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attend- ing Summer Schools.		Number registered in Winter Schools.		Average number attend- ing Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.		Number of parts of districts in town.		Number of school houses in town.		Number in good condi- tion.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teach- ers employed in Summer.		Number of Male Teach- ers employed in Winter		
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.			
Alna.....	242		173		104		220		193		239	.61	12	3	11		6		6		-		6		4		-		-		-		\$3,300		1		6
Boothbay.....	1,213		672		579		730		545		847	.46	10		10		16		16		-		16		12		-		-		-		14,350		1		16
Bremen.....	315		251		211		259		215		273	.68	10	4	9		9		9		1		9		9		-		-		-		1,500		-		7
Bristol.....	1,034		629		513		647		520		914	.50	10	2	10		3		21		-		20		9		-		-		-		10,500		-		12
Damariscotta.....	375		226		203		183		152		240	.47	12	4	10				6		-		7		3		-		-		-		3,500		1		4
Dresden.....	290		187		154		184		143		193	.51	10	3	8		2		9		1		9		6		-		-		-		5,000		1		4
Edgecomb.....	351		189		148		218		176		321	.56	13	3	13				7		-		7		5		-		-		-		4,000		1		6
Jefferson.....	545		308		260		366		300		390	.51	12		9		15		9		-		14		8		-		-		-		-		-		10
Newcastle.....	492		338		286		331		270		278	.77	8	3	11		2		14		-		14		5		-		-		-		4,000		1		8
Nobleborough.....	376		239		203		299		238		319	.59	9	3	12		3		12		-		12		12		-		-		-		6,000		-		10
Somerville.....	210		150		126		164		138		170	.63	9		12		3		7		2		5		4		-		-		-		1,300		-		3
Southport.....	256		110		94		173		154		197	.48	10		11		3		5		-		5		4		-		-		-		1,700		-		4
Waldborough.....	1,247		742		583		803		646		875	.49	10	4	11		2		31		-		28		12		-		-		-		8,000		2		20
Westport.....	195		118		107		115		87		240	.50	13		11		4		-		-		4		2		-		-		-		1,600		-		1
Whitefield.....	485		276		217		332		271		375	.50	9	3	12		1		6		-		16		12		-		-		-		5,000		-		11
Wiscasset.....	607		400		306		396		304		423	.50	9	4	11		3		6		-		-		7		-		-		-		4,000		2		5
Monhegan pl.....	45		26		20		32		21		29	.46	12		12				1		-		1		1		-		-		-		400		-		-
	8,272		5,034		4,114		5,452		4,373		6,323	.54	10	4	11		4		185		4		180		105		-		-		-		74,150		10		127

LINCOLN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Excess above an't required by law.	Less than the an't required by law.	Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '79, to Apr. 1, '80.	Amount available from State Treasury from Apr. 1, '79, to Apr. 1, '80.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Alna.....	5	-	2	\$38 00	\$4 10 3 25	\$600	\$2	-	2 48	\$838	\$378	-	\$1,216	\$1,121	\$95	-	\$16	\$25
Boothbay.....	19	6	-	36 70	4 70 3 62	3,200	640	-	2 64	3,364	1,760	-	5,124	4,820	304	-	-	140	
Bremen.....	9	2	-	27 30	4 00 3 00	640	3	-	2 03	817	494	-	1,311	1,233	78	-	49	22	
Bristol.....	23	11	-	41 00	3 95 2 40	2,400	61	-	2 32	2,762	1,563	-	4,325	3,920	405	-	175	100	
Damariscotta.....	7	3	-	37 50	4 50 2 75	1,067	-	-	2 85	No Fiscal	Retu rns.	-	-	-	-	-	-	65	
Dresden.....	8	5	-	18 75	4 36 3 71	800	10	-	2 76	1,139	433	\$31	1,603	1,546	57	-	48	34	
Edgecomb.....	6	1	2	26 75	4 20 2 75	800	-	\$47	2 28	No Fiscal	Retu rns.	-	-	-	-	-	-	28	
Jefferson.....	15	5	4	26 00	3 25 2 00	1,474	15	-	3 07	2,032	826	-	2,858	2,282	576	-	-	46	
Newcastle.....	13	6	-	28 75	3 70 2 50	1,383	-	-	2 81	1,701	775	-	2,476	2,162	314	-	-	100	
Nobleborough.....	12	2	-	28 50	2 95 -	944	22	-	2 51	1,154	556	-	1,710	1,473	237	-	-	50	
Somerville.....	7	4	-	18 00	2 25 1 42	406	1	-	1 93	430	318	-	748	784	-	-	-	30	
Southport.....	3	1	-	29 00	4 39 2 80	546	-	12	13	616	400	-	1,016	894	122	-	-	18	
Waldoborough.....	31	10	-	29 29	3 55 1 89	3,350	8	-	2 69	3,557	1,894	-	5,461	5,242	219	-	-	227	
Westport.....	4	3	-	28 00	3 75 2 75	560	2	-	2 87	662	291	-	956	795	161	-	-	18	
Whitefield.....	15	6	-	25 69	3 11 1 53	1,400	38	-	2 89	1,418	747	-	2,165	2,080	85	-	-	74	
Wisasset.....	8	5	1	35 00	4 50 3 00	1,600	18	-	2 64	1,749	981	-	1,730	2,151	579	-	-	34	
Monhegan pl.....	1	1	-	-	4 25 1 50	116	-	-	2 58	138	71	-	209	138	71	-	-	-	
	186	71	9	27 89	3 85 2 40	21,786	820	48	2 57	22,390	11,487	31	33,908	30,605	3,303	-	288	913	

OXFORD COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								w.	d.	w.	d.									
Albany.....	236	106	91	175	136	173	.48 9	11	10	10	6	-	-	10	6	-	\$2,300	-	5	
Andover.....	246	132	105	134	135	188	.49 11	11	1	6	6	5	-	6	5	-	6,000	-	4	
Bethel.....	646	355	302	470	413	521	.48 9	10	27	4	25	20	-	20	-	-	6,000	2	15	
Brownfield.....	409	226	182	230	200	390	.47 10	11	3	13	1	14	6	10	-	-	5,500	1	11	
Buckfield.....	464	263	224	293	263	356	.48 3	3	10	13	3	13	10	-	-	-	2,800	1	6	
Byron.....	76	27	25	62	54	61	.52 6	3	10	2	5	3	3	-	-	-	500	-	2	
Canton.....	288	176	144	203	171	243	.55 8	3	10	3	9	1	9	7	-	-	4,000	1	7	
Denmark.....	313	160	125	234	203	231	.52 9	1	11	1	13	7	7	1	1	\$2,050	5,000	5	5	
Dixfield.....	275	150	140	225	200	210	.62 9	10	11	1	9	7	-	-	-	-	3,700	1	8	
Fryeburg.....	494	301	254	330	298	376	.56 8	11	1	17	1	16	14	-	-	-	6,000	-	5	
Gilead.....	90	48	31	53	45	65	.42 6	4	7	4	6	6	4	-	-	-	1,500	-	1	
Grafton.....	50	26	20	31	28	20	.48 8	9	3	-	1	1	1	-	-	-	100	-	-	
Greenwood.....	290	181	144	206	147	249	.50 9	2	11	4	13	-	12	3	-	-	2,400	-	6	
Hanover.....	62	27	24	48	44	48	.55 9	18	3	3	1	3	2	-	-	-	1,500	-	4	
Hartford.....	263	141	118	208	178	229	.56 9	10	3	14	2	14	11	-	-	-	4,200	-	7	
Hebron.....	199	107	88	136	101	143	.47 10	11	7	2	7	5	-	-	-	-	2,400	-	5	
Hiram.....	471	294	230	284	220	334	.48 9	1	9	14	2	14	13	-	-	-	5,000	-	12	
Lovell.....	309	160	141	235	198	228	.55 9	11	3	13	-	12	8	-	-	-	3,200	-	10	
Mason.....	33	19	18	30	24	30	.64 11	11	1	1	1	1	1	-	-	-	400	-	1	
Mexico.....	143	60	12	102	17	95	.10 8	1	11	4	6	1	5	3	-	-	1,500	-	5	
Newry.....	112	81	68	99	83	110	.67 9	1	9	5	7	-	6	4	-	-	1,190	-	3	
Norway.....	794	459	396	483	420	527	.52 12	14	15	1	17	16	16	-	-	-	6,000	1	6	
Oxford.....	531	301	238	357	279	306	.49 9	12	3	10	2	11	8	-	-	-	6,000	1	8	
Paris.....	915	463	427	549	453	589	.48 9	9	4	20	16	20	16	-	-	-	10,000	1	16	
Peru.....	275	162	150	225	187	387	.61 9	11	10	-	-	10	9	-	-	-	4,800	-	7	

Porter.....	395	246	189	222	177	241	.4610	5	11	2	13	2	13	4	-	-	2,500	2	11
Roxbury.....	59	54	46	33	25	54	.608	1	6	2	7	-	3	1	-	-	400	-	3
Rumford.....	265	191	154	220	171	277	.618	3	10	2	13	1	13	10	-	-	3,000	-	10
Stow.....	137	95	78	105	90	120	.617	-	10	-	8	-	8	2	-	-	1,200	-	2
Stoncham.....	No	return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sumner.....	368	227	185	286	242	317	.589	3	11	1	16	1	16	10	-	-	4,600	-	8
Sweden.....	137	103	81	108	86	122	.618	3	12	-	7	-	7	7	-	-	3,500	-	2
Upton.....	84	77	68	51	43	69	.427	-	13	-	4	1	3	3	-	-	400	-	-
Waterford.....	377	267	244	229	194	323	.589	4	10	1	13	2	14	13	-	-	7,000	-	5
Woodstock.....	376	174	140	227	185	307	.437	-	10	-	12	1	11	5	-	-	2,000	-	11
Franklin pl.....	68	41	14	29	14	61	.218	-	12	-	3	-	3	1	-	-	300	-	1
Lincoln pl.....	18	14	12	-	-	14	.678	-	-	-	1	-	1	-	-	-	200	-	-
Milton pl.....	105	34	25	45	14	70	.1812	14	-	2	2	-	1	1	-	-	600	-	1
	10,373	5,948	4,933	6,977	5,738	8,094	.499	2	12	1	365	32	350	146	1	2,050	117,690	13	213

OXFORD COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in summer.		No. of Female Teachers employed in Winter.		No. of Teachers, graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1880.		Excess above amt't required by law.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1879, to April 1, 1880.		Amount available from State Treasury from April 1, 1879, to April 1, 1880.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.		Balance unexpended April 1, 1880.		Balance over-expended April 1, 1880.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	No.	No.	No.	No.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.																		
Albany	7	5	-	-	\$19 00	\$2 90	1 35	\$522	-	2 24	\$497	\$417	\$37	\$951	\$926	\$25	-	\$72	\$30																			
Andover	7	3	-	-	25 00	2 92	1 85	700	-	2 85	753	375	46	1,175	1,084	90	-	-	25																			
Bethel	21	15	2	-	22 63	3 00	1 68	1,826	-	2 83	1,983	1,032	36	3,051	2,973	78	-	-	102																			
Brownfield	13	2	-	-	20 00	2 75	1 80	1,236	177	3 02	No Fiscal Returns.	-	-	-	-	-	-	-	57																			
Buckfield	14	7	1	-	26 00	2 95	1 63	1,196	1	2 60	1,232	717	126	2,075	2,056	19	-	-	56																			
Byron	2	3	-	-	21 00	2 30	1 63	194	-	2 55	272	111	27	410	275	135	-	-	9																			
Canton	10	5	2	-	27 50	2 50	2 00	787	-	2 73	847	460	58	1,365	1,266	99	-	40	51																			
Denmark	9	7	-	-	26 88	3 09	1 34	1,000	144	3 19	1,248	503	33	1,784	1,476	308	-	-	48																			
Dixfield	9	1	2	-	20 00	2 75	1 50	839	-	3 05	993	463	-	1,456	1,364	92	-	-	40																			
Eryeburg	15	9	1	-	22 10	4 16	1 46	1,210	4	2 45	1,441	763	90	2,294	2,151	143	-	85	76																			
Gilead	5	3	-	-	26 00	3 12	94	263	-	2 92	263	141	25	429	429	-	-	30	15																			
Grafton	3	2	-	-	-	3 00	1 00	100	25	2 00	124	90	-	214	148	66	-	-	-																			
Greenwood	9	5	-	-	23 28	2 78	1 45	700	33	2 41	879	578	29	1,436	1,366	70	-	70	36																			
Hanover	1	1	2	-	20 00	3 50	2 50	200	50	3 23	199	92	18	309	284	25	-	-	8																			
Hartford	11	7	-	-	20 00	3 50	1 50	797	-	3 03	827	400	24	1,251	1,207	44	-	125	48																			
Hebron	6	2	-	-	25 28	4 48	2 37	595	1	2 99	652	308	-	960	829	131	-	-	30																			
Hiram	16	7	1	-	20 54	3 82	1 71	1,500	385	3 18	1,749	741	-	2,490	2,214	276	-	75	25																			
Lovell	10	2	-	-	22 00	2 50	1 25	850	36	2 75	1,260	499	117	1,876	1,635	241	-	15	46																			
Mason	1	-	-	-	23 00	3 00	1 38	102	8	3 09	102	50	-	152	152	-	-	-	3																			
Mexico	4	1	-	-	23 00	2 25	1 55	366	-	2 56	401	238	-	639	634	5	-	4	26																			
Newry	6	3	-	-	19 97	3 47	86	333	-	2 97	342	233	50	625	539	86	-	-	18																			
Norway	18	13	1	-	45 50	3 75	2 00	2,000	436	2 52	3,398	1,188	591	5,177	5,174	3	-	-	100																			
Oxford	12	4	-	-	27 00	4 02	3 00	1,450	144	2 73	1,971	768	-	2,745	2,701	44	-	100	83																			
Paris	21	6	-	-	27 00	3 35	2 00	2,213	-	2 42	3,267	1,359	200	4,826	4,140	686	-	-	115																			
Peru	10	3	-	-	22 00	2 50	1 50	746	-	2 71	837	484	34	1,355	1,296	59	-	-	37																			

Porter	1	8	-	20 78	2 81	1 65	888	4	-	2 25	1,019	676	100	1,795	1,606	189	-	-	43
Roxbury	4	2	-	13 67	1 82	1 47	150	20	-	2 54	158	85	28	271	250	21	-	17	8
Rumford	13	3	1	20 50	2 57	1 47	970	-	-	3 66	1,099	525	160	1,784	1,599	185	-	125	73
Stow	6	5	-	22 00	3 00	1 00	400	58	-	2 92	419	217	17	633	568	85	-	25	16
Stoneham	-	-	-	-	-	-	340	-	-	-	497	275	-	772	748	24	-	-	-
Sumner	15	8	1	23 12	2 35	1 20	951	-	-	2 58	951	578	56	1,585	1,567	18	-	273	69
Sweden	7	5	1	20 70	3 47	1 58	550	61	-	4 01	613	217	102	932	864	68	-	14	26
Upton	5	4	-	-	2 86	1 50	150	2	-	1 79	150	136	135	421	405	16	-	-	5
Waterford	13	5	1	26 00	4 00	1 52	1,200	170	-	3 18	1,453	569	50	2,072	1,864	208	-	27	75
Woodstock	11	3	-	22 00	2 75	2 00	796	-	-	2 12	873	581	-	1,454	1,385	69	-	-	41
Franklin pl	3	1	-	19 00	2 06	1 12	80	62	-	1 18	113	90	-	203	202	1	-	-	5
Lincoln pl	1	-	-	-	3 00	-	60	36	-	3 33	141	21	-	162	34	128	-	-	2
Milton pl	2	-	-	25 00	2 50	1 50	207	33	-	1 97	207	151	-	338	358	-	-	-	-
	321	161	18	20 85	2 92	1 51	28,467	1,979	-	22 65	33,236	16,081	2189	51,506	47,769	3,737	-	1097	345

PENOBSCOT COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.									
Alton.....	162	80	74	107	90	130	51	9	11	4	5	1	3	1	-	-	-	-	\$61,000	-	2
Argyle.....	95	58	46	60	51	86	51	9	11	4	1	-	4	4	-	-	-	-	2,500	-	3
Bangor.....	5,479	2,937	2,394	2,823	2,458	3,180	44	12	20	1	-	-	36	35	-	-	-	-	150,000	2	5
Bradford.....	531	334	262	369	298	440	53	10	3	11	2	15	14	13	-	-	-	-	7,000	-	9
Bradley.....	276	145	128	166	124	182	45	18	3	14	4	3	4	4	-	-	-	-	1,200	1	4
Brewer.....	991	556	433	530	415	572	43	10	3	12	3	7	11	9	-	-	-	-	10,000	1	4
Burlington.....	214	106	104	123	99	152	47	12	3	13	1	7	7	5	-	-	-	-	3,000	-	3
Carmel.....	426	249	205	321	271	353	55	11	13	11	-	-	11	10	-	-	-	-	2,800	-	7
Carroll.....	263	147	115	209	162	203	53	9	2	11	7	7	7	3	-	-	-	-	1,850	-	5
Charleston.....	403	238	191	274	229	325	40	9	4	12	4	10	3	10	9	-	-	-	5,000	-	7
Chester.....	142	102	85	89	76	111	57	8	12	4	6	-	6	3	1	-	-	\$100	600	-	1
Clifton.....	153	76	60	93	69	93	48	7	3	9	3	5	5	5	-	-	-	-	1,500	-	2
Corinna.....	499	281	243	320	273	410	52	9	1	10	3	14	3	16	11	-	-	-	5,000	-	6
Corinth.....	431	351	285	321	262	349	63	10	4	12	1	13	-	13	10	-	-	-	8,000	-	8
Dexter.....	757	389	327	397	344	557	44	8	3	10	3	11	1	14	10	-	-	-	14,000	-	5
Dixmont.....	365	208	164	246	197	284	49	12	12	14	2	13	2	13	11	-	-	-	5,500	-	6
Eddington.....	250	154	130	159	130	197	50	8	3	10	3	7	7	6	-	-	-	-	1,800	-	4
Edinburg.....	13	13	10	-	-	13	70	24	-	-	-	2	2	2	-	-	-	-	1,400	-	-
Enfield.....	191	179	170	106	81	98	66	9	2	12	7	7	7	7	-	-	-	-	1,000	1	2
Etna.....	305	213	184	205	164	250	57	10	3	12	8	8	-	8	8	-	-	-	2,600	-	5
Exeter.....	396	250	199	314	249	304	57	9	3	11	13	2	13	10	-	-	-	-	3,200	-	6
Garland.....	379	194	158	218	188	275	46	8	1	9	4	11	2	11	10	-	-	-	4,050	-	5
Glenburn.....	257	140	114	134	110	155	43	11	12	7	7	7	7	7	-	-	-	-	1,400	-	3
Greenbush.....	253	145	115	154	118	169	46	9	7	8	9	8	8	6	-	1	-	500	2,800	1	2
Greenfield.....	140	96	65	40	33	104	35	12	2	10	2	5	-	5	-	-	-	-	200	-	1

Hampden.....	897	483	370	508	407	630	.44	11	2	13	3	18	-	1	18	8	-	-	10,000	-	14
Heron.....	471	312	242	319	260	387	.32	11	11	3	13	13	10	-	8	8	-	-	3,050	-	11
Holden.....	260	138	121	193	158	199	.54	8	10	1	8	8	-	-	8	-	-	-	2,000	-	1
Howland.....	45	22	15	30	26	34	.46	7	3	9	4	5	1	1	1	1	-	-	200	-	1
Hudson.....	240	141	105	156	123	163	.48	8	4	11	7	7	7	1	7	7	1	250	2,000	-	4
Kenduskeag.....	209	124	103	166	128	178	.55	10	12	3	2	1	4	4	4	-	-	-	2,500	-	3
Kingman.....	152	69	52	97	80	112	.44	16	3	10	3	2	2	2	2	2	-	-	750	-	1
Lagrange.....	247	135	102	157	127	192	.46	16	12	3	4	4	4	4	4	4	-	-	3,000	-	3
Lee.....	355	258	225	306	246	306	.66	8	2	3	9	1	9	3	3	3	-	-	2,000	-	6
Levant.....	413	220	170	304	249	325	.51	14	4	11	2	12	1	12	7	1	367	3,400	-	8	
Lincoln.....	585	339	274	372	315	385	.50	11	4	11	1	10	1	10	8	-	-	-	3,000	-	2
Lowell.....	154	107	91	88	67	91	.51	9	4	11	8	8	1	8	1	-	-	-	1,350	-	-
Mattawamkeag.....	158	93	67	89	59	104	.40	9	4	13	1	5	-	3	3	1	150	1,200	-	1	
Maxfield.....	53	28	21	18	15	46	.34	14	14	3	4	4	2	1	-	-	-	250	-	1	
Medway.....	187	150	110	75	50	150	.43	16	10	7	7	6	4	-	-	-	-	-	3,000	-	-
Milford.....	184	132	120	149	128	160	.67	17	10	4	4	4	4	-	-	-	-	-	4,000	-	2
Mt. Chase.....	121	114	111	30	28	144	.58	12	10	6	10	4	3	-	-	-	-	-	8,000	-	1
Newburg.....	370	231	179	260	206	300	.51	11	10	1	10	1	10	7	-	-	-	-	2,500	-	9
Newport.....	439	213	176	283	246	439	.48	10	10	10	1	10	10	-	-	-	-	-	8,000	-	5
Oldtown.....	1,036	482	391	542	444	685	.43	19	12	2	9	13	9	1	100	100	-	-	10,000	-	6
Orono.....	740	370	319	362	311	527	.43	10	12	1	-	11	10	-	-	-	-	-	12,100	-	7
Orrington.....	516	401	336	384	315	414	.63	8	4	11	11	13	10	-	-	-	-	-	4,975	-	8
Passadumkeag.....	91	60	51	26	23	65	.41	18	3	8	4	4	4	4	-	-	-	-	800	-	-
Patten.....	237	123	94	121	98	162	.41	10	3	13	3	6	6	5	-	-	-	-	1,200	-	3
Plymouth.....	261	190	165	210	181	243	.62	8	12	9	9	9	7	-	-	-	-	-	3,600	-	4
Prentiss.....	158	100	80	112	100	148	.57	10	2	10	4	5	1	5	4	-	-	-	2,400	-	4
Springfield.....	365	208	176	215	184	242	.50	10	10	1	8	3	7	2	-	-	-	-	1,900	-	4
Stetson.....	268	165	127	194	159	204	.53	10	12	2	7	7	7	-	-	-	-	-	2,800	-	5
Veazie.....	214	124	101	137	113	137	.50	15	11	1	1	1	3	3	-	-	-	-	-	-	1
Winn.....	260	179	130	168	131	231	.50	8	12	4	3	4	4	4	-	-	-	-	1,500	-	2
Drew pl.....	53	27	22	35	32	40	.51	9	11	1	2	1	2	2	-	-	-	-	500	-	1
Lakeville pl.....	64	39	34	41	32	43	.51	8	12	2	-	2	2	2	-	-	-	-	500	-	2
No. 1 North Division pl.....	40	40	31	-	-	40	.78	21	-	-	2	2	1	1	100	-	-	-	200	-	-
No. 2 Grand Falls pl.....	39	26	17	-	-	26	.44	16	-	-	1	1	1	-	-	-	-	-	100	-	-
Staceyville pl.....	85	50	39	20	18	50	.33	9	16	4	4	3	-	-	-	-	-	-	250	-	-
Webster pl.....	60	55	50	-	-	55	.83	8	4	-	4	-	1	1	-	-	-	-	100	-	2
Woodville pl.....	81	51	35	25	18	53	.33	13	3	12	4	-	2	-	-	-	-	-	150	-	-
	22,464	13,640	11,513	13,970	11,567	16,702	.35	9	5	10	5	428	30	472	370	7	1,267	341,275	25	224	

PENOBSCOT COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		No. of Teachers, graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1880.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.	
	No.	Female	No.	Female	No.	Teachers	Average	Teachers	Average	Teachers	Excess above am't required by law.	Less than the am't required by law.	Amount	Excess above am't required by law.	Less than the am't required by law.												
Alton.....	6	4	-	-	-	\$17 00	\$2 37	1 40	-	-	-	-	-	-	-	-	-	No Fis	cal Retu	rns.	-	-	-	-	-	-	\$16
Argyle.....	4	1	-	-	-	21 00	2 37	1 71	\$ 279	\$33	-	2 94	-	-	-	-	-	\$361	\$160	-	\$521	\$ 478	\$43	-	-	-	11
Bangor.....	73	72	-	-	-	60 00	7 00	3 00	22,009	7,360	-	4 20	-	-	-	-	-	20,000	8,052	155	28,207	28,207	-	-	-	910	
Bradford.....	14	5	-	-	-	23 12	2 96	1 51	1,200	10	-	2 26	-	-	-	-	-	1,498	898	123	2,429	1,924	505	-	-	79	
Bradley.....	8	1	-	-	-	35 20	3 25	2 14	792	98	-	2 87	-	-	-	-	-	1,018	126	291	1,435	1,464	-	-	-	28	
Rrewer.....	15	11	2	-	-	53 00	6 75	-	2,600	24	-	2 61	-	-	-	-	-	3,537	1,564	52	5,153	4,298	855	-	-	28	
Burlington.....	7	2	1	-	-	24 00	3 25	1 96	442	-	-	2 07	-	-	-	-	-	627	245	255	1,127	1,011	116	-	-	158	
Carmel.....	11	6	4	-	-	23 50	3 08	1 44	1,080	-	-	2 54	-	-	-	-	-	1,706	669	96	2,471	2,146	325	-	-	20	
Carroll.....	7	4	1	-	-	24 08	3 00	1 40	506	-	-	1 92	-	-	-	-	-	594	415	72	1,081	984	97	-	-	51	
Charleston.....	10	3	-	-	-	27 71	3 36	1 70	955	6	-	2 37	-	-	-	-	-	1,140	605	119	1,864	1,702	162	-	-	35	
Chester.....	6	5	1	-	-	22 00	3 58	1 50	280	-	-	1 97	-	-	-	-	-	335	236	67	638	621	17	-	-	19	
Clifton.....	5	3	2	-	-	23 50	2 75	1 29	280	2	-	2 10	-	-	-	-	-	386	199	155	740	737	3	-	-	19	
Corinna.....	16	16	-	-	-	24 86	2 97	1 36	1,271	61	-	2 55	-	-	-	-	-	1,590	720	-	2,310	2,101	209	-	-	100	
Corinth.....	16	6	-	-	-	27 87	3 22	1 55	1,169	-	-	2 71	-	-	-	-	-	1,474	663	63	2,200	1,554	646	-	-	60	
Dexter.....	14	5	3	-	-	26 00	5 00	1 75	2,700	400	-	3 57	-	-	-	-	-	2,800	1,161	168	4,129	4,068	61	-	-	137	
Dixmont.....	14	8	-	-	-	25 50	2 78	1 43	1,050	2	-	2 88	-	-	-	-	-	1,258	695	155	2,108	1,912	196	-	-	42	
Eddington.....	9	4	2	-	-	25 75	3 50	1 61	625	3	-	2 50	-	-	-	-	-	793	379	-	1,172	1,029	143	-	-	26	
Edinburg.....	2	-	-	-	-	-	2 75	2 00	50	6	-	3 85	-	-	-	-	-	40	30	44	114	114	-	-	-	1	
Enfield.....	6	2	-	-	-	20 00	3 10	1 75	450	116	-	2 36	-	-	-	-	-	600	314	136	1,050	915	135	-	-	20	
Etna.....	8	3	-	-	-	20 00	3 51	1 43	680	5	-	2 23	-	-	-	-	-	862	551	52	1,465	1,418	47	-	-	25	
Exeter.....	13	7	-	-	-	26 84	2 66	1 57	1,200	62	-	3 03	-	-	-	-	-	No Fis	cal Retu	rns.	-	-	-	-	-	40	
Garland.....	11	6	-	-	-	29 20	3 00	1 62	1,050	5	-	2 77	-	-	-	-	-	1,253	578	92	1,923	1,750	173	-	-	53	
Glenburn.....	7	3	-	-	-	26 00	3 07	1 74	576	-	-	2 24	-	-	-	-	-	792	398	185	1,375	1,243	132	-	-	19	
Greenbush.....	8	6	1	-	-	23 00	3 29	2 00	497	-	-	1 96	-	-	-	-	-	557	369	-	926	872	54	-	-	18	
Greenfield.....	5	1	1	-	-	26 00	2 32	1 70	378	123	-	2 70	-	-	-	-	-	260	175	-	435	406	29	-	-	-	

Hampden	18	6	-	28 00	3 82	1 70	2,500	46	-	2 90	3,080	1,350	-	4,430	3,965	465	-	-	100
Hernon	11	1	-	27 50	2 95	1 51	1,200	6	-	2 55	1,420	711	-	2,131	1,967	164	-	-	70
Holden	12	7	1	20 00	3 10	1 45	700	91	-	2 60	870	387	20	1,277	1,075	202	-	-	35
Howland	5	2	-	18 00	1 96	1 46	150	9	-	3 33	296	63	-	359	344	15	-	-	7
Hudson	5	3	-	20 75	2 23	1 53	600	9	-	2 50	1,102	370	111	1,583	1,088	495	-	-	37
Kenduskeag	6	3	-	31 00	3 00	2 15	620	3	-	2 97	992	187	59	1,238	1,129	109	-	-	18
Kingman	1	1	-	26 00	5 00	2 75	325	177	-	2 14	331	194	101	626	613	13	-	-	35
Lagrange	3	1	-	26 00	3 95	1 71	500	2	-	2 43	628	360	54	1,042	931	111	-	-	20
Lee	9	7	-	24 00	4 08	1 80	768	-	-	2 16	809	586	60	1,455	1,403	52	-	-	48
Levant	8	2	-	32 87	3 30	1 49	1,050	123	-	2 54	1,511	645	85	2,241	1,597	644	-	12	54
Lincoln	16	7	1	25 00	4 54	2 12	1,225	1	-	2 09	1,714	929	197	2,840	2,323	517	-	-	103
Lowell	8	6	1	-	2 85	1 50	358	-	-	2 32	397	267	70	734	663	71	-	-	26
Mattawamkeag	5	4	1	26 00	3 03	2 06	285	-	-	1 80	324	212	153	689	685	4	-	-	11
Maxfield	2	1	-	13 00	2 17	1 11	125	32	-	2 36	166	94	-	260	222	38	-	-	6
Medway	6	2	-	-	4 00	2 25	540	283	-	2 89	903	318	-	1,221	801	420	-	-	30
Milford	4	3	-	45 00	5 00	2 75	667	-	-	3 63	2,820	278	180	3,278	1,129	2,149	-	-	45
Mt. Chase	6	-	-	26 00	3 50	1 60	230	20	-	1 90	230	187	21	438	436	2	-	-	10
Newburg	11	2	1	24 80	2 70	1 70	900	6	-	2 43	1,327	543	-	1,870	1,586	284	-	-	37
Newport	10	5	-	26 00	4 09	2 75	1,250	3	-	2 85	1,493	681	144	2,318	2,160	158	-	-	102
Oldtown	15	13	-	40 30	3 48	2 65	3,256	-	-	2 3 14	4,344	1,657	-	6,001	5,640	361	-	-	150
Orono	11	4	2	30 00	4 25	2 50	2,312	1	-	3 12	3,140	1,321	-	4,461	4,288	173	-	-	75
Orrington	15	5	1	28 00	4 17	2 20	1,500	86	-	2 91	1,534	791	62	2,387	2,266	121	-	-	69
Passadumkeag	8	1	-	-	3 43	1 67	600	206	-	3 30	303	120	-	423	422	1	-	-	5
Patten	5	3	1	19 00	2 74	1 70	564	1	-	2 38	658	374	69	1,101	1,048	53	-	-	44
Plymouth	9	5	2	30 00	2 80	1 60	753	-	-	3 00	782	390	-	1,172	1,155	17	-	-	20
Prentiss	4	1	6	22 63	3 12	6 50	325	15	-	2 06	501	268	119	888	793	95	-	-	17
Springfield	7	4	-	28 50	3 20	1 76	712	9	-	1 95	801	542	125	1,468	1,443	25	-	-	57
Stetson	5	3	2	27 43	3 12	1 90	750	-	-	2 79	746	450	162	1,358	1,259	99	-	-	90
Veazie	3	2	2	50 00	4 83	2 50	650	2	-	3 04	862	329	-	1,191	880	311	-	-	40
Winn	6	3	1	30 00	3 25	1 50	571	-	-	2 20	694	409	50	1,153	1,053	100	-	-	39
Drew pl.	2	2	-	20 00	2 56	1 63	150	82	-	2 83	212	73	-	285	239	46	-	-	3
Lakeville pl.	2	-	-	17 50	2 55	1 07	125	39	-	1 95	137	91	-	228	203	25	-	-	7
No. 1, North Div. pl.	2	-	-	-	4 00	2 00	50	-	-	3 1 25	50	60	-	110	84	26	-	-	4
No. 2, Grand Falls pl.	-	-	-	19 00	-	2 10	66	-	-	1 69	-	-	-	-	-	-	-	-	-
Staceyville pl.	4	1	-	-	2 20	1 10	200	90	-	2 35	-	-	-	-	-	-	-	20	-
Webster pl.	2	-	1	21 00	2 50	2 30	130	108	-	2 13	192	125	-	317	229	88	-	-	4
Woodville pl.	4	1	-	-	2 90	1 75	200	-	-	2 47	211	131	-	342	301	41	-	-	9
	547	288	37	23 85	3 31	1 70	68,717	9,776	-	62 36	79,061	34,605	4,122	117,788	106,374	11,443	29	164	325

PISCATAQUIS COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Σ	Average length of Summer Schools of 5½ days per week.	d.	w.	Average length of Winter Schools of 5½ days per week.	e.	Number of districts in town	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
Abbot.....	236	132	112	150	114	179	.43	8	3	10	4	8	8	-	2	8	8	1	\$275	\$2,750	-	1
Atkinson.....	290	190	151	225	205	177	.61	10	1	10	3	10	10	1	10	10	10	-	-	3,000	-	6
Blanchard.....	54	36	24	21	16	38	.37	19	11	11	3	1	1	1	1	1	1	-	-	700	-	1
Brownville.....	252	187	146	229	177	235	.64	10	9	9	2	9	9	9	9	9	9	-	-	3,700	9	10
Dover.....	532	359	316	378	313	447	.59	10	3	12	14	14	14	2	16	14	14	-	-	5,500	-	11
Foxcroft.....	401	200	175	235	195	270	.46	10	11	11	8	8	7	8	8	7	7	-	-	5,000	1	4
Greenville.....	198	109	91	102	82	146	.41	11	2	12	4	4	4	4	4	4	4	-	-	2,000	-	1
Guilford.....	280	192	165	174	142	209	.55	9	3	10	3	8	8	8	8	4	4	-	-	1,500	-	2
Kingsbury.....	84	73	59	48	29	76	.52	10	4	11	4	4	3	4	3	2	2	1	150	400	-	-
Medford.....	161	118	97	103	80	125	.55	10	4	9	4	6	6	6	6	4	4	-	-	1,000	-	3
Milo.....	329	211	177	190	166	240	.52	12	4	9	9	9	9	9	9	6	6	-	-	2,300	1	3
Monson.....	260	182	112	117	96	186	.40	8	9	2	7	7	7	7	1	7	2	-	-	2,500	-	3
Orneville.....	412	115	75	160	125	140	.24	10	12	2	9	2	7	2	7	3	3	-	-	1,200	-	3
Parkman.....	374	254	202	296	250	340	.60	9	3	10	2	15	13	15	13	13	13	-	-	5,000	-	5
Sangerville.....	354	194	157	234	172	257	.46	10	4	13	9	9	2	9	2	9	9	-	-	3,500	-	3
Sebec.....	286	174	148	179	133	179	.49	9	4	12	2	9	9	9	9	9	9	-	-	2,650	-	4
Shirley.....	103	31	37	69	54	82	.44	8	4	10	3	3	3	3	3	3	3	-	-	1,000	-	2
Wellington.....	231	170	120	177	129	215	.54	10	10	3	9	10	3	9	1	8	7	1	335	1,050	-	5
Williamsburg.....	91	46	41	42	32	58	.40	7	3	10	3	3	3	3	-	3	6	-	-	300	-	2
	4,928	2,973	2,405	3,129	2,510	3,599	.48	10	5	11	1	136	11	143	108	3	3	760	45,050	11	67	

PISCATAQUIS COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Amount of school money voted in 1880.	Not less than 80 cts. for each inhabitant.		Amount available from Town Treasury from Apr. 1, '79, to Apr. 1, '80.	Amount available from State Treasury from Apr. 1, '79, to Apr. 1, '80.		Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
	No. of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.	Excess above am't required by law.	Less than the am't required by law.	Amount raised per scholar.		Amount derived from local funds.										
Abbot	7	7	2	\$30 00	\$3 25	1 43	\$570	-	-	2 42	\$690	\$351	\$60	\$1,101	\$903	\$198	-	-	\$44
Atkinson	10	4	2	17 00	3 75	1 62	650	8	-	2 24	668	436	100	1,204	1,131	73	-	-	34
Blanchard	2	-	-	27 00	3 25	1 83	132	-	-	2 44	150	94	36	280	235	45	-	-	3
Brownville	9	7	-	31 50	3 22	1 80	700	8	-	2 73	726	468	4	1,198	1,185	13	-	-	72
Dover	17	6	1	30 00	3 54	2 00	1,600	14	-	3 01	1,905	914	84	2,903	2,703	200	-	-	82
Foxcroft	10	8	2	25 00	3 50	2 00	1,150	206	-	2 87	1,222	639	74	1,935	1,690	245	-	-	47
Greenville	5	1	-	26 00	2 95	1 87	300	5	-	3 31	343	279	50	672	687	-	-	-	8
Guilford	8	5	-	25 50	3 25	1 50	655	1	-	2 34	691	377	-	1,068	993	75	-	-	15
Kingsbury	4	2	-	-	2 25	1 50	142	-	-	1 69	162	146	-	308	283	25	-	-	5
Medford	8	2	2	14 60	2 49	1 21	250	15	-	1 55	288	240	23	551	516	35	-	-	23
Milo	9	8	1	23 00	2 80	1 54	751	-	1	2 28	1,048	496	79	1,627	1,287	336	-	-	36
Monson	7	7	-	30 00	2 91	1 50	488	-	-	1 88	524	385	51	960	895	65	-	-	28
Orneville	6	5	-	23 00	2 50	1 50	460	-	-	1 12	586	320	40	946	949	-	3	-	17
Parkman	15	10	-	24 50	2 92	1 65	884	-	-	2 36	1,078	529	106	1,713	1,484	229	-	-	42
Sangerville	11	7	-	30 81	3 30	1 60	912	-	-	2 58	1,088	526	52	1,666	1,478	188	-	-	28
Sebec	9	5	1	24 00	3 25	1 75	1,000	237	-	3 49	No Fiscal Returns.	-	-	-	-	-	-	-	35
Shirley	3	1	-	22 50	2 50	1 80	164	-	1	1 58	164	147	130	441	437	4	-	-	9
Wellington	9	3	-	22 40	2 83	1 25	550	5	-	2 38	612	443	-	1,055	977	78	-	-	20
Williamsburg	2	-	1	22 50	2 63	1 87	200	159	-	2 20	202	125	-	327	278	49	-	-	8
	151	88	12	23 65	3 50	1 64	11,558	659	-	12 34	12,147	6,915	889	19,951	18,111	1,838	18	-	558

SAGADAHOC COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.		Number of parts of districts in town.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.	
	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.		
Arrowsie.....	74	48	39	45	37	52	.51	8	11	2	2	1	1	16	16	1	1	16	16	1	1	16	16	1	1	16	16	1	1	16	16	1	1	59,300	5	5
Bath.....	3,100	1,900	1,643	1,833	1,620	1,956	.53	12	26	11	1	1	16	16	1	1	16	16	1	1	16	16	1	1	16	16	1	1	16	16	1	1	5,000	1	12	
Bowdoinham.....	534	298	252	323	265	175	.48	11	4	13	2	15	14	1	16	12	1	16	12	1	1	16	12	1	1	16	12	1	1	4,330	1	13				
Bowdoin.....	419	289	237	288	237	334	.57	11	11	4	14	1	14	1	16	12	1	16	12	1	1	16	12	1	1	16	12	1	1	2,850	1	4				
Georgetown.....	390	233	191	228	180	265	.48	8	1	8	2	10	10	1	14	5	1	14	5	1	1	14	5	1	1	14	5	1	1	400	1	1				
Perkins.....	19	7	6	12	11	12	.45	6	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Phipsburg.....	541	293	228	318	221	372	.41	10	2	11	3	12	12	1	14	5	1	14	5	1	1	14	5	1	1	14	5	1	1	2,000	1	10				
Richmond.....	791	462	388	486	393	707	.37	8	12	11	14	11	14	13	11	11	1	11	11	1	1	11	11	1	1	11	11	1	1	7,200	1	6				
Topsham.....	393	255	228	256	213	338	.56	8	4	8	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
West Bath.....	94	56	47	76	57	83	.55	9	4	14	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Woolwich.....	391	238	183	277	210	347	.50	10	11	4	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
	6,746	4,079	3,442	4,142	3,444	4,641	.49	9	2	13	1	79	15	109	89	1	330	93,030	8	63																

SAGADAHOC COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		No. of Teachers, graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1880.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '79, to Apr. 1, '80.	Amount available from State Treasury from Apr. 1, '79, to Apr. 1, '80.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Excess above amt't required by law.	Less than the amt't required by law.											
Arrowsic.....	2	2	-	-	-	-	\$4 50	1 94	\$205	3	-	2 77	-	10,000	4,096	-	2 77	\$206	\$118	-	\$324	\$313	\$11	-	-	-	\$10
Bath.....	33	33	-	-	3	-	8 30	-	8 30	-	-	3 23	-	1,600	158	-	3 23	13,250	5,183	186	18,619	17,941	678	-	-	-	500
Bowdoinham.....	14	3	-	-	-	-	24 50	4 00	2 25	1,600	-	3 00	-	1,080	-	-	3 00	2,064	841	\$59	2,964	2,826	138	-	-	-	85
Bowdoin.....	15	2	-	-	-	-	22 58	2 92	1 43	1,080	-	2 58	-	950	-	-	2 58	1,323	632	8	1,963	1,702	261	-	160	-	55
Georgetown.....	10	4	1	-	-	-	34 62	4 04	2 34	950	42	3 44	-	75	42	-	3 44	1,042	571	-	1,613	1,347	266	-	-	-	45
Perkins.....	1	-	-	-	-	-	18 00	3 00	2 50	75	18	3 95	-	1,100	25	-	3 95	117	27	-	144	114	30	-	-	-	-
Phipsburg.....	13	2	5	-	-	-	28 50	3 17	2 75	1,100	25	2 03	-	2,500	546	-	2 03	1,100	850	-	1,950	1,888	62	-	150	-	40
Richmond.....	16	11	-	-	-	-	32 25	3 88	2 00	2,500	546	3 16	-	1,500	299	-	3 16	2,136	1,274	55	3,465	3,186	279	-	-	-	121
Topsham.....	12	9	-	-	-	-	41 25	5 33	2 12	1,500	299	3 82	-	300	1	-	3 82	2,000	562	40	2,602	2,670	-	-	-	-	151
West Bath.....	3	2	-	-	-	-	23 50	2 94	2 08	300	1	3 19	-	950	26	-	3 19	380	153	-	533	471	62	-	-	-	10
Woolwich.....	7	2	4	-	-	-	28 00	5 00	3 00	950	26	2 43	-	-	-	-	2 43	995	592	-	1,587	1,473	114	-	-	-	50
	126	70	12	30	76	4	28	2	04	20,260	5,214	-	3 00	24,613	-	-	3 00	24,613	10,803	348	35,764	33,931	1,901	68	310	1068	

SOMERSET COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter	
	w.	d.	w.	d.	w.	d.	w.	d.																		
Anson	527	280	193	315	257	400	.43	7	4	9	3	19	-	1	1	19	3	20	4	-	-	\$3,000	-	4		
Athens	485	330	305	348	310	365	.63	10	4	13	11	14	3	14	7	11	1	14	4	-	-	3,000	-	7		
Bingham	276	155	115	179	151	240	.48	8	3	11	11	11	1	9	4	5	5	9	4	-	-	3,500	-	4		
Brighton	250	180	157	189	143	240	.60	8	12	1	9	5	-	8	5	1	1	8	5	1	1	\$400	-	7		
Cambridge	170	113	85	133	92	128	.50	9	9	5	9	5	-	5	4	-	-	5	4	-	-	1,150	-	5		
Canaan	430	240	192	325	269	383	.55	8	3	10	4	12	1	12	11	-	-	12	11	-	-	5,000	-	9		
Concord	151	50	43	104	79	134	.40	6	10	1	11	1	1	9	6	1	-	11	9	6	1	400	-	3		
Cornville	280	173	140	207	164	220	.61	9	3	11	2	12	2	12	12	-	-	12	12	-	-	3,000	-	4		
Detroit	221	130	102	166	134	180	.53	8	15	2	6	-	-	6	2	-	-	6	2	-	-	1,500	-	3		
Embden	252	167	126	176	138	186	.52	8	4	12	2	11	2	11	9	-	-	11	9	-	-	2,300	-	4		
Fairfield	998	545	467	544	441	722	.45	8	3	9	3	16	2	17	14	-	-	16	14	-	-	10,000	-	9		
Harmony	290	150	121	210	150	222	.47	10	12	11	11	11	-	11	7	-	-	11	7	-	-	3,000	-	5		
Hartland	397	153	129	207	176	183	.38	10	11	3	7	5	-	11	4	-	-	11	4	-	-	2,500	-	4		
Lexington	123	51	42	93	87	104	.50	6	1	10	3	7	-	7	2	-	-	7	2	-	-	500	-	2		
Madison	400	289	201	294	208	307	.51	10	3	11	2	20	3	17	4	-	-	20	3	17	4	-	-	3,800	-	4
Mayfield	48	36	30	34	26	39	.58	8	3	9	2	2	-	1	1	-	-	2	1	-	-	150	-	-		
Mercer	248	159	103	190	131	200	.47	9	9	1	10	1	1	11	4	-	-	11	4	-	-	2,450	-	6		
Moscow	200	141	110	146	119	179	.60	8	14	3	8	-	-	7	5	-	-	14	3	8	-	-	1,800	-	3	
New Portland	421	246	205	298	258	357	.55	7	3	11	2	17	1	16	9	1	-	17	1	16	9	300	-	6		
Norridgewock	453	231	190	275	214	348	.45	9	13	16	6	16	6	16	13	-	-	16	6	16	13	-	-	4,600	-	6
Palmyra	407	236	195	297	243	312	.54	11	12	15	2	15	2	15	11	1	-	15	2	15	11	200	-	4		
Pittsfield	603	374	287	357	291	464	.49	11	12	5	11	4	11	6	6	-	-	12	5	11	6	-	-	5,000	-	9
Ripley	171	109	81	117	95	136	.51	12	2	11	3	5	-	5	4	-	-	2	11	3	5	-	-	1,200	2	1
St. Albans	453	303	264	325	283	350	.51	10	1	13	2	16	3	15	9	-	-	16	3	15	9	-	-	5,575	-	7
Solon	338	191	162	239	181	305	.51	8	1	12	2	13	-	13	8	-	-	13	8	-	-	-	-	3,000	-	6

Skowhegan.....	1,338	701	627	706	602	907	.47	10	5	11	5	18	1	24	19	-	-	28,900	3	7	
Smithfield.....	194	113	94	139	117	140	.54	8	3	12	2	7	-	7	3	-	-	1,125	-	7	
Starks.....	325	175	130	280	238	285	.57	8	3	9	4	14	2	13	9	-	-	2,500	-	9	
Carratunk pl.....	62	45	42	50	48	60	.73	7	7	7	-	4	4	4	4	-	-	1,000	-	-	
Carrying Place pl.....	13	13	13	-	-	13	.100	12	-	-	-	2	2	1	1	-	-	50	-	-	
Dead River pl.....	39	23	19	34	26	36	.58	6	3	9	-	2	2	-	-	-	-	500	-	-	
Dennistown pl.....	33	20	16	16	12	20	.43	12	6	-	-	1	1	1	1	-	-	200	-	-	
Flagstaff pl.....	31	23	20	23	21	27	.66	11	12	1	-	1	1	1	1	-	-	300	1	-	
Highland pl.....	42	25	25	27	23	30	.57	6	4	7	-	3	3	-	-	-	-	100	-	-	
Jackmantown pl.....	No return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Moose River pl.....	40	26	18	-	-	26	.45	10	-	-	-	1	1	1	1	-	-	800	-	-	
No. 1, R. 2, W. K. R. pl.....	47	24	21	43	28	45	.52	11	11	-	-	3	1	3	3	-	-	400	-	1	
The Forks pl.....	75	70	70	-	-	70	.93	13	-	-	-	4	4	3	3	-	-	1,300	-	-	
West Forks pl.....	42	31	31	-	-	31	.74	9	-	-	-	2	-	1	1	-	-	500	-	-	
	10,873	6,327	5,171	7,086	5,755	8,394	.54	9	9	3	3	46	45	343	211	4	1,300	115,800	12	146	

SOMERSET COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Not less than 80 cts. for each inhabitant*		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above amt't required by law.	Less than the amt't required by law.										
Anson.....	17	15	-	\$21 00	\$2 37	2 00	\$1,544	\$147	-	2 93	\$1,544	\$801	-	\$2,345	\$2,115	\$230	-	-	\$33
Athens.....	14	7	-	26 47	3 30	1 40	1,232	-	-	2 53	1,290	866	146	2,302	2,209	93	-	-	55
Bingham.....	9	6	1	18 25	2 09	1 33	661	-	-	2 43	689	409	60	1,158	1,126	32	-	-	22
Brighton.....	9	1	-	16 70	2 52	1 33	550	48	-	2 20	557	393	-	950	890	60	-	-	25
Cambridge.....	5	-	-	23 00	2 80	1 44	378	-	-	2 22	466	245	30	741	657	84	-	-	19
Canaan.....	12	6	2	23 10	3 36	1 50	1,220	42	-	2 84	1,324	633	75	2,032	1,868	164	-	-	71
Concord.....	8	8	-	12 00	2 14	93	362	2	-	2 40	376	-	-	620	600	20	-	21	21

SOMERSET COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.			No. of Female Teachers employed in Winter.			No. of Teachers, graduates of Normal Schools.			Average wages of Male Teachers per month, excluding board.			Average wages of Female Teachers per week, excluding board.			Average cost of Teachers' board per week.			Amount of school money voted in 1880.			Not less than 80 cts. for each inhabitant.			Amount raised per scholar.			Amount available from Town Treasury from April 1, 1879, to April 1, 1880.			Amount available from State Treasury from April 1, 1879, to April 1, 1880.			Amount derived from local funds.			Total School Resources.			Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.			Balance unexpended April 1, 1880.			Balance over-expended April 1, 1880.			Amount raised to prolong public schools.			Amount paid for school supervision.		
	No.	No.	No.	Average	Average	Average	Excess above am't required by law.	Less than the am't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.																																				
Cornville.....	10	9	-	\$24 33	\$3 09	1 34	780	13	-	2 79	\$799	\$445	123	\$1,367	\$1,282	85	-	-	-	51																																		
Detroit.....	6	5	-	32 33	2 10	1 50	552	-	-	2 45	586	366	50	1,002	955	47	-	-	-	27																																		
Embden.....	12	8	3	17 80	2 37	1 04	642	-	-	2 63	755	431	-	1,186	1,111	75	-	-	-	29																																		
Fairfield.....	19	12	3	27 67	4 25	2 50	2,500	101	-	2 62	3,368	1,754	-	5,122	4,179	943	-	-	-	150																																		
Harmony.....	9	6	-	30 00	4 00	1 45	782	-	-	2 70	956	418	100	1,474	1,474	-	-	-	50	30																																		
Hartland.....	7	4	-	21 50	2 25	2 00	900	4	-	2 52	1,032	498	-	1,530	1,237	293	-	-	-	50																																		
Lexington.....	4	7	-	19 50	2 47	98	325	-	-	2 64	342	161	-	503	486	17	-	-	-	7																																		
Madison.....	17	14	1	26 00	3 08	1 94	1,126	-	-	2 82	1,294	602	78	1,974	1,955	19	-	-	90	62																																		
Mayfield.....	2	2	-	-	3 25	1 25	75	-	-	2 56	91	-	44	135	48	87	-	-	-	-																																		
Mercer.....	7	5	1	23 57	3 27	1 56	680	-	-	2 74	832	400	-	1,232	1,193	39	-	-	20	28																																		
Moscow.....	10	4	-	21 66	2 68	1 15	425	3	-	2 13	492	305	27	824	736	88	-	-	-	18																																		
New Portland.....	13	10	2	22 72	2 69	1 25	1,200	-	32	2 85	1,379	675	56	2,110	1,940	170	-	-	-	75																																		
Norridgewock.....	16	10	1	19 36	2 83	1 54	1,410	-	-	3 09	1,786	692	30	2,508	2,231	277	-	-	75	79																																		
Palmyra.....	13	9	2	24 75	2 81	1 40	1,058	-	-	2 60	1,191	655	74	1,920	1,682	238	-	-	-	50																																		
Pittsfield.....	14	6	2	26 68	3 77	1 80	1,460	10	-	2 42	2,195	947	-	3,142	2,564	578	-	-	-	82																																		
Ripley.....	5	4	-	29 00	3 65	1 18	467	-	-	2 73	504	279	32	815	789	26	-	-	-	17																																		
St. Albans.....	16	9	3	23 33	3 11	1 30	1,340	-	-	2 96	1,428	744	72	2,244	2,086	158	-	-	98	70																																		
Solon.....	11	9	1	26 00	2 68	1 32	941	16	-	2 78	1,135	509	80	1,724	1,581	143	-	-	-	13																																		
Skowhegan.....	25	29	2	22 25	3 50	1 90	3,700	606	-	2 76	4,964	1,866	-	6,830	4,782	2,048	-	-	15	132																																		
Smithfield.....	7	7	-	1 21 00	2 64	1 28	600	35	-	3 09	625	299	-	924	902	22	-	-	-	22																																		
Starks.....	13	5	2	16 32	2 48	1 25	867	-	-	2 64	912	542	-	1,454	1,383	69	-	-	75	54																																		
Carratunk pl.....	8	6	-	-	2 25	1 75	175	4	-	2 82	186	151	23	360	360	-	-	-	-	23	-																																	
Carrying Place pl.....	2	-	-	-	2 50	1 50	25	-	-	1 92	25	36	-	61	72	-	-	11	-	11	-																																	
Dead River pl.....	2	2	-	-	4 24	1 38	80	19	-	2 05	120	64	-	184	178	-	-	-	-	-	3																																	
Dennistown pl.....	1	1	-	-	3 00	1 75	48	18	-	1 45	47	48	-	95	95	-	-	-	-	-	-																																	

Flagstaff pl.	-	1	-	16 00	4 00	2 10	56	-	-	1 81	No Fiscal Returns.	-	-	-	-	-	-	-	
Highland pl.	3	3	-	-	2 12	1 13	102	-	-	2 43	102	63	165	165	-	-	6	5	
Jackmamtown pl.	-	-	-	-	-	-	52	-	-	-	52	59	111	153	-	-	42	-	
Moose River pl.	1	-	-	-	4 50	2 00	83	-	-	2 08	83	64	147	87	-	60	-	-	
No. 1, R. 2, W. K. R. pl.	2	2	-	20 00	3 00	1 40	106	-	10	2 26	102	95	197	250	-	53	45	-	
The Forks pl.	3	-	-	-	3 00	2 00	120	-	-	8 1 60	128	99	227	219	-	8	-	-	
West Forks pl.	2	-	-	-	3 00	2 00	58	-	-	1 38	97	128	225	139	-	86	58	75	
	334	225	27	16 73	2 96	1 48	28,682	1,113		12 2 38	33,854	16,986	1100	51,940	45,781	6,265	106	634	1109

WALDO COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								W.	A.	W.	A.									
Belfast	1,517	927	779	1,010	832	1,178	.53	15	2	14	2	14	1	18	10	-	\$18,000	2	14	
Belmont	182	120	90	165	127	170	.59	11	2	12	5	5	-	5	-	-	2,800	-	4	
Brooks	275	156	122	204	156	251	.51	9	13	7	7	7	5	5	-	-	2,100	-	6	
Burnham	406	262	204	272	209	207	.51	12	14	9	10	9	10	9	-	-	2,500	-	7	
Frankfort	420	200	159	270	241	273	.48	10	9	7	2	8	5	5	-	-	4,500	-	4	
Freedom	232	163	126	221	179	224	.66	9	10	9	9	9	-	-	-	-	2,500	-	6	
Islesborough	433	191	172	241	200	336	.43	11	13	8	8	8	2	2	-	-	3,500	-	8	
Jackson	238	167	140	198	165	204	.64	8	13	1	9	1	10	9	-	-	3,000	-	3	
Knox	322	227	174	255	223	251	.62	10	9	3	2	9	6	6	-	-	2,000	-	10	
Liberty	315	187	149	228	197	257	.55	10	11	3	9	3	9	7	1	\$200	3,000	-	5	
Lincolntonville	599	381	303	498	408	535	.60	10	3	10	3	17	-	17	14	-	9,989	-	15	
Monroe	454	273	225	288	249	381	.52	10	10	13	13	3	13	8	-	-	4,500	-	8	

WALDO COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.			
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.												
Montville.....	475	278	223	316	265	416	.51	10	11	1	15	2	2	15	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Morrill.....	195	152	89	157	87	163	.45	10	12	-	5	2	5	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Northport.....	268	141	107	195	141	210	.46	11	1 12	4	9	-	9	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Palermo.....	393	263	200	294	235	345	.55	10	1 11	3	13	-	13	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prospect.....	263	146	116	185	147	217	.50	11	1 11	7	7	1	7	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Searsmont.....	495	321	239	316	248	400	.49	12	1 13	2	12	3	12	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Searsport.....	717	372	321	546	470	395	.55	8	3 10	2	11	1	11	9	-	-	-	-	-	-	-	-	-	-	-	9	11	8	8	
Stockton.....	500	357	304	321	257	374	.56	9	10	3	9	-	9	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Swanville.....	235	136	112	157	133	174	.52	8	12	-	6	1	6	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Thorndike.....	233	178	130	210	153	240	.61	9	9	4	10	-	9	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Troy.....	388	206	169	241	193	274	.47	9	1 12	-	12	3	11	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unity.....	300	211	171	253	210	272	.47	10	10	2	12	-	12	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Waldo.....	278	163	121	177	144	197	.48	11	1 11	-	7	1	7	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Winterport.....	962	650	455	350	280	514	.38	9	10	-	16	-	16	14	-	-	-	-	-	-	-	-	-	-	-	1	10	5	10	
	11,170	6,828	5,400	7,568	6,149	8,458	.52	10	1 12	1	260	38	265	179	1	200	127,464	14	194											

WALDO COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in summer.	No. of Female Teachers employed in Winter.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above am't required by law.	Less than the am't required by law.										
Belfast.....	31	15	14	\$44 30	\$5 66	2 42	\$5,000	\$778	-	3 30	\$6,303	\$2,423	2299	\$11,025	\$10,078	\$947	-	-	150
Belmont.....	5	-	-	22 00	2 30	1 25	502	-	-	2 76	584	275	-	859	775	84	-	-	11
Brooks.....	6	1	-	35 00	3 00	2 25	700	5	-	2 55	1,056	473	-	1,529	1,399	130	-	-	34
Burnham.....	12	2	1	30 71	2 86	2 25	806	94	-	1 99	1,099	181	452	1,712	1,617	95	-	-	42
Frankfort.....	9	5	-	31 00	2 50	2 62	921	-	-	2 19	1,375	627	50	2,052	1,554	498	-	-	16
Freedom.....	2	1	-	27 50	2 75	1 75	574	-	-	2 47	634	323	-	957	907	50	-	-	20
Islesborough.....	8	-	-	25 00	3 00	2 50	986	-	-	2 28	1,181	672	3	1,856	1,662	194	-	-	6
Jackson.....	10	7	-	24 00	2 35	1 32	566	-	-	2 38	651	336	11	998	1,008	-	\$10	-	33
Knox.....	9	-	-	24 00	2 65	1 37	711	-	-	2 21	825	472	-	1,297	1,078	219	-	-	34
Liberty.....	8	4	1	24 00	3 25	1 75	762	36	-	2 42	762	472	-	1,234	1,211	23	-	-	40
Lincolnville.....	15	2	1	24 12	2 92	1 78	1,520	-	-	2 54	1,613	1,048	-	2,661	2,562	99	-	-	45
Monroe.....	12	4	2	22 69	2 66	1 51	1,200	100	-	2 64	1,182	611	-	1,793	1,666	127	-	-	35
Montville.....	15	4	1	24 00	2 50	1 36	1,134	-	-	2 38	1,231	728	-	1,959	1,796	163	-	-	49
Morrill.....	5	-	-	30 00	3 00	2 00	418	-	-	2 14	499	294	-	793	595	198	-	-	14
Northport.....	7	3	-	21 33	2 43	1 67	722	-	-	2 70	748	452	-	1,200	1,121	79	-	-	27
Palermo.....	11	4	-	22 00	3 12	1 35	979	-	-	2 49	1,080	609	-	1,689	1,630	59	-	-	40
Prospect.....	11	2	1	26 00	2 51	1 88	709	-	-	2 58	823	409	43	1,275	1,212	63	-	-	40
Searsmont.....	1	-	-	27 00	2 71	1 62	1,136	2	-	1 24	1,404	723	-	2,127	1,954	173	-	-	31
Searsport.....	17	8	4	42 44	3 74	2 00	2,500	649	-	3 49	2,970	1,184	-	3,454	3,042	412	-	-	101
Stockton.....	11	2	-	33 29	3 23	2 02	1,671	-	-	3 34	1,916	777	-	2,693	2,041	652	-	-	60
Swanville.....	6	1	2	30 84	2 55	1 48	616	-	-	2 62	1,106	401	-	1,507	1,210	297	-	-	27
Thorndike.....	9	4	-	23 33	2 07	1 25	614	30	-	2 64	735	365	-	1,100	990	110	-	-	20
Troy.....	11	5	1	25 33	2 79	1 35	1,000	39	-	2 60	1,229	566	-	1,844	1,683	161	-	-	32
Unity.....	11	5	-	22 90	2 25	1 45	960	-	-	13 20	1,151	614	-	1,765	1,415	350	-	-	46

WALDO COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Excess above am't required by law.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
	7	1			\$	¢	¢	¢				¢	¢										
Waldo	7	1	-		\$29	80	\$3	20	1	\$520	\$2	-	1	87	\$575	\$414	-	\$989	\$932	\$57	-	-	\$20
Winterport	17	8	4		24	00	2	20	2	2,200	5	-	2	29	2,605	1,350	-	3,955	3,625	330	10	-	47
	272	88	33		27	56	2	89	1	75			4	2	63			54,323	48,763	5,570	10	-	1005

WASHINGTON COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.		Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Winter Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
			w.	d.				w.	d.	w.	d.											
Addison	441	312	279	240	212	384	.79	10	9	1	12	2	12	7	2	1	7	-	-	\$4,000	1	3
Alexander	203	126	99	131	76	169	.43	15	16	16	4	3	5	4	5	4	-	-	2,000	-	3	
Baileyville	172	116	94	26	20	142	.33	14	11	4	5	2	6	3	6	3	-	-	1,000	1	1	

Baring	123	71	55	66	58	83	.46	16	12	1	2	2	1	-	-	4,000	-	1	
Beddington	54	40	38	37	35	41	.68	9	3 9	3	1	2	2	2	-	1,000	-	-	
Calais	2,392	1,485	1,262	1,605	1,294	1,695	.53	18	18	1	-	18	10	-	-	50,000	6	6	
Centerville	46	29	24	40	35	45	.64	9	12	1	-	2	1	-	-	900	1	1	
Charlotte	205	192	159	184	177	162	.82	12	4 9	2	5	5	4	-	-	1,500	1	2	
Cherryfield	645	484	434	164	151	493	.45	21	10	9	-	10	5	-	-	11,000	2	1	
Columbia	258	206	192	179	165	201	.68	8	3 9	3	6	2	7	2	-	900	2	4	
Columbia Falls	267	181	160	201	186	205	.65	10	10	3	-	4	3	-	-	2,500	1	4	
Cooper	147	58	43	119	103	133	.49	8	3 10	4	5	5	2	-	-	2,000	-	4	
Crawford	100	56	45	62	52	78	.49	24	31	2	2	2	2	-	-	1,300	-	2	
Cutler	374	217	187	217	177	253	.49	10	4 10	1	9	-	8	6	-	3,700	-	7	
Danforth	233	156	117	108	93	250	.45	17	1 10	2	5	-	5	4	-	3,300	-	3	
Deblois	47	34	32	30	26	37	.62	10	18	1	-	1	1	-	-	1,200	-	-	
Dennysville	229	130	119	154	136	167	.55	16	16	-	-	2	2	-	-	4,000	1	1	
East Machias	734	719	693	251	215	485	.62	11	12	-	7	-	10	8	-	6,600	3	3	
Eastport	1,297	750	465	623	431	800	.34	20	20	2	2	7	7	-	-	12,000	2	3	
Eaton	129	104	85	-	-	104	.66	17	-	3	3	3	2	-	-	1,100	2	2	
Edmunds	172	103	93	117	103	107	.57	10	15	1	4	-	4	4	-	1,000	-	2	
Harrington	456	280	251	310	270	345	.46	8	9	9	1	9	5	-	-	3,300	-	5	
Jonesborough	213	116	93	104	92	131	.43	8	10	5	2	6	3	-	-	2,500	1	2	
Jonesport	674	346	292	489	394	500	.51	9	3 11	3	14	-	8	5	-	5,900	2	4	
Kossuth	50	44	40	46	40	47	.80	17	4 19	2	1	2	2	-	-	800	2	2	
Lubec	806	450	345	491	392	539	.46	11	13	14	-	14	10	1	\$150	5,100	1	8	
Machias	924	555	473	465	397	629	.47	11	12	-	-	9	8	-	-	18,000	2	3	
Machiasport	598	287	238	234	286	415	.44	12	3 10	1	9	1	8	7	-	6,000	-	7	
Marion	75	17	13	38	28	50	.27	9	7 4	4	-	3	2	-	-	440	-	1	
Marshfield	143	82	70	102	90	110	.56	9	3 13	3	2	-	2	1	-	500	-	2	
Meddybemps	66	48	40	52	45	52	.64	10	14	2	-	2	2	-	-	1,000	1	1	
Milbridge	640	412	357	383	322	587	.53	10	4 9	3	9	4	9	5	-	3,500	2	7	
Northfield	84	53	50	56	51	56	.60	6	4 10	-	4	-	3	2	-	600	1	2	
Pembroke	910	548	464	496	416	693	.48	18	4 11	-	-	13	13	-	-	15,000	2	8	
Perry	422	278	212	282	225	292	.52	9	4 14	1	11	-	11	6	1	575	2,200	1	3
Princeton	437	239	177	199	164	270	.39	9	3 13	3	4	1	5	4	-	4,500	2	5	
Robbinston	351	176	132	210	167	207	.43	13	13 3	6	-	6	2	-	-	2,500	-	3	
Steuben	401	263	222	276	234	318	.57	9	1 10	3	12	1	11	8	-	3,200	-	2	
Talmadge	42	38	30	-	-	38	.71	12	-	-	2	-	2	-	-	200	-	-	
Topsfield	178	110	76	90	79	125	.44	11	3 14	4	4	-	4	-	-	600	1	3	
Trescott	252	136	111	146	113	136	.44	9	1 10	4	9	-	9	5	-	1,200	1	6	
Vanceboro	162	154	122	51	39	52	.50	11	2 10	-	2	-	2	-	-	1,130	1	-	

APPENDIX.

WASHINGTON COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Average length of Winter Schools of 7½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								w.	d.	w.	d.									
Waite	88	37	28	37	29	37	34	20	12	3	3	4	2	2	1	\$350	\$2,000	-	1	
Wesley	108	12	8	83	65	97	34	6	10	4	4	4	4	4	-	-	4,000	-	5	
Whiting	165	111	92	98	82	132	53	9	14	3	6	5	4	4	-	-	1,600	1	3	
Whitneyville	180	118	94	127	108	122	56	19	22	1	1	1	1	1	-	-	2,500	1	1	
Codyville pl.	21	16	11	11	9	24	48	22	5	2	1	1	1	1	-	-	600	-	-	
Jackson Brook pl	97	60	40	61	45	67	44	12	9	3	2	2	1	1	-	-	2,000	1	2	
No. 14 pl.	71	52	42	58	46	60	62	9	7	3	3	3	2	2	-	-	800	1	2	
No. 18 pl.	21	16	11	-	-	16	52	14	-	-	1	1	1	1	-	-	100	-	-	
No. 21 pl.	55	39	27	-	-	39	49	8	-	-	2	2	2	2	-	-	400	1	-	
	16,958	10,662	8,835	9,551	7,973	12,220	52	12	3	12	2	233	23	279	192	3	1,075	206,770	45	135

WASHINGTON COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from Apr. 1, '79, to Apr. 1, '80.	Amount available from State Treasury from Apr. 1, '79, to Apr. 1, '80.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above amt required by law.	Less than the amt required by law.										
Addison	14	6	3	\$25 00	\$3 68	1 75	\$965	\$3	-	2 19	No Fis	cal Retu	rns.	-	-	-	-	\$30	
Alexander	4	-	2	26 00	3 12	1 50	364	-	-	1 79	\$561	\$327	119	\$1,007	\$786	\$221	-	10	
Baileyville	6	-	-	19 00	3 50	1 50	303	1	-	1 76	350	266	-	616	575	41	-	10	
Baring	2	1	-	48 00	6 00	2 25	300	8	-	2 44	385	157	57	599	565	34	-	25	
Beddington	4	-	-	4 00	1 31	-	185	78	-	3 42	242	82	-	324	237	87	-	11	
Calais	20	20	5	45 00	7 00	3 00	5,700	944	-	2 37	6,500	3,705	131	10,336	10,336	-	\$24	200	
Centerville	-	-	-	28 50	-	1 75	118	2	-	2 57	147	83	10	240	234	6	-	3	
Charlotte	4	-	-	20 58	4 00	1 70	375	1	-	1 83	462	285	50	797	735	62	-	20	
Cherryfield	12	3	3	37 50	5 00	2 44	1,450	39	-	2 25	1,589	984	39	2,612	2,370	242	-	100	
Columbia	7	4	-	22 00	2 79	1 54	610	73	-	2 36	741	385	27	1,153	1,113	40	-	15	
Columbia Falls	3	-	-	32 00	5 00	3 00	500	14	-	1 87	537	399	100	1,036	956	80	-	20	
Cooper	3	1	-	26 87	3 16	1 36	325	35	-	2 21	444	219	30	693	598	95	-	12	
Crawford	2	-	-	24 50	3 75	1 70	200	32	-	2 00	200	147	-	347	357	-	\$10	5	
Cutler	8	2	2	26 00	3 22	2 02	720	22	-	1 93	1,021	542	-	1,563	1,622	-	59	20	
Danforth	5	-	-	13 33	9 10	1 75	300	50	-	1 29	338	348	40	726	714	12	-	24	
Deblois	1	1	-	5 00	1 57	-	112	1	-	2 38	183	69	4	256	216	40	-	9	
Dennysville	2	2	1	50 00	5 50	3 00	390	-	-	1 70	390	362	-	752	749	3	-	22	
East Machias	13	4	2	30 00	4 50	2 50	1,620	4	-	2 20	2,543	1,209	-	3,752	2,888	864	-	65	
Eastport	11	10	-	61 00	6 00	3 00	3,250	260	-	2 51	3,705	2,028	-	5,733	5,360	373	-	25	
Eaton	1	-	-	20 00	4 00	2 10	208	151	-	1 61	202	179	64	445	432	13	-	10	
Edmunds	4	3	-	27 50	4 25	2 02	359	-	-	2 09	401	243	184	828	766	62	-	33	
Harrington	10	5	2	28 30	3 15	1 50	925	11	-	2 03	1,202	686	-	1,888	1,596	292	-	30	
Jonesborough	6	1	-	25 00	2 25	1 75	420	1	-	1 97	619	339	-	958	617	341	-	12	
Jonesport	8	10	5	25 66	4 94	2 23	1,100	24	-	1 63	1,499	972	-	2,471	2,159	312	-	10	

WASHINGTON COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Excess above amt required by law.	Less than the amt required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Kossuth.....	2	-	-	\$26 00	\$2 00	1 50	\$149	\$23	-	2 98	\$149	\$104	\$33	\$286	\$271	\$15	-	-
Lubec.....	13	6	3	25 00	3 50	2 50	1,800	91	-	2 25	2,054	1,198	-	3,252	3,029	223	-	-	55
Machias.....	12	11	1	-	4 00	3 00	2,025	1	-	2 19	2,500	1,341	276	4,117	3,883	234	-	-	100
Machiasport.....	8	1	-	33 28	3 36	2 43	1,250	24	-	2 09	1,514	884	-	2,398	2,153	245	-	-	55
Marion.....	2	2	1	30 00	1 92	1 44	170	64	-	2 27	319	111	13	443	290	153	-	-	11
Marshfield.....	2	-	-	37 50	3 25	2 60	281	-	-	1 97	281	202	-	483	484	-	\$61	-	8
Meddybemps.....	1	1	-	22 00	6 00	1 75	160	-	-	2 42	254	108	-	362	274	88	-	-	7
Milbridge.....	11	4	2	38 00	3 25	2 00	1,252	8	-	1 96	1,252	1,039	-	2,291	2,328	-	37	-	50
Northfield.....	2	1	-	25 00	2 25	1 78	175	23	-	2 08	240	126	22	388	361	27	-	-	4
Pembroke.....	17	5	1	36 00	3 71	2 25	2,042	-	-	2 24	2,414	1,424	152	3,990	3,767	223	-	-	75
Perry.....	10	8	-	26 42	3 61	1 67	919	-	-	2 18	998	643	71	1,712	1,683	27	-	-	52
Princeton.....	4	1	1	29 40	4 12	2 46	860	-	-	1 97	1,218	660	-	1,878	1,847	31	-	-	20
Robbinston.....	6	3	-	26 67	4 33	1 98	745	4	-	2 21	898	505	121	1,524	1,339	185	-	-	40
Steuben.....	12	11	-	27 50	3 25	1 58	850	-	-	2 12	944	584	36	1,564	1,408	156	-	-	27
Talmadge.....	2	-	-	-	2 50	1 87	125	61	-	2 98	160	61	71	292	162	130	-	-	4
Topsfield.....	3	-	3	30 00	3 00	2 00	400	29	-	2 25	430	315	150	895	710	185	-	-	37
Tresecott.....	7	2	-	25 14	2 83	2 11	485	-	-	1 94	668	431	-	1,099	982	117	-	-	30
Vanceboro.....	4	2	-	48 00	3 96	2 93	600	337	-	3 70	710	242	175	1,127	814	313	-	-	3
Waite.....	2	-	-	25 00	3 00	1 81	100	2	-	1 14	240	121	83	444	243	201	-	-	2
Wesley.....	1	-	-	22 00	2 00	1 37	270	33	-	2 50	414	173	78	665	541	124	-	-	8
Whiting.....	5	2	-	29 00	2 60	1 77	350	17	-	2 12	597	251	151	999	875	124	-	-	36
Whitneyville.....	2	1	1	40 00	7 50	3 50	456	-	-	2 53	804	269	-	1,073	963	110	-	-	23
Codyville pl.....	1	1	-	-	4 62	1 22	125	75	-	5 95	155	31	-	186	128	58	-	-	2
Jackson Brook pl.....	1	-	-	26 00	3 00	2 75	250	85	-	2 58	270	149	138	557	440	117	-	-	27
No. 14 pl.....	3	1	-	22 00	3 06	2 25	150	71	-	2 11	177	174	-	351	372	-	21	-	10

No. 18 pl.....	1	-	-	-	1 33	1 57	40	6	-	1 90	20	33	55	108	61	47	-	6	-
No. 21 pl.....	3	-	-	20 00	2 67	1 85	134	-	-	2 44	165	90	-	255	223	38	-	-	3
	288	136	38	26 11	3 99	2 04	36,857	2,798		12 26	44,106	25,285	2480	71,871	65,614	6,385	128	186	1407

YORK COUNTY.

TOWNS.	No of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.		Number of parts of districts in town.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.					
	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.				
Acton.....	300	149	132	220	184	229	.51	6	3	10	14	-	14	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Alfred.....	342	212	158	219	174	273	.47	12	13	13	7	1	7	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Berwick.....	820	450	366	421	340	589	.43	16	11	11	14	-	16	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Biddeford.....	3,911	1,498	1,302	1,506	1,292	1,802	.33	9	10	10	12	2	21	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Buxton.....	666	413	334	444	368	539	.53	12	12	3	15	1	17	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Cornish.....	367	199	164	196	166	257	.45	7	2	9	7	2	9	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Dayton.....	185	88	72	132	101	160	.47	10	13	3	4	2	4	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Eliot.....	514	319	245	332	302	375	.53	12	4	4	2	8	8	6	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Hollis.....	427	258	212	287	238	324	.53	7	4	12	14	3	14	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Kennebunk.....	833	517	450	496	413	548	.52	8	13	12	-	-	14	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Kennebunkport.....	733	492	411	483	381	492	.54	8	4	15	12	1	12	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Kittery.....	993	536	450	570	460	586	.46	11	14	10	-	-	11	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Lebanon.....	516	346	295	327	281	363	.56	9	10	3	20	2	19	18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Limerick.....	392	335	278	262	206	320	.62	11	5	10	4	10	4	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Limington.....	486	289	224	305	252	310	.49	9	3	10	2	16	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Lyman.....	281	168	141	195	150	228	.53	8	2	10	4	10	4	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Newfield.....	271	178	150	207	170	241	.59	14	12	8	1	1	10	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			

YORK COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.	
								w.	d.										
North Berwick.....	622	401	333	397	319	480	.52	18	9	1	-	16	15	-	\$500	\$9,250	-	-	
Parsonfield.....	503	266	216	343	268	362	.48	8	1	9	3	17	17	-	-	7,000	3	12	
Saco.....	1,778	974	812	861	734	-	.43	12	2	12	4	9	16	14	672	18,747	3	8	
Sanford.....	911	438	371	470	390	515	.42	9	3	13	3	14	12	-	-	10,000	2	6	
Shapleigh.....	392	206	167	224	184	260	.43	10	3	12	10	14	9	9	-	6,000	-	4	
South Berwick.....	867	600	450	550	500	866	.55	10	10	10	-	15	15	-	-	12,000	3	4	
Waterborough..	465	255	202	274	218	352	.45	8	1	10	3	13	13	1	378	6,000	1	11	
Wells.....	885	472	390	522	435	613	.47	10	2	12	1	17	10	-	-	8,000	1	13	
York.....	818	462	362	497	379	575	.45	12	12	14	-	14	14	2	2,300	6,800	1	12	
	19,178	10,521	8,687	10,740	8,905	11,659	.49	11	11	2	203	24	340	264	6	4,650	213,272	34	185

YORK COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		No. of Teachers, graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1880.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Excess above amt' required by law.	Less than the amt' required by law.												
Acton.....	7	13	-	-	520	00	\$4	02	1	78		\$806	-	-	2	69	\$923	\$497	\$31	\$1,451	\$1,317	\$134	-	-	\$60	
Alfred.....	4	7	-	-	31	13	4	48	2	55		1,150	\$171	-	3	37	1,421	474	-	1,895	1,607	288	-	-	134	
Berwick.....	16	7	-	-	31	25	4	18	2	27		2,500	667	-	3	05	3,191	1,265	-	4,456	3,968	488	-	-	134	
Biddeford.....	36	31	1	-	45	00	5	40	3	50		12,500	4,272	-	3	20	11,503	5,470	479	17,452	17,547	-	\$95	-	725	
Buxton.....	13	3	3	-	26	77	4	22	2	03		2,100	71	-	3	17	2,772	1,092	-	3,864	3,267	597	-	-	109	
Cornish.....	8	5	-	-	31	05	5	05	1	94		1,180	299	-	3	21	986	547	39	1,572	1,387	185	-	-	45	
Dayton.....	4	1	-	-	25	00	4	19	2	12		500	10	-	2	70	646	288	-	934	803	131	-	-	13	
Eliot.....	7	1	-	-	29	20	4	56	2	75		1,800	385	-	3	50	1,808	829	-	2,629	2,358	271	-	-	60	
Hollis.....	13	6	1	-	29	00	5	00	-	-		1,250	17	-	2	93	1,826	656	100	2,282	1,920	362	-	-	25	
Kennebunk.....	15	11	-	-	39	80	4	90	2	34		2,600	596	-	3	12	2,632	1,503	-	4,135	3,560	575	-	-	113	
Kennebunkport.....	14	8	2	-	27	00	4	58	3	50		2,000	109	-	2	73	2,182	1,137	-	3,319	3,234	85	-	-	82	
Kittery.....	10	5	-	-	36	12	5	50	3	00		2,700	30	-	2	72	2,943	1,524	-	4,467	4,331	136	-	-	150	
Lebanon.....	16	7	-	-	20	00	4	00	2	00		1,563	-	-	3	22	1,874	831	-	2,705	2,437	268	-	-	2	
Limerick.....	14	6	-	-	26	37	4	95	2	20		1,140	-	-	\$1	2	35	1,401	682	-	2,083	1,709	284	-	-	60
Limington.....	14	4	2	-	28	19	3	22	2	10		1,350	46	-	2	78	1,923	732	17	2,672	2,117	555	-	-	40	
Lyman.....	10	5	-	-	22	80	3	25	2	00		880	38	-	3	13	905	405	-	1,310	1,261	49	-	-	54	
Newfield.....	6	3	-	-	30	41	4	38	2	03		954	-	-	3	52	1,510	-	-	1,510	1,392	118	-	-	50	
North Berwick.....	13	13	3	-	4	53	2	15	-	-		2,000	704	-	3	22	2,047	934	103	3,084	3,035	49	-	-	116	
Parsonsfield.....	13	4	-	-	24	87	3	76	2	06		1,520	2	-	3	02	1,896	786	60	2,742	2,331	411	-	-	88	
Saco.....	25	1	-	-	51	67	7	50	-	-		7,500	2,894	-	4	22	8,470	2,595	-	11,065	10,045	1,020	-	-	250	
Sanford.....	16	12	3	-	30	50	4	07	2	18		2,000	78	-	2	20	2,187	1,271	-	3,458	3,038	420	-	-	101	
Shapleigh.....	9	4	1	-	25	25	3	83	1	96		870	-	-	2	22	941	587	52	1,580	1,438	142	-	-	70	
South Berwick.....	11	13	-	-	50	00	7	00	2	50		2,125	112	-	2	45	2,925	1,270	-	4,195	3,583	612	-	-	76	
Waterborough.....	12	2	-	-	22	60	3	33	1	80		1,238	-	-	2	66	2,608	723	19	3,350	2,157	1,193	-	-	50	

YORK COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers, graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Excess above amt. required by law.	Not less than 80 cts. for each inhabitant.	Less than the amt. required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1886.	Balance over-expended April 1, 1880.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Wells	16	4	1	\$28 82	\$5 08	2 00	\$2,302	\$84	-	-	2 61	\$2,414	\$1,433	\$46	\$3,893	\$3,809	\$84	-	-
York	14	2	2	28 50	3 62	2 75	2,123	-	-	-	2 60	2,261	1,253	-	3,514	3,248	266	-	-	143
	336	174	20	29 29	4 56	2 14	58,651	10,585	-	-	2 94	65,887	28,784	946	95,617	86,989	8,723	95	-	2664

SUMMARY.

COUNTIES.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance to whole number.				Number of districts in county.	Number of parts of districts.	Number of school houses in county.	Number in good condition.	
							Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.						
							w.	d.	w.	d.					
Androscoggin	14,470	7,507	6,221	8,461	6,455	9,349	.51	9	3	12	1	112	14	200	161
Aroostook	15,809	8,030	5,690	6,688	4,926	9,921	.36	11	4	9	3	353	12	289	174
Cumberland	27,539	14,887	12,497	15,251	12,435	18,182	.48	11	4	12	5	263	16	333	2 6
Franklin	5,938	3,514	2,880	4,252	3,542	4,808	.54	8	3	10	3	209	35	197	136
Hancock	13,326	8,122	6,541	8,377	6,990	9,976	.55	9	4	10	1	282	15	272	198
Hennebec	15,677	8,881	7,479	9,643	7,875	9,620	.51	10	2	11		322	21	363	148
Knox	10,447	6,534	5,550	6,870	5,849	7,710	.54	12	4	11	3	145	14	164	122
Lincoln	8,278	5,034	4,114	5,452	4,373	6,323	.54	10	4	11	4	185	4	180	105
Oxford	10,373	5,948	4,933	6,977	5,738	8,094	.49	9	2	11	1	365	32	350	146
Penobscot	22,464	13,640	11,513	13,970	11,567	16,702	.35	9	5	10	5	428	30	472	370
Piscataquis	4,928	2,973	2,405	3,129	2,510	3,599	.48	10	5	11	1	136	11	143	108
Sagadahoc	6,746	4,079	3,442	4,142	3,444	4,641	.49	9	2	13	1	79	15	109	89
Somerset	10,873	6,327	5,171	7,086	5,755	8,394	.54	9	9	9	3	346	45	343	211
Waldo	11,170	6,828	5,400	7,568	6,149	8,458	.52	10	1	12	1	260	38	265	179
Washington	16,958	10,662	8,835	9,551	7,973	12,220	.52	12	3	12	2	233	23	279	192
York	19,178	10,521	8,687	10,740	8,905	11,659	.49	11		11	2	203	24	340	264
	214,274	123,487	101,358	128,157	104,486	149,656	.49	10	2	11	2	3,921	349	4,299	2,859

SUMMARY—CONTINUED.

COUNTIES.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in county.	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.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1880.	Not less than 80 cents for each inhabitant.		
													Excess above am't required by law.	Less than the am't required by law.	
Androscoggin	2	\$2,859	\$337,875	11	108	261	163	24	\$4 86	\$3 93	\$2 03	\$47,959	\$20,259	-	-
Aroostook	19	2,990	78,605	32	120	314	146	12	14 29	2 93	1 33	20,288	1,081	-	\$36
Cumberland	7	46,465	621,110	38	187	432	274	47	32 07	4 67	2 27	108,385	41,540	-	-
Franklin	1	2,800	77,850	8	121	192	88	39	18 58	2 64	1 44	15,297	472	-	8
Hancock	7	3,210	148,740	12	168	281	116	32	28 07	3 25	1 87	29,707	742	-	-
Kennebec	4	4,345	246,150	21	162	370	226	22	21 29	3 62	1 77	43,846	1,484	-	2
Knox	1	500	147,400	14	101	189	101	32	33 30	3 78	2 19	26,408	2,899	-	16
Lincoln	-	-	74,150	10	127	186	71	9	27 89	3 85	2 40	21,786	820	-	47
Oxford	1	2,050	117,690	13	213	321	161	18	20 85	2 92	1 51	28,467	1,979	-	2
Penobscot	7	1,267	341,275	25	224	547	288	37	23 85	3 31	1 70	68,717	9,776	-	6
Piscataquis	3	760	45,050	11	67	151	88	12	23 65	3 50	1 64	11,558	659	-	1
Sagadahoc	1	330	93,030	8	63	126	70	12	30 76	4 28	2 04	20,260	5,214	-	-
Somerset	4	1,300	115,800	12	146	334	225	27	16 73	2 96	1 48	28,682	1,113	-	12
Waldo	1	200	127,464	14	194	272	88	33	27 56	2 89	1 75	29,427	1,740	-	4
Washington	3	1,075	206,770	45	135	288	136	38	26 11	3 99	2 04	36,857	2,798	-	1
York	6	4,650	213,272	34	185	336	174	20	29 29	4 56	2 14	58,651	10,585	-	1
	67	74,801	2,992,231	308	2,321	4,600	2,415	414	25 57	3 57	1 85	596,295	103,161	-	136

SUMMARY—CONCLUDED.

COUNTIES.	Amount raised per scholar.	Amount available from Town Treasuries from April 1, 1879, to April 1, 1880.	Amount available from State Treasury from April 1, 1879, to April 1, 1880.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1879, to April 1, 1880.	Balance unexpended April 1, 1880.	Balance over-expended April 1, 1880.	Amount raised to pre- long public schools, in money, fuel, board, &c.	Amount paid for school supervision.
Androscoggin	\$3 31	\$48,526	\$21,801	\$500	\$70,827	\$67,892	\$2,935	.	\$548	\$2,578
Aroostook	1 33	28,298	22,820	2,058	53,176	44,660	8,648	.	18	1,036
Cumberland	2 96	113,105	44,860	3,408	161,373	150,613	10,760	\$132	830	4,250
Franklin	2 57	17,783	8,908	716	27,407	23,801	3,606	-	655	818
Hancock	2 28	36,636	19,565	1,652	57,853	49,539	8,314	-	154	1,171
Kennebec	2 93	57,496	21,786	407	79,689	73,304	6,385	-	482	2,397
Knox	2 53	30,623	15,893	358	46,874	43,178	3,696	-	3,538	909
Lincoln	2 57	22,390	11,487	31	33,908	30,605	3,303	-	288	913
Oxford	2 65	33,236	16,081	2,189	51,506	47,769	3,737	-	1,097	345
Penobscot	2 36	79,061	34,605	4,122	117,788	106,374	11,443	29	164	3,252
Piscataquis	2 34	12,147	6,915	889	19,951	18,111	1,858	18	-	558
Sagadahoc	3 00	24,613	10,803	348	35,764	33,931	1,901	68	310	1,068
Somerset	2 38	33,854	16,986	1,100	51,940	45,781	6,265	106	634	1,109
Waldo	2 63	34,637	16,799	2,887	54,323	48,763	5,570	10	-	1,005
Washington	2 26	44,106	25,285	2,480	71,871	65,614	6,385	128	186	1,407
York	2 94	65,887	28,784	946	95,617	86,989	8,723	95	-	2,664
	2 57	682,398	323,378	24,091	1,029,867	936,924	93,529	586	8,907	25,488

COMPARATIVE STATEMENT—I.

ITEMS.	1880.	1879.	Increase.
Whole number of scholars between four and twenty-one.....	214,274	215,724	dec. 1,450
Number registered in summer schools.....	123,487	125,640	dec. 2,153
Average attendance.....	101,358	101,443	dec. 85
Number registered in winter schools.....	128,157	129,880	dec. 1,723
Average attendance.....	104,486	105,302	dec. 816
Percentage of average attendance to whole number of scholars.....	.49	.50	dec. .01
Percentage of average attendance to number registered in summer schools.....	.82	.81	.01
Percentage of average attendance to number registered in winter schools.....	.82	.81	.01
Percentage of average attendance to number registered during year.....	.82	.81	.01
Whole number of different scholars registered in schools during year.....	149,656	151,948	dec. 2,292
Average length of summer schools in weeks and days, at 5½ days per week.....	10w. 2d.	10w. 3d.	dec. 1
Average length of winter schools.....	11w. 2d.	11w. 3d.	dec. 1
Average length of schools for year.....	21w. 4d.	22w. ½d.	dec. 2
Number of districts in State.....	3,921	4,053	dec. 132
Number of parts of districts.....	349	354	dec. 5
Number of school-houses.....	4,299	4,263	36
Number reported in good condition.....	2,859	2,971	dec. 112
Number built during year.....	67	70	dec. 3
Cost of same.....	\$74,801	\$72,176	\$2,625
Estimated value of all school property.....	2,992,231	2,947,655	44,576
Number of male teachers employed in summer.....	308	333	dec. 25
Number employed in winter.....	2,321	2,325	dec. 4
Number of female teachers employed in summer.....	4,600	4,547	53
Number employed in winter.....	2,415	2,349	66
Number of teachers graduates of normal schools.....	414	385	29
Average wages of male teachers per month, excluding board.....	\$25 57	\$29 55	dec. \$4 38
Average wages of female teachers per week, excluding board.....	3 57	3 83	dec. .26
Average cost per week of teacher's board...	1 85	2 07	dec. .22
Amount of money voted by towns for common schools.....	596,295	605,905	dec. 9,610
Excess above amount required by law.....	103,025	105,845	dec. 2,820
Average amount per scholar.....	2 57	2 81	dec. .24
Amount available from town treasuries for year ending April 1.....	682,398	702,170	dec. 19,772
Amount available from State treasury.....	323,378	350,738	dec. 27,360
Amount derived from local funds.....	24,091	22,404	1,687
Total school resources.....	1,029,867	1,075,312	dec. 45,445
Amount expended for common schools.....	936,924	984,108	dec. 47,184
Balance unexpended.....	92,943	91,204	1,739
Amount contributed to prolong schools, in money, fuel, &c.....	8,907	8,565	342
Amount paid for school supervision.....	25,489	28,407	dec. 2,918

COMPARATIVE STATEMENT—II.

ITEMS.	1880.	1870.	Increase.
Number of scholars between four and twenty-one.....	214,274	228,167	dec. 13,893
Number registered in summer schools.....	123,487	121,125	2,362
Average attendance.....	101,358	94,429	6,929
Number registered in winter schools.....	128,157	132,867	dec. 4,710
Average attendance.....	104,486	106,602	dec. 2,116
Percentage of average attendance to whole number of scholars.....	.49	.50	dec. .01
Average length of summer schools.....	10w. 2d.	9w. 3d.	1w. 4½
Average length of winter schools.....	11w. 2d.	10w. 1d.	1w. 1d.
Average length of schools for year.....	21w. 4d.	19w. 4d.	2w.
Number of school districts in State.....	3,921	4,004	dec. 83
Number of parts of districts.....	349	330	19
Number of school-houses in State.....	4,299	4,004	295
Number reported in good condition.....	2,859	2,232	627
Number built last year.....	67	158	dec. 91
Cost of same.....	\$74,801	\$210,520	dec. 135,719
Estimated value of all school property.....	2,992,231	2,433,426	558,805
Number of male teachers employed in summer.....	308	107	201
Number employed in winter.....	2,321	1,987	334
Number of female teachers employed in summer.....	4,600	4,020	580
Number employed in winter.....	2,415	2,205	210
Wages of male teachers per month, excluding board.....	\$25 57	\$32 26	dec. \$6 69
Wages of female teachers per week, excluding board.....	3 57	3 21	.36
Average cost of teacher's board.....	1 85	2 31	dec. 46
Amount of school money raised by taxation.....	596,295	740,321	dec. 144,026
Excess above amount required by law.....	103,025	136,804	dec. 33,779
Average amount raised per scholar.....	2 57	3 07	dec. .50
Income of permanent school fund apportioned to common schools.....	26,279	12,409	14,870
Bank tax apportioned to same.....	63,384	-	-
Mill tax.....	224,565	-	-
Amount derived from local funds for support of same.....	24,091	27,809	dec. 3,718
Amount contributed to prolong same.....	8,907	18,816	dec. 9,909
Amount paid for school supervision.....	25,489	22,593	2,896

STATEMENT

Showing amount of School Money apportioned by State Treasurer to the several Towns and Plantations in the State and available for school purposes for the school year ending April 1, 1881.

COUNTY OF ANDROSCOGGIN.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Auburn	3,078	\$1,275 59	\$3,206 65	\$4,482 24
Durham	420	174 06	437 56	611 62
East Livermore	366	126 81	318 79	445 60
Greene	358	148 36	372 96	521 32
Lewiston	6,118	2,535 42	6,373 72	8,909 14
Lisbon	878	363 86	914 69	1,278 55
Leeds	389	161 20	405 25	566 45
Livermore	386	159 96	402 15	562 11
Minot	555	230 00	578 20	808 20
Poland	895	370 90	932 44	1,303 34
Turner	625	259 04	651 13	910 17
Wales	164	67 96	170 86	238 82
Webster	298	123 50	310 45	433 95

COUNTY OF AROOSTOOK.

Amity	150	62 16	156 27	218 43
Ashland	215	89 09	223 98	313 07
Benedicta	112	46 41	116 67	163 08
Blaine	271	112 30	282 32	394 62
Bridgewater	305	126 39	317 75	444 14
Caribou	1,062	440 11	1,106 39	1,546 50
Easton	343	142 14	357 34	499 48
Fort Fairfield	1,035	428 92	1,078 26	1,507 18
Fort Kent	650	269 37	677 17	936 54
Frenchville	1,112	460 83	1,158 47	1,619 30
Grand Isle	361	149 59	376 09	525 68
Haynesville	78	32 33	81 25	113 58
Hersey	42	17 41	43 75	61 16
Hodgdon	401	166 18	417 76	583 94
Houlton	888	368 00	925 22	1,293 22
Island Falls	87	36 05	90 63	126 68
Limestone	228	94 49	237 53	332 02
Linneus	388	160 79	404 21	565 00
Littleton	379	157 06	394 83	551 89
Ludlow	180	74 59	187 52	262 11
Madawaska	586	242 85	610 49	853 34
Mapleton	213	88 26	221 90	310 16
Mars Hill	355	147 11	369 84	516 95
Masardis	86	35 64	89 59	125 23
Maysville	448	185 67	466 72	652 39
Monticello	396	164 11	412 55	576 66

COUNTY OF AROOSTOOK—(CONCLUDED.)

TOWNS.	No. of Scholars.	School Fund	Mill Tax.	Total.
New Limerick	242	\$100 29	\$252 11	\$352 40
Orient	86	35 64	89 59	125 23
Presque Isle.....	469	194 36	488 60	682 96
Sherman	305	126 39	317 75	444 14
Smyrna	92	38 13	95 84	133 97
Washburn.....	306	126 81	318 79	445 60
Weston.....	143	59 26	148 98	208 24
Woodland.....	277	114 79	288 57	403 36
Baneroff plantation.....	97	40 20	101 05	141 25
Caswell "	123	50 97	128 15	179 12
Castle Hill "	146	60 52	152 10	212 62
Crystal "	84	34 82	87 52	122 34
Chapman "	69	28 59	71 88	100 47
Connor "	144	59 68	150 02	209 70
Cyr "	233	96 55	242 74	339 29
Eagle Lake "	65	26 93	67 72	94 65
Glenwood "	69	28 59	71 88	100 47
Hamlin "	276	114 38	287 53	401 91
Macwahoc "	68	28 18	70 84	99 02
Merrill "	98	40 62	102 09	142 71
Moro "	73	30 25	76 05	106 30
New Sweden "	185	76 66	192 73	269 39
No. 11, R. 1 "	161	66 74	167 73	234 47
Oakfield "	270	111 89	281 28	393 17
Oxbow "	58	24 04	60 42	84 46
Perham "	148	61 34	154 28	215 62
Portage Lake "	59	24 45	61 46	85 91
Reed "	40	16 58	41 67	58 25
Silver Ridge "	90	37 30	93 76	131 06
Sheridan "	45	18 65	46 88	65 53
St. Francis "	119	49 31	123 96	173 27
St. John "	86	35 64	89 59	125 23
Van Buren "	494	204 73	514 65	719 38
Wade "	52	21 55	54 17	75 72
Wallagrass "	204	84 54	212 53	297 07
Westfield "	48	19 98	50 00	69 98

COUNTY OF CUMBERLAND.

Baldwin	357	147 94	371 92	519 86
Bridgton	861	356 80	896 99	1,253 79
Brunswick	1,649	683 38	1,717 92	2,401 30
Cape Elizabeth	1,808	749 27	1,883 57	2,632 84
Casco	344	142 56	358 38	500 94
Cumberland.....	568	235 39	591 74	827 13
Deering.....	1,535	636 18	1,599 16	2,235 34
Falmouth.....	520	215 50	541 74	757 24
Freeport	666	276 05	693 84	969 89
Gorham	963	399 08	1,003 26	1,402 34
Gray	530	219 64	552 15	771 79
Harpsswell	606	251 14	631 33	882 47
Harrison	333	137 99	346 92	484 91
Naples.....	334	138 40	347 96	486 36
New Gloucester.....	440	182 35	458 39	640 74
North Yarmouth.....	269	111 47	280 24	391 71
Otisfield	276	114 38	287 53	401 91
Portland	10,660	4,417 71	11,105 59	15,523 30
Pownal	275	113 96	286 49	400 45
Raymond	444	184 02	462 56	646 58
Scarborough.....	619	256 52	644 86	901 38
Sebago.....	268	111 06	279 20	391 26
Standish	636	263 57	662 58	926 15

COUNTY OF CUMBERLAND—(CONCLUDED.)

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Westbrook	1,244	\$515 54	\$1,296 06	\$1,811 60
Windham	747	309 58	778 22	1,087 80
Yarmouth	587	243 26	611 53	854 79

COUNTY OF FRANKLIN.

Avon	190	78 74	197 94	276 78
Carthage	150	62 16	156 27	218 43
Chesterville.. ..	301	124 73	313 58	438 31
Eustis	122	50 56	127 10	177 66
Farmington.....	1,036	429 34	1,079 30	1,508 64
Freeman	212	87 85	220 85	308 70
Industry	252	104 43	262 53	366 96
Jay	427	176 96	444 85	621 81
Kingfield	173	71 69	180 23	251 92
Madrid.....	140	58 02	145 85	203 87
New Sharon.....	382	158 38	397 96	556 34
New Vineyard.....	286	118 52	297 95	416 47
Phillips	464	192 29	483 40	675 69
Rangely	191	79 15	198 98	278 13
Salem.....	100	41 44	104 18	145 62
Strong.....	175	72 52	182 34	254 86
Temple.....	202	83 71	210 44	294 15
Weld.....	344	142 56	358 38	500 94
Wilton	585	242 43	609 55	851 98
Coplin plantation.....	37	15 33	38 54	53 87
Dallas "	60	24 86	62 51	87 37
Greenvale "	13	5 38	13 54	18 92
Lang "	9	3 73	9 37	13 10
Letter E "	12	4 97	12 49	17 46
Perkins "	53	21 96	55 22	87 18
Rangely "	32	13 26	33 33	46 59

COUNTY OF HANCOCK.

Amherst	161	66 71	167 73	234 44
Aurora	89	36 88	92 71	129 59
Bluehill	651	269 78	678 21	947 99
Brooklyn	362	150 01	377 13	527 14
Brooksville.....	533	220 88	555 28	776 16
Bucksport.....	1,005	416 49	1,047 01	1,463 50
Castine.....	421	174 47	438 60	613 07
Cranberry Isles.....	133	55 11	138 56	193 67
Deer Isle.....	1,302	539 57	1,356 42	1,895 99
Dedham.....	155	64 23	161 48	225 71
Eastbrook.....	100	41 44	104 18	145 62
Eden.....	498	206 39	518 81	725 20
Ellsworth	1,802	746 88	1,877 32	2,624 20
Franklin	395	163 69	411 53	575 22
Gouldsborough	676	280 15	704 25	984 40
Hancock	388	160 79	404 24	565 03
Isle au Haut.....	102	42 27	106 26	148 53
Mariaville	118	48 90	122 92	171 82
Lamoine.....	249	103 19	259 40	362 59
Mount Desert	372	154 16	387 54	541 70
Orland	533	220 88	555 28	776 16
Otis	126	52 22	131 27	183 49
Penobscot.....	498	206 39	518 81	725 20
Sedgwick.....	360	149 18	375 05	524 23
Sullivan	319	132 19	332 32	464 51

COUNTY OF HANCOCK—(CONCLUDED.)

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Surry	383	\$158 74	\$399 04	\$557 78
Tremont	763	316 19	794 90	1,111 09
Trenton	213	88 26	221 90	310 16
Waltham	110	45 58	114 59	160 17
Verona	125	51 80	130 23	182 03
Long Island plantation	54	22 38	56 26	78 64
Swan Island "	226	93 66	235 45	339 11
No. 7 "	26	10 78	27 09	37 87
No. 21 "	27	11 19	28 13	39 32
No. 33 "	51	21 13	53 13	74 26

COUNTY OF KENNEBEC.

Albion	371	153 74	386 50	540 24
Augusta	2,233	925 39	2,326 84	3,352 23
Belgrade	457	189 39	476 20	665 59
Benton	355	147 11	369 84	516 95
Chelsea	297	123 08	309 41	432 49
China	557	230 83	579 38	810 21
Clinton	584	242 02	608 47	850 49
Farmingdale	214	88 68	222 94	311 62
Fayette	251	104 02	261 49	365 51
Gardiner	1,226	508 08	1,277 25	1,785 33
Hallowell	865	358 46	901 26	1,259 72
Litchfield	413	171 25	430 26	601 51
Manchester	200	82 88	208 36	291 24
Monmouth	391	162 03	407 34	569 37
Mt. Vernon	342	141 73	356 29	498 02
Pittston	786	325 73	818 85	1,144 58
Readfield	332	137 58	345 87	483 45
Rome	210	87 02	218 77	305 79
Sidney	424	175 72	441 73	617 45
Vassalborough	808	334 85	841 87	1,176 72
Vienna	209	86 61	217 73	304 34
Waterville	1,553	643 59	1,617 92	2,261 51
Wayne	295	122 25	307 33	429 59
West Gardiner	306	126 81	318 79	445 60
West Waterville	544	225 45	566 74	792 19
Windsor	372	154 16	387 54	541 70
Winslow	473	196 02	492 87	688 89
Winthrop	631	261 49	657 37	918 86
Unity plantation	20	8 29	20 84	29 13

COUNTY OF KNOX.

Appleton	479	198 51	499 06	697 57
Camden	1,451	601 32	1,511 65	2,112 97
Cushing	275	113 96	286 49	400 45
Friendship	337	139 65	351 08	490 73
Hope	269	111 41	280 24	391 65
Hurricane Isle	61	25 27	63 55	88 82
North Haven	266	110 27	277 12	387 39
Rockland	2,164	896 80	2,254 46	3,151 26
South Thomaston	632	270 20	679 25	949 45
St. George	1,030	426 85	1,073 05	1,499 90
Thomaston	882	365 51	918 86	1,284 37
Union	465	192 79	484 44	677 23
Vinalhaven	999	414 01	1,040 75	1,454 76
Warren	668	276 83	695 92	972 75
Washington	309	128 05	321 91	449 96
Matinicus Isle	84	34 81	87 51	122 32
Muscle Ridge plantation	56	23 21	58 34	81 55

COUNTY OF LINCOLN.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Alna.....	242	\$100 29	\$252 11	\$352 40
Boothbay.....	1,213	502 68	1,263 70	1,766 38
Bremen.....	315	130 53	328 16	458 69
Bristol.....	1,034	428 51	1,077 22	1,505 73
Damariscotta.....	375	155 40	390 67	546 07
Dresden.....	290	120 18	302 12	422 30
Edgecomb.....	351	145 45	365 67	511 12
Jefferson.....	545	225 86	567 78	793 64
Newcastle.....	492	203 90	512 56	716 46
Nobleborough.....	376	155 82	391 71	547 53
Somerville.....	171	70 86	178 14	249 00
Southport.....	256	106 09	266 76	372 85
Waldoborough.....	1,247	516 78	1,299 12	1,815 90
Westport.....	195	80 86	203 15	284 01
Whitefield.....	485	200 99	505 27	706 26
Wiscasset.....	607	251 55	632 37	883 92
Monhegan Isle.....	45	18 65	46 88	65 33

COUNTY OF OXFORD.

Albany.....	236	97 80	245 86	343 66
Andover.....	276	114 38	287 53	401 91
Bethel.....	646	267 72	673 00	940 72
Brownfield.....	409	169 50	426 09	593 59
Buckfield.....	464	192 29	483 40	675 69
Byron.....	76	31 50	79 27	110 77
Canton.....	288	119 35	300 03	419 38
Denmark.....	313	129 70	326 08	455 78
Dixfield.....	275	113 96	286 49	400 45
Fryeburg.....	494	204 73	514 65	719 38
Gilead.....	90	37 30	93 76	131 06
Grafton.....	45	18 65	46 88	65 53
Greenwood.....	290	120 18	302 12	422 30
Hanover.....	62	25 69	64 59	90 28
Hartford.....	263	108 98	274 00	382 98
Hebron.....	199	82 47	207 34	289 81
Hiram.....	471	195 19	490 68	685 87
Lovell.....	309	128 05	321 92	449 97
Mason.....	33	13 67	34 38	48 05
Mexico.....	143	59 26	148 98	208 24
Newry.....	112	46 41	116 67	163 08
Norway.....	794	329 05	827 19	1,156 24
Oxford.....	531	220 05	553 19	773 24
Paris.....	915	379 29	953 24	1,332 53
Peru.....	275	113 96	286 49	400 45
Porter.....	395	163 69	411 51	575 20
Roxbury.....	59	24 45	61 46	85 91
Rumford.....	265	109 81	276 08	385 89
Stow.....	137	56 77	142 72	199 49
Stoneham.....	166	68 79	172 94	241 73
Sumner.....	368	152 50	383 38	535 88
Sweden.....	137	56 77	142 72	199 49
Upton.....	84	34 82	87 51	122 33
Waterford.....	377	156 23	392 75	548 98
Woodstock.....	376	155 82	391 71	547 53
Franklin plantation.....	68	28 18	70 84	99 02
Lincoln.....	18	7 46	18 74	26 20
Milton.....	105	43 51	109 39	152 90

COUNTY OF PENOBSCOT.

TOWNS.	No. of Scholars.	School. Fund.	Mill Tax.	Total.
Alton.....	162	\$67 13	\$168 77	\$235 90
Argyle.....	95	39 37	98 97	138 34
Bangor.....	5,479	2,270 61	5,708 01	7,978 62
Bradford.....	531	220 05	553 29	773 34
Bradley.....	276	114 32	287 53	401 85
Brewer.....	991	410 69	1,032 42	1,443 11
Burlington.....	214	88 62	222 94	311 56
Carnel.....	426	176 55	443 81	620 36
Carroll.....	263	108 98	274 00	382 98
Charleston.....	403	167 01	419 85	586 86
Chester.....	142	58 85	147 93	206 78
Clifton.....	133	55 21	138 56	193 77
Corinna.....	499	206 80	519 85	726 65
Corinth.....	431	178 61	449 01	627 62
Dexter.....	757	313 71	788 64	1,102 35
Dixmont.....	365	151 25	380 26	531 51
Eddington.....	250	103 60	260 45	364 05
Edinburg.....	13	5 38	13 54	18 92
Enfield.....	191	79 15	198 98	278 13
Etna.....	305	126 39	317 75	444 14
Exeter.....	396	164 21	412 55	576 76
Garland.....	379	157 06	394 83	551 89
Glenburn.....	257	106 50	267 74	374 24
Greenbush.....	253	104 84	263 58	368 42
Greenfield.....	106	43 93	110 43	154 36
Hampden.....	897	371 73	934 49	1,306 22
Hermont.....	471	195 29	490 78	686 07
Holden.....	260	107 74	270 87	378 61
Howland.....	45	18 65	46 88	65 53
Hudson.....	240	99 46	250 03	349 49
Kenduskeag.....	209	86 61	217 73	304 34
Kingman.....	152	62 99	158 35	221 34
Lagrange.....	247	102 36	257 32	359 68
Lee.....	355	147 11	369 84	516 95
Levant.....	413	171 15	430 26	601 41
Lincoln.....	585	242 43	609 45	851 88
Lowell.....	154	63 82	160 44	224 26
Mattawamkeag.....	158	65 48	164 60	230 08
Maxfield.....	53	21 96	55 22	77 18
Medway.....	187	77 49	194 81	272 30
Milford.....	184	76 25	191 69	267 94
Mt Chase.....	121	50 14	126 06	176 20
Newburg.....	370	153 33	385 46	538 79
Newport.....	439	181 93	457 34	639 27
Oldtown.....	1,036	429 34	1,079 30	1,508 64
Orono.....	740	306 67	770 93	1,077 60
Orrington.....	516	213 86	537 56	851 42
Passadumkeag.....	91	37 71	94 80	132 51
Patten.....	237	98 21	246 90	345 11
Plymouth.....	261	108 25	271 91	380 16
Prentiss.....	158	65 48	164 60	230 08
Springfield.....	365	151 25	380 26	531 51
Stetson.....	268	111 06	279 20	390 26
Veazie.....	214	88 62	222 94	311 56
Winn.....	260	107 74	270 87	378 61
Drew plantation.....	53	21 96	55 22	77 18
Lakeville plantation.....	64	26 52	65 68	93 20
No 1, North Division plantation.....	40	16 58	41 67	58 25
No. 2, Grand Falls plantation.....	39	16 16	40 62	56 78
Staceyville plantation.....	85	35 22	88 55	123 77
Webster.....	60	24 86	62 51	97 37
Woodville.....	81	33 56	84 34	117 90

COUNTY OF PISCATAQUIS.

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Abbot	236	\$ 97 80	\$245 86	\$343 66
Atkinson	290	120 18	302 12	422 30
Blanchard.....	54	22 38	56 26	78 64
Brownville.....	252	104 43	262 53	366 96
Dover	532	220 47	554 23	774 70
Foxcroft	401	166 18	417 76	583 94
Guilford	280	116 03	291 70	407 73
Greenville.....	198	82 06	206 27	288 33
Kingsbury	84	34 81	87 51	122 32
Medford	161	66 78	167 73	234 51
Monson	260	107 74	270 87	378 61
Milo	329	136 34	342 75	479 09
Orneville.....	412	170 74	429 21	599 95
Parkman	374	154 99	389 63	544 62
Sangerville.....	354	146 70	368 80	515 50
Sebec	286	118 52	297 95	416 47
Shirley.....	103	42 68	107 36	150 04
Wellington.....	231	95 72	240 65	336 37
Williamsburg.....	91	37 71	94 80	131 51

COUNTY OF SAGADAHOC.

Arrowsic.....	74	30 67	77 09	107 76
Bath	3,100	1,284 70	3,229 58	4,514 28
Bowdoinham	534	221 30	556 32	777 62
Bowdoin	419	173 64	436 50	610 14
Georgetown.....	390	161 62	406 30	567 92
Perkins	19	7 87	19 78	27 65
Phippsburg.....	541	224 23	563 65	787 88
Richmond.....	791	327 80	824 06	1,251 86
Topsham.....	393	162 86	409 43	572 29
West Bath	94	38 96	97 93	136 89
Woolwich	391	162 03	407 34	569 34

COUNTY OF SOMERSET.

Anson	527	218 40	549 03	767 43
Athens	485	200 99	505 27	706 26
Bingham.....	276	114 38	287 53	401 91
Brighton	250	103 60	260 45	364 05
Cambridge	170	70 45	177 10	247 55
Canaan	430	178 20	447 97	626 17
Concord	157	65 06	163 56	228 62
Cornville.....	280	116 03	291 70	407 73
Detroit	221	91 58	230 24	321 82
Embden.....	252	104 43	262 53	366 96
Fairfield.....	998	413 68	1,039 71	1,453 39
Harmony.....	290	120 18	302 12	422 30
Hartland	397	164 52	413 59	578 11
Lexington.....	123	50 97	128 15	179 12
Madison	400	165 77	416 72	582 49
Mayfield.....	31	12 84	32 29	45 13
Mercer	248	102 78	258 36	361 14
Moscow	200	82 88	208 36	291 24
New Portland.....	421	174 47	438 60	613 07
Norridgewock.....	453	187 73	471 94	659 67
Palmyra.....	407	168 67	424 01	592 68
Pittsfield.....	603	249 89	628 21	878 10
Ripley	171	70 86	178 14	249 00
St. Albans	453	187 73	471 94	659 67
Solon	338	140 07	352 22	492 29
Skowhegan.....	1,338	554 49	1,393 92	1,948 41

COUNTY OF SOMERSET—(CONCLUDED.)

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Smithfield.....	194	\$80 40	\$202 11	\$282 51
Starks.....	325	134 68	338 59	473 27
Carratunk plantation.....	62	25 69	64 59	90 28
Carrying Place “.....	13	5 38	13 54	18 92
Dead River “.....	39	16 16	40 62	56 78
Dennistown “.....	33	13 67	34 38	48 05
Flagstaff “.....	31	12 34	32 29	45 13
Highland “.....	42	17 41	43 75	61 16
Jackmantown “.....	37	15 33	38 54	53 87
Moose River “.....	40	16 58	41 67	58 25
No. 1, R. 2, W. K. R. “.....	47	19 48	48 96	68 44
The Forks “.....	75	31 08	78 13	109 71
West Forks “.....	42	17 41	43 75	61 16

COUNTY OF WALDO.

Belfast.....	1,517	628 67	1,580 40	2,209 07
Belmont.....	182	75 42	189 58	265 00
Brooks.....	275	113 96	286 49	400 45
Burnham.....	406	168 26	422 97	591 23
Frankfort.....	420	174 06	437 56	611 62
Freedom.....	232	96 14	241 69	337 83
Islesborough.....	433	179 44	451 10	630 54
Jackson.....	238	98 63	247 94	346 57
Knox.....	322	133 44	335 46	468 90
Liberty.....	315	130 53	328 15	458 69
Lincolnton.....	599	248 24	624 03	872 27
Monroe.....	454	188 25	472 98	661 23
Montville.....	475	196 83	494 85	691 70
Morrill.....	195	80 86	203 25	284 11
Northport.....	263	103 98	274 00	382 98
Palermo.....	393	162 86	409 43	572 29
Prospect.....	263	108 98	274 00	382 98
Searsmont.....	495	205 14	515 69	720 83
Searsport.....	717	237 23	746 96	1,044 19
Stockton.....	500	207 21	520 90	738 11
Swanville.....	235	97 38	244 82	342 20
Thorndike.....	233	96 55	242 74	339 29
Troy.....	388	160 79	404 26	565 05
Unity.....	380	157 42	395 88	533 30
Waldo.....	278	115 21	289 61	404 82
Winterport.....	962	398 67	1,002 21	1,400 88

COUNTY OF WASHINGTON.

Addison.....	441	182 76	459 43	642 19
Alexander.....	203	84 12	211 49	295 61
Baileyville.....	161	66 74	167 10	233 84
Baring.....	123	50 97	128 25	179 22
Beddington.....	54	22 38	56 26	78 64
Calais.....	2,392	991 29	2,491 98	3,483 27
Centerville.....	46	19 07	47 92	66 99
Charlotte.....	205	84 95	213 57	298 52
Cherryfield.....	645	267 30	671 96	939 26
Columbia.....	258	116 92	268 78	375 70
Columbia Falls.....	267	110 64	278 26	388 90
Cooper.....	147	60 92	153 24	214 26
Crawford.....	100	41 44	104 18	145 62
Cutler.....	374	154 99	389 63	544 62
Danforth.....	233	96 55	242 74	339 39
Deblois.....	47	19 48	48 96	68 44
Dennysville.....	229	94 90	238 57	333 47
East Machias.....	734	304 18	764 68	1,068 86

COUNTY OF WASHINGTON—(CONCLUDED.)

TOWNS.	No. of Scholars.	School Fund.	Mill Tax.	Total.
Eastport	1,297	\$537 50	\$1,351 21	\$1,888 71
Eaton	129	53 46	134 39	187 85
Edmunds	172	71 28	179 28	250 56
Harrington	456	189 02	475 06	664 08
Jonesborough	213	88 26	221 90	360 16
Jonesport	674	279 32	702 17	981 49
Kossuth	65	26 93	67 72	94 65
Lubec	806	334 02	839 89	1,173 91
Machias	924	382 93	962 63	1,355 66
Machiasport	598	247 83	622 99	870 82
Marion	75	31 08	78 23	109 31
Marshfield	143	59 26	148 98	208 24
Meddybemps	66	27 35	68 76	96 11
Milbridge	640	265 23	666 75	931 98
Northfield	84	34 84	87 51	122 35
Pembroke	910	377 12	948 03	1,325 15
Perry	422	174 89	439 64	614 53
Princeton	437	181 10	455 26	636 36
Robbinston	351	145 45	365 67	511 12
Steuben	401	166 18	417 76	583 94
Tahmadge	42	17 41	43 75	61 16
Topsfield	178	73 77	185 43	259 20
Trescott	252	104 43	262 53	366 96
Vanceboro	162	67 13	168 77	235 90
Waite	88	36 47	91 67	128 14
Wesley	108	44 76	112 59	157 35
Whiting	165	68 37	171 90	240 27
Whitneyville	180	74 59	187 52	262 11
Codyville plantation	21	8 70	21 88	30 58
Jackson Brook plantation	97	40 20	101 03	141 25
No. 14	71	29 42	73 96	103 38
No. 18	21	8 70	21 88	30 58
No. 21	55	22 79	57 30	80 09

COUNTY OF YORK.

Acton	300	124 32	312 54	436 86
Alfred	342	141 73	356 29	498 02
Berwick	820	339 82	854 28	1,194 10
Biddeford	3,911	1,620 79	4,074 47	5,695 26
Buxton	666	276 00	693 84	969 84
Cornish	367	152 08	382 34	534 42
Dayton	185	76 66	192 73	279 39
Eliot	514	213 11	538 48	748 59
Hollis	427	176 96	444 85	621 81
Kennebunk	833	345 20	867 82	1,213 02
Kennebunkport	733	303 76	763 64	1,067 40
Kittery	993	411 52	1,034 51	1,446 03
Lebanon	516	213 84	537 56	851 40
Limcriek	392	162 45	408 38	570 83
Linington	486	201 44	506 31	707 75
Lyman	281	116 44	292 71	409 15
Newfield	271	112 30	282 32	394 62
North Berwick	622	257 77	648 00	905 77
Parsonsfield	503	208 45	524 03	732 48
Saco	1,778	736 84	1,852 32	2,589 16
Shapleigh	392	162 45	408 38	570 83
Sauford	911	377 53	949 07	1,326 60
South Berwick	867	359 29	903 24	1,262 53
Waterborough	465	192 80	484 44	677 24
Wells	885	366 75	921 99	1,288 74
York	818	338 99	852 28	1,191 27

RECAPITULATION.

COUNTIES.	Number of Scholars.	School Fund.	Mill Tax.	Total.
Androscoggin.....	14,470	\$5,996 36	\$15,074 85	\$21,071 51
Aroostook.....	15,895	6,587 20	16,559 41	23,146 61
Cumberland.....	27,539	11,412 74	28,690 13	40,102 87
Franklin.....	5,948	2,464 97	6,196 68	8,661 65
Hancock.....	13,326	5,522 56	13,883 03	19,405 59
Kennebec.....	15,719	6,514 26	16,376 05	22,890 31
Knox.....	10,447	4,329 45	10,883 68	15,213 13
Lincoln.....	8,239	3,414 40	8,583 39	11,997 79
Oxford.....	10,564	4,377 93	11,005 58	15,383 51
Penobscot.....	23,425	9,707 79	24,404 17	34,111 96
Piscataquis.....	4,928	2,042 26	5,133 99	7,176 25
Sagadahoc.....	6,746	2,795 68	7,027 98	9,823 66
Somerset.....	10,899	4,516 76	11,354 58	15,871 34
Waldo.....	11,170	4,629 17	11,636 96	16,266 13
Washington.....	16,962	7,029 39	17,671 06	24,700 45
York.....	19,278	7,989 29	20,083 82	27,073 11
	115,555	\$89,330 51	\$224,565 36	\$313,895 87

FREE HIGH SCHOOL STATISTICS.

Returns for the Year ending December 1, 1880.

TOWNS.	Whole amount expended.	Amount provided by town or district.	Amount paid from State Treasury.	Number of terms.	Whole number of weeks.	Whole number of pupils registered.	Average attendance.	No. in 4th Reader and above.	No. in Arithmetic.	No. in English Grammar.	No. in Geography.	No. in U. S. History.	No. in Ancient Languages.	No. in Modern Languages.	No. in Natural Science.	No. in Higher Mathematics.	No. in Book-keeping.	No. who taught or intend teach. dur'n g yr.
Alfred.....	\$408 00	\$250 00	\$194 00	2	20	52	42	47	37	27	13	9	17	-	20	16	5	-
Anson, District No. 1.....	900 00	250 00	250 00	3	30	125	70	30	35	40	20	22	20	-	34	40	15	16
Auburn.....	3,000 00	3,200 00	250 00	3	36	135	125	-	-	-	-	-	70	61	153	105	20	-
Bangor.....	2,626 03	2,376 03	250 00	3	32	200	185	70	-	-	-	-	168	42	150	124	-	-
Bath.....	2,200 00	4,000 00	250 00	2	38	265	215	-	65	130	40	-	106	110	160	175	40	1
Belfast, Central District.....	1,150 00	950 00	250 00	4	37	109	78	47	48	22	30	-	41	17	56	63	18	4
Belgrade, District No. 11.....	100 00	35 00	35 00	1	10	40	30	40	40	20	7	-	-	-	10	-	6	6
Berwick, Sullivan District.....	200 00	200 00	100 00	1	11	27	23	27	25	27	-	6	-	-	7	18	7	3
Bethel, District No. 18.....	102 00	51 00	51 00	1	10	20	16	19	13	12	12	-	5	-	2	5	3	2
Biddeford.....	1,762 50	1,000 00	250 00	4	39	116	75	35	-	-	-	-	116	22	116	99	44	-
Boothbay.....	390 00	250 00	195 00	3	30	172	120	172	169	111	99	31	-	-	-	45	8	6
Bradford, District No. 10.....	80 00	80 00	40 00	1	10	33	28	32	29	29	28	4	-	-	-	17	4	6
Bridgton, Union District No. 1.....	900 67	500 00	250 00	2	24	70	65	20	20	12	12	-	40	8	28	39	16	10
Brownville.....	150 00	75 00	75 00	1	10	53	45	53	37	43	12	14	12	-	6	21	7	6
Brunswick, Village District.....	1,600 00	500 00	250 00	3	36	85	72	-	20	26	18	18	82	21	9	54	21	-
Bucksport, District No. 1.....	258 00	500 00	129 00	2	28	36	21	-	-	-	-	-	31	17	25	26	-	2
Calais.....	840 00	800 00	250 00	3	36	76	68	39	32	32	25	24	38	17	55	29	31	9
Carmel, District No. 3.....	125 00	125 00	62 50	1	10	48	40	33	32	34	24	-	9	-	28	-	-	2

Castine.....	1,000 00	750 00	250 00	3	36	53	46	20	29	22	-	22	28	5	20	25	-	-
Cherryfield.....	728 02	500 00	250 00	3	25	82	62	68	74	74	74	31	31	10	74	31	11	12
China, District No. 17.....	130 00	45 00	45 00	1	10	51	40	31	40	30	35	-	11	-	15	20	15	10
Cumberland.....	993 70	1,230 00	250 00	3	33	115	103	54	88	67	38	27	68	12	77	45	-	5
Deering.....	1,350 00	1,500 00	250 00	3	33	91	87	-	15	-	-	42	44	6	82	65	-	-
Dennysville.....	341 25	150 00	170 62	2	21	38	35	38	20	21	9	19	5	-	21	14	-	-
Dexter.....	1,050 00	800 00	250 00	3	30	81	50	14	22	16	17	14	14	-	38	26	16	20
Dixmont, District No. 5.....	100 00	45 00	45 00	1	10	18	13	8	16	9	5	7	-	-	2	10	-	5
East Machias.....	224 00	200 00	112 00	2	13	32	29	32	20	18	10	-	21	12	24	15	23	-
Eastport.....	784 00	250 00	250 00	4	28	141	86	90	90	92	65	65	35	25	73	9	-	1
Ellsworth.....	1,000 00	1,000 00	250 00	3	36	60	56	-	-	-	-	-	59	5	14	37	-	-
Farmington, Union District No. 1.....	156 00	60 58	60 58	1	12	24	20	20	19	13	8	5	4	-	5	5	-	2
Freeport.....	998 00	1,000 00	250 00	3	36	69	67	35	10	15	-	20	50	3	44	40	10	10
Frenchville.....	247 50	125 00	165 67	2	30	27	15	6	27	27	27	7	-	-	-	7	-	2
Gardiner.....	1,133 33	1,750 00	250 00	2	24	83	54	83	40	34	7	7	44	10	44	58	5	-
Greene, District No. 3.....	100 00	50 00	40 40	1	10	35	31	34	18	24	13	-	1	-	2	9	-	2
Greenville.....	138 00	100 00	69 00	1	10	36	34	35	35	15	15	4	-	-	9	-	-	1
Gorham, District No. 1.....	510 00	500 00	231 50	2	20	60	57	11	41	39	35	10	25	-	20	20	5	5
Hallowell.....	500 00	500 00	250 00	3	39	53	46	9	4	16	-	-	29	6	15	37	8	2
Industry, District No. 5.....	92 50	92 50	46 25	1	10	39	32	24	32	6	9	-	-	-	5	3	7	2
Jackson, District No. 3.....	130 00	30 00	30 00	1	10	19	17	15	19	10	11	2	-	-	1	3	-	-
Kennebunk, District No. 5.....	375 00	250 00	179 75	1	18	25	22	25	11	-	6	11	25	-	14	14	-	2
Kennebunk, District No. 9.....	160 00	75 00	70 25	2	20	35	31	35	35	24	18	35	1	-	4	6	-	-
Kittery.....	500 00	500 00	250 00	2	24	83	62	83	82	83	28	67	14	-	35	50	10	4
Lewiston.....	3,910 00	3,910 00	250 00	2	38	181	160	181	18	40	38	39	115	54	136	114	49	-
Lisbon.....	477 50	250 00	235 00	4	38	156	134	156	118	127	62	9	29	8	31	58	45	8
Livermore, District No. 2.....	127 55	120 00	60 22	1	11	28	25	21	16	27	8	-	9	-	10	18	5	5
Machias.....	750 00	500 00	250 00	3	37	48	40	48	48	48	48	48	48	48	48	48	48	2
Mercer, District No. 2.....	132 00	132 00	66 00	1	10	36	30	34	35	33	12	-	4	-	12	18	12	2
Mexico, District No. 3.....	40 00	40 00	20 00	1	10	13	13	5	13	10	7	1	-	-	6	-	-	3
Milo.....	170 00	100 00	85 00	1	10	83	69	83	74	64	46	5	9	-	3	27	-	9
Monson.....	395 00	100 00	100 00	2	18	45	37	45	33	17	33	8	5	-	7	5	1	3
Monticello.....	123 75	125 00	57 95	1	11	44	30	40	38	38	40	16	-	-	6	15	7	10
Mt. Chase.....	100 00	50 00	50 00	1	10	40	35	20	25	10	18	14	-	16	-	-	11	1
Newburg, District No. 2.....	110 00	110 00	55 00	1	10	16	12	16	14	12	8	-	2	3	4	7	5	4
Newport.....	55 00	27 50	27 50	1	10	29	18	22	19	12	17	1	1	-	-	5	5	1
Norridgewock.....	482 60	482 60	241 30	1	13	68	57	68	45	44	18	-	-	19	28	25	11	16
North Berwick.....	408 50	500 00	199 75	2	20	40	38	40	28	24	-	16	27	-	-	18	-	2
Norway.....	770 00	600 00	250 00	2	25	237	218	167	167	85	142	58	32	25	32	24	10	15

Returns for the Year ending December 1, 1880—Concluded.

TOWNS.	Whole amount expended.	Amount provided by town or district.	Amount paid from State Treasury.	Number of terms.	Whole number of weeks.	Whole number of pupils registered.	Average attendance.	No. in 4th Reader, and above.	No. in Arithmetic.	No. in English Grammar.	No. in Geography.	No. in U. S. History.	No. in Ancient Languages.	No. in Modern Languages.	No. in Natural Science.	No. in Higher Mathematics.	No. in Book-keeping.	No. who taught or intend teach. dur'n g. yr.
Oldtown, District No. 2.....	\$757 00	\$508 00	\$250 00	2	23	58	51	42	22	22	-	27	14	13	18	30	-	-
Orono.....	655 02	500 00	250 00	3	22	77	69	35	65	54	14	32	8	7	63	29	8	5
Parsonsfield, District No. 12.....	240 00	75 00	75 00	1	10	43	38	15	21	13	9	-	12	2	2	19	7	10
Parsonsfield, Union Dist. Porter & Pars'fd.	207 31	95 78	95 78	1	10	37	30	37	18	17	3	3	-	-	9	5	10	-
Patten, District No. 2.....	300 00	300 00	150 00	2	20	32	28	32	30	22	12	-	10	6	3	14	5	1
Pembroke.....	745 00	250 00	250 00	2	23	98	90	58	87	84	98	18	2	2	18	23	-	15
Peru.....	196 00	98 00	98 00	2	20	58	50	31	46	14	15	6	-	-	5	8	5	4
Portland.....	7,200 00	7,600 00	250 00	2	40	355	323	355	45	355	-	-	123	300	300	305	-	4
Princeton.....	285 00	200 00	142 50	2	20	41	30	41	21	20	12	9	5	2	-	8	3	3
Prospect.....	117 25	58 62	57 25	1	10	46	41	46	45	20	23	-	-	-	-	11	10	2
Raymond, District No. 2.....	110 00	55 00	55 00	1	10	31	26	27	26	13	26	-	6	-	-	11	5	6
Rockland.....	1,230 17	1,500 00	250 00	2	21	72	65	72	29	29	-	4	26	5	39	29	-	-
Saco.....	1,596 80	2,000 00	250 00	3	38	68	62	68	14	41	4	-	59	24	68	50	-	4
Shapleigh.....	418 25	418 25	194 42	2	20	52	44	52	35	20	10	8	7	-	15	20	2	-
Skowhegan.....	1,088 88	677 80	250 00	2	27	194	175	96	142	105	65	35	53	6	90	70	35	7
South Thomaston, Grade District No. 1...	155 00	150 00	75 00	2	12	41	27	41	32	36	30	2	10	7	5	7	1	4
Stetson.....	139 00	120 00	68 75	1	10	49	41	46	44	47	25	-	8	-	4	28	8	10
Thomaston.....	806 00	1,000 00	250 00	2	28	68	50	-	-	22	22	22	22	25	18	50	29	8
Topsham.....	478 00	500 00	239 00	2	25	84	77	32	26	18	18	6	24	10	1	25	5	6
Troy, District No. 2.....	100 00	35 50	35 50	1	10	38	29	30	32	28	10	3	-	-	9	15	6	6
Turner.....	240 00	240 00	120 00	3	24	116	106	105	60	98	26	10	25	-	10	60	10	12
Union, District No. 1.....	192 50	55 00	55 00	1	11	44	40	44	20	43	14	-	-	4	25	22	12	7

Waldoboro', District No. 6.....	330 00	250 00	162 00	2	24	32	28	31	23	22	22	22	8	-	-	31	-	1
Wales, District No. 1.....	88 00	88 00	44 00	1	10	29	25	19	29	12	15	8	-	-	-	4	-	2
Waterville.....	1,200 00	1,599 00	250 00	4	40	91	88	81	29	12	29	5	48	9	43	62	12	-
Wayne, District No. 1.....	140 00	70 25	70 00	1	10	35	32	35	35	35	21	-	2	-	13	13	12	2
Westbrook.....	746 64	1,000 00	250 00	2	24	65	54	52	30	26	6	20	20	-	25	31	10	-
West Gardiner, Districts 7, 8 and 9.....	80 00	41 00	40 00	1	10	32	28	20	30	18	28	8	-	-	-	6	7	2
West Waterville.....	302 00	250 00	151 00	2	20	55	30	55	28	33	3	-	23	5	11	34	9	4
Winthrop, District No. 3.....	80 00	40 00	40 00	1	10	23	21	22	14	13	18	-	9	-	13	8	2	4
Yarmouth.....	1,250 00	1,000 00	250 00	3	36	75	65	16	29	29	31	18	15	4	18	15	8	4
	59,059 22	54,459 41	13,813 44	173	1874	6215	5192	4016	3182	3141	1886	1004	2090	1029	2611	3102	794	385

ABSTRACTS

Of Papers read before the Maine State Educational Association, and Maine Pedagogical Society, at meetings held during the year ending December 31, 1881.

HOW MUCH AND WHAT INSTRUCTION SHALL BE GIVEN IN THE CLASS-ROOM ?

By J. H. HANSON, LL. D., Waterville Classical Institute.

Exact and definite answers are impossible. Both the How Much and the What must depend on the age, capacity, training, mental peculiarities, and attainments of the pupil, as also somewhat on the wisdom, discretion, and tact of the teacher. But, though definite results are unattainable, we may arrive at certain general principles which will serve as valuable guides in determining methods and in the adjustment of means to ends. Principles are fundamental and, therefore, most important. 1st. The teacher must have a correct knowledge of the mind, its nature and laws of development and growth. He must *know* something of that upon which he is to operate, which he is to mould and shape. Were he thoroughly familiar with mental science, the questions, How much and what instruction shall be given, could not arise. They are the offspring of ignorance, and that, too, of those essential things which one must know before he can be fitted to *enter* the profession of teaching. Such a knowledge of the mind is implied in the very idea of teaching. With such knowledge teaching becomes an exact science; without it, it is quackery. 2d. The teacher must have a clear and well-defined conception of the object to be aimed at in education. He must know what he purposes to do, before he can proceed intelligently in the execution of that purpose. The highest possible perfection of any work of art is the full realization of the workman's ideal. 3d. The teacher must have professional skill. This is needed to give direction and practical efficiency to the principles already mentioned. Without it they may prove but misdirected and destructive forces. Without it we grope in the dark; with it we make no missteps, we are sure of our ground at every point, and have little occasion to inquire for How Much or What.

As there may be those who will not be satisfied with this general treatment of the subject, the following suggestions are submitted: 1. It is no part of the teacher's office to do the work which properly devolves upon the pupil. He is simply a child-leader, *pedagogus*, not in the primary sense of the slave who accompanied the child to and from the

school, but yet the child's guide in the paths of knowledge and culture. He is to lead the way, anticipate and remove insuperable obstacles, awaken a love of knowledge and study, stimulate the naturally dormant powers, and train to independent thought and investigation. Whatever is inconsistent with these ends, whether it be the How Much or the What, has no proper place in the class-room. 2. A distinction must be made between instruction and education. Instruction furnishes the mind with knowledge, education enlarges and strengthens its powers. The former builds up, the latter develops and disciplines. The one is primary, the other is secondary. 3. From this it is clear that the How Much and the What have their application chiefly to the lower grades. In the primary grade it must be nearly all instruction. Both the How Much and the What, therefore, are easily determined. 4. As we advance from the lowest form to those above, the How Much begins to diminish and the What to vary in kind. In the intermediate and grammar grades instruction and education become more nearly balanced and move on together. More attention should be given to the What than to the How Much. As we enter the high school, instruction approaches its minimum and education its maximum. 5. Both the How Much and the What of legitimate instruction excludes everything in the form of direct assistance which the pupil is capable of doing for himself. The best form of help and indeed the only proper form, is that which helps the student to help himself. 6. Story-telling, as a means of instruction may be advantageously admitted to the class-room, provided it be wisely and judiciously used. 7. The practice of getting lessons together on the part of the pupils should be discountenanced by the teacher. 8. The value and true office of questions in the class-room. In the primary school, as instruction rules the hour, question and answer will naturally and properly be the prevailing mode of conducting the work; but in the secondary school, as discipline is the grand object sought, questions should be mainly employed for the following purposes: (1) to test the fidelity of the student; (2) to determine whether he has succeeded in the complete mastery of his work; (3) to apply any needed instruction; (4) sparingly and very judiciously to save him from the humiliation of a failure; (5) questions should not be employed, as a rule, for the purpose of suggesting the topics or in any way aiding the student in saying his lessons, because, (1) the student, anticipating such help, will be less thorough in the preparation of his lessons; (2) because the important acquisition of the power to state at length and in due order the facts or arguments contained in the lesson is seriously hindered by this process; (3) because the method of question and answer does not tend to develop independence of thought and expression; and (4) because it fails to secure that discipline which is the grand end of education.

EMPLOYMENT OF TEACHERS.

By W. J. CORTHELL, of Gorham Normal School.

Some of the weaknesses of our school system cannot be cured. They are in the social condition of the State; the sparseness of population; the lack of employment in the rural towns. Other weaknesses are entrenched in the prejudices of the people and can only be cured by the influence of time and generations of agitation. Some defects may be cured at once. Among these is the present system of employing teachers. The present system is faulty in two respects: First, it is not business-like; and second, it does not secure the best teachers, but on the contrary, results often, in putting poor teachers into the schools when better teachers could be had for the same cost.

It is not business-like, because it does not vest the power to employ the workers in the persons who are held responsible for the success of the enterprise. The committee are held by law, and by the public sentiment of the town, responsible for the success of the schools. The district agents hire the teachers. This separation of power and responsibility has been found fatal in every business affair where it has been attempted. It works as fatally in schools.

The present system lacks business common sense in that it does not vest the *power* to employ those who are to do the work, in the one who knows most of the work. The committee are generally the men, best skilled in school work in the town, who can be got to take the place. The committee usually know the schools; the peculiar wants of each; the nature of the work to be done; the methods to be employed in the work, and the fitness or unfitness of the persons offering to do the work. The agents, as a rule, do not know these things. They are frequently good business men, but as a rule they know little of schools.

Again, it is not business like that one person should hire the worker, and another person be the judge of his qualifications. Yet the present system does that in hiring teachers. The agent hires. The committee decide as to the qualifications. The result is rivalry between the two parties, quarrels in the district, the ruin of the schools and waste of the school money, or the yielding of the committee, incompetent teachers and so wasted money.

Secondly, the present system does not secure the best teachers to be had. It fails to do this because the agents do not know the best teachers. They have no means of knowing. Their business has not brought them to such acquaintance. They do not know what constitutes a really good school, either as to appliances, methods or principles. This is no disparagement of the agents. They lay no claim to such special knowledge as would qualify them to select the best teachers. Hence they must very often mistake, when they are really desirous to secure the best teachers.

But the circumstances of their election prove that they are very often moved by personal motives. Mr. A., by agreement, is to be agent this year; Miss A. is to teach and board at home; the school money goes to

the A. family this year. Next year the B. family are the recipients; then the C. family, and so round. In all this there is not the least reference to the good of the school. In one large district, the question of agent turned on the question: Which of two rival stores should furnish school supplies. The schools meanwhile were a farce. In another, the man elected agent had promised the schools before his election, to certain teachers, incompetent in every respect, in order to secure the votes of the friends of such teachers for himself. One agent puts in an incompetent teacher because he attends the agent's church. Another rejects qualified and experienced teachers because their father has voted on the wrong side, and puts into the schools unqualified ones because their fathers voted as the agent did.

These are examples of the way in which the teachers are selected. Any one conversant with schools will multiply them indefinitely, from his own knowledge.

The remedy: Let the law be changed, vesting the power to hire the teachers and fix their pay in the committee. Let the agents remain to care for the school property and the finances of the district. Will not the committee act from personal motives? Not to so great a degree. They are responsible directly for the success of the school. They are a body of three or more, and the teachers should in all cases be chosen by the committee by a unanimous vote.

Experience proves the vast advantage of this method, as in all the towns in the State making the greatest advance in schools, the employment of teachers is now vested in the committee.

Again: a few years since the law was changed giving this power to the committees. Every one conversant with the schools, declares that on the whole better teachers were employed and better schools had that year than ever before.

There was some friction, as there always will be at first in any new method, but the result that year showed that it is safe to say that after the plan should become settled, and working harmoniously as it would in a few years, the efficiency of the schools with the same expenditure of money, would be increased twenty-five per cent.

HAVE OUR SCHOOLS IMPROVED?

By C. C. ROUNDS, A. M., Farmington Normal School.

It is often said in periodical literature, in public addresses, and in private conversation, that the schools of the present day are no better than those of twenty-five years ago; it is even sometimes said that they are not as good. There is enough of truth in these statements to make them dangerous, and yet, in the sense in which they are made and taken, they are false. Those of you who knew the public schools of Lewiston and Auburn twenty-five years ago, and who know them now, know that

in buildings, appliances, organization and teaching, there has been vast improvement in these schools; and what is true here is true to a greater or less extent in most of the cities and large villages of the State. In the last quarter of a century, school-house architecture, as a branch of the art, may be said to have developed. Twenty-five years ago, school apparatus and appliances were limited in range and difficult to obtain; now great business houses make the supplying of these a specialty, and one can have for the asking, catalogues and price-lists of everything needed, from a slate pencil to the most costly globe and the latest forms of physical apparatus. Lay in one pile the text-books prepared for the use of the schools of to-day and those furnished for the schools of twenty-five years ago, and the difference in plan and execution is seen at once to be immense. With such greatly improved facilities for work, we have a right to expect improved work, and we do find vast improvement in city or country, wherever the spirit of the people is up with the spirit of the time. The best school of to-day is vastly better than the best school of twenty-five years ago. But it is often true that a short drive from a good village school will bring one, perhaps in the same town, to a miserable school-house, which has hardly been repaired for twenty-five years, in which there may be each year not more than half the weeks of school that are found in the village, and these short schools taught by unqualified teachers. In these schools there is often no evidence of improvement, and in consequence of diminished attendance and less mature teachers, there may even be apparent retrogression. Where there is this state of things, there are causes which could be removed, and for which the people of our State are to blame. The nature of these causes, and the modes of their removal, are appropriate subjects for the consideration of this Society.

STATE BOARDS OF EDUCATION.

By W. J. CORTELL, of Gorham Normal School.

The history of education in Maine shows well marked periods of advance and retrogression, of rise and decadence. A period of very marked progress began in 1846, and continued to exhibit constantly increasing advancement till 1852. Then a period of retrogression set in and continued till 1868. At that time, a time of rise began and extended till 1873 or 1874, when progress ceased, and as soon as the impulse received by the great advance of 1868 to 1874 was overcome, a marked decadence set in, which has shown itself more disastrously within the last few years.

What influences caused these alternating periods of advance and retrogression? Are these influences still at work? Can they be controlled by voluntary action of the people of the State? Can the present set-back be arrested ere it goes further towards ruin of the schools, and a renewed prosperity be secured?

Previous to 1846, no means existed for knowing aught of the schools of the State. The many teachers were each isolated from every other,

and the good or bad work was alike unknown and unnoticed. The school-houses were generally neglected; the seats utterly subversive of comfort. No appliances of maps or blackboards were found. The discipline of the schools was largely faulty, not unfrequently brutal. In that year, by the persistent efforts of a few intelligent teachers and public-spirited men, a law was passed providing for the establishment of a State Board of Education. The board was composed of one member from each county, elected annually by the school committees of the several towns in the county in convention assembled. The board thus composed elected its Secretary, who answered to the State Superintendent of Schools under the present arrangement. The members of the Board of Education first selected, were very superior men. No subsequent county board, under any other form of selection or appointment, has ever equalled the board as constituted by this law from 1846 to 1852, either in natural power or scholarly ability, or weight of influence. The first Secretary was a man of eminent scholarship, of executive power, and great oratorical ability, the Hon. W. G. Crosby of Belfast. The second Secretary of the Board, elected upon the resignation of Mr. Crosby, at the end of three years' service, was Hon. E. M. Thurston of Charleston, a ripe scholar, a very successful teacher, and a man of very great skill in managing men.

The law establishing a Board of Education, also provided for Teachers' Institutes—one to be held in each county, under the direction of the member of the Board for that county. Under this law, the first institutes ever held in Maine were held in 1847. These institutes lasted not less than ten working days, and were attended by 1,677 teachers. The influence and work of the Board of Education, with the Teachers' Institutes, revolutionized the schools of Maine. They brought light out of darkness, order and system instead of chaos, life out of death, advance out of retrogression. A public sentiment was aroused, which demanded and secured better school-houses, better appliances, better methods of teaching, better teachers. The great body of the teachers was reached. The work of the best and most experienced was made known to the young and inexperienced, for their study and profit.

Great and rapid progress marked the years till 1852. In that year the whole system, Board of Education, Secretary, and Institutes, all were swept away; and County School Commissioners, one for each county, were appointed by the Governor. The Board was overthrown because it was not political or partisan; was independent of the appointing power, and could not be used for partisan purposes. The Commissioners were appointed for partisan considerations. The comparison of the two bodies shows in the most striking contrast the superiority of the elective, non-partisan plan. The Commissioner system lasted two years. It was so grotesque a failure that it died without a defender, and was followed by the State Superintendency, a single officer, appointed by the Governor for the term of three years.

Yet the decadence which began with the abolition of the Board and the Institutes, went on. To stop this retrogression, the Institutes were re-

established in 1857. It was then seen, that in a State so large as Maine, in territory, no single man, however strong, could make his influence felt in the counties, in arousing the teachers of the county. The institutes, lacking the work of the county member of the Board, did not take such hold of the teachers or people as to give them the full attendance and success of the old institutes. After a few years' trial they were abandoned. The interest in education did not advance. The only real progress was seen in the establishment of graded schools, by the intelligence and wealth of the large towns, and the establishment of a Normal School for training teachers.

In 1868, Warren Johnson was appointed State Superintendent of Schools; a man of good scholarship, of strong will, of indomitable energy, of clear perceptions of the needs of the schools. In 1869 he secured the passage of a bill for the appointment of County Supervisors, one in each county, who should constitute a State Board of Education. The advance begun by Mr. Johnson's influence, in 1868, received new impetus by the work of this new Board. Institutes were re-established. Public interest was awakened. Better school-houses were demanded, and better teachers were called for; and with the demand came the supply. New and better methods of teaching and discipline were inaugurated, and the whole system showed advance all along the line.

This progress continued till 1873, when the bill creating the County Supervisors was repealed. The institutes were continued a few years longer. But the same result followed as a few years before, under the same circumstances, proving that institutes cannot be made successful without an agent in each county to manage them, and by his personal presence in every part of the county awaken such an interest in parents and teachers as shall secure success. Deprived of the county officers, the institutes ran down, and in a few years were abolished. The reaction came; the tendency was backward. While the cities and some larger villages secured continual progress, the cause in the State generally retrograded.

Within a few past years, the attacks of demagogues, who have thought to gain popularity with the ignorant, by attacking the schools, have brought forth legitimate fruit in a sensible decline in the public interest in education. Maine is not maintaining even a respectable place among the States of North America in her schools. What agency can be brought to bear to remedy this difficulty? A State Board of Education, composed and elected substantially as was the first Board, independent of the appointing power, with a secretary chosen by such Board as their executive officer. Then reestablish the County Institutes on an improved plan, in use in some of the Western States.

The influence of such instrumentalities would be felt in every district in the State, bringing the now isolated teachers and schools into union and sympathy, and giving to all what was best in each. They would excite public sentiment, which in a republic can alone give success to any enterprise, and through their influence, as shown by the experience of the

past, the schools of the State would enter on a progress unparalleled in the educational history of the past.

HONORS AND PRIZES.

By L. G. JORDAN, of Lewiston High School.

All theories of education are based upon one or the other of two methods: The voluntary method, and the method of external rewards. In the former method no external or artificial inducements are employed, except such as naturally attach to the exercise of the highest motive in any kind of action. The method is purely voluntary. The stimulus to acquisition is within. According to this theory there exists in the human mind at all times a spirit of investigation and a desire for knowledge, which, if rightly directed, are entirely sufficient for all purposes of education.

The application of the principle of emulation to the higher studies, by the bestowal of prizes and honors, had its origin in the Jesuit institutions of the 16th century. Since then this system has been the prevailing one in the universities of Austria, France, England, and to some degree in the colleges of the United States.

The advocates of this system do not claim that it is the best in theory, but that, in the existing state of things, it is a necessity and therefore practically the best. Against it the following objections may be made: (1) It applies only to a small portion and those who need it least, or it is giving a reward to natural ability rather than to diligence; (2) It often provokes envy and jealousy even among the best friends, and presents a constant temptation to use dishonorable means for the attainment of the object; (3) Injustice is almost inevitable, as the undeserving, by shrewdness or dishonesty, frequently receive the rewards; (4) It encourages a system of cramming, or special preparation for an examination, which is destructive of disinterested study and real scholarship.

The fourth objection involves a principle too often lost sight of in education. It is not denied that the love of knowledge for its own sake is the highest motive in study, and that all artificial rewards are at best but secondary motives. It is true that secondary motives, in their proper use, are valuable as aids to the primary motive, and as a substitute for the primary when the use of that is impossible; but it is equally true that the highest results are never attainable by secondary motives, either in intellectual development or in morals.

In this connection it is worthy of notice that in the German universities, where the voluntary method is in general use, the highest scholarship of the present day is founded; and while in England the greatest writers and thinkers do not come from Oxford or Cambridge, in Germany the great leaders of thought are almost always university men.

It may, however, justly be said that the principle of emulation exists in nature, and as a secondary motive has an important office to perform in

regulating human action; and, whenever it can be used to support and sustain the higher motive of love of knowledge, it is legitimate and profitable. But when it tends to obscure the higher motive, or to become a permanent substitute for that higher motive, then it is an absolute evil.

THE PRACTICAL ELEMENT IN TEACHING.

BY F. O. STANLEY, Farmington Normal School.

Should the question be asked, What education is of most worth, the reply would be: That education is of most worth which best fits one for the duties of life. That is, which is most useful—that is most practical. To say that an education is too practical is to say that it is too useful, or that it too well fits one for the duties of life.

Now, while stated in this general way, we see there can be but one opinion as to the best education, there arises the greatest disagreement when we come to consider the means by which this most valuable education is to be obtained. With regard to the best manner of instructing, educators may be roughly divided into two classes, holding, seemingly, entirely opposite views. First, those who are concerned only about discipline, training, development, in a kind of general way, without reference to application; and second, those who care nothing for discipline, but demand always, direct, special, practical results.

Shakespeare says: "There is a soul of truth in things erroneous." This has an application to the case at hand. The views of these two parties, seeming, as we have said, directly opposed, contain each a soul of truth, and this truth is fortunately common to them both, and will some day serve as the basis of their reconciliation. That common truth is this: that on the one hand the best discipline comes from pursuing what is most practical; and on the other, that to be well disciplined is the most broadly practical. Hence we come to the same general conclusion as when setting out with our definition of best education, namely: that to be too practical is beyond the limits of possibility. The danger lies wholly in the direction of a departure from the practical. Has such a departure ever been made? Is it made to-day? We answer yes to both these questions. To prove our answer is the aim of this paper. Let us begin with Arithmetic.

Now, while it is probably true that Arithmetic is as practically taught as any other common school study, it is not difficult to show in its teaching several defective features.

First, too much time is spent in explaining, and too little in ciphering. The ability to obtain a correct result, numerically, is of first importance in Arithmetic. An accurate result is always required in business. An explanation, rarely. Ciphering, not explaining, makes correct accountants.

Again, it is commonly thought that only by an explanation can the teacher determine whether or not the pupil understands the principle

involved. This is an error. As a means of determining a pupil's knowledge of principles, a number of examples, varied in an ingenious manner, is much preferable to verbal explanations.

It is quite generally supposed that explanations in Arithmetic are peculiarly adapted to train the logical powers of the mind. When a problem is performed correctly and explained correctly, the mental operations are identical, so far as reason is concerned; the solution differs from the explanation, not in the exercise of the rational faculties, but that in the former the pupil is trained to computation, while in the latter he has an exercise in verbal expression.

Do not infer from what has been said that we condemn all explanation in Arithmetic. When properly used, it is of aid in testing the pupil, and provided the language is suited to the thought, affords an excellent drill in the accurate use of language. But let the work be such that the pupil will have constantly before the mind the fact that absolute accuracy in computation is a most desirable end; that all explanations are merely means; that without accuracy, all knowledge in Arithmetic is of little practical value.

Our instruction in penmanship shows a great want of the practical element.

1. The forms of letters are too elaborate. This results in a great loss of time, and renders writing less legible.

2. The pens used are too fine. This, also, is destructive to legibility, and gives rise to the pernicious habit of shading.

3. To acquire an easy legible hand, the pupil should be required to write pages, not single lines.

4. That the pupil may appreciate legibility, he should be required to read other writing than his own. Provided our readers contained letters from distinguished men in imitation of their own hand-writing, they would be of great aid in this direction.

5. While learning to write, pupils should also learn many business forms.

Geometry affords an excellent example of the extent to which we have departed from the practical in teaching. Geometry doubtless originated in the discoveries by artisans and others of accurate methods of making desired measurements, and constructing various designs. And at the present time no branch of science has a more direct application to human needs. Yet in the typical school of to-day, it is taught entirely apart from its application, and only now and then one makes the slightest use of its principles beyond that made by those the most ignorant of scientific Geometry.

About the only value that can be claimed for the study of Geometry as commonly taught, is the discipline it affords. But even this is much over-rated. The logical discipline resulting from the study of Geometry, as in the case of all other branches of mathematics, depends upon two principles: First, a clear and definite conception of the forms and facts which serve as a logical basis; and, second, that all relations be perceived

as necessary relations. Verbal definitions cannot give clear conceptions of complicated forms, neither are the ends of logic gained by memorizing the demonstration.

Apparatus is as much needed in teaching Geometry as in teaching Philosophy. We may never expect to find a public capable of appreciating our work in Geometry, until it is so taught that it will work right out through the fingers of our boys and girls into the work-shop, sewing-room and farm, in such positive forms as to leave no doubt of its utility. And that it may go out through the fingers it must go in largely in the same way. And we may be assured that when so taught, nothing will be lost to the pupil in the form of discipline.

If we wish to counteract the growing influence in opposition to higher education, then make our work thoroughly practical. When the work in the higher grades of school is of such a character as to cause the public mind to associate around the term "higher education," not what has a merely conventional value, but what really contributes to the better performance of the higher functions of life, then, and not till then, will higher education find an adequate public support.

To satisfy, then, the demand of the times, our work must be made practical. To secure, also, the best discipline, our work must be alike—practical.

DEFECTIVE EDUCATION.

By G. B. FILES, Augusta High School.

We do not wish to be classed with those pessimists who never examine anything worthy of their unqualified approbation; but, while we highly prize our public instruction, yet we think it is not beyond the range of fair criticism.

Before noticing some defects, we wish to state our firm belief that the public schools should not be held accountable for all that is wanting in the pupil's scholarship and morality. In spite of the axiomatic truth of this statement, many, from superficial examination, charge the erroneous opinions and moral delinquencies to false or imperfect education of the schools. For example, they claim that a distaste for manual labor results from education. The following is from the Weekly Notes: "A prominent city official expressed his decided dissatisfaction with the methods of instruction supported by the city. We are creating a new kind of paupers in Philadelphia, educated paupers, who have been taught too much to be willing to put their hands to anything like manual labor, and but for few of whom there is employment to be had."

Now, that a distaste for labor legitimately grows out of our system of public instruction, is not clearly established. Although the orator, in well-balanced sentences and finely rounded periods, may discourse on the dignity and nobility of labor, although the muse, in sweet and rhythmic

strains, may sing of the charms of rural life, yet it cannot be denied that there exists a wide-spread sentiment that does not find a hearty response to the compliment paid to labor. The unprejudiced and philosophic student of history knows that this false sentiment is cotemporary with slavery and has its origin in the ignorance and darkness of the past. Consequently, our "educated paupers" are not the fruit of the schools.

The remedy of the writer whom I have just quoted, for this evil, is to stop public education at the point reached by those who have received what used to be called the rudiments of a good education. In other words, his remedy for false ideas is ignorance.

Although we are not culpable for this mischievous notion, yet, as true educators, we should teach that every legitimate employment is worthy of the highest intellectual training; that pupils are drawing out their latent powers, not simply that they may the more readily minister to their animal wants, but that they may grapple with the social, political and religious problems of a vital civilization.

PROFESSIONAL TRAINING.

I wish to call attention to another alleged defect,—that our education is not *Practical*. An editor says: "Our public schools are only beginning to train the hand and eye." Whether or not this is a defect hinges on what can properly be regarded as the work of the school. If the primary object of teaching is simply to qualify the pupil by special training to get his bread and butter, the defect is granted; but, if it is the province of the school to make men and women, to lay the foundation for the highest type of culture and morality, then what is urged as a defect is, in reality, a virtue.

What is the significance of this hue and cry about "the trained hand and eye?"

It is this:—Professional training should be regarded of more value than general education. Our higher schools and colleges should be degraded and become institutes of technology.

Let us not retrograde under a false cry of reform. In the language of Charles Sumner, "Let us seek to be reforming conservatives and conservative reformers." As it requires dangerous and troubled times to develop a strong and intrepid character, so it requires the mathematical discussions, linguistic exercises, and abstruse investigations of our advanced courses of study to bring out the greatest intellectual power.' It is not probable that the discontent of those who are constantly harping on the *practical*, will lead wise educators to emasculate a system which has given to the world its profoundest scholars. I am not, however, insensible to the increasing importance of professional skill. But let professional training supplement the work of the higher schools, not be substituted for it. Consequently, let men of all vocations seek the broadest possible culture. Let the farmer, the mechanic, the merchant have, if possible, a college education, not principally because his business demands it, but because his obligations to his family, to society, and to his country,

demand it. Important questions of law, religion, government, and society, require trained powers and varied knowledge. Our intellectual pabulum should not be served up by the clergyman, lecturer, and editor only, and received without any discrimination. Such a course necessarily leads to error and mental effeminacy, but furnished with a wide range of topics and bearing in regard to weighty matters that keen perception and just appreciation which arises from severe and intense application to disciplinary subjects, the student is prepared to select and appropriate that food best adapted to promote his mental growth and usefulness.

TOO MANY GO TO COLLEGE.

Not infrequently we hear the lamentation, "Too many go to College." Boys, whose talents do not warrant it, are encouraged to take a classical course. The numerous failures of college educated men, they assume, furnish indubitable proof that their efforts are misdirected, whereas, had they devoted themselves to the English branches and entered upon ordinary pursuits, they might have been successful. While we admit that this argument has some plausibility, can we not conceive it possible that the aforesaid failure is not an inevitable consequence of a college education, but of an erroneous and preconceived notion that such education must be followed by a literary or professional life for which the graduate has little or no aptitude? If, while making his preparation for college and while pursuing his collegiate studies, the young man without any false ideas of social distinction, literary fame, or political honors, chooses the farm, store, or work-shop as the most congenial to his tastes and suited to his abilities, there need be no fear that he will, by indolence or shiftlessness, give occasion for declamation against the college.

Leaving these points which have been subjects of so much undeserved criticism, let us now pass to the examination of some things really mischievous.

TOO MANY SUBJECTS.

Formerly educational work was defective in that it was restricted to a narrow range. Our energies were expended on reading, writing and arithmetic. This was unwise; but in our haste to emancipate ourselves from this evil, we have become entangled in one of no less magnitude. We are now embarrassed by the multiplicity of subjects. Variety has been attained at the expense of thoroughness. Our eagerness to obtain breadth of culture has resulted in shallowness.

The ignorance, even among graduates, of United States history, composition, letter writing, business forms, practical arithmetic and spelling, is a matter of common knowledge. Nor ought this fact to surprise us. The man who visited the International Exposition with the intention of seeing every object of interest, on his return found his mind distracted by a vast number of half-formed ideas, and, consequently, could give no intelligent description of anything. On the contrary, the person who confined his investigations to comparatively few objects, furnished a clear and detailed account of what he examined. The knowledge gained by

the cramming process incidental to our extended courses of study, is not characterized by permanence, but vanishes like Hamlet's ghost at the approach of dawn. Hence, notwithstanding our boasted facilities for education, we have many painful exhibitions of weakness and incapacity.

READING.

Another serious defect in our education is the failure to awaken and quicken a taste for a pure and healthful literature. Many a teacher is so occupied with a prescribed course of study that he is leaving unguarded to the pupil's mind an avenue into which creeps an insidious enemy. The volume of those publications which pander to the grosser nature, is appalling. These publications enervate the mental powers; inflame the imagination; blunt the conscience; fire the passions; dethrone faith; defile virtue; in fine, debase the man and exalt the animal. They are an unmitigated curse. In view of these facts, as teachers, we have a plain duty. A vitiated taste for corrupting books and papers we must anticipate by preoccupying the mind of the pupil with a love for the standard works of history, biography, fiction and poetry. Thus growth in mind and morals, as well as amusement, is secured.

Since, as I have already claimed, we are giving, or rather, attempting to give instruction in too many branches, I would recommend that a whole year be added to the course of study, and that a large part of the whole course be devoted to lives and works—especially the latter—of the best authors of the past. I also regard it equally important to carefully read current literature. If the student be wisely directed, he will form a life-long attachment to the best newspapers and periodicals.

Every school district *should* and *can have* a library. An enthusiastic teacher can bring it about. If no more than five volumes are procured, it is a success, and its value, if rightly used, can not be estimated.

MORAL EDUCATION.

In our educational system, the defect that should awaken the profoundest solicitude is not conspicuous in our physical and intellectual instruction, but in our moral training. We seem quite generally to ignore the fact that the perpetuity of this great republic, the prosperity of the State, the thrift of the community, and the supreme good of the individual are possible only by the recognition of God's immutable laws. Nations crumble in consequence of their moral rottenness, and for no other reason. It is righteousness that rules a nation. So, then, the pre-eminent and vital question of this nation is not one of tariff, free trade, commercial policy, currency, undeveloped resources, but how we shall train our youth, so that they may be governed by the eternal principle of right.

But, it may be claimed, there is no unusual cause for alarm. Admit that, and yet I contend that a just appreciation of our relations to the young will bring us face to face with this problem of all problems. The ambition, avarice, and selfishness in political life; the forgery, fraud and dishonesty in business; the pride, vanity, and extravagance in fashionable

circles; the profanity, lying and drunkenness among young men; the insincerity, indifference to obligations, and want of reverence for sacred things evince an alarming defect in moral sentiment. We do not indorse the views of Richard Grant White, who attempts to prove that education, and not ignorance, is the mother of vice.

In view of these facts, what shall be done? As society now exists, the sources of moral instruction are principally the home, the pulpit, the press, the Sabbath school, and the public school. Few are favored with healthful influences from all these, while many receive their only incentive to virtue from the meagre training of the public school. Now, if the school is the only weapon which we have to present to combined evil tendencies and influences, unquestionably our instruction should be largely of a moral character. It follows, then, that the teacher should be in all respects exemplary. Whatever moral precepts he imparts, he should most scrupulously regard himself; otherwise, he incurs the imputation of hypocrisy and neutralizes all his power for good. In morals, object lessons are the most potent.

Our American colleges are annually sending out about 4,000 young men. The college, it is easy to see, is an important factor in determining the sentiment of the country. Although many of these graduates are noble, exemplary and conscientious men, strong in their convictions of right and duty, yet it is a notorious fact that many leave college skeptical in religion, having their moral force emasculated by smoking, drinking, gambling, and kindred vices, and their moral vision distorted and weakened by reason of physical and mental dissipation.

Could these demoralizing results be confined to their victims, they would form a spectacle sufficiently painful to contemplate, but how unutterably deplorable when we consider that they give tone and color to opinions in all ranks of society.

In view of these facts, does it not appear that those who employ instructors and dictate the course of study have something to do to bring about reform? When we consider the peculiar and seductive influences of college life, is it the part of wisdom to exclude the special aid which the student needs to fortify him against evil?

Examine the courses of study in most of our colleges. How little there is of practical value in directing the conduct! It is possible we may learn something from foreign nations. In Germany, the course of study in the normal school embraces religious as well as intellectual and industrial instruction. In Sweden, the church has control of educational matters. In the selection of teachers, special regard is paid to their religious sentiments.

For fear of incurring the imputation of intolerance, we have gone to the extreme of excluding all religious training, and many are clamoring for the ostracism of the Bible even. For fear of the charge of illiberalism, the instruction given in many denominational institutions is such as would never raise the suspicion that its founders are the adherents of a certain creed.

This sentimental and cowardly abandonment of our most sacred interests does not add nerve and sinew, strength and vigor to our mental growth, to say nothing of our moral convictions; but, on the contrary, cherishes that seductive and debilitating disease which effected the ruin of refined Greece and classic Rome.

OBJECTIVE TEACHING.

BY MISS S. C. STARRETT, Belfast High School.

"What method?" "What system?" "Lo, here," and "Lo, there," are the cries resounding from our educational fields, and echoed in the voice of the press. Surely right direction only can lead to the right goal; but let us remember it is not so important what methods teachers choose in Associations, as what methods teachers follow in their daily work. 'Tis not that the deep waters of educational philosophy are too often troubled, but that so few after the stirring of the waters step down into the pool.

True education must develop according to laws of mental unfolding. The sensations are the material out of which thought, emotion and will are developed. Sense-perception should become easy and far-seeking and acute. Further, a systematic culture of the perceptions becomes intensely important when we remember that the laws of relation are essentially the same in all the realms of creation, whose complex mysteries can only be succinct in proportion as the visible and tangible are comprehended.

That the mind may gather materials and be trained in right habits of action, in lower courses of study, and be interested and stimulated in advanced work, there is demanded the use of objects in all grades of schools. Assuming that we are fully agreed that clear-cut impressions of the material would reach the brain through the senses, not through words, let us question facts as to the use of illustrative objects in our schools.

Go through the schools of the State, gather up all the apparatus, all the illustrative objects anywhere and everywhere afforded, and how small the aggregate, how insignificant to the needs of our thousands of schools. And the more emphatic does the meanness of our collection become when we remember that but a fragment of it can be claimed by schools below the grade of the High. What does this mean? Shall we conclude that a system that finds its cause of being in the recognized nature of the soul, that objective teaching sanctioned of Comenius, of Locke, of Pestalozzi, of Froebel, aye, sanctioned by God himself in His dealings with His children, is a failure in practical application? Rather, it fails for want of practical application.

To address ourselves to one or two of the hindrances to the general adoption of objective teaching: First, there is a failure to apply the general principle to specific points; a failure to determine just where and how it is appropriate to the pupil's needs to use illustrative objects in his instruction. What are the ends to be gained?

First, to develop the observing powers with so constant reiteration and persistence that a habit of observing shall characterize the mind. To train the curiosity, that indicator of mental action, to legitimate interrogations. And all this with no neglect of accurate expression.

Second. To habituate to the practice of abstraction.

Third. To develop the power to generalize facts, deducing principles and laws.

Weiss concentrates pedagogic truth in the statement—"The child should see with the consciousness of an object, viz. observe; he should think with the consciousness of connection, viz. comprehend."

If the teacher will but dwell upon the objects of illustrative teaching, his theory may reduce itself from nebulous abstraction to concrete application to the work that is his. He may develop a talent for scientific teaching.

Now, "Talent is something; Tact is everything." The natural teacher, *rara-avis*, has tact commensurate with his great talents, and can run swiftly in paths where most of us must be content to plod, gaining to-day but little, to-morrow scarcely more. It were a comparatively easy thing for the teacher, "born, not made," to draft for the primary school a course of pure object lessons that should train the faculties to easy and accurate perception of common qualities, form, size, color, weight, &c., by practice, that would enable the pupil "to know what he is seeing and to see what otherwise he would not." He would make the Numeral Frame an object to fascinate the eyes even of the dullest. He would play so skilfully upon their fancy that they should never deem that numbering window-panes, chairs, or pebbles, is drudgery. Of this we may be sure, his plans would be definite but beautifully flexible. How would he question: Were my class unconfused in impressions received? Did any haste cause one concept to jostle another in the mind? Having trained the mind to perceive, have I heeded the expression of its thought? Have I led out the thoughts to home objects and relations, to roadside objects and occurrences?

We can picture how our ideal teacher would so manipulate charts and globes and continental relief-forms modeled in clay or damp sand, as to make geography a delightful recreation. How he would distinguish between illustration and example, so that the pupil's knowledge should not some day require signal correction. How his energizing power brought in contact with the child's mind should widen out the valley between the hills about the school-room, till the Mississippi basin should be discerned.

Such was the teacher admitted of the loved Quaker poet to the Snow Bound circle, who

"Mirth-provoking versions told
Of classic legends rare and old,
Wherein the scenes of Greece and Rome
Had all the commonplace of home;
Where Pindus-born Araxes took
The guise of any grist-mill brook,
And dread Olympus, at his will,
Became a huckleberry hill."

Our teacher would make his arithmetic objective by actual transactions among the pupils. The foot and yard and rod measure, the pint and quart and peck, the scales with their different weights, the surveyor's chain, &c. should find their place in this school paradise. Promotion would be the evident fate of such a teacher; and in whatever grade of school, or in whatever district his work were done, why, happy were the children!

But what if we are teachers of ordinary inventive skill, what if we can find little time for collecting objects, and what if we cannot find room to bestow our treasures when collected, what if maps and globes and charts and weights and measures cost money, and we need a microscope to make real our earnings, as much as to bring out the fine feathering of a moth's wing? Questions enough.

Costly apparatus is doubtless out of the reach of Maine teachers generally. We cannot have what we would; shall that limit us from having what we can? Pebbles are as effective for teaching numbers as are cubes of polished wood. Charts and maps of your own construction are doubtless better for your use than those prepared by another. I am sure that with the outlay of comparatively few dollars and cents, but with the expenditure of inventive skill, time and indomitable will, objects and apparatus can be supplied adequate to the proper illustrative teaching of all the subjects presented in ungraded or graded schools.

But, suppose that the teacher really lack the mechanical skill necessary to shape work that will command his pupil's respect,—then? Why, then he never should have been a school teacher; but, being one, he must find some one to do his work for him. Indeed, the best possible results may so accrue to the school. Doubtless, among the pupils will be found more than one who will be glad to furnish you with many a piece of apparatus. It were not strange, if he, most skillful with the plane, saw or knife, or most quick to know where in field or shop is to be found the very object you need, were that pupil most restless under school restraint, and most likely, without his superfluous energies be transmuted into some authorized product, to cause much spending of your strength for naught. Neither were it strange if an acquaintance with him formed thus, cement pleasant relations not otherwise established. The use of objects affords many such incidental opportunities of education that the watchful teacher will mold to great effectiveness in his work. Do the schools educate away from the sterling employments? Whether so or not, the teacher using the method urged, has multiplied opportunities to put the stamp of his recognition on manual labor.

The pupil must investigate for himself, he must become an observer, an inventor to meet the demands of the teacher. If our teaching is such as trains the eye to quickness of perception, cultivating it toward the microscopic vision of the true scientist; if the habit of self-investigation crystallize in the pupil's character, we may be sure that the most desirable result of education is met in our teaching.

The end of objective-instruction is not the object presented, or any number of objects, but the development of abstraction and generaliza-

tion, and the acquisition of accurate, comprehensive, delicate speech. It is not necessary that the illustrative object be present to sight always. Provided its qualities and relations have been duly investigated, the distant object will serve most excellent illustrative purposes. To see anything with a view to describing it when removed, necessitates close seeing, not merely the seeing of the eye, but the seeing of the mind. I should say it were better not to use objects at all than to have them confined to the hand of the teacher, while he with oral instruction determines their qualities and sums up the points gained, as the fashion is Massachusetts-ward. Self-work or shallow work. I do not mean that every child shall be set to re-discover all the knowledge that centuries of investigators have accumulated. He must be educated to enter into other men's labors.

Any education that tends to stop with the material world as held in sense-percepts or sense-concepts, is essentially defective. Concepts must lead to related concepts, to generalizations, to that soul within that is spirit and life. Says Tyndall: "The presence of natural objects, the occurrence of events, the varied appearances of the universe in which one dwells, penetrate beyond his organs of sense and appeal to an inner power of which the senses are mere instruments and excitants;" and further, "Science should bring us to see the invisible as well as the visible in nature. The invisible back of nature, What is it? The force that makes or that destroys the object? Is it not the persistent force that abides back of the manifestations of power, "The ultimate reality" of Spencer?

Is not that true education, full and satisfying, that brings the persistent force back of nature, and back of historic progress, and the inner power back of mental activity, into contact, into accord? "For there is one God that is above all, and through all and in all." The highest ends of teaching can only, I believe, be in worthy manner secured by objective instruction, and will not be secured by that save as the objective is kept in proper subjection. Active mind stimulates active mind. The teacher must think, or he will not arouse thought in his pupils. The printed page must be mastered, in it lies the world's thought power. Not by discarding textbooks, but by interpreting, by weighing, by measuring their thought, is education perfected; and any initial system, objective or non-objective, that is other than preparatory to this is inadequate to the needs of to-day.

FREE HIGH SCHOOLS.

By HON. NELSON DINGLEY, JR., Lewiston.

When the free high school system was established in 1873, there were only twenty-one high schools in Maine—fourteen in the cities and seven in as many larger towns. The first year, 79 towns and 24 districts availed themselves of the offer of the State, and the high schools were increased to 134. In 1875 the number of high schools had increased to

210, with 14,828 pupils, 1,000 of whom are teachers. The hard times of 1877 and 1878 caused the number to decline to 150, with 11,849 pupils.

On the suspension of State aid in 1879, most of the 210 free high schools which existed in 1875, were discontinued. Nearly every one of the 189 which had been established in rural towns, was swept out of existence. No blow was ever struck at the school interests of Maine which did so much to turn back the tide of educational progress in our country towns. The re-establishment of the system last winter, came too late in the season to enable most towns to take action at their March meeting, consequently very few schools have thus far been established. Whether or not the State shall speedily recover the lost ground, and extend the free high school system to the 319 towns having a population of over 500 inhabitants, depends entirely upon the citizens of our rural towns. The system was established for their benefit. Through it the cities are called upon to aid the rural towns in maintaining schools of an advanced grade. This will be seen by an examination of the annual financial statements of the State Superintendent of Schools. Under the operations of the free high school law, the twenty-one high schools in the cities and large towns received from the State in 1875 only \$10,500, while they paid into the State treasury about \$20,800 as their proportion of the State free high school fund. The 189 rural towns which maintained free high schools, paid into the State treasury about \$19,000, while they received from the State about \$29,000. Thus the twenty-one cities and larger towns contributed \$10,000 to aid the rural towns in maintaining free high schools. Under the law as amended last winter, so as to limit the State aid to \$250, the contribution of the twenty-one cities and large towns to aid these rural towns, would be \$15,000; and in case all the 319 towns having a population of over 500 should establish free high schools, this contribution would be increased to \$20,000. In short, the cost to both towns and State of the free high school system, extended to the 300 rural towns of the State having a population of over 500, would be about \$90,000, or \$300 per town, of which the twenty-one cities and large towns would pay \$20,000, or almost one-fourth. The fact that the cities and larger towns are willing to contribute so much to foster higher education in the rural towns of the State, ought to lead these towns to make special sacrifices to give their own children the advantages of high schools.

1. The objection that many rural towns having over 500 population cannot afford to maintain free high schools, is not well founded. The average annual expense of one term of a high school in our rural towns is \$150, and of two terms \$300. With two terms, the expense to the town is \$150, and to the State as much more. Take the town of Wales, with a population of 556 and a valuation of about \$200,000. To maintain two terms of such a school, this town would pay directly \$150, and \$50 indirectly through the State—a total tax of \$200, or one mill on the dollar of valuation. This would require from a citizen of Wales a contribution of only \$1 on each thousand dollars of his property assessed. A farmer with \$5,000 would only pay \$5. If only one term of school was

maintained, the expense would be only half as much. Hardly any town in the State with a population of 500 has less than \$100,000 valuation, so that the expense of maintaining one term of a free high school need not exceed \$1 for every thousand dollars of valuation of the poorest towns within our borders.

2. It is objected that towns which do not see fit to establish a free high school for themselves, are still obliged to contribute their proportion of the free high school tax. That is unavoidable under any system of State encouragement of schools, and rests on the conceded principle that education is a public concern and a public necessity. It would be true with the State aid to common schools, in the case of any town that should not see fit to maintain schools. In order to get its part, any town has but to establish a free high school. Indeed, the amount which towns are called upon to pay towards the State high school fund is only \$25 on every hundred thousand dollars of valuation. Surely there are no towns which are not indirectly benefitted more than this by the free high school system.

Towns having less than 500 population, which cannot sustain a free high school, might receive from the fund a proportionate amount to be devoted to the improvement of their common schools.

3. A more serious objection is, that the scattered population of many rural towns, either in large measure restricts the advantages of the free high school to the village or central point where it is located, or in the absence of a village makes it impracticable to sustain it. Of course such towns labor under disadvantages, but they can be overcome in large measure by having a spring term of the school in one district and the fall term of the school in another district. With this arrangement, scholars over twelve years of age, for whom the free high school is intended, can manage to attend one term. The most useful high school that we ever attended was one in a rural town three or four miles from our home. Many of the most sparsely settled rural towns in the State—some with a population of only 400—maintained a successful free high school until the State aid was suspended. Certain it is that if our rural towns are to retain their population, as every good citizen desires they should, they must provide reasonable facilities for the education of their children. Such towns are constantly being depleted of good citizens by the desire of parents to secure better schools.

4. The free high school is a valuable aid to the common school through the stimulus which the latter receives from pupils that have attended the former, and through its beneficial influence on teachers. The State Superintendent of Common Schools, in his report for 1878, said that the largest increase of attendance and the greatest improvement in scholarship in the common schools, was shown in those towns that maintained free high schools.

5. The free high school is peculiarly the poor man's seminary, and opens an opportunity for advanced study to the children of those who cannot pay for it themselves. State Superintendent Morris stated in his report for 1879, that nine-tenths of the pupils in our free high schools were children of workingmen or persons of very slender means.

6. There are those who maintain that it is not necessary to provide free instruction for pupils beyond the limit reached by two short terms of the ordinary mixed school. However it may have been a half a century ago, it is evident that to intelligently and successfully meet the duties and responsibilities of a citizen of this Republic in the present day, requires something more than the three R's. The man who has not trained his mind as well as his hand, works at great disadvantage in the hot competition of modern life; and the disadvantage is yearly increasing. It is intelligent, skilled workmen that are in demand in every department of industry, at their own price. There never was a time in the history of the race, when intellectual training was so important a factor in determining the material welfare and usefulness of every man and every woman as it is now in this free country.

FREE TEXT-BOOKS.

BY SAMUEL LIBBEY, Esq., Orono.

Article 8 of the Constitution of the State of Maine, affirming a general diffusion of the advantages of education to be essential to the preservation of the rights and liberties of the people, requires the several towns of the State to make suitable provision, at their own expense, for the support and maintenance of the public schools, and not only authorizes, but requires the legislature to render special aid, from time to time, to the higher institutions of learning in the State, as the circumstances of the people may authorize.

Under this provision of the Constitution the different school laws of the State have been enacted, amended, repealed or suspended, and again enacted, for sixty years. Whether these several enactments have in all cases been the work of true wisdom is still an open question with some, yet they are the foundation upon which our educational structure has been built. Under them the schools have prospered or failed to prosper, according to circumstances. Some time after the adoption of the Constitution, and as late as 1834, thanks to the wisdom of some who were perhaps possessed of more foresight than those who had gone before, a law was enacted, one provision of which was destined only after many years to bear fruit. This was the section which authorized the towns to change the limits of their then existing school districts, possibly formed under the laws of Massachusetts, by converting the whole town into a single district whenever the need of such action should become apparent to the inhabitants. Under the provisions of this section, thirty years after the adoption of the Constitution, and therefore thirty years ago, the inhabitants of one town in the State, viz., the good town of Orono, being thoroughly dissatisfied with the district system and its results, the same system then and since in vogue in all our municipalities save twenty-five towns and ten cities, after a free and exhaustive discussion of the

system and its possibilities in the light of experience and facts, abolished it and consolidated the several districts into a single one embracing the entire town, and invested the Superintending School Committee with the rights, powers and obligations of superintending school committee and school agents, including the power of determining the age and qualifications of scholars to be admitted into the several schools, of transferring scholars from school to school, of employing teachers and expending money raised for school purposes. For nearly a third of a century this system of management has been in uninterrupted operation, and so completely has it had the entire confidence of the citizens of this town that in all the mutations consequent upon the various social, political and other changes which have taken place during this long period of time, not a single attempt has been made to abolish it or even to change it in any way, and so it stands to-day a credit to its founders.

Seven years ago the people of the same town, mindful of other needful things to be done in the interest of progress, made another and not less important change in the method of furnishing the needed annual supply of school books for the use of the children of the several schools. At that time the parents and guardians of the children were required to supply them with all the books they needed while the town furnished the teacher, the school house and school furniture, a method similar to that in use to-day in most of the towns and cities of the State. The frequent changes in books it became necessary to make, to secure the best results in teaching, added to the first cost of the original supply, entailed a considerable burden upon nearly all the citizens, and in many cases a burden they were ill able to bear. The town came to the relief of these last named from year to year, and the cost of furnishing them with books, by no means small, was added to the tax bills, so that too many people of rather limited means were not only compelled to procure the books for their own children, but also to contribute towards the payment of books for the children of others. A remedy for this state of things was sought, and at the annual town meeting in March, 1874, the town took in the situation and voted by a considerable majority to raise six hundred dollars for the purchase of school books, the amount to be expended by the School Committee, and thus solved the problem. There was, of course, some opposition in the town meeting to this new departure, but the inhabitants deemed the trial one worth making, and so voted after the advantages claimed had been carefully stated by those who had given no little time and thought to the consideration of it. A supply of books was procured by the Committee, in part at introductory rates and in part at exchange rates, and these were put into the schools to furnish a full supply to all who failed to bring in the books they needed. They were first carefully labeled and numbered, each book containing the regulations prescribed by the Committee, after which they were distributed to the several teachers and by them loaned to such scholars as had not the required books of their own.

True, this caused some little additional labor on the part of the School Board and the teachers, the latter especially, but it was performed with

cheerfulness and a sincere desire to give the plan a fair and thorough trial. All the scholars having books which they could use were required to use them so long as they attended school and the books remained of the proper kind to use. When changes were made the children were requested to bring in their old books as a donation to the town, and to receive in return the *use only* of the new ones. With the approbation of their parents they responded liberally, and a considerable number was thus obtained, the value of which went to cut down the cost of the first introduction. Writing books, drawing books, slates and pencils, were not furnished by the town, because none except the slates could be used a second term, and none have been furnished since. A number of scholars having ceased to attend school because they had attained their majority, or for other satisfactory reasons, having books which could be used advantageously by other scholars, sold them to the town at low rates, thereby saving something to both parties. The following year a strong move was made against the system and for that year was successful. In 1876, however, at the annual meeting the town voted, with hardly a dissenting voice, to adopt as a standing rule the setting apart from the school fund of two hundred dollars, annually, till otherwise ordered, to be expended by the School Committee in procuring school books. Under the authority of this vote all the needed supplies except those just mentioned, have been furnished without interruption from that day to this. As the school population during these years has numbered from six to seven hundred, varying somewhat in the different years, and the money voted not large for that number of scholars, it will be seen that great care and rigid economy were necessary to get the needed supplies without causing the appropriation to be overdrawn; but difficult as the task was it has been accomplished so successfully that during the year 1879 the amount expended for all the books for all the scholars was only \$140.29, and yet every scholar attending school was supplied with all the books he needed or could use, and the number of different scholars registered in the year was 527. In their annual report for that year the Committee said, in relation to this question, "The cost to the town for each scholar was only 26 $\frac{3}{4}$ cents for the year. We are not aware of any other method by which the needed annual supply can be procured at so little cost." The labels, one of which was attached to the second page of the cover of each book, state the conditions upon which the scholars are permitted to use them, and are as follows: "Books must be accounted for to the Superintending School Committee when the keys and registers are returned at the close of the term. Any scholar losing or materially injuring a book is to replace it at once. It must be regarded as a serious offence to mark upon or otherwise deface a book furnished by the town. Teachers will be held responsible for the proper care of books." Of course, the books are intended for use in connection with the schools in term time, yet in a few cases they have been loaned by the Committee for use during vacation time, but the school terms are of such length generally that the calls for vacation use have been but few

indeed, I think not more than a dozen in a year. The losses through malice, or carelessness of the scholars, have been so small that during the last seven years only two books have been lost from the High School supply, and one of these was paid for by the scholar losing it; the other was a loss to the town. The whole amount of losses will not average one per cent. per year of the cost of the books furnished to any school. This is so small that it is without doubt less than any farmer or mechanic who employs help loses in tools every year.

This, ladies and gentlemen, is a brief account of the plan adopted and the method pursued in Orono for the past seven years, and during five years of that time, the last five consecutive years, it has worked to our entire satisfaction, and I can assure you that, so far as I know, no attempt, organized or otherwise has been made, either in our town meetings or elsewhere, to overturn or change it. On the contrary, it gives me pleasure to add that some of the most earnest opposers of it when it was first adopted, are now among its willing supporters.

Now what have we gained by the adoption of this system? I answer, we have secured *uniformity of text-books*. How best to secure uniformity has been for years a much mooted question, but we think we have settled it in a rational way. Of the desirableness of uniformity, it is hardly necessary to speak to an audience of teachers. How much valuable school time has been lost on account of a diversity of text-books in the same class, you who have had experience in the school-room know. I have seen a class of not more than a half dozen come forward to recite with three different kinds of text-books, and the teacher had to separate the class into three divisions for recitation, or to compel some of them to recite from books they had not studied. Many of you, I doubt not, have known similar cases, especially those of you who have taught in the smaller schools of some country towns where the inconvenience of a multiplicity of unlike text-books is frequently experienced. We have banished this unhappy condition of affairs from our town, and I know of no other way in which the much-to-be-desired uniformity may be so readily secured as in this.

We have secured a *satisfactory classification* in all our schools. After a carefully conducted written examination, our scholars are sent up from the lower to the higher schools and there put to work in classes according to their acquirements and their ability to perform the tasks assigned them, and no class is kept back by the inability to keep up of one or more scholars who, having the proper class books, had pushed themselves into the class for that reason and that only. Now no scholar is permitted to use a book not suited to him, on the contrary just the book he needs is furnished him without delay. We have lessened the number of classes in many of our schools, and every teacher knows that with fewer classes more time can be given to each in the recitation.

We have secured an *adequate supply* of all the books needed. There is no longer with us any ill feeling between the teacher and the parents because the much needed book is not furnished at once. I have no doubt

but many parents have felt grieved in times past because of their inability to have ready at the commencement of the term all the books for a large family of children. This source of irritation is now happily removed; and when the children reach the school-room all the books they need are found ready for immediate use.

We have found it *the most convenient method*. On the first day of the term, when the teachers enter the school-rooms, they find a full supply of books for all the scholars. These they distribute and charge to the scholars by numbers, keeping a strict account with each one. The whereabouts of any particular book belonging in any school can be told at any time, and if it receives any injury the scholar liable therefor is at once known. No scholar loses any school time from a lack of books, or a tardy supply because his parents or guardian are unwilling or unable to furnish them, but he is enabled to go to work at once upon the lessons assigned him, and we should be indeed surprised if the whole school was not fully classed and a recitation heard from each class on the very first day of the term.

Transfers and exchanges of books are much more easily effected than formerly. If, for instance, yielding to the persistent importunities and assurances of the everywhere-present book agent, that genial and almost indispensable member of society,—may his shadow never be less,—whose books ought always to be the best in use—if, I say, yielding to his advice we finally consent to a trial of some new book, in a given school, supposed to be the proper one for the use of that book, and a fair trial on its merits convinces us that it is better adapted to some other grade than that into which it was put, we are enabled to transfer them at once, without loss to the town or to the pupil, and to put them where they will do the most good. Also, if it is thought desirable to adopt some new ones in place of certain others past their usefulness or worn out in the service, the old ones can be gathered up and exchanged on paying the difference, and the new ones substituted without loss of time or money, and without creating any feeling of expensiveness on the part of the people. This is a point upon which most people are rightly sensitive, and our method enables us to avoid the charge entirely, and to keep our schools constantly supplied with the best to be had. It may not be out of place here to notice the fact that it has enabled us to add new books, at very little cost, to our reference library, now in our High School room. You are all aware that text-books on science, for instance, differ considerably in the order, scope and method of treatment of the various topics considered, and it is quite desirable in schools of this grade to have a limited variety of text-books on the shelves, if for no other reason than to stimulate the scholars to a broader culture and a more extensive information as a result of a wider range of reading.

We have *increased the attendance* upon our schools. Now no scholar remains out of school from a lack of books, neither does he feel himself an object of charity because he studies books belonging to the town. On the contrary, each one has as good and as many books as any other

scholar, if he needs them, and in this respect is the equal of any other. The advantages to the community of a large attendance upon the schools are not to be overlooked or under-estimated; and it seems to me that any method which will secure this without fail is one well worth considering by those in authority. Our schools are now absolutely free to all our scholars, and there is nothing whatever in our method of conducting them to hinder the poorest children from acquiring a good, practical education. It is vastly better for the boys and girls to be in the schools, learning the best that is to be taught, getting the most thorough discipline that can be furnished them, than to be sliding down hill or spinning street yarn and carrying on flirtations. The boys are preparing to become good citizens, and the girls to be helpful wives and intelligent mothers, whether they teach school or not. They are preparing to make happy homes, and home is the basis of our civilization. Almost every scholar in our common schools studies more faithfully because of the possibility of his entering the High School and College, made possible by the aid we have given him. If they were not in the schools where would they be? It is good policy to keep them there. If it be wise to build highways and railroads and to spend enormous sums of money in improvements, to develop the resources of the country, is it not equally wise to support schools to develop the intelligence of the people? What gives value to property, what has our enterprize and commerce sprung from, what is the cause of the advance made in the sciences and arts and inventions, which have multiplied our wealth and power, but the diffusion of intelligence by means of our common schools, which, I am sorry to say, some selfish aristocrats would like to see abolished? Our free school system of the North is successful; let its methods be improved and public interest in it be invigorated.

Last, but by no means least, *we have made large savings in cost of our books.* We purchase in large quantities, direct from the publishers, and at a discount of not less than forty per cent. from retail prices, freight paid on first supply to us and freight paid on the old books sent in return when exchange rates are given. We buy frequently more than wanted for immediate use, enough for two or three years, perhaps, if the discount is larger than the interest on the expenditure for the given time, and the books are in use continually till worn out. Our experience has shown that the life time of our books is longer when owned by the town than when owned by individuals, as the scholars are put upon their honor and are taught that it is a breach of good morals to injure an article loaned by another, no matter whether that other is an individual or the town. Small books, like First Readers and Primary Arithmetics, last two or three years, the time being governed largely by the binding of the books, which is rather poor sometimes. Larger books, like the Fourth and Fifth Readers, Histories, Philosophies, Grammars, etc., being in the hands of older scholars, last from five to seven years. Not only is there a large saving to the town as a whole, but there is a much larger saving to the parents, for now when a pupil is sent from the primary to the inter-

mediate, then to the select and the high schools in turn, there is no additional expense for books on account of such change. When a scholar leaves school finally he leaves the books behind for the use of him who comes next, and thus the cost to the town of maintaining the supply is but little more than that of the average annual wear, similar to that of the school buildings, which must have occasional improvements and repairs.

In closing this paper I want to add, that it seems to me that in some way or other we must educate all our children. Says Wendell Phillips, in a recent letter: "The safety of the State, after all, is under the roofs of the dollar-and-half-a-day men, as Mr. Charles Francis Adams, Jr., insolently calls them." The children of these men must be educated, and so must the children of those who have come to our State from the countries across the Atlantic to better their condition in the world. The last census shows that we have in our State more than sixty thousand persons born outside of Maine. Making the necessary deduction from these figures for those born in other States of the Union, and there still remains a large number representing those born out of the United States. Most of these persons have now, or soon will have large families about them whose presence will exercise no small influence upon our welfare. Many of them are desirous to educate their children, all of whom should be gathered into our public schools. We must favor the diffusion of a more general and a better education in order that this element of our population may be the better prepared for the duties of citizenship. The perpetuity of our free institutions as well as the prosperity and happiness of our people, can be best promoted by contributing to the enlargement of the instruction and the knowledge of all our rising generation. We cannot afford to neglect the general education of all the youth within our reach. Circumstances have made this question, at this time, one of the gravest importance. If we are to a considerable extent what our fathers have made us, the next generation will be sure to be more or less fashioned by those who to-day provide and direct our systems of education. Hence the importance of, in some way, bringing all the young within its benign influence. I do not advocate the adoption of the free text book as a panacea for all the ills of our educational system, but do offer it as a very important factor in the solution of the problem of how to secure the greatest good of the greatest number at the least cost, in the matter of book supply. The laws of the State and the action of the people under them, have apparently settled the question of a liberal money supply for the support of the schools; the necessary school buildings and other accessories to good schools have been generously provided, and now it remains to increase the attendance of the children, by removing the only other obstacle in their way, viz., the requisite supply of school books. Adopt the method which has been so successful with us during the past seven years, and there will be no excuse whatever left for the children or their parents to urge against their constant attendance at the schools while they are in session. This is an important matter, and should have

the earnest consideration of all the friends of our public school system, to the end that the best possible thing to be done for its welfare may be done, and that speedily. Said the President of the United States in his last message, "Whatever government can fairly do to promote free popular education, ought to be done. Wherever general education is found, peace, virtue and social order prevail, and civil and religious liberty are secured." The spread of education is a prominent factor in the material progress and happiness of our people. The work of the school is to give the boys and girls their intellectual implements to work with; to develop their mental powers so they can struggle hopefully with learning and meet in coming life the demands of daily business. We *must* have a solid foundation for the common school, laid deep down below the reach of the politicians and partizans, firmly established in the general agreement of all good citizens, that the education of the *whole* people is the foundation of true republican institutions.

RESOLUTIONS PASSED BY THE SOCIETIES.

Resolved, That the thanks of this Association be tendered to Mrs. Mary H. Hunt of Hyde Park, Mass., for her very able and interesting lecture on "Scientific Temperance Education;" that we heartily sympathize with the work of the Association which she represents, the Woman's Christian Temperance Union, and recommend that in all our schools the effect of alcohol upon the human system be taught as a scientific fact, either by itself or in connection with physiology. To secure this object, we call attention to Richardson's Temperance Lesson Book, and especially to "Alcohol and Hygiene," by Miss Colman, as a book suitable to be used.

WHEREAS, It has been found by actual practice, in Bath, Lewiston, Orono, Dexter, Waterville, and other places, whenever adopted in our own State and in other States, that among the various methods which have been tried to secure the advantages of uniformity of text-books in public schools the furnishing of free text-books has proved the most valuable for the schools, the most economical to communities, and the most satisfactory to parents; and, WHEREAS, Maine was the first State, so far as we are informed, to provide by law that her towns and cities may at their option furnish free text-books to be loaned to all pupils, thus placing the poor child on an equality with the wealthier in securing an education free of cost to both; therefore

Resolved, That we earnestly recommend for general adoption the system of free text books for public schools throughout the State.

Resolved, That it is in accordance with the dictates of reason, that the officers whose duty it is to examine and certificate the teachers of district schools, should select and supply them; and the selection and employment of teachers should be made by law the duty of the superintending school committee.

Resolved, That the interests of education in this State demand the establishment of a State Board of Education.

Resolved, That the privileges of higher education should be brought within the reach of the largest possible number of pupils in the State, by the establishment of free high schools, and that this Society recommend such changes in the present law as will require all towns in the State containing 500 inhabitants, or more, to sustain such school for at least one term annually.

Resolved, That we affirm our approval, expressed last year, of Wade's Graduating System for common schools, and repeat our recommendation of it to the favorable consideration of school officers and teachers.

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