

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

1882.

VOLUME II.

AUGUSTA:

SPRAGUE & SON, PRINTERS TO THE STATE

1882.

TWENTY-EIGHTH ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

COMMON SCHOOLS.

STATE OF MAINE.

1881.



AUGUSTA :

SPRAGUE & SON, PRINTERS TO THE STATE.

1882.

STATE OF MAINE.

EDUCATIONAL DEPARTMENT, }
Augusta, Dec. 31, 1881. }

To Governor HARRIS M. PLAISTED,

and the Honorable Executive Council:

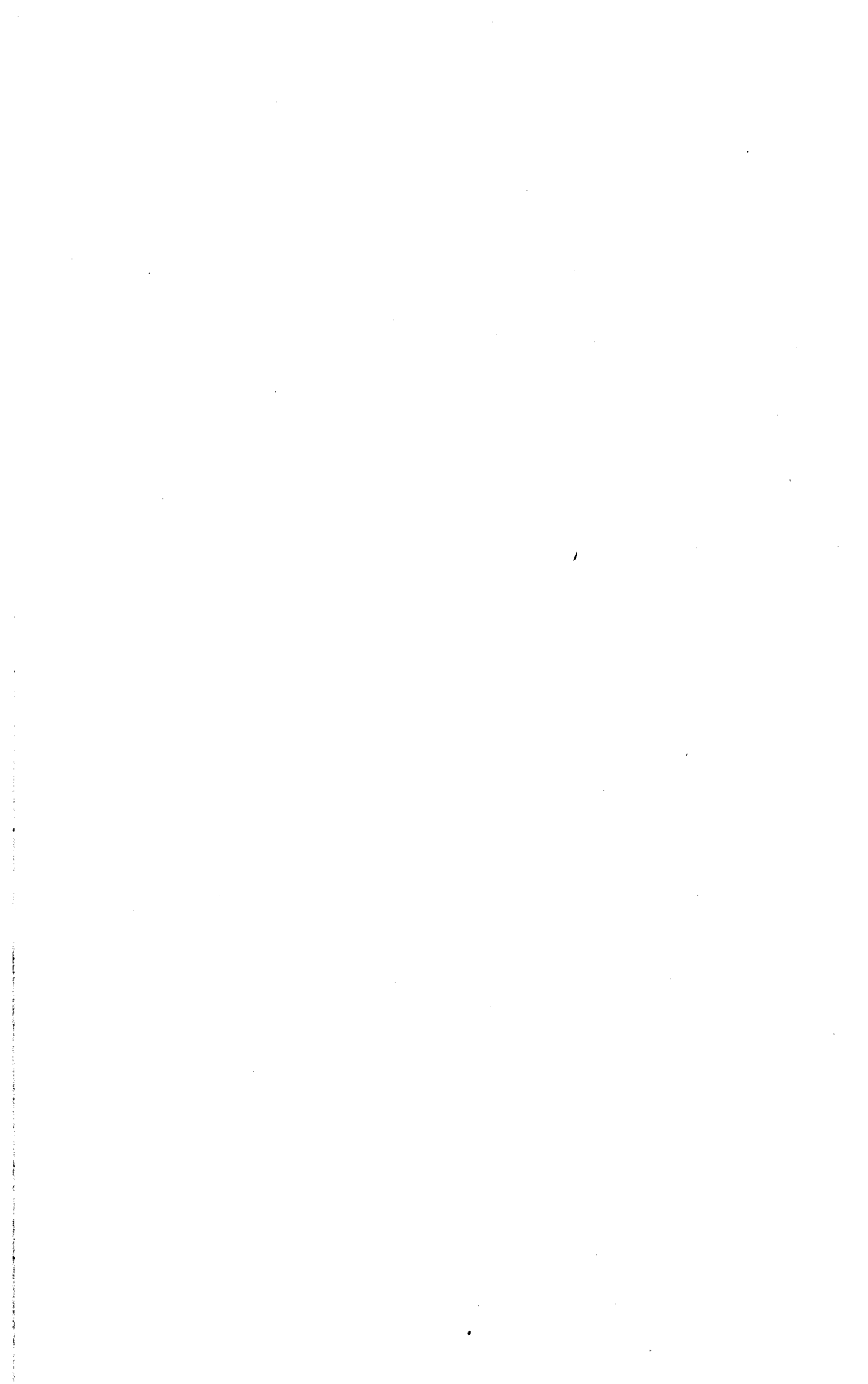
GENTLEMEN:—Agreeably to the provisions of law, I respectfully submit the following Report upon the Public Schools of Maine for the current year.

Very respectfully,

Your obedient servant,

N. A. LUCE,

State Supt. of Common Schools.



REPORT.

COMMON SCHOOLS

For Year Ending April 1, 1881.

I.—RETURNS.

1. OF SCHOOL COMMITTEES.

The Superintending School Committees or Supervisors of the several municipalities in the State are required by law to make to this Department, annually, returns containing statistics of the schools under their charge. Upon these returns is based the apportionment of the school funds of the State; and from them are derived in part the statistics contained in the annual Report of the State Superintendent. By certain provisions of law, the time within which they may be made extends from the first day of May to the first day of July. If not made on or before the first day of June, the State Superintendent is required to notify delinquent towns. And all towns from which such returns have not been received before the first day of July, by law practically forfeit ten per centum of their share of the State school funds for the succeeding year. The length of time within which they can be made, and the penalty fixed for failure to make them, would seem sufficient to secure them from all towns, within the prescribed period. Nevertheless, in most cases from what would seem an inexcusable neglect of duty on the part

of the officers having this matter in charge, more or less towns fail every year to make returns as by law required. For the present year the following towns and plantations have proved thus delinquent, and have suffered the penalty prescribed; viz., Bridgewater, St. Albans, Tremont, Wilton, and Woolwich; and Coplin, Drew, Macwahoc, No. 1 N. D., Sheridan, Staceyville, and St. Francis plantations.

2. OF MUNICIPAL OFFICERS.

In order to hold towns accountable for the raising and the faithful and legitimate expenditure of school moneys, municipal officers are required to make, on or before the first day of May, sworn statements showing the school revenues and expenditures of their towns. These statements or returns are of such form as to show whether or not towns have raised the amounts by law required, have properly apportioned their moneys to the several districts, have kept within the legal limits in the use of school moneys for repairs of school buildings, or have in any way diverted them to other than legitimate uses. From them are derived the fiscal statistics as tabulated in the appendix to this report. They are, hence, of very great importance, and ought to be made with the utmost promptness.

In order that the proper officers may not neglect to make these returns, the law provides that no town shall draw from the State treasury its school funds for any year till they are properly made. Notwithstanding this provision, however, there is great and inexcusable lack of promptness in making them. Usually not more than one-half of them are made when required by law. This year they had not been received from more than a hundred towns on the first day of August. And at the date of this report—December 31—notwithstanding special and urgent notices were sent in August to all delinquent towns, returns are wanting from twelve cities, towns or plantations. To delinquency in this regard a penalty should be annexed similar to that for failure on the part of school officers to make the returns required of them.

II. — STATISTICS — GAIN AND LOSS.

The usual statistical tables will be found in the appendix. As indicated on preceding pages, they are incomplete because of lack of returns from certain towns. In the tables which follow, an approximation to completeness has been attempted by using statistics of the preceding year in cases where returns are this year wanting. As a like course was pursued last year, the comparison between the statistics of the two years can be fairly made and the results taken as correct.

The product to be wrought out in our public schools, is citizenship in its best and highest form. The factors entering into the working out of this product are many and various. The quantity of material usable and used; the system under which the work is carried forward, and the number and character of the work-shops in which it is done; the appliances used in its performance; the number and character of the workmen employed; the amount and kind of supervision given to it; the time at disposal for doing it, and the expense incurred in its prosecution, are among the more important of these factors to which numerical values can be given, and from which the probable character and value of the product can be deduced. In the tables here submitted an attempt has been made to group these factors in the order above indicated, in more than usual fulness of detail, and finally to bring them together in such form and so combined, that they shall show definitely the amount and the balance of loss or gain, which have characterized the work of the year. To each table have been appended such explanations and interpretations of the statistics presented, as have seemed necessary to a full understanding of their force and value as indicating such loss and gain.

TABLE I.—SCHOLARS AND SCHOOL ATTENDANCE.

	1881.	1880.	Increase	Decrease
Number of scholars in State	213,927	214,656	-	729
Whole number attending school.....	150,067	149,829	240	-
Whole number attending summer schools...	121,244	123,729	-	2,485
Average number attending summer schools.	98,887	101,554	-	2,667
Whole number attending winter schools....	123,228	128,346	-	5,118
Average number attending winter schools..	100,012	104,676	-	4,664
Percentage of whole number attending to whole number in State .....	.70	.70	-	-
Percentage of whole number attending sum- mer schools to whole number in State ....	.57	.58	-	.01
Percentage of whole number attending win- ter schools to whole number in State.....	.58	.60	-	.02
Percentage of average number attending summer schools to whole number in State.	.46	.47	-	.01
Percentage of average number attending winter schools to whole number in State..	.47	.49	-	.02
Percentage of whole number attending sum- mer schools to whole number attending school .....	.80	.82	-	.02
Percentage of whole number attending win- ter schools to whole number attending school .....	.82	.86	-	.04
Percentage of average to whole number attending summer schools.....	.82	.82	-	-
Percentage of average to whole number attending winter schools.....	.81	.81	-	-

The foregoing table tells no flattering tale of progress. The decrease in the number of children of school age, which, with the exception of one year, has been constant since 1870, and which in eleven years amounts in the aggregate to 14,240, still continues. A marked decrease in attendance, also, manifests itself, especially in registered attendance upon the winter terms. This latter is the more especially noteworthy from the fact that, while the decrease in school, population has been constantly going on, in attendance both registered and average, upon summer and winter terms alike, there has been, upon the whole, before the present year, a perceptible absolute gain, and comparing attendance with school population, a very decided relative gain. Whether or not this decrease is more than temporary and due to temporary causes, can not yet be determined. The fact that diseases to which children are especially liable were largely prevalent during the year, may, and it is to be hoped does account for it.

TABLE II.—SCHOOL DISTRICTS AND SCHOOL HOUSES.

	1881.	1880.	Increase	Decrease
Number of towns in State not having school districts	39	36	3	-
Number of school districts in State.....	3,966	3,930	36	-
Number of parts of districts.....	353	353	-	-
Number of school-houses.....	4,308	4,309	-	-
Number reported in good condition.....	3,039	2,859	180	-
Number built during year.....	57	67	-	10
Cost of same.....	\$95,347	\$74,801	\$20,546	-
Estimated value of all school property	3,026,395	3,003,461	22,934	-

Thirty-nine towns appear to be without the school district system, but in the other towns the number of districts appears to have increased. Evidently the township, as opposed to the district plan of school management, seems to be making slow progress in public favor. For fifteen years its advantages have been discussed, and its adoption has been urged in the reports of this Department, and many of those submitted by town school officers, in educational conventions, and in public addresses. Yet the results, as shown in the above table, are not encouraging. The practically outgrown school district system still stands, intrenched in public prejudice, straight across the path to a better state of things. And because of it the people's money is every year largely wasted in employing incompetent teachers for small and short schools in unfit school-rooms. Because of it, too, large numbers, nearly half, indeed, of the children in the State are suffering gross wrong and injustice in being deprived of the full privileges they might enjoy under a better system.

The number of school houses in the State remains unchanged, but the number reported "in good condition" has considerably increased. Fifty-seven new ones having been built, one hundred and twenty-seven old and poor ones must have been put "in good condition." The new ones built would seem to be, as a whole, an improvement on those of the preceding year, costing considerably more though fewer in number.

TABLE III.—SCHOOL APPLIANCES.

	1881.
Towns reporting, "Well supplied with text-books"	437
Towns reporting, "Not well supplied"	46
Towns reported as having uniformity of text-books	384
Towns reported as not having uniformity	99
Number of schools reported furnished with Globes	37
Number reported furnished with Wall-Maps	1,476
Number reported furnished with Charts	21

The statistics above are now for the first time obtained. No comparison, therefore, with preceding years, can be instituted. They are in themselves, however, very suggestive, though not covering the whole ground of school appliances. While bearing more directly upon the actual condition of the schools to be hereafter considered, they are introduced here in order to the greater completeness of this statistical exhibit of our common schools.

TABLE IV.—TEACHERS AND TEACHERS' WAGES.

	1881.	1880.	Increase	Decrease
Number of male teachers employed in summer schools	305	311	—	6
Number of male teachers employed in winter schools	2,257	2,325	—	68
Number of female teachers in summer schools	4,683	4,609	74	—
Number of female teachers in winter schools	2,431	2,421	10	—
Total number of teachers in summer schools	4,988	4,920	68	—
Total number of teachers in winter schools	4,688	4,754	—	66
Number of teachers graduates of Normal schools	457	415	42	—
Number of teachers having had previous experience	4,713	—	—	—
Average wages of male teachers per month, excluding board	\$28 23	\$25 57	\$2 66	—
Average wages of female teachers per month, excluding board	14 52	14 28	24	—

While the statistics included in the above table show no great changes in the character of the workers in the schools and, hence, in corresponding quality of work done, they do, nevertheless, indicate at least a tendency, and somewhat of a progress towards better things. The increase in number of female teachers employed in both summer and winter schools, together with the increase in wages paid to both males and females, is indicative of a seeking for, and the securing of

more competent teachers. The increase in the number of trained teachers looks in the same direction. There is evident a growing sentiment in favor of better teaching, back of which must be a growing consciousness that many of our would-be teachers are unfit for their work. In this direction the statistics on the whole show a gain. And there must have been, also, a real gain in quality of work done. The demand for better teaching here indicated, must have been met, in part at least, by an answering supply. Better teachers, better in attainments and better in skill acquired by experience or professional training, must have been in the schools doing more systematic and thorough work. To what extent, however, this was the case the statistics afford small means for determining definitely.

TABLE V. — SUPERVISION.

	1881.	1880.	Increase	Decrease
No. of towns electing school Supervisors...	274	252	22	-
No. of towns electing school Committees...	223	242	-	19
No. of committees failing to make returns as required by law.....	12	6	6	-
No. of schools not inspected as required by law.....	1,039	-	-	-
Amount paid for school supervision.....	\$28,370	\$25,489	\$2,881	-

Two items in the table above indicate that public opinion is—perhaps unconsciously to itself—awakening to the need of more effective supervision. As between the supervisor representing responsibility centralized, and so felt and effective, and the committee of three, the representative of responsibility divided, and hence generally reduced to the minimum of effectiveness, the preference should be given to the former. And the growing tendency to the election of supervisors as indicated in the table, is, therefore, in the direction of a more intelligent, vigilant and effective oversight of the schools. The increased expenditure for supervision, also, points in the same direction; and in the same direction another fact, not indicated in the table, but disclosed by the town school reports sent to the Department, as well as learned from intercourse with school officers during the year,—the fact

that there is a growing tendency to elect successful teachers to the office of supervisor and to places on the school committees.

Exactly how many terms of common school were had during the year, can not be determined from any data at hand. The aggregate number of teachers employed was 9,676. Assuming this as the number of terms, which is probably very near the truth, it appears that at least one in every ten was not visited and inspected as the law requires. The failure to visit in many of these cases was probably due to neglect of duty on the part of school agents in failing to give notice of the time of opening or closing their schools. But, making all due allowance for such neglect, many committees and supervisors evidently did not realize to the fullest the sanctity of their oaths of office to perform their duties as prescribed by law.

As a whole, however, the statistics show a gain in this line of school work, very nearly corresponding to that in better teaching as indicated in the increase in wages paid teachers. And this was to have been expected. The public demand for better work in the schools would naturally manifest itself not only in the employment of better teachers, but, also, in a more vigilant oversight of their work.

TABLE VI.—SCHOOLS.

	1881.	1880.	Increase	Decrease
Average length of summer schools.....	10w. 2d.	10w. 2d.	-	-
Average length of winter schools.....	11 0	11 2	-	0w. 2d.
Average length of schools for year.....	21 2	21 4	-	0 2
Greatest average length in any town.....	37 3	40 0	-	1 2
Least average length in any town.....	9 4	8 0	1w 4d.	-
Aggregate number of weeks of summer school taught in State.....	51,694	50,988	706	-
Aggregate number of weeks of winter school taught in State.....	51,568	54,023	-	2,455
Aggregate number of weeks for year.....	103,262	105,011	-	1,749
Number of ungraded schools having classes in History.....	2,057	-	-	-
Number having classes in Physiology.....	958	-	-	-
Number having classes in Book-keeping..	1,107	-	-	-
Number having classes in other than the Statute studies.....	1,236	-	-	-

The length of schools measures generally and roughly the amount of educational work done in them. It will be seen that there has been a decrease in this regard, both in the average time during which they were kept open during the year, and in the aggregate amount of time made by them all. In the former particular the decrease is one and three-fourths, in the latter, one and two-thirds per cent. This loss appears also to have accrued in the winter terms in both regards—the average length of summer schools being identical for the two years compared, and the aggregate number of weeks being slightly larger for the present than for the preceding year.

The disparity in length of schools in different towns, due to the combined influences of the district system and of greater or less liberality in school appropriations and in wages paid teachers, is less marked than in the preceding year—the least average length in any town having increased, and the greatest having decreased. This change is one for the better, since it indicates a dawning sense of the inequalities of school privileges now existing as the outcome of the district system, and gives faint promise of a movement toward the righting of that wrong.

The last four items in the above table indicate the range of work done in the common schools. The statistics presented are this year for the first time given, and hence no comparison in this regard can be made between the schools of this and any previous year. In themselves, however, they show, first that there is a marked demand upon the public schools for something more than the mere fundamentals of knowledge—than the "three R's"—and, second, they show that the course of study in the common schools must of necessity be overcrowded, resulting in superficial work in some or all of its departments. They are, therefore, arguments for some revision of the public school system such as will result in some general form of grading, or a division into primary and higher schools, each grade having its work confined within proper limits. They indicate, in short, the need of the general

establishment of a grade of schools above and outside of the ordinary district schools, whose specific work it shall be to give instruction in these higher and eminently practical branches, and thus relieve the common schools of them.

TABLE VII.—REVENUES AND EXPENDITURES.

	1881.	1880.	Increase	Decrease
PART 1.				
Amount available from town treasuries.....	\$706,521	\$700,236	\$6,285	-
Amount from State treasury	316,439	332,223	-	15,784
Amount derived from local funds.....	24,269	24,633	-	384
Total school resources.....	1,047,229	1,057,112	-	9,883
Amount expended for common schools—current expenses.....	965,697	958,794	6,903	-
Balance unexpended.....	81,532	98,318	-	16,786
PART 2.				
Amount paid for current expenses.....	965,697	958,794	6,903	-
Amount paid for supervision	28,370	25,489	2,881	-
Amount paid for new school-houses.....	95,347	74,801	20,546	-
Total municipal expenditures.....	1,089,414	1,059,084	30,330	-
Average amount per scholar—whole number in State.....	5.05	4.90	.15	-
Average amount per scholar—whole number attending	7.25	7.07	.18	-
Amount per \$1000 of State valuation.....	4.61	4.49	.12	-
Amount of school money voted for ensuing year.....	627,293	596,295	30,998	-

In the above table, Part 1, is the balance sheet of the account current with the common schools. It is a summary of the fiscal returns made, under oath, by the municipal officers of the several towns, and needs no special explanation or interpretation. Part 2 brings together the entire expenditures for these schools, and shows the ratio of cost to ability to support, as well as to school population and school attendance. It also compares the amounts voted for school purposes by the towns at the March meetings, and available for the ensuing school year.

The exhibit made by these statistics is in keeping with that of the preceding tables. The small gain shown in current expenditures corresponds to the combined gain in teachers' wages and loss in length of schools. It shows the same tendency of public opinion, before noticed, to demand better work in the schools; and in this respect corresponds also to the demand for more vigilant supervision manifest in the

increased expenditure therefor. The very marked increase in the amounts voted for schools at the annual meetings, shows still more clearly the tendency to, and existence of this demand, and augurs a considerable gain in this direction for the current year.

TABLE VIII.—SUMMARY OF GAINS AND LOSSES.

	Gain, ratio of	Loss, ratio of
Whole number of scholars in State.....	-	.003
Mean average attendance for year.....	-	.035
School houses in good condition, ratio to whole number...	.042	-
Wages of teachers—male.....	.104	-
Wages of teachers—female.....	.017	-
Cost of supervision.....	.113	-
Average length of schools for year.....	-	.017
Aggregate number of weeks of school.....	-	.016
Cost of schools—current expenses.....	.007	-
Aggregate expenditure, including supervision and new school-houses.....	.029	-
Amount voted for schools for ensuing year.....	.052	-

The table here presented seeks to bring together in one view, in the form of ratios, the gains and losses disclosed in the examination of the statistics which have preceded. It is the trial balance from which it is to be determined whether or not the work of the schools has been an advance on that of the previous year, and whether or not they are in the line of future progress.

In seeking to ascertain whether the schools have improved or not in the amount and character of the work done in them, the most important things to be considered are, as before indicated, the number of persons eligible to, and the number actually receiving instruction in them; the condition of the school buildings; the character of the teachers employed; the amount and kind of supervision given to them; the length of time that they are in operation; and the expense at which they are supported. These are the ultimate factors upon whose values depend the final results.

From the above table it is evident that what may be considered loss has been rather in quantity than quality of work done. Somewhat less material in the form of persons of

school age was available for the work of the schools, and considerably less was constantly brought under their processes, than in the preceding year. Then, too, the quantity of work done, measured by the time consumed in that work, suffered diminution. The total loss in quantity of work in these two directions, as found either by combining mean average attendance with the aggregate number of weeks of schooling in the State, or by summing the percentages of loss given in the table, amounts to five per cent. of that done the preceding year. In other words, the quantity of educational work done in the schools, measured by length and attendance, for the year ending April 1, 1881, was but ninety-five per cent. of that done during the preceding year. Had the amount expended in running the schools been diminished in like ratio, their cost would have been \$910,954; this cost was \$965,697; the apparent money value of the loss in our common school work for the year is, therefore, \$54,743.

But the real value of school work is not measured alone by quantity,—is measured less, indeed, by quantity than quality. That there was gain in quality of work done is disclosed not only by the statistics herein given, but, also, by a comparison of the reports of the local school officers forwarded to the Department. To give anything like even an approximate money value to such gains, however—as has been done in the losses above discussed—is not possible. Quantity is made up of fixed units of value and can be measured by them; quality is not made up of such units, and hence can not be so measured. Nor do our statistics have to do directly with the quality of the work done, but with the conditions, rather, which affect it, and from which it may be presumed but not definitely determined.

But in all these conditions—the school-houses in which the work is done and the comfort and convenience of which affect its quality, the teachers upon whose skill more than aught else depends its excellence, and the supervision whose vigilance and intelligence largely influence its character—

gains are evident, and in some of them they are marked. School-houses have been greatly improved; better teachers, especially for the winter terms, seem to have been selected, as indicated by considerable advance in wages paid; and the increased cost of supervision indicates a more vigilant and careful oversight of work done. Assuming the average gain in wages of teachers, male and female, as a fair index of improvement in quality of teaching, and this at least it is safe to assume—and the loss in quantity is somewhat more than balanced by gain in the quality of the year's work done. Add to the value of the balance of gain over loss thus presumed, the value of that gain in public opinion in the direction of demanding better work, which is implied in these gains in quality of work, and which is indicated in the marked gain in the amount of school money voted for the year, and it may fairly and safely be concluded that the common schools, compared with those of the preceding year, are as a whole, in an improved and improving condition.

III. — ACTUAL CONDITION.

The schools have thus far been examined more with reference to their relative than actual condition. In seeking to interpret the statistics given, it has been tacitly assumed that they ought to show progress—improvement in the essential elements of educational well-being—and they have been compared with those of the preceding year, to ascertain whether or not, and to what extent there was that progress. But the same statistics may well be questioned as to the absolute condition of the schools; for it is quite as important to determine what their exact condition is at any one period, as to determine whether or not they are growing better or worse. Upon the former condition depends the answer to the question, What new forces are needed to put them in the way and push them along the line of progress? On the latter, What changes or modifications are needed in the forces

already acting in the same direction? What, then, and how satisfactory is their condition in regard to,

1. ATTENDANCE.

We have in the State, by the last enumeration made, 213,927 persons of school age—between the ages of four and twenty-one years. Of these, 150,067 were in the schools at least two weeks during the year,—for no pupil is considered registered who attends less than that time. It needs no argument to prove that the non-attendance of 63,860 absentees thus evident, shows a condition of things greatly to be deplored. Children are evidently, somewhere in the State, and from some cause or causes, growing up, in far too large numbers for the future weal of society, to people our poor-houses, our jails, and our prisons. Should not the same authority which says to the citizen, "You shall give of your substance to educate the children," say, also, to the child, "You must attend the school?" and should it not in both cases alike compel obedience to its mandate? While it fails to do so, it fails in duty to both.

But not only is the condition of the schools unsatisfactory as regards absenteeism, but, also, as regards truancy. One in every five of those attending, both in summer and winter, is shown to be habitually truant. One dollar in every five expended for schools—\$200,000 of the \$1,000,000 annually expended—is thus apparently wasted in this one leak alone. Making all possible allowances for necessary truancy by reason of sickness, stress of weather, &c., and still the waste is enormous. And this waste, probably quite half of it, is due to poor teaching. There are schools in which, because of the eager, intense interest in, and love for the school work, awakened in the pupils by the live, skillful and work-loving teacher, truancy is almost unknown,—from which compelled absence is something over which pupils mourn and lament. With right teaching, all schools can be brought to this state. But poor teaching is not wholly chargeable with this evil. Poor school-houses and small

schools tend to produce it; parental indifference, parental neglect, and parental greed are prolific causes of it; and to these causes is owing the larger part of the other half of all this great evil.

2. LENGTH OF SCHOOLS.

Our schools, graded and ungraded, city and country, are now open, on an average, five and one-fourth months per year. Assuming that there shall be no change in the conditions producing this state of things; that scholars enter the schools at five years of age; attend summer and winter, without playing truant, for the first seven years—which is better than they do on the average; and then attend winter terms only, of ten weeks for six years, or until eighteen years of age—which is also better than the majority of them will do; the aggregate of their school life will be equal to five years of thirty-eight weeks each.

Is this enough? Evidently not, when all that ought to be done to fit those scholars for the work of a life is taken into account. They are to learn to read intelligently—to call at sight and know the meaning of some twelve or fifteen thousand words; to learn to speak and write a language correctly and readily in all its complexity of word formation and sentence structure; to become versed in the use of numbers, the laws governing their combinations, and their manifold applications to business affairs; to become well informed about the world in which they live, its lands and waters, its varieties of surface, climate, and productions, its peoples, their manners and customs, their social and political condition, their means of intercourse, and their commercial relations; to be made familiar with the history of their own country, and with the outlines, at least, of the world's wondrous story; to be made acquainted with the form of government under which they live, its principles and methods of procedure, and their own rights in it, and duties to it; to learn something of the wondrous forces of nature which are more and more becoming ministers to their

well-being, and the servants of their will ; and, finally, to be taught the essential facts of their own physical being, the laws of health and how to preserve it. And with all this learning, this getting of knowledge, they are to be trained to habits of orderly and methodical work ; there is to be formed in them a love for learning ; they are to be disciplined to the self-control and self-denial which underlie a cheerful obedience to the laws of society and the State, as well as a cheerful yielding to, and granting of the rights of others ; their faculties are to be developed symmetrically—perceptions made quick and acute, memory and imagination made ready and active, and reason and judgment strong and dominant. They are, in short, to be moulded into intelligent, strong-thinking, and right-living men and women ; and all in a period of five years of less than forty weeks each !

But the condition is worse than above stated. Less than half of our boys and girls can enjoy the privileges of the schools for the too brief period indicated by their average length. There is a wide disparity between the maximum length of the graded, and the minimum of the ungraded schools ; and unfortunately a large majority of them are of the latter class. In fact the schools in which are registered nearly two-thirds of all attending in the State, are open less than five months in the year, and probably those in which a third of all are to get their education, are open less than four months. There are, indeed, schools, and not in the scantily settled backwoods even, but in our oldest and most populous counties, whose annual length is but two months.

This inequality of educational privileges, existing in different towns and in different parts of the same town, is a great wrong. How wide is the disparity in different towns in the State, is shown by the statistics in Table VI. How extensively it obtains throughout the State, even in our most thickly settled counties, can be learned from a critical examination of the detailed statistics in the appendix. What such an examination will show may be seen from the following

statement, in which are given in days the maximum and minimum average length of schools for our seven most compact and thickly settled counties :

Androscoggin	{	Lewiston	206
		Wales	102
Cumberland	{	Portland.	200
		Harpswell.. .	97
Kennebec	{	Gardiner.....	149
		Vienna	84
Knox.	{	Rockland	143
		Warren	96
Sagadahoc.....	{	Bath	205
		Bowdoinham.....	94
Waldo	{	Belfast	166
		Liberty	105
York	{	Saco	165
		Lyman	93

Comparison of the annual length of schools in different districts of the same towns further shows the same conditions. A few illustrations, taken at random from the annual reports of school committees, are here subjoined :

Paris,	maximum length, 176 days.	Minimum,	77
Kittery,	" " 198 "	"	132
Wells,	" " 182 "	"	44
N. Yarmouth,	" " 154 "	"	94
Pittston,	" " 165 "	"	55
Eddington,	" " 160 "	"	50
Dixmont,	" " 146 "	"	77
Waldoboro',	" " 182 "	"	77
Brunswick,	" " 198 "	"	96

There is evidently a great wrong in any system of school management giving rise to results like these. We claim to have a government based upon the principle of equal rights, and whose laws are framed to secure equal privileges to all; yet under the operation of those laws, for this is the result of law, one man's children have privileges of education three or four times as great in amount, and more than as many times as great in value, as those possessed by the children of his neighbor living almost next door to him. It seems incredible

that this state of affairs can be suffered to exist, and yet those most wronged by it are those most unwilling to have it righted, paradoxical as it may seem.

In this matter of annual length of schools, measuring roughly the preparation for life given the children, the statistics of different states are suggestive. From the last received Report of the National Bureau of Education, it appears that, as against the average yearly length of schools in Maine—121 days in 1879—the great manufacturing States of Connecticut, Massachusetts, and Rhode Island, gave their children schooling annually amounting to 179, 175 and 182 days, respectively; the great commercial and agricultural State of New York gave 179; the great agricultural States of Illinois, Indiana, Iowa, Michigan, Pennsylvania, and Wisconsin, 150, 132, 147, 150, 149 and 154, respectively. May there not be—is there not, indeed—a very important connection between the educational conditions indicated by these statistics, and the prosperity enjoyed by those States in their characteristic industries? It is demonstrable that labor is productive in proportion to its intelligence. It is equally demonstrable that frugality and foresight, which lie back of accumulation, of wealth-production, are results of education. Communities, therefore, must create and accumulate wealth, and grow more prosperous in their leading industries, in proportion to the extent and efficiency of their educational forces. If, then, we desire to push Maine to the front as a manufacturing and commercial State, we must see to it that she does not lag in the rear in her educational interests. To give our children, in the largest practicable measure, opportunities for the acquisition of knowledge and culture, is as vital to our future as a State as are tariffs, or temporary exemptions from taxation of newly established industries.

3. SMALL SCHOOLS.

The average number of scholars per teacher, in the summer schools throughout the State, was 24, and in the winter, 26. This includes of course both graded and ungraded

schools. In the latter the average is much smaller—how much so, it would be difficult to determine. Some idea of their condition in this regard may be formed from the following table, showing for seven counties the averages for all the towns in those counties containing less than 1000 scholars, and also the average for that town in those counties in which were the smallest schools :

COUNTIES.	Average size of Summer Schools.	Average size of Winter Schools.	Minimum.	
			Average size of Summer Schools.	Average size of Winter Schools.
Androscoggin.....	20	22	12	12
Cumberland.....	21	24	12	14
Kennebec.....	20	22	13	15
Knox.....	28	25	21	22
Sagadahoc.....	21	22	17	11
Waldo.....	24	26	17	20
York.....	24	25	16	17

While the above gives the average size of the schools outside of the cities, these averages are affected by many of the large villages. Probably the average size of the schools in the average rural districts in each of these counties, is very nearly the mean between the general and minimum averages in the table. It is, therefore, safe to estimate that the schools in more than half the school districts in the State, contain less than twenty pupils. They are evidently far too small for the best results. There are serious evils growing out of, or connected with this condition of the schools. There is not and can not be in the small, the same interest excited among the pupils in their work, as in the large school. But the minimum of truancy depends very largely upon such interest. Hence, these too small schools are among the direct causes of the truancy to which attention has been called elsewhere. Then, again, they are the nurseries of poor teaching. The hundreds of inexperienced, inexperienced, incompetent teachers, who get into the schools every year, are found largely in these. The work done in them is too

largely merely machine work, lacking in that inspiring, informing spirit which arouses all the activities of the pupil, and induces growth and strength, and hence real power. And because they are at the same time the short schools, a large portion of our children are doubly wronged because of them. They get less than their equitable share of school privileges, and what they do get is of inferior quality.

There is a striking parallelism between the facts shown regarding length of schools, and those relating to size, in the seven counties cited in the tables under each topic. The same parallelism would be found to exist between differing length and size in the same towns. There is, therefore, so intimate a connection between the two conditions, they are so closely correlated, as to prove them results of the same cause.

4. STUDIES PURSUED.

In determining their condition, the course of study, the curriculum of the schools, is an important item to consider. It stands in intimate relation to the work they are intended to do, and the amount of time available for that work. Hence arise three practically important questions: (1) Are the subjects included in that course as many and such as will fit in knowledge and discipline for the work of life present and prospective? (2) In the average school life of the child, as it is, can he obtain the necessary mastery of these subjects? (3) In view of these two relations, what, if anything, shall be added to or taken from the course as it is?

By existing statutes the schools are required to teach, and the pupil is presumed to pursue during the school course, the following branches, viz: Reading, Writing, Spelling, English Grammar, Geography, Arithmetic, History, Physiology, Book-keeping, Civil Government in the form of the Constitution of Maine and of the United States; and such other branches as school committees may desire to introduce into the schools under their charge. The course thus specifically

prescribed—leaving out what is left optional with the committees—contains all the subjects, with the exception of what are usually termed the sciences, suggested in the outline of school work given on page 19. The first six of these are found in all the schools; History, Physiology and Book-keeping in all graded schools, but, as shown by Table VI, in a part only of the ungraded schools. In all or nearly all the graded schools, and in some portion of the ungraded also, some one or more of the sciences are studied. In view, then, of the extent and character of the culture demanded by our modern life, and of the fact that the common school is to be the sole means of education open to the masses, as our public school system is now organized, nothing can be subtracted—something ought to be added rather—to their prescribed curriculum.

Can this specifically prescribed course of study be completed with any fair degree of thoroughness, in the average school life of the average pupil? Evidently not; that life, five years of thirty-eight weeks each, would in the very nature of things appear to be too short for such and so much work. The statistics, indeed, show this to be the case. In only about half the ungraded schools is History a study; Book-keeping, in about a third, and Physiology in about a fourth. Considered in relation to present average length of schools alone, then, the course of study prescribed for them is too extensive. Considered in relation to the character of the work done in them, too,—the teaching,—the same is true. Not broad enough considered in its relations to the work which ought to be demanded, and which the purposes they ought to subserve do demand of the school, and too broad considered in its relations to the actual work which the schools can accomplish in their present condition, the practical question is, Shall the prescribed course of study be modified to suit the actual conditions of the schools, or shall the schools be so increased in length and improved in quality as to enable them to do the work set for them in that course? There can be but one right answer: The schools must be

increased in average length, and, for still stronger reasons, their great diversity in length heretofore noticed, must cease to exist, and their quality must be improved.

5. SCHOOL-HOUSES.

The character of the school-house has very much to do with the work of the school. Its interior arrangements—the character of its seating, the number and width of aisles, the arrangements for class recitations, the relative position of the teacher's desk to the seats of the pupils and to the entrances, the character of the heating apparatus, the means provided for ventilation—all have an influence on the order and quiet of the school, and, hence, upon the time and force which must be exerted by the teacher in governing it. The warming, the lighting, and the ventilation affect also the physical well-being of pupils and teacher alike. And the character of the building and surroundings has in itself, moreover, a direct and positive educational force—considering education in the broad sense of character-formation.

If it is pleasantly situated, surrounded by well kept and enclosed grounds, and of neat and tasty exterior; if it provides in a decent way for the decencies of life; if within it is clean, pure, nicely finished, with somewhat of elegance, even; if, in a word, it is attractive, all the after-life of the children educated in it will be cleaner, purer, better, and happier therefor. So real indeed is this direct educative force, that it is a serious wrong to place children from neat, tasty, and pure homes, in many of the school-houses found in the State; and it is equally a duty to those born to a home life of the opposite character, to bring them under the influence of the school-house as it should be. There are school-houses in the rural districts of the State which approximate closely to the ideal standard here set. There are, also, in our wealthier villages, those very far from it—such that in their surroundings, their out-buildings, their exterior and interior condition, they are nurseries of impurity, of rowdyism and vice.

The statistics given in Table II, afford no very definite information as to the absolute condition of the school-houses. There are 4,308 in the State, 3,039 of which are reported as "in good condition," and 1,269 of which must necessarily be not in such condition. The line of separation, however, between these two classes is very indefinite, and affords no safe criterion by which to determine what the actual condition is, either of the one class or the other. To illustrate: Detroit has six, valued at \$1,500, two of which are reported "in good condition,"—while Lexington has seven, valued at \$600, two being in "good condition."

In the following statement a classification according to the value of houses and sites has been adopted. It, therefore, shows quite definitely their true condition in the State at large :

Whole number of school-houses in State	4,308
Number averaging in value more than \$500.....	1,557
" " less than 500.....	2,751
" " " 400.....	2,184
" " " 300.....	1,285
" " " 200.....	530
Number built last year.....	57
Number averaging in cost less than \$500.....	46

There is here a striking coincidence between the number not reported "in good condition" and the number worth \$300 or less. Evidently, in the average opinion of school committees, any rural school-house worth more than \$300 is to be considered in good condition. Such opinions may be correct in one sense; but when the standard of comparison is that condition in which the school-house in its location, construction, arrangements, and general style, is specially adapted to the work to be done in it, and to the influences which, in and of itself, it may and should be made to exert upon those whose characters are to be largely formed within and about it, the opinion indicates a somewhat imperfect estimate of what constitutes such good condition. No school-house for even the smallest

of our schools as they should be, in a fit location, of proper size and style, fitly finished without and within, and fitly arranged and furnished, can be built for less than \$600.

For, consider what is here implied : The site should be of generous size and in a convenient and healthy locality. The building, in its architectural style, should possess something of the ornate, and should be outwardly well painted and furnished with blinds. It should be large enough to give a main room with floor space enough for broad aisles around and between the pupils' desks, and two sizeable and well-appointed ante-rooms for depositing the outer garments of the pupils. It should be finished within in some of our native woods nicely varnished, and the plastered walls should be either painted of some warm neutral tint, or hung with paper of like character. It should be furnished with single desks for the pupils, properly graded in height to their ages, constructed on right anatomical principles, and of hard wood nicely finished and varnished; with settees in sufficient number for recitation purposes and the accommodation of visitors; with a well appointed desk and chairs for the teacher; with neat cases for the reception and preservation of school appliances, such as globes, charts, and reference books; and above all, with abundance of excellent black-board surface. Connected with it, and accessible directly from the school room, should be a suitable receptacle for necessary fuel, and separate water-closets for the different sexes. Sufficient window space, properly arranged upon the two sides, should be provided; and especial attention should be given in its construction to good ventilation, by making suitable provisions for the ingress of pure, and the egress of impure air. The arrangements for heating should receive careful attention, and be such as to give an equable temperature in all parts of the room, and especially on the floor.

Any school building so constructed—and who will say that anything short of this is fit and proper?—would be cheaply built at the price named above; and it could easily be and should be kept as good as new for at least ten years after its

completion. We have such buildings for some of our rural schools in the State ; but they are rare indeed, as proved by the statement showing their average condition and values, given on page 27. With all the improvement in their condition, then, during the last few years—and that improvement has been very great—our school houses are yet in far from satisfactory condition. There are evidently very many of them which are a foul disgrace to the communities where they exist, besides being, as has before been said, nurseries of uncleanness, of vandalism, and vice.

6. SCHOOL APPLIANCES.

The instruction of the school, if wisely organized and philosophically conducted, is both direct and indirect. In its latter and very important form the pupil, by the influences brought to bear upon him, and under the direction of the teacher, is forced to self-activity in learning. Tasks in the line of knowledge-getting are set for him, which he is to accomplish to the best of his ability at set times. He is directed where to go for that knowledge, how best to attain it ; its sources are made accessible to him, and he is held to strict accountability for its attainment. He thus, under the wise and skilful teacher, in the process of getting knowledge, learns to be self-reliant and self-helpful ; forms habits of systematic, orderly application, and of persistent, patient work ; becomes imbued with the student spirit—the spirit of zealous, earnest truth seeking ; and his faculties develop into strength and activity by and through using, and so in harmony with the laws of development.

In this process text-books are almost, if not quite a necessity. They are the source, the mine whence knowledge is to be sought, where the pupil is to delve for it. Or rather they are the guides which lead him into the mine of knowledge, and by whose aid and under whose leading he is to quarry it out by his own mental activities. Without them the modern school and modern teaching could not exist. They should,

therefore, be of the best to be had—best in fullness, accuracy and clearness of statement; in systematic arrangement of topics treated, and in mechanical make-up and durability; should be in full supply in order that every pupil may have his own ready at hand; and, in order to the largest economy of time and force in class work, they should be uniform in the same school at least.

As to the first of these conditions the statistics in Table III, intimate nothing. It is, however, a matter of common knowledge among those conversant with the schools, that to a very considerable extent, in the two fundamentally important lines of Reading and Arithmetic at least, other than the best books are in the schools. As to supply, the figures show unexpectedly favorable conditions,—much more so than in the matter of uniformity. In ninety per cent. of the towns the schools are well supplied with text-books, while there is uniformity in but sixty per cent.

But there must also be direct and positive instruction in the schools. In the earlier stages of the child's school life he can not seek knowledge from books to any considerable extent. Knowledge must come to him, and his mental activities must be brought into play, and hence be led to fuller growth, by the direct and positive instruction of the teacher. And this instruction to be effective must be in harmony with the law of the child's mind. It must appeal to his senses largely. He enters upon his school life with these developed to full activity. Nature, who never makes mistakes in the processes she pursues, has thus far been his teacher; and she has wrought upon him through the ministration of things. He has been learning and seeking knowledge chiefly through eye, and ear, and hand, and the muscular sense; and his thought has been awakened by, and exercised about, the visible and tangible. And here the school must co-work with nature, while leading him gradually into the higher region of abstract thought. Other appliances than text-books must be the mediums of instruction. Real things and the visible representatives of real things, must be largely employed.

In the more advanced stages of his progress, too,—all along the line of his progress, indeed,—the senses have their work to do. He must be made to see through words and phrases into the real things and relations of which they are the symbols. Study of text-books otherwise will be wearisome and profitless. That study must be constantly supplemented by illustrations—the shedding of light upon—and explanations appealing to the sense-perceptions.

Hence all good teaching, all wisely organized instruction, must be largely objective, and to it are necessary other appliances than text-books. Pictures, counters, the numeral frame, charts, maps, globes, models, apparatus, etc., etc., should be in every school room as a part of its essential furnishing, and should be rightly used all through the child's school life. The work of the schools will thus become instinct with vitality and fruitful in real culture and mind-growth.

That our schools are sadly, shamefully lacking in such appliances it needs but a glance at Table III to see. No wonder that so many come out of them with so little real usable knowledge; with so little quickness and grasp of thought; bringing so little of the student spirit into their after life, since, because of this lack, the teaching lacks so much of that living force with which it otherwise might be and ought to be instinct.

7. TEACHERS AND TEACHING.

The one important element in all lines of production is the workers employed. They, more than all else, give character to the results wrought out, both in quantity and quality. Hence they must be fitted for their work—rightly trained to it. They must bring to it a correct understanding of the nature and capabilities of the material which they are to mould, and clear conceptions of the forms into which they are to mould it. They must possess a practical knowledge of, and ready skill in the use of the methods best adapted to

realize those conceptions in actual results; and they must put all their energies—put mind and heart into their work.

Apply this principle to the work of the schools—the preparation of the children for the duties of life and citizenship, the forming and developing of them into intelligent, right thinking, right living men and women,—and what should the teachers be, rightly to fit them for their work?

They should possess a wider knowledge of the subjects which they are to teach than is outlined in school text-books; for few can teach, in a real sense of the term, up to the full measure of their knowledge. And that knowledge should be their own; should be so thoroughly digested and assimilated as to be a part of their own mental being,—so that they may be able to impart it without slavish adherence to text-books; for no one is fit to teach whose limitations in knowledge compel him to work with text-book in hand—who is not able to stand before his classes and teach, in all the ordinary subjects, from his own abounding stores of knowledge. And besides so knowing these subjects, they should know their relations to, and uses in the practical affairs of life. They should know, too, something of the nature of mind, of the order in which its faculties are naturally developed, and of what will most fitly minister to that development; something of the nature of the body, and of the laws relating to its well being, as well as those by which it affects and limits mental action. And to all this they should add a knowledge of, and skill in the practical details of school work—the methods and means, in organization, in instruction, and in government, which experience has shown best fitted to the production of the best results at the least expense of time and force.

And they should be, in character as well as knowledge, fitted to their special work. Character is formed largely by associations; and the teacher is to mould the characters of those under his instruction, as well as to train their minds to strength and to store them with knowledge. Child nature is

especially impressible; and child habits, and thoughts, and modes of action are largely copies of those of persons under whose strong influences the child falls. The influence of teachers in this direction is very strong, and the impressions they make upon their pupils are deep and lasting. "As is the teacher so is the school" is, in a more real sense true in this regard than in any other. Hence teachers should possess strong personality, should be pure of thought and speech, cleanly in dress and habit, courteous in manner, self-controlled always, truthful and just,—examples, in short, of earnest, cultured christian manhood and womanhood.

Are the seven thousand teachers in the common schools of Maine so fitted for their work? Are a majority of them—are even any considerable minority of them so fitted? Such fitness requires wider and more thorough knowledge of books, and men, and affairs even, than can be acquired in rural district schools; greater insight into the philosophy of educational processes, and greater command of educational means and methods, than can be had without a thorough course of professional study and training, or its equivalent in a broad general culture supplemented by subsequent professional study and experience; and greater maturity of mind and character than is possessed by the ordinary giddy girl or unformed boy of sixteen or seventeen years of age. But is such fitness too much to ask of those to whom are confided the nurture of human minds and souls into strength and fitness for all the varied activities of human life? The statistics included in Table IV, answer in part the questions here raised as to the character of our teachers. What is their answer?

First,—As to literary and professional fitness: (1.) There appears to have been in the schools, at the lowest estimate, 6,940 different teachers—4,683 females in summer, and 2,257 males in winter terms. Of these, 4,713 are reported to have had some previous experience; 2,227, or thirty-two per cent.

of the whole number, consequently, were wholly inexperienced, and, with rare exceptions, probably without any previous special training for their work. One-half of them, at least, had had little or no advantages for preparation, even in knowledge, beyond the common schools in many of which they had been taught by those like themselves. (2.) In the 4,713 who had had previous experience, may be included the 457 graduates from Normal schools; for few graduate from those schools who have not taught one or more terms during their connection with them, or before entering them. In the same class, too, are to be included the graduates from our better High schools, our seminaries, and a few from the colleges, who, aided by the culture there acquired, have been able to draw from subsequent practical experience and professional reading a knowledge of, and skill in the science and art of teaching, equivalent to that gained by special professional training. The number of these we have no means of determining. Judging from the number of such met in the teachers' meetings held throughout the State the past fall—and they are of the class who would attend such meetings—there may be some 600 of them. Of the experienced teachers who were in the schools during the year, 1,000, perhaps 1,200, therefore, were qualified in literary and professional knowledge, and in professional skill, to do such work as ought to be demanded of them. (3.) The statistics show, in short, that in literary and professional qualifications less than twenty per cent. of our teachers were thoroughly fitted for their work; that about thirty per cent. were wholly without any acquired professional qualifications, one-half at least of whom were also lacking in literary qualifications; and that about fifty per cent. were imperfectly qualified in both regards.

Second,—As to those important elements of fitness which may be included under the terms, mental maturity, personal presence, and moral power, the statistics show definitely little or nothing. It is almost sure, however, that the great majority of those who were without previous experience, were

under eighteen years of age—were immature girls and boys—and, hence, must have been greatly deficient in the first two particulars. That large numbers of our teachers are lacking in moral power—that power whose manifestation is a pure, healthy moral tone pervading the schools under their control—is evident to all who study the schools with any considerable care. Nor can it be denied that there are teachers in the schools, whose moral characters are such as should shut them out forever from such positions—profane, drunken, lewd even. I know that they are there—I have met them, and shuddered at seeing poor, innocent children brought under their baleful influence.

Such being the unsatisfactory character of our teaching force as a whole, when brought into comparison with any fairly high standard of excellence, it goes without saying that the teaching done must be equally as unsatisfactory. Much of it must be out of harmony with the laws of mental action; more of it superficial, some of it essentially false. Hence it must be wasteful of the time of the pupil,—even dwarfing and deforming to his mental powers,—and so wasteful, and worse than wasteful of the public substance devoted to educational purposes.

8. SUPERVISION.

When work is done under even the most favorable conditions of place, and time, and means for its prosecution, and the workers employed are thoroughly qualified for it, supervision, even in its simplest form of inspection, is a very important factor in securing results largest in quantity and best in quality. Intelligent, vigilant, critical, it serves as an inspiration to the worker, and an incentive spurring him to do his best. But when favorable conditions are wanting, when time for the work is limited, the place unsuited, and means for its fit performance lacking, and when, also, the worker is unskilled, then such supervision becomes a vital necessity. Upon it then,—intelligent, watchful, persistent,

wisely planning work, carefully instructing the worker, watchful to correct his mistakes at their very inception, kindly encouraging by judicious advice, and by cordial commendation for well doing, and thus by force of its vigilance and superior intelligence nullifying so far as possible the effects of unfavorable conditions,—upon it, then, depends, more than upon all else, whatever of success may attend the work.

The schools are evidently in this latter condition. Work is demanded of them for the proper doing of which they are too short on the average; the school-houses are not wholly fit; the appliances furnished are deficient in supply; and the teachers, the great mass of them, are lacking in qualifications. There is need, then, while these conditions continue, and, indeed, under all conditions, of a supervision broader in its scope than mere inspection; and such that it will control effectually the selection of teachers, and direct their work in accordance with definitely ordered and wisely arranged plans, as well as bestow upon it sharp, careful and close inspection. In order to be such it should unite in one the functions now vested in school agents and school committees, and those functions should be exercised in their practical details by a single individual, but under direction of, and responsibility to an advisory board. It should have somewhat of permanence, also; should not be liable to sudden and frequent changes.

The supervision of our schools as at present constituted, is defective in all these directions. That it does not watch carefully over the work done in the schools—is not close and critical in inspection—is sufficiently evidenced by the fact that at least one in every ten of them was not inspected during the year, to even the minimum required by law. That it does not select the teachers except in two or three score cities and towns; that, hampered as it is by the miserable district agency system and its results, in practice it is emasculated even of its theoretical veto on the selection of unfit teachers, is a matter of common knowledge to all familiar with our

educational affairs. That it fails efficiently to order and direct the instruction in accordance with any pre-arranged plan, such as to give system and symmetry to it from term to term, is also a matter of common knowledge, and is the legitimate outcome of its inefficiency in other directions. That it lacks permanency—is liable to change from year to year according to the caprices of public opinion, or of what ought never to touch our school interests, partisan politics,—is not only notorious, but is inevitable under the option which the law gives to towns to reorganize its school supervision every year by choosing supervisors in place of committees, or *vice versa*.

9. FINANCES.

School revenues, both current and special, should be in amount ample for all the needs of the schools; should be raised in such manner as to impose equitable burdens upon all sections, so far as practicable, and, at the same time, to keep alive local interest through local responsibility for them; and should be so distributed as to give all sections as nearly as possible equal rights and privileges in them. They should be expended with a wise economy, looking always to the sole good of the school, never to the personal interests or profit of any man or family; and under such safe-guards and responsibilities as to preclude suspicion even of dishonest diversion to other purposes.

Our current school revenues are derived from five distinct sources; viz: (1) The State tax of one mill on the dollar of the State valuation; (2) One-half of the State tax imposed on savings banks; (3) The annual income of the State school fund; (4) The local *per capita* tax raised by towns; (5) The income of local school funds owned by towns. The first three of these constitute the State moneys annually apportioned to the schools in proportion to the number of scholars in the towns; the last two constitute the local contributions to their support.

By force of the laws under which they are raised, some of these revenues will be larger during the present decade than they

were during the past. The mill-tax, by the increase in State valuation, will be about \$12,000 larger; the local *per capita* tax, by increase in population, when a new apportionment of members of the Legislature shall have been made, will be increased about \$17,000. The incomes from the State and local school funds will not decrease, at least—may be slightly increased perhaps; and there is nothing to indicate any decrease in that part of the tax on savings banks, which is devoted to the schools. Our current school revenues then, it is safe to assume, will be larger by \$30,000 per year for the current decade than they were for the past. At the minimum they must amount in the aggregate in round numbers to the sum of \$862,000, derived as follows:

From State funds	\$326,000
From local <i>per capita</i> taxes.....	511,000
From income of local funds	25,000
	<hr/>
Total.....	\$862,000

This minimum assumes that the towns raise only the *per capita* taxes required by law. They actually do raise annually much larger sums—for the current year amounting in the aggregate to more than \$133,000. Assuming, then, that they shall continue doing as well, the aggregate annual resources for current expenses of schools for the next ten years, will amount to \$995,000.

Is this sum sufficient? Yes, if there can be such reform, as to stop, even in part, the useless expenditures which are the fruits of our present district system. Dispense with the services of one in every ten of the teachers now employed, by consolidating small schools, and the saving in wages and board of teachers, and in fuel for warming poor school-houses, would be sufficient, at the present average wages of teachers, and with the revenues available, to increase the annual average length of the schools throughout the State by at least one month—thus practically adding a year to the present average school-life of our children.

The methods by which these revenues are raised taken together are probably as equitable in their operation as any

that could be devised. The inequalities of burden imposed upon the towns by the law requiring the raising of the *per capita* tax in proportion to population without regard to valuation, find their compensation in part practically in the option given to towns allowing them to raise more than required by law, and in part in the manner in which the mill tax is raised and divided among them. These methods, too, are such as to keep alive local interest in the schools. The annual voting of the local tax brings them and their needs before the people as no other method could. There are those who would have the schools supported by a State tax alone; and such a method would, indeed, be more directly equitable in the burdens imposed on the tax-payer, but would be wanting in this very valuable influence upon the popular interest possessed by the present method.

The manner in which our school revenues, both State and local, are apportioned is open to objections. The State funds, by a different method of apportionment, might be made to exert a very valuable influence upon the popular interest in the schools, and especially in directing that interest toward the securing of a better attendance upon them. If they were divided among the towns in proportion to actual school work done—on the basis of average attendance, for instance—truancy and absenteeism would be at a discount. But the ultimate division among the schools, of these funds of all sorts, is most defective, unjust, inequitable. Not only should the methods by which they are raised be such as to impose equal burdens, but those by which they are used, such as to give equal privileges. While the former end has been secured practically, the latter has not. I pay as much as my neighbor for the support of the schools, but his children have privileges in them four times greater than mine, and this only because we live on opposite sides of an imaginary line.

The responsibility of towns for the raising of their part of the school revenues, and for the legal and faithful disposal

of those apportioned to them by the State, is fairly secured by existing provisions of law. They must annually apportion all available revenues among the schools; must expend them under the limitations of law; and make, through their municipal officers, a sworn exhibit of such raising, apportioning, and expending. So far as the towns themselves are concerned, all proper safeguards seem provided for securing an honest and faithful management of the school finances. But beyond the town, acting as its agent in all the details of expenditure of school moneys, is the school district. It is not an agent governed always by disinterested motives; not always economical; sometimes, even, not strictly honest. It allows school funds to be so used as to subserve the interests and inure to the profit of somebody's friends or family, even when the interests of the schools are to suffer thereby. It claims its annual tenth—and a little more—of the school money for successive years to renovate its dilapidated school-house, thus shirking its legal burden, and throwing it upon the town and State; and, finally, it allows the school agent to filch the town's money from the children on trumped up charges for services rendered, or others equally irregular, as shown in the following statement of

Expenditure of School Money in Dist. No. 12, town of ———, for the year 1880. A. B., Agent.

Order to A. B. for ten per cent. of district money and one	
cord of wood.....	\$12 00
Order to ——— for teaching school.....	24 50
Order to ——— for boarding teacher.....	5 60
Order to A. B. for hiring teacher, &c.....	8 00
Order to C. D. for services as clerk.....	3 00
Order to E. F. for making school-house tax.....	1 50
Order to G. H. for calling meeting.....	75
Order to A. B. for services as Agent.....	5 00
Order to ——— for teaching school.....	45 45
Order to ——— for board of teacher.....	3 40
Order to ——— for board of teacher.....	5 95
Order to A. B. for carrying teacher home.....	2 66

Out of \$117.75 only \$84.90 and the cost of a cord of wood used for the support of schools! More than one-fourth of all the money of the town and State put into this district, diverted from its proper use, and more than half of it going into the pocket of the school agent! And yet with their children so shamelessly robbed before their eyes, as one of the legitimate fruits of the school district system, an article to abolish that system, in the warrant for town meeting, would be passed over in utter contempt.

SUMMARY.

From the preceding analysis of the actual condition of our common schools, the following deductions logically result:

First. Too many of our children are either habitual absentees or truants from the schools.

Second. The schools are too short generally; and they so differ in length in different sections as to afford nothing like equality of privileges, either in quantity or quality.

Third. Too many of them are so small as to be of comparatively little value and to necessitate large waste of the public moneys.

Fourth. The course of study prescribed for them by statute is so extensive that it can not be completed properly in most of them; and the general attempt to do so in answer to a real demand for all and more than is contained in it, results in superficial work from the start.

Fifth. A very considerable portion of the school-houses, outside of the cities and large villages, are unsuitable in situation and surroundings; in exterior style and interior arrangement and finish; in furnishing, heating and ventilation. Many are wholly unfit, and many worse than unfit—are nurseries of impurity, uncleanness, and vice.

Sixth. Text-books are not always of the best, are not in full supply, and are far from uniform even in the same school. Other necessary appliances and aids to the best teaching are very greatly—some of them almost wholly wanting in all save a few of the best schools.

Seventh. The teachers—the great majority of them—lack professional knowledge and skill; very many are wanting in literary qualifications; nearly one-third are without previous experience, and lack maturity of mind and judgment; and too many are lacking in those elements of character, social and moral, which are needed in the teacher who is to be an example to his pupils.

Eighth. The supervision is wanting in vigilance, authority, force, and permanency. It does not supervise.

Ninth. The revenue provided for their support is ample for their needs, were they brought in number and size within proper limits. The manner of raising that revenue is fairly equitable, and such as to promote a healthy local interest in them. The method of apportioning the State funds to the towns is defective in that it is not based on actual work done—does not, as it might be made to do, offer a premium for full and regular attendance, or for other reforms in school management. The method of apportioning all funds to the schools, under the district system, is such as to deprive the children of equal rights and privileges in them; and, finally, the expenditure of school money under that system is wasteful, is subject to the influences of favoritism, and opens the way to fraud and thievery.

IV.—REFORMS.

The condition of the schools disclosed in the foregoing discussion, is such as to demand immediate reform. Some of the evils shown to exist can be partially corrected under the system as it is; but radical and effective reform can be reached only by changes in system such as shall reach beyond those evils to the causes from which they have sprung. Some of those changes can be made only by legislative action; some of them can be reached—though slowly reached, and better otherwise reached—by bringing public opinion to see

the things needed to be done, and to do them under existing laws. The reforms so needed are,

1. THE ABOLITION OF THE DISTRICT SYSTEM.

Section 3 of the School Law, provides that "a town may abolish the school districts therein, and shall thereupon forthwith take possession of all the school-houses, land, apparatus and other property owned and used for school purposes which districts might lawfully sell and convey. The property so taken shall be appraised under the direction of the town, and at the next annual assessment thereafter a tax shall be levied upon the whole town equal to the whole amount of said appraisal; and there shall be remitted to the tax-payers of each district the said appraised value of its property thus taken, or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest. Upon the abolition or discontinuance of any district its corporate powers and liabilities shall continue and remain so far as may be necessary for the enforcement of its rights and duties."

Since the enactment of this law, more or less towns have every year availed themselves of its provisions, till now 39 out of 430 have no district system. The arguments for the general adoption of its provisions are found in the evils which spring inevitably from that system, either directly or indirectly, and which its abolition would as inevitably cure. Those evils are :

First. It is the chief cause of short and poor schools, and of great inequality in amount and quality of school privileges.

Length and quality of schools depend upon amount of money available for their support. Under the district system, amount of money is in proportion to the number of scholars resident within the district limits. The tendency of the system has been, and always will be in the direction of territorially small districts, and, consequently, in rural towns and neighborhoods, districts with few scholars. Noth-

ing but many short and poorly taught schools, and nothing but great inequality in these regards, can result.

Abolish the system, however, and the schools of the town become practically of the same length. The town's money for their support, instead of being parceled out into portions of varying size, stands as a whole to be used for the equal benefit of the whole. Instead of being expended, each varying portion, by different individuals acting wholly independently of one another, the whole is expended under the direction of a single board having in view the common good of all sections of the town. There can logically be but one result: not only will the schools be of the same length regardless of size, but more nearly of the same quality; for instead of the cheap and poor teachers, under the district system necessarily employed in order to eke out the length of the school, because of the small amount of money available, those of higher grade will be selected.

Second. It produces small and, because small, unprofitable schools.

Under the natural tendencies of the system, more than half the rural school districts, as has been shown, have come to contain too few scholars to make really profitable schools. But these scholars have no rights in any school outside of their own district limits, except by express authority of the school committee. Hence the schools must be made up of these little handfuls of scholars. Not only are such schools unprofitable as regards the interest that can be aroused in them, and, hence, the work done, but also because they entail a great wastage of school moneys.

Abolish the district system, wipe out district lines, and many of these small schools will disappear at once,—more of them in process of time. It is hazarding nothing to assert—it is only repeating an assertion before made as the result of careful computation—that, by the abolition of the system throughout the State, and the consequent consolidation of these small schools which would at once result, money enough

could be saved the first year to add a month to the average annual length of schools throughout the State.

Third. It creates a demand for poor teachers and poor teaching.

The small amounts of money available for the support of many of the schools, inevitable under the system, makes as inevitable a demand for cheap teachers. But teachers who will work for the mere pittance that many of the schools are forced to pay, must of necessity be poorly fitted for their work. There is thus created a real demand for poor teachers, and demand is always answered by supply. This demand, moreover, is made wider in its scope than is necessitated by the actual conditions which are its primary source, by the certain tendencies of the district agency method of selecting, which seeks for quantity rather than quality of schooling, often, even, when there is little or no necessity for caring specially for the former. The result is, that the poor teacher finds his way not only into the schools where the conditions make his employment in some sense a necessity, but, also, into those where there is no shadow of excuse for his presence. From these combined causes the standard of excellence in teaching is everywhere lowered. There is little encouragement for those who would otherwise do so, to prepare themselves thoroughly for their work by a course of professional training, when they find incompetence and unfitness at a premium.

The abolition of the system would at once give our teaching force a great uplift. It would obviate, to a very great extent, the necessity for the cheap teachers now in demand. It would put the selection of teachers into the hands of those who would look more to their fitness than to the cheapness for which they would work. And more than all, by increasing the size and length of schools, it would make permanent employment more largely possible. Teachers could then afford to prepare themselves thoroughly with reference to making teaching a business, and not a mere make-shift vocation. Fully matured men and women of general culture,

knowing something practically of life and its duties and demands, knowing something of society and its customs and amenities, possessed of stability and moral force of character, would then be found occupying permanently the teachers' chairs in many cases where they are now occupied by a succession of immature, raw, unformed, uncultured, unstable, morally forceless boys and girls. Into the schools in consequence would come better work in every way. Out of them would go forth into life our youth vastly better equipped to meet its demands, to front its struggle and strife, and to do its work.

Fourth. It makes it practically impossible for a large majority of the children to complete the course of study prescribed by statute; and it vetoes all attempts to bring order and system, in the form of uniform, symmetrical, and definitely arranged courses of study, into the work of the ungraded schools.

In discussing the condition of the schools as regards the course of study prescribed for them, the conclusion was reached, that they ought to be made of greater average and more uniform length, and that the work done in them—their instruction—must be improved in quality, in order to anything like a full and thorough completion of that course. It has already been demonstrated, that the average length of schools is made less by the district system than it otherwise would be. This inequality in length has also been shown to be an inevitable result of that system. It has further been demonstrated, that the quality of instruction, dependent upon the character of the teachers selected, must necessarily be inferior to that which could be secured under a different system. Considered then in its relations to quantity and quality of instruction, as limited by length of schools and character of teachers, anything like a sufficiently complete mastery of the subjects making up the legal curriculum of the schools is impossible in the great mass of them under the district system.

But schools long enough, and teachers properly qualified are not the only things necessary to the results in knowledge, in mental power, in culture, implied in courses of study, and to the production of which they are the means. In order to obtain those results at their fullest and best, there must be an order and a system in the arrangement of the parts which go to form such courses. Each of those parts must have its due place and importance in a definite scheme arranged with reference to the value and force of each in the production of the results sought, and to the relations existing between the nature of each and the laws of mental development; such a scheme as shall have a definite beginning and clearly defined end, between which shall lie a pathway the course of which shall be as clearly defined. Such a scheme is necessary to the largest economy of time devoted to educational work, and to the utmost effectiveness of educational forces. From such schemes seminary and college courses derive their culture-power; from them comes the superiority of the graded over the ungraded schools.

From the lack of anything like such definitely arranged courses of study, all our mixed schools are failing largely to do the work—to produce the results—which they ought and might do. They teach, indeed, to a greater or less extent, the subjects of which such courses are to be formed; but in an unsystematic, indefinite order. How much of each shall be taken, and in what order taken, is practically left to the chances of the diverse likes and dislikes of pupils and teachers. The results are wasteful in every direction. But any reform in this direction is so difficult as to be practically impossible, while our schools so vary in length as they now do, and while the teachers employed are of their present general character.

The abolition of the district system, then, is demanded in order to have anything like a proper mastery of the general course of study prescribed for the schools,—such a mastery of it as will give the results in knowledge and training which ought to be demanded of them.

Fifth. It is the compelling cause of unfit school-houses.

The school district is responsible for the school-house. It must purchase the lot on which it stands, erect the building, and make all except mere incidental repairs upon it at its own expense. And it must do this, if not willingly, at the compulsion of its creator and superior, the town. To defray these expenses, all the polls and all the property within its limits must be laid under contribution. It results, of course, that the burden so imposed falls upon comparatively few, and becomes therefore the heavier. And the smaller and poorer the district, moreover, the more grievous the burden. Men dislike to pay taxes—to give of their substance for public purposes. Fifty cents so spent often causes lingering regrets; spent to visit a circus, or for any other needless personal indulgence, it is never missed.

As a matter of course, then, the most rigid economy, often indistinguishable from parsimony, is likely to characterize the appropriations made for new school-houses; and necessary repairs are postponed as long as possible, when they are such as can not be made at the expense of the children by using therefor the full ten per cent. of school money, which the law too generously allows to be so used. Under such conditions it is not surprising that nearly two-thirds of the school-houses in the State average in value less than \$500, and half of them less than \$400 apiece. It is surprising, rather, that they are such as they are, and proves that our public schools have a very strong hold upon the affections of the people.

But this evil of unfit school-houses is not the only one resulting from this feature of the district system. Not only is the burden imposed in their building such as to make unfit school accommodations too largely the rule, but that burden is a very unequal one. It often chances that one man, with the same means, is compelled to contribute twice as much as his neighbor in an adjoining district, and yet has to send his children to a house only half as fit in all that goes to render it what it should be. In this respect the district

system is as iniquitous in imposing unequal burdens, as, in respect to schools, it is in depriving of equal rights and privileges.

Its abolition would change all this. The entire property of the town would be brought under contribution for the building and repairing of school-houses, and so the burden would rest more lightly and bear more equally upon all. The effect would be—it always has been wherever tried—a vastly better grade of school-buildings, better located, erected with less trouble and at less comparative expense, more carefully guarded from injury, and kept in better repair, than is possible under the system as it is.

Sixth. It is solely responsible for lack of all school appliances except text-books.

By item 1, sec. 48 of the school law, it is provided that school districts may raise money "for purchasing a library, utensils, blackboards, globes, maps, and other useful apparatus." By sec. 70, it is further provided that, "a district may appropriate not exceeding one-tenth of its school money for any year, to purchase a school library and apparatus for the use of the schools therein." School districts are thus made solely responsible for the supplying of the schools with all necessary appliances. But to supply them they must either tax themselves, or cut short their schools by one-tenth. Few of them do either; the smaller and poorer of them can afford to do neither. As a rule, therefore, as has been shown by statistics, all except the few schools are wholly without all such appliances save blackboards, and these, the most of them, not of the best, and very many of them, nearly or quite unfit in quantity or quality for use.

This evil, too, would be corrected by the abolition of the districts. The towns becoming then responsible for these appliances as for the school buildings, they could be supplied either from special appropriations for the purpose, or by use of a part of the school moneys, and nobody feel burdened thereby.

Seventh. It has much to do with making the supervision of the schools irresponsible and ineffective.

The important functions of school supervision are four:—
(1) To plan the work to be done in the schools; (2) to select teachers fit to do that work; (3) to see that they are furnished with all necessary means for its performance; (4) to watch carefully over and direct its processes, and to inspect its results. All these functions are so related to one another, that to separate them, is to weaken the force of each and all combined. Unless the same authority that plans, directs, and inspects the work, has power also to select the worker and supply him with the appliances necessary to its fit performance, it must exercise those functions at a disadvantage. Unless the authority which selects the worker and supplies him with the means for the accomplishment of his work, knows what that work is to be, how it is to be prosecuted, and what results are to be sought from it, it will exercise those functions at random. Hence, any system which does not unite all these functions in one, in which they are not exercised by the same authority, is seriously defective—is an absurd system.

The district system is just so absurd. It confers the selection of teachers and the furnishing of appliances upon the district agent, who is not expected to know—who, in many cases, is not intelligent enough to know—what is the character of the work to be required, who has not the merest shadow of authority over its performance, and who indeed—and herein is the absurdity of the system monumental in its utterness—is not even authorized to inquire into, and decide upon their fitness for it; and it deprives the authority which is to plan, direct, and inspect the work, of all except a practically ineffective negative in that selection. By this division of functions it divides and weakens both responsibility and authority. The result is what might be expected. Work is not planned, fit teachers are not selected, processes are not looked after, and results not inspected even to the minimum requirements of law.

Abolish the system producing it, and this absurdity in school management, with all that it entails, is eliminated at once. All the functions of supervision become united in one authority, the town school committee or supervisor. With full power over the teachers and their work, there comes full responsibility therefor; and full responsibility calls out in turn such careful, vigilant exercise of power as will produce the best results. Systematically planned and uniform work by carefully selected, fully qualified, and permanently employed teachers, directed in all its processes towards definite ends, becomes thus practicable. Supervision, in short, becomes responsible and effective.

Eighth. It is in considerable part the indirect cause of absenteeism and truancy.

The small and short schools made a necessity by this system of subdivision of territory and school population, and the corresponding parceling out of school money, must of necessity be, very many of them, very primary in character. With the funds at disposal they can not afford to employ teachers qualified to instruct the more advanced pupils. Hence, such pupils are practically shut out from them at an earlier age than would otherwise be the case. To what extent this is true in any of these small districts, is not determinable. It must be so, however, to a considerable extent, from the very nature of the case. And another force acts in this direction in very many of these districts. The school-houses are unsuitable for anything but summer terms. There is hardly a rural town in the State in the school report of which it is not said of some small district, "No winter term." Of course upon these summer terms only the younger scholars attend; the older are thus perforce among the great body of absentees or non-attendants, which the statistics show existing in the State.

Similarly these and other causes growing out of the same source, induce truancy. Poor, dull, unskilled, routine teaching, and uncomfortable, dreary, unsightly school-houses, have little attraction for wide-awake, active, beauty-loving

childhood, and are the efficient cause of many an urchin's "creeping like snail unwillingly to school."

With the better, longer and larger schools, with the better school-houses better furnished and supplied with fit appliances for school-work, with the courses of study wisely ordered to call the pupils' activities into natural and interested play, and holding up before them constantly definite ends to be reached, all of which are possible under another than the district system, and impossible save by its abolition,—the attendance upon our schools would be largely increased. Under such conditions there would be less need than now of compulsory and truant laws.

Ninth. Finally, it is chargeable with large waste of the public moneys, and gives opportunity for their misuse.

The first of the two charges here asserted needs little discussion. It is a necessary sequence of other charges made. There is waste in wages and board of unnecessary teachers, in the warming and keeping in repair of poor school-houses, in the building of school-houses not needed, in the employment of unskilled and unqualified teachers, and in other directions. Nor does the second charge need proof in view of the record cited on page 40.

No individual or business corporation would tolerate for a moment so wasteful a system, and one giving such opportunities for indirect petty stealing. No business enterprise could expect any other end than bankruptcy under it. And why should the State's great educational enterprise be managed by methods that would work ruin to other businesses? Why should not the moneys of the public be as carefully guarded from waste, and as economically expended as those of individuals and private corporations? Any other course is a wrong to the State—is a shame and dishonor. The school-district system should, therefore, be abolished, not only in the interests of the better education of our children, but in the interests of economy and honesty in the expenditure of the people's money by them contributed for that education.

The argument thus made for the abolition of this out-worn, impractical, ineffective, inequitable, and wasteful system of school management, is not mere theory. The evils charged against it exist; they can not be disputed. The abolition of the system is a cure for them; repeated experiment has so proved it. Thirty-nine of our cities and towns—the ordinary farming towns among them—have discarded it; and not one having fully inaugurated the township system in its place has ever attempted to return to it. And from every one of those towns can be brought positive and direct testimony to the points made against the one system and in favor of the other. Lisbon abolished the system in 1871, and has to-day one of the best school systems in the State. Within two years from its abolition the entire educational status of the town had changed, as witnesses the following:

LISBON, December 18, 1872.

To Hon. WARREN JOHNSON—*Dear Sir*: Your recent letter requesting me to give some account of the results of the abolition of the district system in this town, demands a more lengthy reply than I have time to give. You wish me to state “all the arguments for and against the movement, the advantages and disadvantages as developed by actual experiment in the town of Lisbon.”

We are now nearing the close of our second school year under the new system. We certainly ought now to be able to give an intelligent opinion as to its merits. Perhaps a comparison of our present condition with our condition three years ago will best illustrate our progress, and show the working of our experiment. Three years ago we had—

1st. Three good school-houses, which had been built after much delay and contention. All the others in town had long been described in our annual reports, as a “disgrace to the town, and unfit for use.”

2d. Short schools of from ten to fifteen weeks per year in nearly all the rural districts, and more money in the large districts than could be profitably expended, and this evil constantly increasing.

3d. “Boarding around,” with all its attendant evils.

4th. Quarrels and feuds without number in many districts.

5th. General apathy in regard to school interests among the people, and indifferent supervision by the committee.

6th. Many scholars attending schools poorer, if possible, than our own in other towns, on account of being united with them by district lines.

7th. The employment mainly of unprofessional teachers, or those who viewed teaching simply as “means to an end.”

8th. The scale of wages had been so adjusted that, while the villages could command good teachers, the rural districts were usually served by those who had the business to learn, and could work for apprentice wages.

Our situation *now*, and the causes which have led to it, are —

1st. As good a set of school buildings generally as can be found in any town of the same size and wealth in the State. Since abolishing the districts, we have built three fine houses, one of which is arranged for two schools. We have thoroughly repaired, painted and modernized all the others except two, one of which is furnished with Shattuck's furniture, and will be replaced by a new house next year. All this has been done with the least possible effort in the way of argument. Those people who formerly defeated the building of school-houses are now powerless before the popular vote. They had no children to educate, and the taxes which would have fallen heavily upon them under the old system, are now equally distributed on every dollar of taxable property in town. Another element now enters into the matter of appropriations. Those in the rural districts say "we have to help pay for the nice houses in the villages, and we want equally good ones for our own children." It is suddenly seen that a good school-house near by makes a farm more desirable to purchasers. Already we hear of men who are influenced to settle in Lisbon on account of our excellent schools. The Committee have only to point out the necessity for a new house in any locality, insert an article in the warrant to that effect, and forthwith the necessary appropriation is made. We have thus been enabled to accomplish more in two short years than had been previously accomplished in a quarter of a century in the matter of school-houses.

2d. Our schools are now of equal length in every district; begin and close at nearly the same time; are divided into three terms, Spring, Fall and Winter, of nine and ten weeks per term, making from twenty-eight to thirty weeks per year in every district. This is the grandest result of all. Every man secures his equal rights to the tree of knowledge. We no longer hear complaints of paying heavy taxes and receiving no schooling in return. "Taxation without representation" was bad enough, but "taxation without education" is a thousand times worse. We believe the abolition of the district system to be the only practical method of equally dividing school money, unless there should chance to be an equal number of scholars in every district in town.

3d. The practice of "boarding around," though founded in a benevolent intention to lengthen the schools, is a reproach to any town. Aside from the fact that no first-class teacher will submit to it, it is exceedingly inconvenient and frequently subversive of government in schools, on account of the familiarity engendered by it between teacher and scholars. "No man was ever great before his valet." is a principle which applies peculiarly to teachers in their intercourse with scholars out of school.

4th. When the employment of teachers was taken from agents, the prolific source of all quarrels was removed. Many towns have returned

to the old practice since the passage of the law in relation to this subject, but the action of this town in abolishing the districts will forever avoid this catastrophe. Perfect peace and union reign throughout our town in school matters. Everybody seems anxious to do what is for the best interest of the schools, and all failures of the Committee to send acceptable teachers are generously overlooked, because it is well understood that the Committee have no *friends* to retain in schools, except those who do good work.

5th. The interest of the people in their schools, which was so thoroughly aroused two years ago, continues unabated. Examinations are held at the close of each term, which are attended by large numbers of parents and friends. The Committee do their duty, not merely in a legal way, but have devised many exercises and general meetings of all the schools, which have done much to promote the wonderful growth we have witnessed.

6th. We are now, with few exceptions, educating our children in our own schools. We have created a new district and erected a commodious house therein, which breaks the last tie that held us to other towns in the way of parts of districts. Any school officer knows it would have been impossible to do this under the old system.

7th. We now employ the best teachers we can find. We have employed a large number of graduates and students from the Western Normal School, who have rarely failed to give satisfaction. We have also drawn upon various cities for teachers, and always with fine results. Indeed, the first-class teachers seek *us* now, so that we have our choice from a large number. Of course this involves an increase of wages, which is due to those who fit themselves to teach.

8th. We have arranged our scale of wages so that our smaller schools are now sufficiently remunerative to retain first-class teachers, which practically gives every scholar in town an equal chance. The result of this has been to bring our schools up as nearly on a level as numbers and circumstances will permit.

In conclusion, I would say, that while I do not regard consolidation as the cure for all the serious evils connected with our common school system, I do think that no permanent or satisfactory progress can be made until all districts are abolished. I am not aware that any person in our town is dissatisfied with the results of our action. On the contrary, hundreds have expressed to me their confidence in the plan, and all freely admit that we have made more substantial progress in two years, than in any previous ten years. Under wise management, our schools will soon rank second to none.

Hoping this brief statement may lead some other towns to try the plan which has been the beginning of better things with us,

I am yours, most respectfully,

E. H. GERRISH,

Chairman of S. S. Committee for town of Lisbon.

The argument thus made against the district system would seem to be conclusive, its facts indisputable and its logic irrefutable. Its abolition would cure or greatly mitigate every evil, save that relating to text-books, which has been found to exist in the condition of our common schools. Are there any arguments against its abolition, which counter-balance those for it? If so, they must be comprised in the following :

First. Its abolition would be an innovation upon long established customs to which the schools have become adjusted.

The argument is specious. It implies either, that innovation upon long established customs is in and of itself an evil, or that the well-being of the schools is secured by their adjustment to the system. Both implications are fallacies. Innovation, instead of an evil, is a characteristic of, and a prerequisite to all progress; and it has been shown that certain evils in the condition of our schools, are the results of their adjustment to the system.

Second. It would be an act of centralization.

The argument is false in its implication and false in fact. The implication is that centralization is in and of itself an evil, or always results in evil, neither of which is true.

Centralization is a focusing of authority absolutely necessary to the effective performance of certain functions of government. All military authority is centralized authority, for instance, and such authority is essential to all successful warfare; and it is no treason to assert that in educational affairs such authority has its place. The school itself is an example of it. Its government is one of pure centralized authority—pure imperialism. It is a question, indeed, whether a school system, considered with reference to what is termed culture alone, should not be largely managed by centralized authority; whether our American system is not defective, when so considered, in being too much under popular control.

But the abolition of school districts is not centralization in the sense in which the term is used. It is not the destruction of individual primary units of power by combination. School districts are not primary units of power, forming the town as the towns combine to form the State. There is this fundamental difference: The town, in our New England system, is not the creature of the State, but by combination its original creator; while the school district is not the creator of the town, but its creature. The town, therefore, is the original, primary political unit, while the district is only the figment of such a unit. A fiat of the State destroying towns by arbitrarily combining them, or taking from them their original powers, would be centralization. But the town, on the other hand, having created the school districts, having endowed them with the little authority they possess, permitting them to exercise their franchises only by sufferance,—having, in short, disintegrated itself by sub-division in creating them,—would not in any sense perform an act of centralization by reintegrating itself—by resuming the powers and franchises delegated temporarily, and for mere convenience, to the creatures of its own forming.

Third. It would invalidate important rights of citizens.

This argument has a degree of force in it. But what of its weight when set against those in favor of abolition? What are, and how comparatively valuable are those rights conferred upon the citizen by the district system, which he would not equally enjoy should it be abolished?

The only such rights expressly, or by complication conferred by the system, are four: the citizen has a voice in determining—if others will agree with him—the location of the school-house; the time when the school sessions shall begin; how much of the school money shall be expended in summer; and whether or not the schools shall be graded. If he can get elected agent, he sometimes assumes another right—that of controlling the expenditure of the school money in his own personal interests, or in the interests of

friends. Put on the other side of the account the rights of which it deprives him—the right to bear no heavier burdens than his neighbors,—to have for his children school privileges equal to those enjoyed by his neighbors,—and the ultimate and paramount right, to which every other should be held subordinate—the right to have the best possible schools, and on which side stands the balance?

Fourth. It would destroy a means of training for higher political duties.

One feels almost ashamed to notice this argument, and yet it is one often used, and that, too, by apparently sensible men. They say that school districts are miniature democracies, in which the people learn to do their own business in their own way. But nine out of ten school district meetings are in reality—whatever they may be in theory—farces as examples of a people assembling under the promptings of patriotic impulses for the exercise of high political functions. Four or five men—sometimes less—getting together after much drumming up, and going through a cut-and-dried programme of ten minutes—and such are the great majority of these meetings—is not a very potent process for training statesmen, or legislators even. Nor do those sometimes larger gatherings, when voters turn out in force, and quarrel, without regard to parliamentary usages, over the location or building of school-houses, serve to educate men for important public deliberations. Even the holding of the office of district agent has no great force to educate men for important public trusts.

The argument is pure sophistry. It is not in and through the school district and the transaction of its business, that men are trained for higher political duties and positions. It is by and through the town, rather, that such training must and does come. This is the true democracy. Acting as units in the election of town, county, state, and national officers; raising revenues for schools, for roads, and for support of the poor; and in open town meeting deciding by

voice and vote upon all important questions of municipal administration, those questions that enter most vitally into the every-day life of the body politic,—the towns are the effective agencies for the exercise and education of the citizen in political rights and duties.

Considered under any and all views, in short, whether as an agency for the production of educational results, or a conservator of private rights, or an instrument for political training, the school district system has no right to be. Its abolition is a necessity to the well-being, the progress of our common schools. And it is the duty of every parent whose children are to be educated in them; of every citizen whose interests lie in the line of an intelligent, educated community; and of every school teacher and school officer, whose work it is to advance our schools to their highest effectiveness, to work and talk and vote against it, until it is forever blotted out of being.

2. BETTER METHODS OF EXAMINING AND CERTIFYING TEACHERS.

With the abolition of the district system the demand for poor, because cheap teachers, would give place to a demand for better. There would come thence, as has been said before, a great uplift to our teaching force. But it would not be sufficient to work the reform needed. Back of the demand for better teachers, would be needed a reinforcing agency which, while selecting the fittest, would constantly push them to higher planes of fitness. Such an agency could be found in a wisely ordered method of testing and certifying to fitness,—of examining and licensing teachers. But more is such method needed while the district system remains in force, in order to neutralize its tendencies.

The method which, while it serves its primary purpose of ascertaining the fitness of individual teachers for individual schools, shall also serve as an elevating force to impel all to

constantly growing fitness, must combine five distinct features. It must be, (1) uniform—the same for the same grade of work everywhere; (2) searching—bringing the teachers' knowledge, both literary and professional, under test even beyond the limits demanded for the special work for which tested; (3) impartial—not influenced or subject to modification by any local or other surroundings; (4) authoritative—having power to compel all to yield to its conditions, and abide by its decisions; (5) discriminative—distinguishing between different degrees of fitness, and so offering premiums for progress. To be such it must be in some form a State method. The authority back of the examination and the certificate, must be State authority, otherwise it could not be impartial, uniform, or sufficiently authoritative. But local authority must also enter into it. The authority that is to direct and inspect the work of the teacher, to be most effective, must have part in determining his fitness. State and local authority must, therefore, combine in examining and certificating. And this, also, for another reason: Economy of force and in expense, both of the public and the teachers, would demand that the local supervisory forces be utilized in performing the work to be done.

To bring our present methods into the form above suggested would not be difficult; and it would be, next to the abolition of the district system, the reform which would most improve the condition of our schools. During the present year an attempt has been made to do this, so far as practicable, without legislation changing existing laws. Finding warrant therefor in the provision of law making it the duty of the Superintendent of Common Schools "to advise and direct the town committees in the discharge of their duties by circular letters and personal conference," a circular was prepared as early as could well be done, and sent to the school committees and supervisors of all the towns in the State, but not to the cities or plantations, of which the following is part:

STATE OF MAINE.

EDUCATIONAL DEPARTMENT, }
Augusta, April 6, 1881. }*Supt. School Committee of* ———

GENTLEMEN:—By united and persistent efforts much can be done to better the work of our schools. The purpose of this communication, and the accompanying papers, is to suggest and urge upon you such efforts in the direction of securing for our ungraded schools two things: 1st, better qualified teachers; 2d, more systematic and efficient instruction.

I. Better qualified teachers can be had by making the demand for them effective. This could be done most effectually by combining in one the now distinct and separate functions of selecting teachers and determining their fitness—of hiring and examining. But such a course requires legislative action which can not at present be had. Much can be done, however, by making more certain, more uniform, and more searching the examinations for certificates, and by refusing certificates, without fear or favor, to all incompetents. Will you, in the interests of such a reform, unite and co-operate with the other School Boards of the State in carrying out the following plan?

1. All applicants for certificates to teach in summer terms of ungraded schools shall be examined in the lists of questions herewith sent; and no one shall be certificated who shall fail to answer correctly at least six out of every ten, or three out of every alternate five, of those questions. Such examination shall be a written one in every case. When a number of applicants are to be examined at the same time, as in cases of meetings of committees notified for such purposes as provided by law, the questions in each subject may be written out, one by one, upon the black-board, and thus brought before all at once. When applicants are examined privately, the printed lists may be put before them. In all cases they should be pledged neither to make copies of the questions, nor to communicate them to others from memory. In Reading, the example given for vocal test may be used, or the 23d Psalm substituted. In the lists sent will be found no special test in Spelling or Writing. The names of the ten counties other than Franklin, Knox, Hancock, Oxford, Waldo and York, may be taken for such test in spelling, and the writing in any one of the exercises may be taken as the basis of rank in that branch.

2. The names of all persons passing the above examinations shall be entered on the blank herewith sent for the purpose, together with the rank attained in each of the several subjects; and when all teachers for the summer terms have been examined and certificated, the blank so filled shall be transmitted to the State Superintendent at Augusta. He will thus have a list of teachers throughout the State, which will be of value to him in working up the institutes to be held during the year, and in many other respects.

3. If time and opportunity will allow, the written examinations here advised should be supplemented by oral tests of the ability of candidates to impart the knowledge they possess.

In short, the certificate to teach should be made worth something, by making it the reward of real worth, and its possession a warranty of fitness for the teacher's work; and it can be made such, and incompetence and unfitness can be shut out from the teacher's desk, if committees will combine for the purpose, and rightly exercise the power conferred upon them by law. As the first step towards such united action, and rightful exercise of authority in the interests of better work in the schools, the plan here outlined and suggested is earnestly commended to your attention. Blank certificates, adapted to the form of examination here suggested, will be furnished on application.

* * * * *

In conclusion, permit me again earnestly to invoke your hearty co-operation in the reforms here indicated. Instead of waiting for legislators to reform our school work, let us enter upon and push forward the work of reform ourselves. Under any circumstances our efforts cannot bring about a worse condition of things than now exists, while there is every probability that we, working unitedly, persistently and intelligently, can vastly improve our educational condition.

I shall be pleased to hear from you regarding these and all other measures for the good of our common schools; and especially do I hope to be able to meet you personally during the year in the educational meetings, for holding which the State has made appropriations, and which will be held in due time in one or more places in each county.

I am, gentlemen,

Very truly yours,

N. A. LUCE.

As implied in the circular a set of examination questions accompanied it. Later, and especially for examination of teachers for the more advanced winter terms, a second set was sent out. They were—the two sets—as follows:

FOR SUMMER TERMS.

READING.

1. Define articulation. Name the consonants.
2. What is inflection? Define rising and falling inflection.
3. Write a sentence in which the circumflex is proper.
4. What are meant by tone, pitch, and rate in reading?
5. Define emphasis.
6. Read aloud the following selection with special reference to emphasis and inflection:

True worth is in being not seeming—
In doing each day that goes by
Some little good—not in the dreaming
Of great things to do by and by.
For whatever men say in blindness,
And spite of the fancies of youth,
There's nothing so kingly as kindness,
And nothing so royal as truth.

ARITHMETIC.

1. Write in figures the following number: Twenty millions forty-one thousand six hundred and four.
2. How much will it cost to carpet a room 21 feet long, and 15 feet wide, with carpeting 3-4 of a yard wide, at \$1.62½ per yard?
3. Reduce 2-125 to a decimal fraction.
4. How many cords of wood in a pile 36 feet long, 4 feet wide, and 9½ feet high?
5. Reduce 8-9 of a mile to compound numbers.
6. Add 4-7, 3-11, 5-8 and 1-20.
7. Add 4 hundredths, 42.3, 15 thousandths, and 3 tenths.
8. What number increased by its half, its fourth, its eighth and 10 will be doubled?
9. Find the interest on \$425.14 for 1 year, 7 months and 24 days, at 4½ per cent.
10. If 162 lbs. of flour cost \$6.39, what will 6 per cent. of 400 bbls. cost?

GEOGRAPHY.

1. On a circular diagram, draw lines representing the equator, the tropics and the polar circles, writing the names of each, also the name of each zone.
2. Give the cause of day and night.
3. What causes the change of seasons?
4. Give the number and names of the counties of Maine.
5. Name the bodies of water passed through in sailing from Pittsburg, Pa., to Constantinople.
6. Name the four principal countries of Europe, with their capitals.
7. Name the provinces included in the Dominion of Canada.
8. What States of the Union border on the Mississippi river?
9. Give the name, location and length of the longest river in the world, reckoning from its source to the sea.
10. What is the entire population of the globe?

GRAMMAR AND ANALYSIS.

1. Give the analysis of the following:

*"All worldly shapes shall melt in the gloom,
 The sun himself must die,
 Before this mortal shall assume
 Its immortality."*
2. Parse the italicized words.
3. Compare light, round, square, farther, beautiful.
4. Write the plural of lady, man, ox, pea, chimney, roof, genius, axis.
5. Give the past indicative and past participle of lay, choose, hang, lie, set, be.
6. Inflect the personal pronouns of the 1st and 2nd persons, and the 3d person feminine.
7. When several possessives are connected, to how many of them must the sign be annexed? Illustrate.
8. Correct or justify the following expressions:
 - a. "Peace of mind is easier lost than gained."
 - b. "His brother's offense is not his."
 - c. "The work has been finished last week."
 - d. "He laid down to rest."
 - e. "There remain two points to be settled."
 - f. "Those sort of people should be avoided."
 - g. "The committee were divided in their opinions."

9. Write a brief, but a complete composition on the following outline: Two boys walking in woods. A squirrel runs into his nest Boys dig it out. Take his winter store of nuts. Despair of the old squirrel. Sufferings of the young squirrels.

10. Separate into syllables ten of the words used in your composition; mark the accented syllables, and mark each syllable with its proper sign.

HISTORY.

1. State the difference in the first colonists of Virginia and New England.
2. Some account of the causes of the French and Indian war.
3. Some account of the battles of Bunker Hill and Yorktown.
4. What was the "Stamp Act," "Right of Search," "Missouri Compromise," "Monroe Doctrine?"
5. Of what was the "Right of Search" one of the principal causes?
6. Name causes of Mexican war.
7. Name causes of the Rebellion. Name five leading generals of the rebels. Five of the loyal troops.
8. Name some results of the rebellion.
9. What were the "Alabama Claims," and how settled?
10. What is meant by the "Resumption Act?"

BOOK-KEEPING.

1. Write a negotiable note on demand.
2. Write a negotiable note due in six months.
3. Write a receipt for money, on wages.
4. Make a bill for services as teacher.
5. Write an order on a person for money.
6. Make a bill for the following goods, and receipt it properly: Sold to Joe. Smith, 14 yds. prints at 12 cents; 41 lbs. sugar at 10 1-2 cents; 1 pair shoes at \$2.25.
7. What is the meaning of the terms *Debtor* and *Creditor* as used in book-keeping?
8. What is meant by the *Day Book*?
9. For what is the *Ledger* used?
10. Which is most common form of book-keeping—"single entry," or "double entry?"

PHYSIOLOGY.

1. What are the uses of the bones in the human body?
2. What difference exists between the bones of the child and those of the grown person?
3. Why should not children sit on seats such that their feet cannot reach the floor?
4. Name the senses and their special organs.
5. Why should a teacher never "box the ears" of a child?
6. How should pupils sit as regards the light?
7. What is the use of the lungs?
8. Why should the desks at which pupils sit not be too low?
9. What are the effects of breathing impure air?
10. Why should your school room be swept over night?

FOR WINTER TERMS.

READING.

1. Name the vowels, give the number of sounds each has, and indicate those sound by the proper marking.
2. Write three sentences—one requiring the rising inflection, one the falling and one the circumflex—and mark the inflections in each.
3. Mark the emphatic words in the following sentence: "Garfield was distinguished for his scholarship, his eloquence and his statesmanship."
4. What is the rule for inflections in case of words or clauses expressing contrast.
5. Read aloud the following with special reference to inflections and emphasis:

We live in deeds, not years; in thoughts, not breaths;
 In feelings, not in figures on a dial.
 We should count time by heart-throbs. He most lives
 Who thinks most, feels the noblest, acts the best.
 And he whose heart beats the quickest lives the longest;
 Lives in one short hour more than in years do some
 Whose fat blood sleeps as it slips along their veins.
 Life is but a means unto an end; that end,
 Beginning, mean, and end to all things,—God.

ARITHMETIC.

1. Define (a) Prime Number, (b) Compound Number, (c) Ratio, (d) Bank Discount.
2. What factors must the Greatest Common Divisor of two or more numbers contain?
3. A can do a piece of work in 3 days; B in 4 days; C in 7 days. In what time will they do it all working together?
4. The sum of two numbers is 21 1-7; their difference is 7 1-3, what are the numbers?
5. A grocer purchased a lot of teas, on which he lost 16 per cent. by selling them for \$42. What did he pay?
6. The length of a ladder which will reach from the middle of a street 80 feet wide to the eaves of a house is 50 feet, what is the height of the house?
7. Required the Bank Discount on \$200 for 30 days at 7 per cent.
8. Give the table for Cubic Measure.
9. Required the cube root of 81.729.
10. If a cubical bin 8 feet long will hold 411.42 bushels, what must be the dimensions of a similar bin that will hold 1000 bushels?

GEOGRAPHY.

1. What difference, if any, between the equatorial and polar diameters of the earth?
2. Where are the Polar Circles situated, and of what do they mark the limits?
3. Between what circles is situated the North Temperate Zone?
4. How many States in the United States?
5. Name, bound and give the capital of the State largest in area.
6. Name and describe the principal river in the United States. Name, also, its most important eastern and western tributaries.

7. Bound the State of Maine; locate its capital, and name and locate its three largest cities, and state the most important business of each.
8. Bound the county in which you live; name its shire town, and the towns through which you would pass in going thither by the most direct route.
9. Name the principal State officers and describe their duties.
10. How many members of Congress, including Senators, has Maine at present, and how are the Senators chosen?

GRAMMAR.

1. Define grammar.
2. What parts of speech admit of comparison?
3. Give examples of different ways of comparison.
4. Give examples of different ways of forming plural of nouns.
5. The same of possessive nouns.
6. Give synopsis of the verb work, third person, singular, active voice.
7. The same, passive voice.
8. Correct the following expressions, if incorrect, and give reasons: (a) I have broke my slate. (b) I had ought to go. (c) I must lay down. (d) A sitting hen. (e) I saw a man drinking wine with a Roman nose.
9. Parse the italicized words in the following:

Then, *let me often to these solitudes*
Retire, and, in Thy presence, reassure
 My feeble virtue. Here, its *enemies*,
 The *passions*, at Thy plainer footsteps, shrink
 And tremble, and are *still*.
10. Write the rules for the use of capital letters.

HISTORY.

1. Which of the thirteen original colonies were settled by the Dutch?
2. What was the principal cause of the Revolution?
3. Which was the decisive battle in that war.
4. Name two battles in which Washington was victorious.
5. When did the Constitution of the United States go into operation?
6. Who was the third President of the United States, and where was he inaugurated?
7. What practice was inaugurated by Jackson when he became President.
8. What General commanded the Union army at the beginning of the Rebellion, and by whom was he succeeded?
9. Name the respective commanders in the battle of Gettysburg.
10. Who was President one month.

PHYSIOLOGY.

1. How are the extremities of movable bones united?
2. Of what is bone principally composed?
3. Explain the muscular system and its use.
4. Of what is the circulatory system composed?
5. Explain the use and operations of the heart.
6. Where is the seat of sensation and nervous energy?
7. Of what kind of food should persons living in cold climates and those working in the open air partake?
8. In the process of respiration what is taken into the system, and what is thrown off?

9. What effect, if any, upon mental activity has the breathing of impure air ?
10. How will you ventilate the school room in which you are to teach ?

BOOK-KEEPING.

1. What is a bill of items ?
2. What is a receipt ?
3. What is a due-bill ?
4. What is a negotiable note ?
5. Why should the amount for which a note is given be written in words ?
6. Make a bill for the following transaction: James Smith sold Charles Jones, 14lbs. sugar at 12 cents, 3 gallons molasses at 40 cents, 2lbs coffee at 30 cents, 2 pairs boots at \$3.75, 20 yds. prints at 12 cents, and 8 lbs. cheese at 15 cents, for all of which Jones paid cash.
7. What two forms of book-keeping are used ?
8. What is the use of the day-book ?
9. Write out the transaction given in the sixth question as it would stand in Smith's Day-book.
10. What single word would be used to include all the items in the same transaction, when posted in the ledger.

The results of that experiment have been very satisfactory. Committees very generally used the questions in the manner suggested in the accompanying circular. Many persons who had been employed by the district agents failed to pass. More, fearing or knowing their lack of fitness, who otherwise would have been employed by agents, failed to apply for schools. A demand for teachers of experience and known fitness was created. Many who succeeded in passing the examinations, learned that they were deficient in some directions, and have since taken up their studies anew; while more of those who failed to apply for schools through knowledge of their unfitness, and of those who were rejected, have been forced into the schools as pupils. As a consequence, the Free High Schools of last fall, as statistics show, had in attendance a larger percentage of actual teachers than ever before. The attendance upon our Normal Schools was greatly reduced in the advanced classes by the demand for qualified teachers; while the new classes entering showed a marked increase in numbers. In short, as learned from letters from committees in large numbers, and from personal inquiries made in all parts of the State during the fall, the experiment has wrought results so unexpected that I shall be

disappointed if all our Normal Schools, seminaries and schools of higher grade do not show a very marked increase in the attendance upon their spring terms ; and equally disappointed if the annual reports of committees do not show a considerable comparative increase in the number of good schools for the year.

But the experiment has proved satisfactory in another direction. It has shown that some form of uniform State examination would be acceptable to the committees generally ; that they would recognize in it, not an infringement upon their official rights and privileges, but a relief, rather, from a very disagreeable responsibility. It has given ground for a hope, therefore, that the next Legislature may be made to see that the adoption by law of some simple but effective method of State examination, would not be an unpopular measure, and that, therefore, in its wisdom it may make the necessary enactment.

During the coming year it is proposed to continue the experiment so inaugurated, and to improve upon it somewhat. The committees of all cities, towns and plantations will be invited and urged to co-operate in carrying it forward, and I have little doubt but that it will be made practically universal throughout the State, especially in the examination of teachers for ungraded schools.

3. SYSTEMATIC COURSES OF STUDY.

The need of systematic, well-ordered, and well-defined courses of study for our ungraded schools, to regular graduation from which the pupils may look forward, has already been discussed incidentally in its relations to the district system. It is but repeating what was there more than suggested, to say that this need is a very serious one,—that it is vain to expect from those schools anything like the fruits they might produce and ought to produce, so long as such need continues. But, as was there asserted, almost insuperable difficulties stand in the way of any general reform in this regard, so long as the district system remains. Where that has been abol-

ished, however, or shall be abolished, such courses of study can and should be at once introduced. There may be, moreover, towns in which that system exists under such conditions that its evils are at their minimum, where somewhat of the kind could be done. Indeed, we have in the State one example, at least, of what can be done successfully in such towns. The following article, condensed from a series which have this year appeared in the *Excelsior Monthly*, published in Farmington, shows what can be done and indicates how to do it. It is here introduced in the hope that there may be other committees like that of New Sharon, who will attempt something of the kind :

A Graduating System for District Schools.

BY R. D. TRASK, ESQ.

In the Spring of 1879, at the beginning of the school year, the Superintending School Committee of New Sharon resolved to do two things at least for the improvement of the schools: 1st to secure a uniformity of text-books, 2d to raise the standard of qualification in teachers by requiring candidates to pass an examination in all the branches to be taught, which two things were done with encouraging results; but the Committee saw a lack of earnest interest on the part of the scholars in the school work, and felt the need of *system* in the study and instruction in the schools. However, no plan by which to remedy this appeared until December 20th, 1879, when at a meeting of the Franklin County Educational Association holden at New Sharon, Prof. William Harper of the Western State Normal School in an interesting paper on "Wade's Graduating System" suggested a plan. From Dec. 20th to the close of the school year the graduating system was considered by the Committee, a majority of whom was continued in office for the year commencing March, 1880.

At a meeting of the Committee, May 1st, 1880, it was decided to introduce the "Graduating System," in such a manner as not to make a radical change in the usual course of instruction and study. A course of study was prescribed, the teachers were requested to urge the scholars to complete the course, and the scholars were classified as far as practicable. Thoroughness was made imperative; and a system of reviewing and examination adopted, so as to enable the more advanced scholars to find their place in the course. The scholars took kindly to the arrangement, and so the system was inaugurated. The following is the course of study, which the scholar is required to complete: Reading, Spelling, Writing, Arithmetic, Geography, Grammar, History of United States, Algebra to Involution, Physiology, and Book-keeping through Day Book, Cash Book and Ledger. The course of study as arranged covers a period

of four years. We think the work of a primary school must have been done by the scholar before beginning the four years, in order that the course be completed easily in that time.

* * * * *

There is no doubt that the system has encouraged and helped the teachers. Those who labor to accomplish tangible results have found it an important auxiliary. Our best teachers have emphatically approved the system, and done what they could to make it a success. Some have said, that, if for no other reason, the system should be kept up on account of its effect upon the pupils in making them easily disciplined.

The effect upon the pupils has been marked. It has been noticed not by the teachers only, but by the parents, and even by disinterested observers. There has been an attention to school work and a promptness on the part of the pupils, that can be accounted for in no other way than by the system. Pupils before unaccustomed to discussing their lessons with their associates, have been wont during the progress of the terms since the introduction of the system, to engage in lively talk over questions coming up in their studies. The introduction of the system has given the pupil a definite task to perform. It has arranged that he may know not only when it is completed, but that he may know from time to time how near he is approaching to the completion of the task. As the pupil is required to pass a strict examination, he knows he must do the work thoroughly and expects to get through with nothing short of that.

The graduation which the pupil looks forward to, is to him an *objective point*, an incentive to earnest effort. Before the introduction of the system, from the average pupil's own stand point, he had in the common school an indefinite task set before him, to be performed in an indefinite time, with an indefinite object in view.

Parents are generally interested in what their children take a lively interest in. Through the pupils the parents have been reached, and many of them are already interested in the graduating system. The parents interested are encouraging the movement, and if the system is continued until all become interested it will be sure to be upheld by the parents. The public graduation is a means of getting the parents interested.

* * * * *

The examinations began the latter part of January last, and were holden at the village schoolhouse one evening each week, up to the first week of March. One or two branches were taken up each evening. All the members of the graduating class, from the different districts, attended. Teachers having members of the class in their schools, frequently attended, and many of the pupils not in the class would drop in from time to time; but the parents did not attend. The examinations were conducted by the Superintending School Committee, all of whom were present each evening. Test questions were put by writing them upon black-boards placed before the class, and each member of the class made written answers upon papers and passed them to the Committee. Ten questions were given in all the branches, and in some of the more diffi-

cult ones two sets of questions, of ten each, were given. The examinations were made as thorough as on examinations for teachers, and as good a rank was required as is required of the average teacher in New Sharon.

The graduation was holden at the Methodist Church, Saturday evening, March 5th, and was largely attended by the parents and citizens generally. The exercises consisted of readings by the girls, and declamations by the boys of the graduating class, interspersed with music, addresses by the Committee, and the conferring of diplomas. The graduating class numbered ten.

In conclusion, the results of the year's work are very gratifying, and the good effect upon the schools, for the present year, is apparent.

In addition to the above, it should be said that the people of the town, at their annual meeting immediately following the graduation described, re-elected the committee, and thus insured the continuance of the experiment for at least another year, at the end of which another class of equal numbers will have completed the course and will graduate.

The real value of the work thus inaugurated cannot be determined in one or two years. It will, if it continues to be successfully prosecuted, inevitably work other results than the greatly increased interest in and attention to school work on the part of pupils already evident. The people of the town will be aroused by it to a new and more intelligent interest in their schools, which will lead to other reforms. That interest will lead them to the abolition of their district system, when they find it, as they will find it, standing in the way of still better things. The town high school will come next, for these boys and girls will not be satisfied with the common school course alone. Free text-books will follow, too, when that interest shall have led them to see, as it will, the great advantages of that plan. It takes no eye of prophecy to see New Sharon in the near future standing far in advance, in educational interest and educational facilities, of all her sister towns in the county.

As before intimated, those towns which have already freed themselves from that educational incubus, the district system, can inaugurate this reform with every prospect of easy suc-

cess. With schools of the same length, and teachers of very nearly the same qualifications kept in the same schools for successive terms, the most serious obstacles in the way of putting them upon systematic plans of work, have been removed. And I most earnestly urge this matter upon the attention of school committees in all such towns. If they will wisely plan and patiently and persistently work in this direction, they will find abundant reward in the greatly increased efficiency of their schools, which will surely follow.

As valuable in suggestions of what can and ought to be done in this direction, the outline of a Course of Study for rural ungraded schools, carefully prepared by a committee of our State Pedagogical Society, is here subjoined. The names appended thereto are such as to entitle it to more than ordinary attention. It shows the subjects to which the work of these schools should be confined; the order in which each subject should be developed; the appliances necessary to the best work in teaching those subjects, and suggests the amount and character of work in each subject to be done in the several school classes as based upon the reading-books. I suggest and urge its careful study by all committees, and especially those contemplating the inauguration of the reform under discussion:

COURSE OF STUDY FOR RURAL SCHOOLS.

STUDIES.

SCHOOL APPLIANCES TO BE USED.

Black-Board, Slates, Charts, Paper, Pencils and Pens, Books and Periodicals.

Blocks, Slats, Black-board, Slates, Paper and Pencils, Writing and Drawing Books, Color Cards, &c.

Objects, Numeral Frame, Black-board and Slates.

Pitch-pipe, Music Charts.

Atlas, Outline Maps, Globe—very cheap. Charts drawn on Black-board.

{ Physiological Charts, illustrated by human body.
Specimens found in vicinity.

Globe Tellurian—very cheap.
Simple apparatus, easily made.

Oral instruction.

Good Behavior, (Phelps).
Gow's Morals and Manners.
Miss Coleman's Alcohol and Hygiene.
Mrs. Perry's Bible Manual.

LANGUAGE	{	Conversation.
		Reading { Oral.
		{ Silent.
		Spelling.
FORM	{	Writing Composition, Letters, &c.
		Grammar, Declamation, English Literature.
		Memorizing of choice selections.
		Geometrical { Figures.
ARITHMETIC	{	{ Facts.
		Industrial Drawing, (shading and color.)
		Penmanship.
		Numbers { Notation.
HISTORY	{	{ Fundamental Operations.
		Arithmetical Reasoning on Problems.
		Musical Notation and Singing.
		Political Geography.
NATURAL SCIENCE	{	Principles of Government, Constitution of United States.
		History—United States and General.
		Physiology and Hygiene, (oral or with book.)
		Natural History, Minerals, Plants and Animals.
MORALS	{	Geography { Physical.
		{ Mathematical.
		{ Astronomical.
		Physics { Physical Forces
		{ Mechanical Powers.
		{ Chemical Facts, Soils { Agriculture.
		{ Horticulture.
	{	Good Breeding, Oral Instruction.
		Right and Wrong, Oral Instruction.
		Self-control, Temperance.
		Committing Sacred Poetry and Scripture.

PRIMARY SCHOOL WORK FOR SUMMER AND WINTER SCHOOLS.

CLASS WITH AGE.

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| <p>o.
6 and under,
PRIMER.</p> <p>E—d.</p> <p>6 to 8.</p> <p>1st and 2d Readers.</p> <p>D—c.</p> <p>8 to 10.</p> <p>2d and 3d Readers.</p> | <ol style="list-style-type: none"> 1. Conversation, Oral Reading from Black-board, Charts, Books, Alphabets. 2. Form and Penmanship, Dots and Straight Lines, (Horizontal, Vertical and Oblique.) Color. 3. Number, Counting by 1, 2, etc., forward and backward, use objects. 4. Kindergarten Occupation, with Blocks, Slats, Slates, Pictures. <p>1. { Oral and Silent Reading, Sight Reading, Books, Stories.</p> <p>2. { Spelling, Oral and Written, Sentences containing given words to be formed.</p> <p>3. { Penmanship, on Slates, Paper and in Books.</p> <p>4. { Drawing of Straight Lines and Geometrical Figures.</p> <p>1. Numbers, Grube, 1 to 10. Tables.—Koto Singing, Notes and Scale.</p> <p>2. Geography, First Facts, School-yard and Neighborhood.</p> <p>1. Reading and Spelling, Composition, Readers, Periodicals, Spelling-book.</p> <p>2. { Penmanship. Books, 5 and 2. (small books.)</p> <p>3. { Drawing (and color.) Curves, Natural Objects, Cards, etc.</p> <p>4. { Numbers, } Practice on Fundamental Rules, Tables of Denominate Numbers.</p> <p>5. { Decimals and Simple Fractions, United States money.</p> <p>6. Geography with small book, also Town, County and State.</p> |
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GRAMMAR SCHOOL WORK FOR SUMMER AND WINTER SCHOOLS.

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| <p>C—b.</p> <p>12 to 14.</p> <p>3d and 4th Readers.</p> <p>B—a.</p> <p>12 to 14.</p> <p>5th Reader, &c.</p> <p>A.</p> <p>14 and over.</p> <p>Higher Reader, &c.</p> | <ol style="list-style-type: none"> 1. Reading and Spelling, Composition, Readers and Periodicals, Spelling Book. 2. { Penmanship. Books, 3, 4 and 5. 3. { Drawing. Cards and Book, 1. 4. Arithmetic, through Interest, with Mental Exercises. 5. Geography. Finish small book. 6. { Physiology and Hygiene (Oral, Minerals and Plants.) 7. Reading and Spelling, Composition, English Grammar. 8. { Penmanship. Books 5 to 9. Letters and Business Forms. 9. { Drawing. Books 2, 3, etc. 10. Arithmetic to Roots, Arithmetical Reasoning on Rules and Problems. 11. Geography and History. 12. Natural Science, Agriculture, Orchardring, (Oral Instruction.) 13. Previous Studies reviewed. 14. General History, Political Economy. 15. Arithmetic finished, Book-keeping. 16. English Grammar and Composition. 17. Natural Science, reviewed and extended. Forest Trees. |
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PROGRAMMES.

Summer Schools.

TIME.	CLASS.	EXERCISES AND RECITATIONS.	STUDY, WORK, ETC.
9.00		Opening Exercises.	<i>Classes.</i>
9.10	e,	Ex. 1, Reading, etc.,	a, b, c, d, Arithmetic, Slate Work.
9.20	d,	3, Numbers,	a, b, c, Arithmetic, e, Obj. Work.
9.35	c,	3, Numbers,	a, b, Arithmetic, d, e, Slate Work.
9.50	b,	3, Arithmetic,	a, Arith., e, d, Geography, e, Alphabets.
10.10	a,	3, Arithmetic,	b, c, d, Geography, e, Recess.
10.30		Recess.	
10.40	e,	1, Reading, &c.,	a, b, c, d, Geography and Drawing Maps.
10.50	d,	4, Geography,	a, b, c, Geog., e, Black-board or Slate.
11.00	c,	4, Geography,	a, b, Geography, d, e, Slate Work.
11.15	b,	4, Geography,	a, Geography, c, d, e, Slate Work.
11.30	e,	2, Form, etc.,	a, Geography, b, c, d, Read. and Spelling.
11.35	a,	4, Geography, etc.,	b, c, d, Read. and Spelling, e, dismissed.
12.00		Noon, Dismissal,	
1.00	e,	1, Object Work,	a, b, c, d, Reading and Spelling.
1.10	d,	1, Reading and Spelling,	a, b, c, Reading and Spelling, e, Obj. Work.
1.20	c,	1, Reading and Spelling,	a, b, Science, d, e, Slate Work.
1.40	b,	1, Reading and Spelling,	a, Science, c, d, e, Slate Work.
2.00	a,	2, Reading,	b, c, Spelling, d, e, "
2.10	e,	1, Reading, etc.,	a, b, Miscellaneous, c, d, Silent Reading.
2.20	a, b, c, d,	2, Penmanship or Drawing,	e, Recess.
2.40		Recess.	
2.50		Singing, etc., all the classes.	
3.00	b,	5, Physiology,	a, Science or Cons., e, d, Silent Reading, e, Object Work.
3.10	a,	5, Science or Const. U. States,	b, Composition, c, d, Spell'g, e, Obj. Work.
3.20	e,	1, Reading,	a, b, Composition, c, d, Spelling.
3.30	d,	1, Reading and Spelling,	a, Com., b, c, Spelling, e, Slate Work or Dismissal.
3.40	b, e,	1, Spelling,	a, Composition, d, e, Dismissal.
4.00		Dismissal.	

Winter Schools.

TIME.	CLASS.	RECITATIONS.
9.00		Opening Exercises.
9.10	E,	Ex. 1, Reading.
9.20	D,	3, Numbers.
9.35	C,	3, Arithmetic.
9.50	B,	3, Arithmetic.
10.15	A,	3, Arithmetic, Book-keeping.
10.45		Recess.
10.55	E,	3, Numbers.
11.10	D,	4, Geography.
11.25	C,	4, Geography.
11.40	A, B,	4, Geography and History.
12.00		Noon. Dismissal.
1.00	C, D, E,	2, Penmanship.
1.25	A, B,	3, Natural Science.
1.40	E,	1, Reading and Geography.
1.50	D,	1, Reading.
2.10	C,	1, Reading.
2.30	A, B,	1, Reading.
2.50		Recess.
3.00		Singing, all.
3.15	E,	1, Spelling.
3.20	D,	1, Spelling.
3.25	C,	1, Spelling.
3.30	A, B,	1, Spelling.
4.00		Dismissal.

Study can easily be arranged for this programme, noticing that the study should be preparatory to next recitation.

SUGGESTIONS.

1. This classification is based upon the *reading lessons or Readers*, and pupils are arranged under five general classes: in Summer schools, *e*, Primer Class; *d*, Second Reader Class; *c*, Third Reader Class; *b*, Fourth Reader Class; *a*, First Class. Schools can often be better arranged in four classes. Pupils of the same class should recite and work together in all their studies; the only permissible exceptions would be in the lowest or Primer Class, and in the Winter schools in the highest class.

2. The time of the recess and dismissals, of the lower classes especially, must be determined by the school authorities, or by usage. Ordinarily children under five years should not be kept in the school more than four hours a day, and children from five to seven years not over five hours a day.

3. Teachers should make a specialty of securing prompt and regular attendance, and of attracting into school all children not otherwise necessarily employed. A teacher thus greatly increases the amount and value of her work.

4. Pupils should be quiet, orderly and industrious in school, and they will become so if kept interested and busy. This depends more upon the tact and talent of the teacher than upon any peculiar dispositions of the pupils. Classes and pupils not engaged in recitation should have *enough* to do, and both they and the teacher should know exactly what work is allotted for every moment. In the treatment of pupils' work, commendation or silence is generally better than adverse criticism. If we must criticise, let it be done kindly.

5. In the government of a school a teacher should sympathize with, and not harass, pupils; in this way a teacher becomes respected, and good order is popular.

6. It has been found impracticable, in the narrow space allowed for the programmes, to fairly present the work to be done in the cultivation of *Language*, the most important branch of education. An ingenious teacher, who has made a study, and entered into the spirit of this course of study, will find a place for it. The same is true of English Literature,—meaning the reading and study of the best English and American authors. Pupils may be encouraged at an early age to read silently ("Silent Reading,") short stories, and afterwards to reproduce them both orally and in writing until they acquire great interest and facility in these exercises. Other studies of the course may not be fully presented in the Programmes. Teachers can, when practicable, supply these defects.

7. In the Grammar Division the study of extended selections from the best English and American writers, beginning with the easier works of Goldsmith, Wordsworth, Dickens, Hawthorne, Irving, Longfellow, Whitier, etc., and advancing to the more difficult, also giving some attention to the lives of the authors and the more prominent characteristics of their style, will be very valuable. This reading may lead to a study of the

origin and general history of the language; and, better than all, to a taste for *good reading* and a distaste for *worthless* and *corrupt* literature.

8. It will readily suggest itself that these literary exercises may *regularly* take the place, once or twice a week, of some other exercise. Writing and Drawing will alternate on the programme; also Arithmetic and Book-keeping, etc.

9. Constant attention should be given to the manners and morals of pupils. Our *State law*, (as given below*,) in regard to moral instruction, is worthy to be studied by every teacher.

10. The Black-board, and the Slate *with long pencil*, are most useful appliances in primary teaching. To write and read script writing should be practiced by pupils from the start, as it is permanently useful; writing print is a much less valuable exercise. Nothing should be carelessly written or drawn by the teacher on the board, or allowed to be slovenly done by pupils on their slates. "Everything is to be done the best we can." is the motto for the school-room.

The object of presenting this Course of Study to committees, teachers and others interested in public schools, is to aid in securing, as far as practicable, for the pupils in our rural schools, all the advantages enjoyed in the best graded schools. These advantages are, in brief, (a) to pursue the proper order of studies without the omission of any of the essential branches, so that the pupil's mind shall be symmetrically developed, and he shall be adequately fitted for practical life; (b) to prevent advancement to higher grades of study when not prepared in attainments to profitably pursue them; (c) to avoid pursuing the same parts of any subject, term after term, until all ambition is lost, and no effort is made to advance in knowledge; (d) to encourage pupils to complete a full course of elementary studies.

One or the other of the Programmes here presented will be found adapted, with slight changes, to any school, however small the number of pupils or short the term. By leaving a proper record of the classes and class work done, a teacher will greatly aid the next teacher; by neglecting to do this, teachers will imply a lack of knowledge of their work or a lack of interest in it.

There should be at least two prominent examinations on this school work, one at the end of the Primary work, the other at the close of the entire course. Those passing the former examination should receive a certificate entitling them to enter the next grade of work; those passing the latter should receive a diploma indicating that this prepares them for

* R. S., chap. 11, sec. 64—"All instructors of youth shall use their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of morality and justice, and a sacred regard for truth; love of country, humanity, and a universal benevolence; sobriety, industry and frugality; chastity, moderation and temperance; and all other virtues which are the ornaments of human society; and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, and promote their future happiness; and the tendency of the opposite vices, to slavery, degradation and ruin."

the ordinary High School. Those examinations and the bestowal of the certificates and diplomas should be public.

"A definite course of study helps the pupils do more work in a given time, as it divides their work into successive steps, and thus shows them how much they must accomplish, and how fast they are progressing. It decides for each incoming teacher, by the complete records which are kept, what branches each pupil is required to take up at the opening of the term; and it guides the teacher in arranging the programme of the recitations and the hours of study for all the pupils in his school. It educates the people of the school districts, both parents and school boards, so that they will soon demand that the instruction given the children shall be more systematic and complete. It induces economy in school management, as it reduces, by establishing a thorough classification, the number of daily recitations usually heard in our country schools. It encourages the use of the most approved method of teaching every step in the several branches pursued in these schools; and, therefore, the employment of the teachers who are best versed in these methods. It prepares a school to be governed more easily, as it supplies the most influential motives to guide the pupils in their work. Children moving from one district to another experience less difficulty in finding their proper position in the new school, as the instruction in all the districts is quite uniform in consequence of the grading.

"The successful organization of our ungraded schools depends mainly on the following points: (1) the course of study; (2) the classification of the pupils under this course; (3) the programme of the daily exercises; (4) the arrangement of the examinations for promotion, with the graduation of the pupils at the close of the course; (5) a simple and yet complete system of keeping the school records."

It is believed that a proper use of the "Course of Study," "School Work" and "Programmes" here presented, with the explanations made, will materially aid school officers and intelligent teachers in classifying their schools, and in securing more profitable school work. This Course of Study is experimental, and, in case it prove useful, a more extended *manual* illustrating proper methods of teaching the same may hereafter be presented. As this goes to the schools with the approval of the State Superintendent of Schools, it is desired and hoped that school officers and teachers will report to him the advantages and defects of the plan as found in actual use, with suggestions that may lead to its improvement.

This Course of Study and School Work is substantially the same as was presented to the teachers of Maine at their meeting at Pittsfield, in December, 1880, by Thomas Tash, Superintendent of Schools, Portland; and the Programmes are, with slight modifications, as drawn by C. C. Rounds, Principal of Normal School, Farmington. Dr. Rounds suggests this easy way to make a Programme: "Having determined the number of exercises, write on separate slips of paper the name of the class and of the recitations, with the number of minutes allotted, then arrange in the order best suited to your school. Let this be written out in a blank

book for the teacher's use, and on the black-board for the use of the school. Having made a programme, *follow it.*"

School officers in cities learn much from consulting the courses of study of other cities; in like manner those in charge of rural schools will derive equal advantages from consulting courses of study prepared for city schools: they can be obtained.

Respectfully,

THOMAS TASH, Portland,	} <i>Committee on Course of Study for Rural Schools, Pedagogical Society, Maine.</i>
W. J. CORTHELL, Gorham,	
L. G. JORDAN, Lewiston,	
M. C. FERNALD, Orono,	
J. H. HANSON, Waterville,	

4. UNIFORM AND CHEAP TEXT-BOOKS.

In my report of last year the subject of text-books was somewhat fully discussed. The opinions then and there expressed I have since seen no reasons to change. Indeed, I am still more strongly possessed of them. They are in brief as follows:

First. That the ends to be sought in any method of selecting and supplying text-books should be to secure, (1) the best; (2) in full supply; (3) uniform in the same schools at least; and, (4) at least possible cost.

Second. That our present method fails to secure each and all of these ends. The general results of that method have already been shown to be lack of uniformity and of full supply, and a condition which will not materially improve except through the adoption of some better method, either by action of the towns, or by legal enactments.

Third. That the method generally known as State uniformity has been proved by experience uniformly unsatisfactory in any and all of its various forms, and is, hence, impracticable.

Fourth. That the only method by which all the ends sought can be secured, is that called the "Free Text-book" plan, which consists simply in the towns purchasing, owning, and loaning the books to the pupils in attendance upon the schools, and which plan is necessary to make our schools in a real sense free schools.

Fifth. That, next to the free text-book plan, the method best securing a uniformity of books in full supply and at the lowest rates, is that authorized by law, by which the town contracts with the publishers for a period of years, purchases each year the necessary supply, and appoints an agent to sell them to pupils at or a little above cost.

This last plan would seem to be so simple and so practicable, and would make the getting of books so much easier as well as cheaper for the pupil, that I most earnestly urge committees and supervisors to bring it to the attention of their towns, and to urge its adoption. There is little doubt but that any of the publishing houses whose books are already in our schools, would be ready to make special terms for their supply under this plan. The Harpers make such offers, indeed, at especially low rates, and claim to prefer to do business in this way.

5. IMPROVED SUPERVISION.

Local supervision of the schools lacks full efficiency because of division of functions partly, partly because of lack of permanence, and partly because of defects in organization. What can be done to improve it?

As has already been shown, the abolition of the district system would serve at once to unite all its functions in one. The school committees or supervisors would succeed to all the powers and duties now vested in the districts' agents. Until such abolition, it must, however, continue shorn of power in this respect; for all efforts to enlarge its authority by so changing the law as to confer upon the committees the power to select teachers, have proved and will prove ineffectual. The evils resulting from this lack of authority can be in part neutralized, however, by the adoption of the more effective methods of examining and certifying teachers already suggested.

But it is weak, also, because of lack of permanency. As at present organized it is liable to be wholly changed annually. The option which towns now have of electing supervisors in

place of committees, or *vice versa*, at their will, works ill. It does not, as it would at first thought be supposed to do, produce an increased sense of responsibility inducing thorough performance of duty ; on the contrary, it induces a yielding to popular prejudices often, and a courting of personal favors sometimes, which lead to something quite different from that independent, decisive, and sometimes incisive action demanded in effective supervision. Then, too, this liability to change is not conducive to the forming and putting in operation of plans for improving the schools, which must require time and continuous and uniform application of force for perfecting them. This power to change annually the entire personnel of their supervision, should be taken from the towns.

It could be made stronger, also, and more effective by a combination of the two forms, in the one or the other of which it must now exist. Each of these two forms—the supervisor and the committee—has its own peculiar merits. The former is the more effective in the performance of all executive duties, such as inspection, and the making of returns, reports, &c. ; the latter, in the performance of all duties demanding careful deliberation, such as the selection of teachers, the adoption of text-books, the arranging of courses of study, the settling of difficulties between teachers and pupils, &c., &c. Each form has its defects also. In the selection and introduction of text-books, for instance, the one man would be more likely to make mistakes, and far more likely to be affected by improper influences, than would three or more. In the inspection of schools the three or more, on the other hand, would be more likely to do inefficient work, or to do the work at greater cost, than the one. Combine the two forms by requiring towns to choose committees always, and by requiring those committees to make one of their number inspector or superintendent, as now by law they may do, and the result would be a much more forceful supervision than we now have. By such an arrangement better men, even, than now, in addition to the other advantages secured,

could be had to make up those committees; for in many towns the best men will not now take such positions and do the drudgery of visitation. Could they be freed from that, and be required to act only as advisers, they would willingly do so.

The reforms in our local supervision which I would urge, therefore—leaving out of account the impracticable one of giving it the selection of teachers, where the district system prevails—are the following:

First. Repeal of so much of existing laws as allows towns to choose supervisors of schools, so compelling the election of committees instead.

Second. Allow towns which may abolish the district system, to elect committees of three, five, or seven members at their option, with terms of office so arranged that a majority shall never, except in exceptional cases, be new members.

Third. Require such committees to appoint annually one of their number inspector, whose duty it shall be to visit and examine the schools, and to regulate their work in accordance with law and the rules made by themselves; and to make all records, reports, and returns required by law.

6. APPORTIONMENT OF SCHOOL FUNDS.

It has been said in another part of this Report, that the rights and privileges of all our children in the schools, should be made as nearly equal as possible. It has been shown that the method by which the school moneys are divided in the towns, are such as not only to give very unequal privileges and rights, but also to lead to wasteful, improper and sometimes dishonest expenditures. It has been further shown that the correction of these evils lies with the towns. They have only to abolish the district system, and it is at once done, so far as it in any way can be.

In the raising of State school moneys, and in the apportioning of them to the towns, the primary purpose is to make

lighter and more equal the burdens imposed in the support of schools. In view of this primary purpose alone, no change in methods of apportionment is needed. But the apportionment of such moneys may be made to serve other important purposes not in conflict with the first. As already suggested, they might be so apportioned, in whole or in part, as to offer a premium on attendance; so, also, in such manner as to offer premiums on reforms in school management. Divide these moneys among the towns on the basis of scholars regularly attending school, instead of the present one, and it would be for the interest of every citizen to use his influence for the prevention of absenteeism and truancy. Set aside a part of them to be apportioned to such towns only as gave equal school privileges to all the children within their limits, and the general abolition of the district system would soon follow; for the pocket controls men's actions more potently than prejudice.

Of the secondary purposes which the method of apportioning the State moneys might be made to serve, the abolition of the district system seems to me the most important. More of the ills afflicting our educational well-being would be cured or alleviated in that way than in any other. And I submit whether it would not be wise policy to so amend our present method of distributing those moneys as to make it for the interest of the towns to take action in that direction. Give annually to every town that has abolished or will abolish that system, an additional amount of school money equal to only ten cents for every scholar returned—which is very near the amount per scholar of the income of the State school fund—and the effect would be, at least, to bring the question of abolition into prominence at every town meeting, and there can be but little doubt of the final result. I suggest as worthy of trial, legislation in this direction.

FREE HIGH SCHOOLS.

The Common School and the Free High School years included in this Report, do not correspond. The former ends April 1, 1881, the latter, Dec. 1, of the same year. It would be better in many respects if they could be made to synchronize. This would be the case if, instead of being an entirely separate and distinct system, having no organic relation to the common schools, except where they form a part of a graded system, the high schools were made an essential part of the general school system. And this they should be made. They should be the supplements of the common schools—not district, but town schools; and their existence and support, in all towns of certain size at least, should be made compulsory. But of this farther on.

The following tables show the condition of these schools for the year just completed—the first in detail as compared with that of the preceding year, and the second in general as compared with that of each year of their existence :

TABLE I—COMPARATIVE SUMMARY.

	1881.	1880.	Increase.	Percent. of Increase.
No. of towns in which Free High Schools have been supported.....	101	86	15	.17
Whole amount expended for same.....	69,469	59,059	10,410	.18
Amount provided by towns and districts.....	53,453	54,459	dec. 1,006	.02
Amount paid by State.....	16,910	13,813	3,097	.22
Number of terms of school.....	213	173	40	.23
Aggregate number of weeks.....	2,344	1,874	470	.25
No. of pupils registered.....	7,792	6,215	1,577	.25
Average attendance.....	5,592	5,192	400	.08
Number in Reading.....	4,801	4,016	785	.12
Number in Arithmetic.....	4,112	3,182	930	.29
Number in English Grammar.....	3,445	3,141	304	.10
Number in Geography.....	2,177	1,886	291	.15
Number in U. S. History.....	1,236	1,004	232	.23
Number in Ancient Languages.....	1,993	2,090	dec. 97	dec. .05
Number in Modern Languages.....	864	1,029	dec. 165	dec. .16
Number in Natural Sciences.....	2,629	2,611	18	.01
Number in Higher Mathematics.....	2,908	3,102	dec. 194	dec. .06
Number in Book-keeping.....	962	794	168	.21
Number of actual Teachers attending.....	595	383	210	.55

TABLE II—COMPARATIVE STATEMENT.

YEARS.	Number of Towns in which held.		Number of terms of School.	Aggregate number of weeks.	Total attendance.	Average attendance	Total expense.	Expense to State.
1873	133	237	2,551	10,286	8,123	\$83,524	\$29,135	
1874	162	355	3,776	14,828	11,652	120,280	39,969	
1875	157	348	3,680	13,469	11,444	118,296	38,633	
1876	162	337	3,626	12,439	10,141	111,688	37,392	
1877	151	319	3,457	11,839	9,613	111,911	36,538	
1878	150	314	3,417	11,849	9,304	106,558	35,828	
1879	67	81	875	4,931	4,193	31,639	13,635	
1880	86	173	1,874	6,215	5,192	59,059	13,813	
1881	101	-	213	7,792	5,592	69,469	16,910	

In studying the statistics given in these tables, it is to be remembered that the Legislature of 1879 suspended the operation of the law under which these schools are established, for a period of one year beginning Feb. 28; and that the Legislature of 1880 did not finally settle the question whether or not such suspension should be further continued, till March 18. The statistics for 1879, therefore, in Table II, cover a period of about three months; and those for 1880, in both tables, a period of about nine months. In comparing the expense to the State, moreover, for the several years as given in Table II, it is to be further remembered that the Legislature of 1880 reduced the maximum paid by the State to any one town, from five hundred, to two hundred and fifty dollars.

The first very important purpose served by these schools is the preparation of teachers for the common schools. In this regard the statistics given in Table I are especially significant. It will be seen that, while the whole attendance has increased twenty-five per cent., that of actual teachers has increased fifty-five per cent. The figures relating to

studies pursued point in the same direction. With more pupils in the schools, a less number have pursued the higher branches which are of less immediate importance to the teachers of the common schools; while the increase in those pursuing the subjects more fundamentally important for teachers to know thoroughly, has run very nearly parallel with the increased attendance. And these conditions are in substantial harmony with the statements and deductions made in the preceding part of this Report. They show the existence of a real and growing demand for better qualified teachers for the common schools, and a demand the force of which those teachers are feeling; and they especially prove true what has been claimed on a preceding page for the influence of the method of examination adopted during the present year. They prove also another thing—that in order to meet that demand, and in order that the force of such methods of examination shall lead to full results, the Free High School is a necessity in our general system. Indeed, without them as sources of supply, the demand for better qualified teachers for the common schools would be to a great extent unavailing. All our existing colleges, seminaries and academies combined, could not supply the annual demand for new teachers—taking the number of such reported for the year on page 33 as the average annual demand—without giving up more than ninety per cent. of their students for the purpose every year; for their whole aggregate annual attendance is not more than 2,500. The Free High School must exist, or the common schools must go without qualified teachers.

But the High School sustains other important relations to the common schools. Wherever established as an essential part of the public school system as a whole, it serves to draw those schools up to higher effectiveness. Relieving them in part of their overcrowded courses of study, by gathering into its work instruction in the higher branches elsewhere demanding place in those schools, it makes thorough work in the lower and more vitally practical branches not only possible but actual. Standing as the goal to be reached

by zealous, earnest, and thorough work in those schools, it arouses and intensifies zeal in pupils and teachers alike, whence come better attendance, larger interest, more rapid progress in knowledge, and better work in every way. In these directions, also, then, the High Schools are very important to the best good of the common schools, and so ought to be made an essential and integral part of our public school system.

But they are needed to serve a still more important purpose than has yet been named or suggested. The State demands as vital to her well-being—to her existence even—intelligent citizens, and so establishes the common school as the fittest—as the only agency for the production of such citizens. But from among those citizens she must select her law-makers and executors of law, of every grade. There must be, therefore, ready to her call a class of citizens of such intelligence, and with powers so trained, that they shall be able to frame wise laws and wisely execute them. Moreover, it is for the best interests of all, that out from the masses shall come those who are to legislate for, and to govern the masses. The State, then, fails in her duty to herself, and to the masses of her citizens especially, while she fails to set in operation agencies fit and adequate for giving to the poorest and humblest, as well as the richest and most fortunate of her citizens, opportunities for fit preparation for those higher duties of citizenship. The Free High School is such an agency. It opens wide its doors to the poorest child, that entering in, he may, if he will, start in the race for influence, for place, and for preferment, abreast of the wealthiest. While, therefore, a necessity to the highest well being of the State in these regards, it is, moreover, an educational agency as democratic in character and purpose as the common schools, and should be as accessible to those fitted by nature for its higher instructions, as they are to all.

Serving such vitally important purposes, it would seem that these schools would commend themselves to all classes everywhere. It would seem that everywhere intelligent and

thinking men would more and more urge, and that the masses especially would be more and more earnest—clamorous even—for their establishment. Such, however, is far from the case; how far so, a glance at Table II will show. Instead of steadily growing in number from the start, as ought to have been the case, the opposite has been true. And the showing in this regard for two years past is especially noticeable. The lack of growth after the second year from their first establishment, and up to their suspension in 1879, can be reasonably accounted for by the financial conditions characterizing that period. But those conditions had changed when they were re-established in 1880, and since have been far more favorable than during or before that period. That they have failed so signally to recover the position which they occupied before suspension, can not be due to inability to support them, nor to any change in the need for them. The cause must be sought rather in some diseased condition of popular opinion.

It was feared when the attack on our whole system was made in 1879—an attack whose avowed purpose was to abolish the High Schools, the Normal Schools, the State Superintendency, and the Mill-tax, and thus to remand the system to the condition of half a century before,—that the results, at the best, would be deplorable. And the fear was well founded. The most serious immediate and direct result of the attack itself was no worse apparently than the suspension of the High Schools for one year. But the spirit which inspired it, which made even that result possible, and which by those who understood it, was the real thing most feared, has wrought greater harm than that result. The demoralization in public opinion of which that spirit was begotten is still operative. To that demoralization is due, more than to all other causes combined, the failure of the High Schools to recover their former position. Until the poison compounded of class prejudice and rabid, unreasoning parsimony in public expenditures, and made more virulent by a large admixture of blatant demagoguism, shall be more completely eradicated from the

body politic—until our laboring and industrial classes, who form the mass of our people, learn that there is an economy in public affairs, and especially in educational affairs, which works poverty to them, while it may serve to keep intact the hoards of the few, our Free High Schools under the present optional system will make slow progress toward that place which they ought to occupy in our general system of public instruction.

Intended as these schools are to subserve such vitally important purposes,—purposes which no other agency can so completely subserve,—and failing in that purpose to the extent, and for the reasons that they have failed thus far, in not having become generally established in the great majority of our towns, some modification of the system is evidently needed. The optional feature of the system should be eliminated and the method of support somewhat changed. They should be made an essential and fixed part of the general system by the same “shall” of law that makes certain the maintenance of the common schools. It would not be difficult to devise a plan conditioned as above, which should be in complete harmony with, and similar to that by which the common schools are established and maintained, and which would thus make our whole public school system symmetrical in all its parts. Such a plan, it seems to me, is that outlined in brief in my report of last year, and which is here reproduced :

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.

The attendance upon our Normal Schools, at Farmington and Gorham especially, for the latter half of the year, has not been what was to be desired—has been much smaller than during any previous corresponding period. Forces have been in operation, which, owing to the arrangement of terms in these two schools, have tended to this immediate result, but which must ultimately have the effect, if they continue to make themselves felt, of filling them up to their full capacity. Owing to the two-term plan on which these schools are run, pupils who are forced to teach a part of the time during their connection with them, as very many of them are in order to pay their way, are compelled to absent themselves a full half year. The call for better qualified teachers, already noted as indicated in the statistics relating to the common and Free High Schools, and caused in part by the more strict and general examination of teachers which has prevailed during the year, has been especially felt by the Normal Schools. The calls upon them for teachers, especially during the past fall, have been such as almost to break up the more advanced classes in the two schools named. The school at Castine, on the contrary, owing to its different arrangement of terms such that those connected with it have opportunity to teach in summer, fall or winter, without being absent more than one term at most, has been less affected by this demand in an unfavorable way, while it has felt it equally with the others in the way of larger entering classes. Hence the year at Castine has been one of more than ordinary prosperity.

Of the work done in these schools during the year, by both teachers and pupils, I can not speak too highly. I endorse heartily all that the Principals have to say in their reports in commendation of the spirit of earnest zeal and honest work manifest in their pupils, and bear cheerful testimony to the fact that that spirit has been largely inspired by a like spirit

in their teachers. I never visit these schools and study their work without feeling prouder of Maine, and a larger hopefulness for her educational well-being because of them. Well were it for our State if the value of their work were more fully recognized. Well were it for the hundreds of our young men and women, who are seeking preparation for the practical work of life, in our seminaries, excellent as they are, if they could appreciate the superior value of the knowledge and discipline to be had in these schools. In practical culture alone,—the culture that gives definiteness and certainty of knowledge, that induces self-reliance, that forms habits of careful, patient investigation, that trains to clear, strong thinking, and develops the power of plain, concise and lucid expression,—I do not hesitate in saying—repeating in still stronger terms what was said in last year's Report—that I believe the two years' normal course is the equal at least of any four years' seminary course of study with which I am acquainted.

And equally strong testimony can be truthfully borne to the force they have exerted in improving the teaching done in our schools. Their influence has been far more potent in this direction than is generally recognized. There is hardly a teacher in the schools of Maine to-day, whose methods have not been affected by the work these schools have done. In the schools among the French along the St. John, and in those in the remote plantations of Franklin, Somerset, Oxford, and Washington, one familiar with the spirit and methods of the Normal Schools, can find the signs of their influence. I speak the more confidently in this regard because of what I have learned and felt in meeting the teachers in all sections of the State during the past fall. Everywhere the normal teacher was present; everywhere the normal spirit was manifest. To that presence and to that spirit in large degree was due the interest and the profit of those meetings. And because of that presence and that spirit, was it found practicable, with any promise of future success, to organize the teachers of every county into associations for mutual help.

For further and more particular information relating to these schools, including the Madawaska Training School, and the Normal Departments connected with the M. C. Institute at Pittsfield and Oak Grove Seminary at Vassalborough, reference is made 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 31, 1881,

HON. N. A. LUCE,

State Supt. of Common Schools:

In accordance with Article 3 of the By-Laws of the Board of Normal School Trustees, I have the honor to make the following report:

For facts as to attendance upon said schools, and numbers graduating therefrom during the year, and for particular statements regarding their needs, you are respectfully referred to the accompanying reports of the Principals of the several schools.

The Boards of Instruction in the schools at Castine and Gorham, remain as last year, with the exception that in the latter, Mr. W. L. Fitch of Portland, has succeeded Mr. Wilson as Teacher of Music. At Farmington, important changes have occurred. At the close of the term in January, Miss Clara F. Allen, who had long been connected with the school, resigned, much to the regret of all concerned. Her place was very acceptably filled during the succeeding term by Mrs. Helen B. C. Beedy of Farmington, for several years, as Miss Coffin, connected with the school at Castine. At the end of the summer term, Miss Jennie M. Hayden resigned her position in the school, as did also the teacher of the Model School, Miss E. Burt Holt. In filling the

vacancies thus occurring the Trustees have been very fortunate. Miss Hayden's place is now filled by Miss E. J. Perley, formerly Preceptress of the Seminary at Kent's Hill; Miss Allen's, by Miss Annie M. Pinkham, a graduate from the school in both the regular and advanced courses of study; and Miss Holt has been succeeded by Miss Alice E. Warren, also a graduate from the school. At the end of the first half of the fall-winter term, the school suffered another serious loss by the resignation of Mr. F. O. Stanley, whose place is yet vacant.

The three schools have been placed on the same basis by making the course of study at Gorham practically the same as that of the other two. The course of one year, adopted as an experiment in the school at Gorham at its opening, while in no sense to be considered a failure, did not prove satisfactory. The attempt to do in one year anything like satisfactory work, as compared with that done in two years in the other schools, put too great a strain upon the strength of both teachers and pupils. Thanks to the good judgment and tact of Mr. Cortbell and his fellow teachers, the change from the one to the two years' plan has been brought about without any friction or disturbance in the regular work of the school.

Of the success of the post-graduate course of one year, established at Farmington last year, I need not speak, other than to say that, so far as its results for one year are concerned, it has fully proved the wisdom of its establishment. Principal Rounds, in his annual report to you, will probably give full and detailed information regarding it.

It has been found necessary to authorize and make quite extensive repairs, especially at Castine and Farmington. It was evident last year, as indicated in my report, that a new boiler must be put in at Castine. It was known, also, that the boiler at Farmington needed re-setting, and it was strongly suspected that it might need some repairs. On taking down the surrounding brick-work, and giving the boiler a critical examination, it was found in such condition that to put it

into anything like safe condition for use, even for another year, would cost at least \$200. It was, therefore, deemed more economical in the end to discard it entirely, and purchase a new one. The black-boards at Farmington had become so broken and defaced by long use, as to serve their purpose very imperfectly; and it was considered better to make them over anew, and in the most thorough manner, than to attempt to patch them up temporarily. Other and less extensive repairs were found necessary at Farmington to stop leaks in the roof of the building, and at Gorham to preserve the building from harm. In authorizing and making all these repairs the Trustees have acted only after the most careful and deliberate consideration of all the conditions involved. They feel assured that their action has been governed by the same careful and deliberate exercise of their best judgment, as they are wont to carry into the management of their own private affairs.

To make such repairs it has been necessary to exceed the appropriation for the year by a very considerable sum, as will appear from the fiscal statement at the end of this report. A deficit has been thus created, which, in considerable part at least, the next Legislature must be asked to meet by special appropriation. Had the last Legislature seen fit to grant in full the carefully considered request of the Trustees for an increase of the annual appropriations from \$18,000 to \$20,000—a request based upon a careful forecast of the absolute needs of the schools—such special appropriation would not have been necessary. By a careful husbanding of expenditures, the appropriation of next year, available for the purpose under the new system of biennial appropriations, would have been sufficient to meet the deficit.

Further repairs of buildings and improvements of grounds are needed. At Castine a new fence is needed along one side of the grounds. The grounds at Farmington are still surrounded by only the foundations for a fence; and at Gorham they lie common, and in their original rough condition—a shame and reproach to the State. Other needs of the several

schools are suggested in the reports of the Principals, to which reference is respectfully made. It is much to be hoped that the time is not distant, when a justly generous and generously just Legislature will take these needs into consideration.

For information as to resources and expenditures for the year, I submit the following

FISCAL STATEMENT.

RESOURCES.

Annual appropriation for 1881.....\$19,000 00

EXPENDITURES.

For salaries	\$17,644 44	
fuel.....	788 83	
repairs	1,494 80	
bills of trustees.....	740 15	
advertising	22 30	
incidentals.....	73 37	
	—————	\$20,764 37
Deficit		\$1,764 37

Respectfully submitted.

STEPHEN HINKLEY, *Secretary.*

REPORTS OF PRINCIPALS.

STATE NORMAL SCHOOL. }
Farmington, Me., June 29, 1881. }

TO STEPHEN HINKLEY, Esq.,

Secretary of Board of Normal School Trustees:

I submit my report of this School for the school year 1880-81.

The number of pupils in attendance for the Fall Term was 60; for the Spring Term, 83.

The following text-books were used during the year, with references to many others:—Walter Smith's Drawing Books, Hillard's and Sargent's Readers, Hutchinson's Physiology, Harpers' School Geography, Maury's Physical Geography, Todhunter's Algebra, G. A. Hill's Geometry, Bryant

and Stratton's Book-keeping, Whitney's Essentials of English Grammar, Anderson's Popular History of the United States, Steele's Physics, Hooker's Natural Philosophy, Steele's Chemistry, Gray's Botany, Hickok's Mental Philosophy, Wickersham's School Economy, Hubert Spencer on Education, Currie's Infant School Education, Brooks's Normal Methods. In all branches the instruction is largely, in some mainly, oral.

The apparatus is in good condition, but additions are very much needed. The library also needs enlargement in certain directions. Though it contains only about one thousand volumes, aside from text-books, it was carefully selected with reference to the wants of the school, and its value does not diminish with its age as does the value of miscellaneous collections. In certain departments it is quite complete, while in others it is lacking, and there is no means at present of supplying deficiencies. It would be very much to the benefit of the State to have a fund, even though a small one, to draw upon for additions to library and apparatus.

Our boiler needs thorough repair, or to be replaced by a new one. Some of the floors in the building were never good, and they have now come to such a degree of dilapidation that they should be relaid at once.

The black-boards need reconstruction. They have once been as thoroughly repaired as possible, but the fault lies back of the boards in the work of the carpenter, and nothing can prevent their cracking. Plastering and lathing should be taken off, extra studding put in, and the black-boards reconstructed from the foundation.

In the near future the interests of the School demand the addition of a third story to the main building, to be divided into four class rooms. We have not now so many class rooms as teachers, and one of these rooms, too small for a class room, is imperatively needed for a library and reading room. The school library is now kept in the teachers' room, and the inconvenience of such arrangement is apparent. The walls of the main building were constructed with reference to the addition of a third story, and this need, at first foreseen, has long been pressing.

The School has been very seriously hampered in its work this year by insufficient appropriations. Maine appropriates annually for its three Normal Schools the same sum that New York appropriates for each one of hers, and the appropriations in California and Illinois are still larger. Our needs are the same as those of New York, and our common school teachers deserve advantages for professional education equal to those of the Empire State. We have to thank the Trustees for the generous spirit which they have shown, and we gratefully recognize their earnest efforts to do all for the School which the means at their command would allow.

Respectfully submitted.

CHARLES C. ROUNDS.

STATE NORMAL SCHOOL. }
Farmington, Me., Nov. 29, 1881. }

TO HON. N. A. LUCE,

State Superintendent of Common Schools :

I herewith submit my annual report of this School for the school year 1880-81.

For statements in regard to the school-house, and the material wants of the School, I refer to my report to the Secretary of the Board of Trustees.

The numbers in attendance during the year were as follows : Fall term, 60 ; Spring term, 83. At the close of the first term of the year there was no graduation ; at the close of the second term, five graduated from the advanced class and twenty-five graduated from the two years' course.

At the beginning of the year, in accordance with the action of the Trustees at the preceding annual meeting, a class was organized for an advanced course of study of one year. The studies of this course have comprised History of the English Language, English Philosophy, Rhetoric, General History, Latin, French, advanced Algebra and Geometry, Trigonometry and Surveying, Qualitative Chemical Analysis, Astronomy, Zoology, Mineralogy and Geology, History of Education, and Methods of Teaching.

All the class were graduates from our two years' course. Admirable results were attained, results which would have been impossible in the time with a class destitute of a similar previous training. The class was highly pleased with the work, and some of them said that they derived as much benefit from this third year's study as from the study of the previous two years.

Our course of study is now organized, and all the means of instruction provided, for a three years' course, and it is to be hoped that many will avail themselves of it. For chemical analysis the school is furnished with the requisite apparatus, and the course is one of practical laboratory work ; we have a very complete and well classified collection of specimens for the illustration of mineralogy and geology ; for instruction in trigonometry and surveying we have one of Buff & Berger's best transits, and the library is supplied with reference and standard works needed as collateral aids in such a course of study.

The advanced course is one which appeals especially to intelligent young men. Unless they can teach high schools, at least a part of the year, they can hardly secure continuous employment in Maine, and without some such course as this the High School is beyond their reach. Although it is intended to make the course as complete as possible in itself, for the benefit of those who can not devote a longer time to study, yet those who go farther will find this one year most profitably spent in the preparation for a collegiate or a scientific course.

The numbers in attendance should be larger. Although the school has been doing its work since 1864, there are sections of the State in which the existence of Normal Schools is hardly known, and nothing known of their purpose and their work. Certain towns send pupils to the School

year after year and give employment to Normal teachers, while other towns, but a few miles away, perhaps, have never sent us any pupils, nor felt within their dilapidated school-houses the inspiring breath of modern education. For this our school law is largely responsible. In the establishment of Normal Schools the law declares training and special study necessary to the teacher, but it has never made special preparation a condition for employment. Our Legislature refuses to give any validity to Normal diplomas, and diplomas granted by our Normal schools receive a recognition in States hundreds of miles away which is denied them at home. School committees are chosen from their supposed fitness to pass judgment upon the qualifications of teachers and the condition of schools, while into the choice of school agents considerations such as these seldom enter; yet the agent and not the committee employs the teacher. Could the results of such a mistaken course be visited upon the guilty, there would be little call for sympathy; but when we remember that defenceless children are the immediate sufferers, and that the evil will be cumulative through the ignorance of coming generations, the attempt to find fitly characteristic epithets for those who can right these wrongs and will not, gives one a realizing sense of the poverty of speech. Let our State give a legal recognition to the profession of teaching, put the employment of teachers into the hands of committees, and provide an efficient mode of certificating teachers and inspecting their work, and the Normal Schools will accomplish fourfold what they can accomplish under our present lack of system.

The year has been one of severe, but of pleasant and profitable work. Our course of study requires, for its completion in the time allotted, respectable attainments upon admission, physical and mental health, and good habits. It has grown up from the experience of years, and for several years past there has been little change. It very fairly meets our needs. More can not be accomplished in the time, less should not be. In some details the course is susceptible of improvement. There are reasons for some changes in the succession of studies. But these are matters for the careful consideration and concerted action of all who are engaged in this work, and regarding which I here refrain from the expression of individual opinions.

In my report to the Secretary of the Board of Trustees I have called attention to the meagerness of our appropriations for Normal Schools, have compared these with those of more liberal and more progressive States, and have very briefly mentioned some of the results. Much more could be said on this point. Repairs are necessary; books and apparatus are needed; and the annual appropriation does not suffice for the payment of the reduced salaries of teachers, and the unavoidable running expenses of the schools. Such a policy is unworthy of a State which takes *Dirigo* for its motto. It is economically false. The chief source of the wealth of Maine is not the produce of its farms and manufactories, its forests, the ice of its rivers, and the granite of its hills, but the minds of its children; and the teacher is not the mining but the mental engineer,

whose function it is to develop their wealth. And the State need not fear but it will get back from the increased excellence of her schools an abundant reward for whatever she puts into the training of her teachers. She has the fullest security for the safety of her investment in the character of the recipients of her bounty. The students in the Normal Schools of Maine, for earnestness of purpose, devotion to study, and correctness of life, are unsurpassed. For whatever the State does for them she will receive an ample return; she cannot do more for them than they deserve.

Respectfully submitted.

CHARLES C. ROUNDS.

EASTERN STATE NORMAL SCHOOL, }
Castine, June 1, 1881. }

To the Trustees of the Normal Schools:

GENTLEMEN—In accordance with Article 10 of your By-Laws, I respectfully submit my Second Annual Report of the Eastern State Normal School, for the year 1880-'81, the same being the report of the school for its fourteenth year.

At the close of last year the teachers were all re-elected, and they have been at their posts during the year, except Miss Comstock, who had leave of absence for the fall term. Miss Laura R. Andrews, of the class of '80, was selected as Miss Comstock's substitute, and she sustained herself well in what was to her a trying position.

This term (spring) in order to arrange our work without conflicts, and also to secure the work of a specialist in the subject, we obtained the services of Miss Eliza C. Lufkin as a special teacher in elocution. Her work was very satisfactory, and our only regret was that we could not afford to continue her work through the term.

The school year commenced August 24, and closes June 2. The fall term continued 13 weeks, with an attendance of 100—47 gentlemen and 53 ladies. The winter term commenced December 7 and continued 12 weeks, with an attendance of 75—23 gentlemen and 52 ladies. The spring term commenced March 8 and continued 13 weeks, with an attendance of 130—70 gentlemen and 60 ladies. Total attendance, 305—140 gentlemen and 165 ladies.

The fall term was 22, the winter 25, and the spring 10 larger than the corresponding terms of last year. The gain was in the number of young men attending the school, the totals for the two years being: gentlemen, 1880, 82; 1881, 140—gain, 58; ladies, 1880, 166; 1881, 165—loss, 1. Weeks in school year, 38. Graduates 20, less by 9 than last year. The promise now is that next year will more than make this loss good.

The building, except the ordinary wear resulting from a year's occupancy, is in the same general condition as when I made my former report.

The room on the third floor has been finished, except the laying of the pipes for steam, which should be done when the boiler is replaced.

The laboratory does not work to our satisfaction, on account of its shape, and also because it is impossible to ventilate it properly. It will probably be best to fit up one of the other rooms for that work.

The heating apparatus has brought us through the year, but that is all that should be demanded of it. I can only repeat my recommendations of last year, that a new boiler be put in this season, and the piping thoroughly overhauled and put in good order.

The supply of chemicals has been kept up and slight additions have been made to the apparatus, but more should be done in this direction. The same holds true regarding the library. The School should be well equipped in both these respects. The State will get back an hundred fold what it puts in here, in added culture and preparation on the part of its teachers.

The furniture is in good condition.

The lot needs fencing on the south side. We have set out fifty trees this season, which, if they live, will add much to the beauty of the lot.

The text-books used have been in the main the same as last year, the additions being Fisk's Arithmetic, and Elliot and Storer's Abridgment of Chemistry.

The health of teachers and pupils has been almost uniformly good.

Steady, hard work has been done all the year. The pupils, as a rule, come here to work, and they fall into the ways of the school so readily that in a few weeks you can hardly tell an F. from an A.

I want to thank the State Superintendent for the kind of commendation he has given the Normal Schools in his report for 1880. I know they have been striving to earn just such words; and I do not know when I have felt more pleased than when I read, "The thoroughness of the instruction given and the methods of study and recitation pursued, conducing to careful, patient investigation, and to the 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 superior character." I know better than he, how we fall short of doing all we would in this direction, but we are honestly trying. The better the School is known the more highly is it appreciated, as is shown by the demands made on it for teachers, and by the character and attainments of those who look to it as a place for their own training.

I recommend a new boiler and additional piping for heating the building.

I recommend that the pay of the teacher of the model school be made the same as that paid for the same work in the other schools.

I would recommend the appointment of a special teacher in elocution, to work in the three Normal Schools.

I also recommend that, as soon as possible, additions be made to the library and apparatus, and that the lot be properly fenced.

In conclusion, I would add only this: that, though the present year has been one of the most prosperous in the history of the school, we mean to

make an advance next year, hoping to be able next year to report a school stronger in all elements of genuine strength than we can show you to-day.

Respectfully submitted,

R. WOODBURY, *Principal.*

EASTERN STATE NORMAL SCHOOL, }
Castine, November 17, 1881. }

HON. N. A. LUCE,

State Superintendent of Common Schools:

I herewith submit my report of the Eastern State Normal School for the year closing Nov. 17. For a history of the School for the year 1880-81, I would refer to my report to the Trustees made June 1st. I add here a brief statement covering this term. The term commenced August 23, and continued 13 weeks with an attendance of 102—51 gentlemen and 51 ladies. I call special attention to the number of young men who have been connected with the school since August, 1880. Total attendance, 407,—191 gentlemen and 216 ladies. For the last two terms the figures are as follows: total attendance, 232—gentlemen 121, ladies 111. Large as our number of young men is, they all find places in the schools and the demand still exceeds the supply.

The old boiler has been taken out and a tubular boiler put in its place. The steam pipes have all been overhauled, and the room on the third floor is now warmed by steam. The weather has not been cold enough yet to fully test the new boiler, but we think it will work with perfect satisfaction.

The most of our pupils have to pay their own way through the School. That makes it necessary for them to work, especially where that work is teaching, when work offers, or suffer loss. In many cases schools are put off from one to four weeks to accommodate pupils, but often they must leave in the midst of the term. Nearly all who have left to teach this year have left with the determination to come back and take the work up where it was laid down and to complete the course, no matter how long may be required. On the whole, I can hardly make up my mind whether to be sorry or glad that things are so. As a teacher in this School, I am sorry, for I do not like to lose a good pupil till his work is completed, and of course those taken from us to teach are of our best; but, on the other hand, the State is getting this advantage out of it.

Many of our best teachers work now for years in the genuine common schools, who would work mainly or entirely in the graded schools, if they took the course consecutively and graduated before commencing to teach.

The schools commence at such different dates that it is impossible to arrange our terms so as to avoid all clashing. Our students arrange to get in their requisite number of terms and graduate in the Spring, with very few exceptions, which exceptions have been met thus

far without any difficulty. The young men, whom we wish to keep for their influence educationally in the future, as well as for what they do in the school-room, can teach winter schools on our three-term plan without any break. Last winter every young man who was here in the fall who could be induced to teach was employed, and in most cases, at good pay. The young ladies have the summer free for their schools.

A school year with two terms would make it easier for the teachers, or it would reduce the number of classes, but, all things considered, our present arrangement of terms seems to be the best for us.

The model school has done good work this year. It has survived the trial stage, and has had a healthy growth. This term there have been 30 in attendance, as many as the room can well accommodate.

As the suggestions made to the Board regarding two courses for the Normal Schools, one of one year, and one of two years, were in harmony with action which had already been determined on, and which has since been taken, there seems to be no need of repeating them here.

Respectfully submitted,

R. WOODBURY, *Principal*.

GORHAM, June 23, 1881.

Messrs. of the Board of Trustees:

The term just closing has been one of fair success. The number belonging is fifty-two. Of that number, nine have been compelled to absence by sickness of themselves or families. We are assured that all but one will return. One is out teaching.

Sickness has compelled the absence for a few weeks of one of the teachers, and sickness and death in the family has compelled Miss Deering to ask leave of absence till next term. We are expecting that she will begin her work again at the beginning of the next quarter. Miss Goodwin, who supplied the temporary absence, has done good work.

The A class, about to graduate, is a class of very honest, earnest, faithful workers, and though not brilliant, will make excellent teachers.

The B class is mature in years and has many who will do good work in the schools, in return for what the State is doing for them.

Sixty-seven volumes have been added to the library this past term. The school needs more books.

The department of natural history needs more apparatus. A work bench and set of tools is very much needed, that the pupils of the school may be taught and trained to make apparatus for use in the common schools.

The model schools have done a good work. It is to be desired and worked for to have a plan of apprentice teaching secured so that Normal pupils, before graduating, should serve an apprenticeship of at least three

months in a veritable school, under a well-qualified teacher. Such a system has been established in the Normal School at Worcester, Mass., and it works admirably.

The grounds speak for themselves. No words of mine can do justice to the subject.

We need more scholars. How shall we get them? That is for the wisdom of your honorable board to devise.

Some work on the building is imperatively needed this summer. 1, A renewal of the blackboard surface; 2, repairing the roof in a few places. and the fixing of the bell deck so as to make it tight; 3, pointing with cement around the granite courses; 4, repairing the gutters; 5, making some arrangements for carrying the water from the west side of the house before it has time to soak through the cellar wall.

Very respectfully,

W. J. CORTHELL.

TO HON. N. A. LUCE,

State Superintendent of Schools:

In accordance with the provisions of the law I submit the report of the Normal School at Gorham for the year ending June 30, 1881. The School was established January 19, 1879, and the first class was graduated from it January, 1880. and the fourth class graduated June, 1881. One hundred and nineteen have graduated from the school. Of this number one hundred and two are now teaching. The call for the services of these graduates seems to prove that there is a demand for teachers with some degree of qualifications for the work, and that the Normal School training does help to fit pupils for better work as teachers.

The course of study and the text-books used in the school, remain substantially as at the last reports. The needs of the school are the same. The School has had to fight its way, to a recognition, on the part of the public, of the *need* of the special work it was designed to do. That recognition seems to be gradually but surely accorded. Yet there is obviously a want of some means by which the profitableness of Normal Schools in the school system of the State may be made known to the people of the rural towns.

The teachers hitherto connected with the school are still continued in the same positions and are believed to be doing on the whole satisfactory work. The model schools furnish opportunity for some practice in teaching on the part of the members of the Normal School, yet it is apparent that some arrangement is needed by which each graduate, before graduation, should have an opportunity to do teaching work with classes of children in various grades, under the supervision of a thorough teacher. Only thus can numberless mistakes and failures be prevented. Such an arrangement might be made by a connection of the schools of the village or town with the Normal School, which should give these

schools in some degree the character of apprentice schools for the members of the normal schools.

The pupils before graduating are subjected to a written examination, more searching and thorough than any to which candidates for teachers' places are subjected, by the questions furnished by the Educational Department of the State. It does seem impolitic that pupils having the diploma of the School, which diploma is a proof of having successfully passed such an examination, should find in such a diploma no official authority to enter the schools of the towns as teachers.

Respectfully submitted.

W. J. CORTHELL.

MADAWASKA TRAINING SCHOOL, }
Fort Kent, Me., Dec. 20, 1881. }

HON. N. A. LUCE:

State Superintendent of Common Schools:

I herewith submit the following report of the Madawaska Training School for the year ending August 12, 1881.

The arrangement of the terms was like that of the previous year, the school being in session 20 weeks at Van Buren with an attendance of 48, and 20 weeks at Fort Kent with 65 attending—making a total attendance of 113, which is an increase of 17 over that of last year.

The studies pursued are Reading, Grammar and Composition, Geography, History of the United States, Arithmetic, Algebra, Physiology, Book-keeping, Physical Geography, Natural Philosophy, Civil Government, Free-hand drawing, Penmanship, and Theory and Practice of Teaching. No text-books have been changed since the last report. Two new studies were introduced—Algebra and Philosophy, and Greenleaf's Elementary Algebra and Steele's Fourteen Weeks in Philosophy are in use. 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.

The new members being subjected to an examination on entering made up a class better fitted for the work, and there has not been so great a demand for primary work as heretofore.

Since the establishment of a regular course of study, many are availing themselves of the privileges offered, and at Fort Kent a class of six will complete the studies and be ready to graduate at the close of another term of 20 weeks. Four of the class are French and understood little or no English when they entered four years ago. They now speak the language fluently and intelligently.

Could the law be so arranged that the graduates would be the chosen teachers, the influence of the Training School would be greatly increased and soon felt in all parts of the territory.

Very respectfully submitted.

VETAL CYR, *Principal.*

OAK GROVE SEMINARY.
Vassalboro', Dec. 15, 1881. }

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 November 23, 1880, and ending November 11, 1881. This department has been in successful operation thirty-three weeks.

The number of different pupils during the year has been ninety-two. Of these, thirty-three have engaged in teaching.

The following is a list of text-books used: English Department—Mathematics, Greenleaf's and Wentworth; 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, Munroe; 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.*

MAINE CENTRAL INSTITUTE. }
Pittsfield, Me., Dec. 4, 1881. }

HON. N. A. LUCE,

State Superintendent of Common Schools :

DEAR SIR—I herewith submit the Annual Report of the Normal Department of Maine Central Institute for the year beginning November 1, 1880, and ending October 28, 1881. During the year of forty weeks there have been in attendance forty-six different pupils. Four completed the course last June, and seven are expected to graduate next June.

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

Respectfully submitted.

O. H. DRAKE, *Principal.*

COUNTY TEACHERS' MEETINGS.

The Legislature, at its session of last winter, passed the following :

“Resolve to enable the State Superintendent of Common Schools to hold teachers' meetings, as provided in item four of section seventy-one, chapter eleven of the Revised Statutes.

Resolved, That the sum of eight hundred dollars be, and the same is hereby appropriated for the year eighteen hundred and eighty-one, and the like sum for the year eighteen hundred and eighty-two, the same to be taken from any school money belonging to the state, to enable the state superintendent of common schools to defray the expenses of holding teachers' meetings in the several counties of this state, one meeting or more to be held in each county in the state; which sums shall be expended under the direction of the state superintendent, all bills for which, shall be audited by the governor and council; *provided, however*, that no bills shall be paid from said sums except for advertising such meetings, and paying actual traveling expenses of speakers and lecturers not residing in the counties in which such meetings are held.”

The contemplated character of the teachers' meetings or institutes thus provided for was outlined in last year's report. They were to differ from those formerly held in the State, in three essential particulars : (1) They were to be conducted by our own home educators ; (2) they were to continue but two days each, and (3) those conducting them and doing the work required in them were to be paid nothing for their services. The plan had in mind when asking the legislature to authorize them, as the working agency through which such meetings could be made practically successful, was briefly as follows :

(1) The teachers were to be organized into voluntary associations, one or more in each county ; (2) those associations were to furnish from their own membership four or six papers or lectures upon practical educational topics ; (3) the State Superintendent was to furnish one or more conductors

or instructors, who should exercise a general oversight over the meetings, participate in the discussion of the papers presented, and give additional lectures; (4) the State was to pay for advertising the meetings in the county newspapers, by posters, &c.

Close upon the passage of the resolve authorizing them, requests for such meetings during the spring in various parts of the State, began to be received. Owing, however, to a press of other duties, as well as the brief time at disposal for preparing for and carrying them through before the general opening of the spring and summer terms, it was found impracticable to grant those requests. One such meeting, however, was held to test the feasibility of the plan, at West Waterville, April 28 and 29. It proved successful in every regard—in attendance, in interest awakened, and in the practical character of the papers presented. An association was then and there formed, the first in the State under the contemplated plan.

During the fall, in the months of October and November, twenty-one such meetings were held. Wherever county associations of teachers existed, as they did in several of the counties, meetings, save in two instances, were held under their auspices, and were of the character and on the plan proposed. In counties or sections of counties where such associations did not exist, save in one instance, the meetings were conducted wholly by instructors furnished by the State. In these latter cases, except at Houlton and Ft. Kent in Aroostook county, and at Pittsfield in Somerset county, where the conditions did not seem to warrant successful issue to the attempt, strong associations were formed. There were thus formed during the year twelve such associations, all of them giving promise of becoming vigorous agencies of good to our school interests, if properly fostered. Six previously existed which can be depended upon for valuable work.

For particulars as to place and date of, attendance upon, and instructors engaged in these meetings, see the following

STATISTICAL STATEMENT.

PLACE.	Date.	Attendance.	Under whose Charge.
West Waterville	April 28-29	75	N. A. Luce and C. C. Rounds.
Ellsworth	Sept. 30 & Oct. 1	61	N. A. Luce and F. W. Foster.
Cherryfield	October 4-5.	48	N. A. Luce and R. Woodbury.
Pembroke	" 8-7.	77	N. A. Luce and R. Woodbury.
Orono	" 18-19.	105	N. A. Luce and C. C. Rounds.
Turner	" 21-22.	35	C. C. Rounds and W. Harper.
Yarmouth	" 21-22.	49	W. J. Corthell.
Houlton	" 21-22.	39	N. A. Luce and R. Woodbury.
Presque Isle	" 25-26.	49	N. A. Luce and R. Woodbury.
Fort Kent	" 28-29.	51	N. A. Luce and R. Woodbury.
N. Anson	" 28-29.	60	C. C. Rounds and F. O. Stanley.
Kennebunk	" 28-29.	68	W. J. Corthell and W. Harper.
Norway	November 4-5.	47	N. A. Luce.
Fryeburg	" 8-9.	29	W. Harper and Thomas Tash.
Damariscotta	" 8-9.	25	Co. Ed. Ass'n and N. A. Luce.
Bowdoinham	" 8-9.	25	C. C. Rounds and N. T. True.
Rockland	" 11-12.	52	N. A. Luce and N. T. True.
Monmouth	" 11-12.	50	Co. Ed. Ass'n and W. Harper.
Belfast	" 11-12.	80	" C. C. Rounds & R. Wood-
Foxcroft	" 15-16.	79	" N. A. Luce. [bury.
Pittsfield	" 18-19.	27	N. A. Luce and E. H. Crosby.
Farmington	" 25-26.	50	N. A. Luce and A. W. Burr.
		1,181	

The attendance above shown is that of actual teachers. None were registered who had not taught or had not already engaged schools. In addition to the attendance thus registered a very considerable number of prospective teachers were present, probably half as many as of the classes registered. All seemed deeply interested in the work done, and ready themselves to do anything required of them.

The work done in these meetings, while it took a considerably wide range, and differed in different places, was yet made practically uniform in certain essential features. It was so controlled as to be made to center around and upon the general subjects of school organization and management, and what and how to teach. Among the special topics discussed more or less fully with reference to those general subjects, were the following: The purposes of the Public School; Legal Rights and Duties of Teachers; School

Discipline ; Opening Exercises ; Recitations ; Morals and Manners ; Language Lessons ; Writing, Spelling, Reading, Geography, and Arithmetic.

The entire cost to the State of the twenty-two meetings held, was \$563.19, or at the average rate of \$25.60 for each meeting. The annual appropriation of \$800 made in the resolve quoted was based upon the presumption that two such meetings should be held yearly in each county. It will, therefore, prove ample for the meetings to be held the ensuing year, especially since, with the organizations now established, the cost of each meeting will be somewhat reduced.

As a whole, the work done in these meetings has been eminently satisfactory. It has proved that under the proposed plan our teachers can be brought together hereafter in larger numbers than by any of the methods heretofore tried ; and that they can be made to do for themselves in quite as satisfactory and profitable a way by their own efforts in the line of mutual comparison of experiences what in former years has been done for them by outside parties employed by the State ; for it has proved that we have among our best teachers in every county enough who are amply fitted in professional knowledge and the power of imparting that knowledge to others, to do the required work. If, therefore, as may confidently be expected, the organizations now formed shall become stronger in membership during the ensuing year, and if the meetings or institutes—for they are practically institutes—held under their auspices shall become improved in character, as may with equal confidence be expected, we shall have inaugurated a plan of institute work at once effective and inexpensive and so deserving to be continued by further appropriations. But to make this plan most effective, most fruitful in good to our schools, some force must be brought to bear upon the mass of the teachers to compel them to con-

nect themselves with these organizations. The better class of teachers need no such compulsion; their own intelligent interest in their work is a sufficient incentive. But those who merely "keep school," who have little interest in their work beyond the wages received therefor,—not earned always—do need something of the sort. Without it they will rarely be found even attending these meetings. School committees, therefore, should urge all teachers in their towns to connect themselves with these associations, and to attend their meetings when practicable. They should close their schools during the days when those meetings are held, giving the time to those who attend, but requiring those who do not to lose it. Their influence, too, should invariably be used in favor of the employment of members of these associations, and against that of those who are not. They should, in short, make it for the interest of all within the sphere of their influence, as well as the duty of all, to take advantage of these sources of professional knowledge and means of professional training.

STATE MEETINGS.

THE MAINE STATE EDUCATIONAL ASSOCIATION has just held its fifteenth annual session, for which the following was the

PROGRAMME.

THURSDAY, DECEMBER 29.

- 3.00 P. M., Business Meeting—Appointment of Committees, &c.
 3.30 “ “ Report—Progress made during the year.—Hon. N. A. Luce, Augusta.
 7.30 “ “ Address of Welcome—Supt. James Burrier, Biddeford.
 Response—President M. C. Fernald, Orono.
 8.00 P. M., Paper—“ Style in Teaching.” Supt. Thomas Tash, Portland.
 Discussion—Supt. G. T. Fletcher, Augusta.

FRIDAY, DECEMBER 30.

- 9.00 A. M., Discussion—“ Is There Work for Two Educational Associations in Maine?” Hon. W. J. Corthell, Gorham.
 10.30 “ “ Paper—“ What is Practical Education?” F. E. C. Robbins, Deering.
 Discussion—C. C. Rounds, Farmington.
 2.00 P. M., Paper—“ Science in the Public Schools.” C. W. Fenn, Gorham.
 Discussion—William Harper, Farmington.
 3.30 P. M., Paper—“ School Discipline.” L. B. Shehan, Portland.
 Discussion—General.
 7.30 P. M., Paper—“ The Scholar and his Relation to the other Pursuits of Life.” W. G. Lord, Limington.
 Discussion. Rev. A. W. Burr, Hallowell.

SATURDAY, DECEMBER 31.

- 9.00 A. M., Business Meeting.
 Discussions.

While, owing to various causes, among which were the time and place of meeting, and the extreme inclemency of the weather during the first day, the attendance was not large, the exercises of this session were of more than usual interest. The papers presented, and discussions had, were especially able and practical. At the close of the session the following

resolutions were unanimously adopted after free and full discussion :

Resolved, (1) That the attempts of the Superintendent to secure uniform examinations of teachers should receive the encouragement and aid of all teachers, and that the success of these attempts amply justifies such legislation as will make uniform examinations compulsory.

(2) That the organization of County Educational Associations throughout the State, during the past year, is one of the most hopeful signs of progress; that to these we must look for the most effective work, and that we urge all teachers in the State to become active members of these organizations.

(3) That the district system, so called, has outlived its usefulness; that it is now the greatest obstacle to educational progress, and that by legislative enactment it should at the earliest possible time be buried out of sight.

(4) That the present practice in a large number of the small school districts of this State, of making the school-year but six or eight weeks in length, is a grievous wrong to the children and a waste of the public funds, and we call upon the educators and parents of the State to use their utmost efforts to secure an enactment for a legal minimum school-year.

(5) That we, as members of the Educational Association, do most heartily commend to our associates, and to the friends of education in the State, the work and aim of the Maine Pedagogical Society. We rejoice in its vigorous growth, and do heartily transfer to it our interests and our hopes in the work of education.

(6) That in view of the increasing power of intemperance, and of the importance of the early formation of right habits, instruction in regard to the evils of intemperance, and the blessing of temperance, should be given in our public schools, and for this purpose we urge the use of Dr. Richardson's *Temperance Lesson Book* and Miss Colman's *Alcohol and Hygiene* as text-books or readers in our schools. We earnestly ask the teachers and school committee of the State to correspond with Mrs. C. C. Hunt of Augusta, in regard to this matter.

As implied in the fifth of the above resolutions, this association has now, by reason of action then taken, ceased to exist. The younger, better organized, and more vigorous Pedagogical Society was deemed better fitted to do all the work demanded of a State organization, and it was accordingly voted to make that society the heir of this by turning over thereto its records, its funds, and its work.

THE MAINE PEDAGOGICAL SOCIETY held its first annual meeting at Augusta, October 13, 14 and 15. Considered in all of its aspects this was the most notable educational meeting ever held in Maine. Among those attending were representatives of all ranks of educational workers, from the college President to the primary teacher; and in the exercises each found something of interest and value. Among the important topics thoroughly discussed were The Nature and Limits of Government in colleges, seminaries and public schools; the value of Honors and Prizes as aids in teaching; Courses of Study and Daily Programmes of work in rural schools; Moral Education; Text-books; the Minimum Length of Schools, &c. But more important even than the work done in these directions, was the work planned for the future. Committees were provided for, whose duties shall be to investigate the whole subject of instruction in its several departments of language, mathematics, science and morals; and to report upon the amount of work to be done in each in schools of different grades, the character of the text-books and appliances needed, and the methods of teaching to be pursued. Such work, if done with the thoroughness which its importance demands, and as intelligently as the society is capable of doing it, will be of incalculable value to our educational interests.

The Society proposes to publish annually a volume containing in full the most valuable papers and reports presented during the year, and a digest of the discussions thereon. Could that volume be placed in the hands of our local school boards at the expense of the State, the cost would be but small, and it would be money wisely invested. At the proper time the Legislature should be urged to make a sufficient appropriation therefor.

RECOMMENDATIONS.

In view of the fact that there is to be no session of the Legislature till a year hence, I make no recommendations looking to changes or modifications in our School Laws. This Report, however, is by provision of law distributed to the local school boards of the State, and is thus made one of the means by which the State Superintendent is to furnish them "with such suggestions and recommendations as in his judgment will best promote the improvement of the common schools." As, therefore, growing directly out of the matter of this Report, I submit to School Committees and Supervisors the following recommendations :

1. That they use their best endeavors to create public opinion in favor of the abolition of the school district system.

2. That they urge upon their towns the adoption of the free text-book plan; or, in lieu thereof, that by which the town purchases necessary books direct from publishers, and furnishes them through an appointed agent to pupils at reduced rates.

3. That they use their influence to secure the attendance of all teachers in their several towns, upon the meetings of the County Educational Associations held during the year.

4. That they urge all young teachers who show special aptitude for their work, to enter upon a course of professional training at one of our Normal Schools.

5. That they make their examinations of teachers searching and impartial; that they refuse decidedly to grant certificates to all who are incompetent or morally unfit; and that to these ends, in such examinations, they use the questions and follow the suggestions emanating from this Department.

6. That they seek by all practical means to make the work of the ungraded schools under their charge more systematic, practical, and thorough ; and that to this end they examine into the feasibility of adopting graduating courses therefrom, such as is outlined on page 69.

7. That they urge the establishing of Free High Schools in all towns where they do not exist, as a means for the better education of teachers for the common schools, for relieving the over-loaded courses of study in those schools, and for giving the pupils in them incentives to more earnest and thorough work.

8. That, in short, they become active and aggressive educational leaders, compelling advance all along the line of public school work.

APPENDIX.

COMMON SCHOOL STATISTICS,

Compiled from Annual Returns of S. S. Committees and Fiscal Returns of Municipal Officers, for the year ending April 1, 1881.

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 1/4 days per week.	Average length of Winter Schools of 5 1/4 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.
Auburn.....	3,018	1,527	1,326	1,395	1,207	1,962	.42 10	1 10	1	1	-	32	31	1	\$900	\$89,000	5	10
Durham.....	414	233	169	234	196	305	.44 9	4 11	3	12	2	11	6	1	500	4,400	1	6
East Livermore.....	320	211	170	211	184	230	.55 8	5 10	3	7	2	7	4	-	-	4,000	1	3
Greene.....	323	161	128	200	171	249	.46 8	4 11	-	11	3	10	10	-	-	3,400	-	4
Lewiston.....	6,274	2,534	2,010	3,072	2,062	2,898	.32 11	26	3	1	-	29	29	1	4,278	181,150	3	3
Lisbon.....	884	493	405	500	438	536	.48 17	2 10	-	1	-	13	9	-	-	15,000	2	6
Leeds.....	384	222	181	260	205	312	.50 8	4 10	3	12	1	12	8	-	-	3,500	1	9
Livermore.....	368	241	189	290	234	330	.57 10	5 11	2	17	2	17	9	-	-	7,000	-	12
Minot.....	547	454	396	479	398	515	.72 8	13	2	11	5	9	8	-	-	10,000	1	3
Poland.....	865	455	421	612	561	625	.57 8	1 10	4	21	3	21	11	-	-	17,000	1	19
Turner.....	672	384	320	415	346	534	.50 10	11	-	1	-	19	15	-	-	5,850	-	13
Wales.....	151	97	85	105	86	139	.57 9	2 9	1	8	-	8	8	-	-	2,500	-	6
Webster.....	321	178	157	195	180	230	.52 8	5 11	3	11	1	11	7	-	-	2,000	3	5
	14,541	7,190	5,957	7,968	6,268	8,865	.42 10	12	1	114	19	199	155	3	5,678	344,800	18	99

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 1881.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	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.	Amount raised per scholar.																		
Auburn	45	42	-	-	-	\$43 63	7 73	2 50	10,000	5,067	-	3 31	10,000	4,482	25	14,507	15,921	-	1414	-	250
Durham	10	5	2	2	2	23 70	3 08	1 90	1,100	19	-	2 65	1,316	612	-	1,928	1,868	60	-	20	116
East Livermore	7	5	4	4	4	35 25	3 86	2 50	864	61	-	2 70	1,397	446	223	2,066	1,869	197	-	-	50
Greene	9	7	-	-	-	18 69	3 25	1 58	799	-	76	2 47	996	521	-	1,517	1,367	150	-	25	44
Lewiston	66	66	10	10	10	106 66	8 84	3 50	24,000	13,119	-	3 82	24,000	9,159	79	33,238	33,233	5	-	-	1500
Lisbon	16	12	1	1	1	38 00	4 00	2 23	2,450	838	-	2 77	2,461	1,279	20	3,760	3,625	135	-	-	149
Leeds	11	3	1	1	1	20 00	3 33	1 40	1,000	-	-	30 2 60	1,244	566	-	1,810	1,626	184	-	-	53
Livermore	17	5	2	2	2	20 00	2 50	2 00	1,025	-	149	2 78	1,757	562	109	2,428	2,127	301	-	100	68
Minot	13	12	1	1	1	36 00	4 55	2 18	1,256	-	-	2 30	1,279	808	-	2,087	2,014	73	-	-	81
Poland	27	9	-	-	-	21 55	3 85	2 75	2,000	48	-	2 31	2,375	1,303	-	3,678	3,267	411	-	-	40
Turner	19	6	1	1	1	34 15	5 72	2 00	2,000	96	-	2 98	2,394	910	46	3,350	3,290	60	-	-	150
Wales	9	2	1	1	1	20 00	2 35	1 50	600	154	-	3 97	497	239	-	736	566	170	-	85	32
Webster	8	6	-	-	-	20 00	3 00	2 50	784	31	-	2 44	1,092	434	-	1,526	1,366	160	-	300	61
	257	180	23	23	23	33 66	4 31	2 20	47,878	19,433	255	3 29	50,808	21,321	502	72,631	72,139	1,906	1414	530	2594

AROOSTOOK COUNTY.

4

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.									
Amity	158	148	106	63	41	113	.40	10	11			4	-	3	2	-	-	\$1,200	1	2
Ashland	202	140	110	121	97	167	.51	11	2	13		5	5	4	4	-	-	1,900	-	2
Benedicta	119	70	37	140	82	99	.50	16	16			2	-	2	2	-	-	1,100	1	1
Blaine	285	163	124	161	112	190	.42	10	4	14		5	5	5	2	-	-	-	1	2
Bridgewater	306	184	135	174	120	215	.42	13	1	14		5	5	5	5	-	-	2,900	-	3
Caribou	1,079	447	357	449	315	596	.31	10	11			20	2	15	10	1	\$400	7,000	3	7
Easton	362	212	151	223	152	225	.42	7	1	8	2	10	8	6	6	-	-	2,100	-	6
Fort Fairfield	1,041	564	418	560	427	780	.41	10	3	10		23	-	21	9	1	-	6,900	3	8
Fort Kent	835	425	275	-	-	425	.33	30		-		11	-	9	6	-	-	1,850	-	-
Frenchville	1,096	538	364	-	-	538	.33	20	5	-		24	-	14	8	2	125	-	2	-
Grand Isle	414	271	165	122	80	-	.30	22	2	11	3	5	2	5	-	-	-	800	1	2
Haynesville	75	51	41	29	25	54	.44	17	2	8		3	-	2	2	-	-	800	1	1
Hersey	62	27	22	37	27	37	.40	16	3	10	3	2	-	1	1	-	-	500	-	-
Hodgdon	408	229	167	221	159	297	.40	11	2	12		9	1	9	8	-	-	2,950	2	7
Houlton	917	531	383	564	425	592	.44	10	2	10	3	9	-	9	7	-	-	6,500	3	10
Island Falls	92	65	51	44	37	76	.48	15	10			5	-	3	3	-	-	2,700	-	-
Limestone	226	160	124	164	120	157	.54	7	2	8	2	1	-	6	6	-	-	2,800	1	3
Linneus	418	206	143	191	111	221	.30	9	5	11		9	2	7	4	-	-	3,000	1	3
Littleton	380	226	169	135	93	252	.34	10	4	9	5	9	-	7	5	-	-	1,200	2	5
Ludlow	180	109	78	93	72	125	.42	9	3	10	4	4	2	4	4	-	-	1,500	-	2
Madawaska	594	280	181	43	26	306	.17	17	2	15	3	14	1	4	2	-	-	200	1	1
Mapleton	251	124	110	120	97	147	.41	9				9	-	7	5	1	800	2,100	-	3
Mars Hill	385	170	138	238	158	267	.39	9	2			9	-	8	4	1	150	1,500	-	7
Masardis	90	56	52	60	54	65	.59	12	11			3	-	2	1	-	-	700	-	1
Maysville	435	-	-	234	176	-	.40	-	9	4	12	-	-	12	8	-	-	4,500	-	6

COMMON SCHOOLS.

Monticello.....	386	179	108	191	125	275	.30	11	4	11	5	8	-	7	3	1	400	900	1	6
New Linerick.....	248	129	98	123	92	167	.38	10	3	11	3	5	-	4	2	-	-	1,000	1	1
Orient.....	91	62	50	-	-	62	.55	10	-	-	-	3	-	3	2	-	-	1,200	-	-
Presque Isle.....	482	209	185	240	184	319	.38	8	5	9	3	8	-	9	9	-	-	3,000	1	4
Sherman.....	330	169	138	146	114	230	.38	11	12	1	6	6	-	6	4	-	-	2,000	-	3
Smyrna.....	88	35	28	46	33	65	.35	7	3	8	4	4	-	3	2	-	-	450	1	2
Van Buren.....	514	231	187	116	78	197	.26	17	1	6	-	10	-	9	7	1	2,500	2,700	1	1
Washburn.....	326	169	124	177	146	252	.41	9	5	12	7	7	-	7	3	1	500	1,500	-	4
Weston.....	170	104	81	38	30	106	.33	13	10	-	6	6	-	4	3	-	-	700	-	1
Woodland.....	280	181	154	145	109	178	.47	6	5	8	3	8	-	6	5	2	500	2,000	-	2
Baneroft pl.....	99	64	46	76	51	76	.49	14	13	3	3	3	-	3	2	-	-	800	1	2
Caswell pl.....	120	35	24	43	33	64	.23	12	3	12	3	5	-	-	-	-	-	100	-	-
Castle Hill pl.....	181	99	73	87	68	134	.39	9	19	-	6	6	1	6	6	-	-	2,500	-	2
Crystal pl.....	103	54	40	35	30	70	.34	13	10	-	6	2	-	2	-	1	100	200	-	-
Chapman pl.....	69	38	30	46	35	58	.47	6	9	-	5	5	-	2	-	1	80	180	-	-
Cyr pl.....	270	139	84	-	-	139	.31	15	2	-	5	5	-	4	2	-	-	250	1	-
Dyer Brook pl.....	54	-	-	-	-	-	-	-	-	-	2	2	2	2	-	-	-	200	-	-
Eagle Lake pl.....	89	66	54	-	-	66	.61	20	-	-	2	2	-	2	-	-	-	250	-	-
Glenwood pl.....	58	49	34	16	13	49	.41	12	1	7	3	3	-	3	1	-	-	250	-	1
Hamlin pl.....	281	156	80	36	26	158	.19	17	5	18	6	6	-	6	4	-	-	625	1	-
Macwahoe pl.....	No	School	Return	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Merrill pl.....	106	47	36	60	35	65	.33	8	3	12	4	3	-	2	-	-	-	300	-	-
Moro pl.....	80	47	30	30	24	38	.34	10	10	-	3	3	-	2	-	-	-	600	-	-
New Sweden pl.....	196	42	21	139	115	181	.35	7	3	11	5	5	-	4	4	-	-	1,200	-	4
No. 11, R. 1 pl.....	170	98	68	34	25	134	.27	13	3	9	3	5	-	5	2	-	-	800	1	2
Oakfield pl.....	239	163	133	124	92	210	.38	11	10	2	8	8	2	7	3	-	-	1,500	-	2
Oxbow pl.....	62	53	41	-	-	53	.66	13	3	-	2	2	-	1	1	-	-	100	-	-
Perham pl.....	147	69	44	37	33	78	.26	12	8	-	4	4	-	3	2	-	-	1,700	-	-
Portage Lake pl.....	55	35	25	21	16	38	.37	24	10	-	1	1	-	1	1	-	-	600	-	-
Reed pl.....	47	30	25	10	10	32	.37	11	2	10	4	4	-	2	1	-	-	225	-	-
Silver Ridge pl.....	80	54	31	48	35	52	.41	10	12	-	3	3	-	3	-	-	-	225	-	-
St. Francis pl.....	135	70	69	-	-	70	.44	32	-	-	2	2	-	1	-	-	-	200	-	-
St. John pl.....	86	45	35	-	-	45	.41	21	-	-	2	2	-	1	1	-	-	100	-	-
Wade pl.....	53	24	14	23	16	27	.28	12	4	14	5	1	-	1	-	-	-	200	-	-
Wallagrass pl.....	213	82	62	-	-	82	.29	31	-	-	3	3	-	3	-	-	-	300	1	-
Westfield pl.....	49	18	15	27	23	36	.39	11	12	-	1	1	-	1	1	-	-	400	-	1
	16,427	8,441	6,159	6,300	4,597	9,750	.33	13	2	10	5	367	15	298	185	13	5,555	85,055	35	120

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 1881.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	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.										
Amity	4	-	-	1	\$25 00	4 75	1 60	300	42	-	1 90	458	200	106	764	663	101	-	-	17
Ashland	5	3	-	-	20 00	2 80	1 50	440	84	-	2 18	450	313	-	763	728	35	-	-	8
Benedicta	1	1	-	-	20 00	3 50	2 12	250	17	-	2 10	373	163	-	536	503	33	-	-	17
Blaine	4	3	-	-	20 00	3 50	1 38	397	-	-	1 39	397	395	10	802	787	15	-	-	15
Bridgewater	5	2	-	-	21 33	3 63	1 22	580	96	-	1 90	658	444	40	1,142	1,042	100	-	-	21
Caribou	18	8	1	-	18 00	3 60	1 55	1,213	84	-	1 12	1,395	1,546	83	3,024	2,866	158	-	-	96
Easton	10	2	-	-	22 00	3 00	1 37	700	282	-	1 93	468	499	62	1,029	957	72	-	-	35
Fort Fairfield	17	13	-	-	24 00	3 75	1 75	1,510	-	5	1 45	2,040	1,507	-	3,547	3,027	520	-	-	114
Fort Kent	11	-	-	-	-	5 25	2 00	350	-	-	42	1,521	996	-	2,517	2,000	517	-	-	50
Frenchville	22	-	-	1	11 50	2 65	80	375	-	-	34	411	1,619	-	2,030	1,944	86	-	-	18
Grand Isle	5	3	-	-	17 00	3 00	1 00	250	-	-	60	940	526	68	1,534	870	664	-	-	10
Haynesville	2	-	-	-	14 64	2 50	1 66	180	10	-	2 40	189	114	14	317	303	14	-	-	8
Hersey	2	2	-	-	-	2 31	1 09	138	54	-	2 23	97	63	-	160	161	-	1	-	6
Hodgdon	7	2	-	-	24 00	4 25	1 70	800	8	-	1 96	1,047	584	40	1,671	1,559	112	-	11	31
Houlton	13	7	1	-	25 46	4 97	2 43	2,584	303	-	2 82	3,756	1,318	-	5,074	3,667	1,407	-	-	60
Island Falls	4	3	-	-	-	2 83	95	190	44	-	2 06	232	127	134	493	435	58	-	-	15
Limestone	5	3	-	-	19 33	3 67	1 63	212	2	-	94	212	332	140	684	616	68	-	-	28
Linneus	8	3	-	-	24 00	3 50	1 64	734	-	72	1 75	844	565	95	1,504	1,314	190	-	-	24
Littleton	7	1	-	-	23 14	2 84	1 49	725	165	-	1 91	563	552	-	1,115	995	120	-	-	32
Ludlow	6	3	-	-	24 50	2 42	1 55	374	56	-	2 08	401	262	86	749	631	118	-	-	15
Madawaska	14	-	-	-	31 00	2 20	1 00	325	-	-	55	275	898	-	1,173	1,146	27	-	-	15
Mapleton	8	5	-	-	17 67	3 00	1 50	564	209	-	2 25	440	310	24	774	753	21	-	-	30
Mars Hill	7	1	-	-	20 85	2 81	1 35	573	253	-	1 49	352	517	63	932	634	298	-	-	25
Masardis	3	1	-	-	20 00	2 50	2 00	200	65	-	2 22	312	125	38	475	365	110	-	-	4
Maysville	11	5	-	-	-	-	-	913	312	-	2 10	722	644	-	1,366	1,268	98	-	-	57

Monticello.....	7	1	-	24 86	3 10 1 45	771	163	-	2 00	812	577	105	1,494	1,201	293	-	-	24
New Limerick.....	4	3	-	20 00	3 71 1 46	471	225	-	1 90	265	352	46	663	603	60	-	-	17
Orient.....	4	-	-	20 00	3 41 2 00	200	25	-	2 20	200	124	105	429	412	17	-	-	10
Presque Isle.....	8	4	-	29 93	3 80 2 00	800	26	-	1 66	755	683	64	1,502	1,375	127	-	-	50
Sherman.....	6	2	-	28 00	3 47 1 68	785	223	-	2 38	894	444	-	1,338	1,087	251	-	6	27
Smyrna.....	3	1	-	18 00	2 78 1 74	158	31	-	1 80	161	134	-	295	288	7	-	-	6
Van Buren.....	8	5	-	13 00	2 75 1 25	250	-	-	49	231	757	-	988	794	194	-	-	25
Washburn.....	7	1	-	25 00	3 27 1 68	647	286	-	1 98	501	446	-	947	910	37	-	-	28
Weston.....	5	-	-	25 00	3 75 1 50	280	-	35	1 65	280	208	47	535	526	9	-	-	8
Woodland.....	8	6	-	22 00	2 87 1 35	550	413	-	1 96	150	385	32	567	537	30	-	-	52
Bancroft pl.....	2	1	-	22 00	3 50 2 00	176	34	-	1 77	150	134	225	509	509	-	-	-	5
Caswell pl.....	2	4	-	-	3 13 1 29	260	206	-	2 16	61	179	114	354	336	18	-	-	5
Castle Hill pl.....	6	1	-	17 33	2 46 1 10	346	156	-	1 91	409	213	-	622	494	128	-	-	22
Crystal pl.....	4	2	-	-	3 00 1 75	300	100	-	2 91	236	151	-	387	270	117	-	-	12
Chapman pl.....	4	2	-	-	2 25 1 10	135	103	-	1 96	84	100	-	184	132	52	-	-	6
Cyr pl.....	4	-	-	12 00	1 88 1 40	75	-	-	28	367	335	-	702	431	271	-	-	9
Dyer Brook pl.....	-	-	-	-	-	103	-	-	-	-	-	-	-	-	-	-	-	-
Eagle Lake pl.....	2	-	-	-	3 00 1 50	60	-	-	67	60	125	-	185	185	-	-	-	5
Glenwood pl.....	3	-	-	20 00	2 75 1 81	143	-	5	2 47	146	190	-	246	238	8	-	-	6
Hamlin pl.....	4	2	-	14 00	3 88 1 44	150	-	-	53	388	445	-	833	703	130	-	-	12
Macwahoc pl.....	-	-	-	-	-	150	13	-	-	150	99	-	249	255	-	6	-	-
Merrill pl.....	2	3	-	-	2 60 1 48	126	18	-	1 19	84	143	-	227	224	3	-	-	5
Moro pl.....	2	2	-	-	2 50 2 00	144	47	-	1 80	192	91	-	283	230	53	-	-	12
New Sweden pl.....	2	1	-	22 50	3 25 2 00	196	86	-	1 00	226	258	-	484	394	90	-	-	10
No. 11, R. 1 pl.....	4	-	-	16 00	3 31 1 41	310	91	-	1 82	416	236	1 19	771	618	153	-	-	10
Oakfield pl.....	7	3	-	27 50	3 38 1 66	510	57	-	1 71	682	446	-	1,128	885	243	-	-	17
Oxbow pl.....	2	-	-	-	2 00 1 25	110	18	-	1 77	100	84	-	184	100	84	-	-	-
Perham pl.....	4	2	-	-	2 93 1 42	277	214	-	1 88	98	215	-	313	287	26	-	-	11
Portage Lake pl.....	1	1	-	-	4 00 2 00	100	1	-	1 82	154	86	-	240	227	13	-	15	8
Reed pl.....	3	1	-	-	2 04 1 92	200	157	-	4 25	82	194	-	276	238	38	-	-	10
Silver Ridge pl.....	3	3	-	-	2 59 1 46	175	28	-	2 19	255	131	-	386	351	35	-	-	9
St. Francis pl.....	2	-	-	-	4 00 1 00	No Fiscal Return.				-	-	-	-	-	-	-	-	15
St. John pl.....	2	-	-	-	3 57 1 00	75	10	-	87	178	260	-	438	263	175	-	-	10
Wade pl.....	1	1	-	-	2 75 1 50	96	31	-	1 81	80	76	16	172	156	16	-	-	3
Wallagrass pl.....	2	-	-	25 00	2 00 1 25	100	-	-	47	122	297	-	419	402	17	-	-	20
Westfield pl.....	1	-	-	20 00	3 50 1 87	92	31	-	1 88	93	70	-	163	160	3	-	-	6
	328	123	4	21 11	3 16 1 53	24,198	4,879	117	1 47	27,615	23,197	1876	52,688	45,055	7,640	7	217	1226

CUMBERLAND COUNTY.

TOWNS.	No. of children belong- ing 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 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 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.
Baldwin.....	356	212	170	239	164	277	.47	9	4	12	2	11	-	-	-	\$3,000	-	10
Bridgton	864	532	502	523	497	601	.58	10	10	18	20	18	20	-	-	18,500	-	6
Brunswick.....	1,706	670	563	657	549	753	.33	8	4	19	24	20	20	-	-	35,000	2	11
Cape Elizabeth.....	1,841	1,085	934	1,058	899	1,708	.50	17	29	2	14	15	14	-	-	45,000	5	9
Casco.....	310	221	184	-	-	-	.60	-	-	3	9	8	8	-	-	4,000	-	7
Cumberland.....	581	283	233	324	256	398	.42	8	3	10	5	12	1	9	-	5,000	2	5
Deering.....	1,290	749	653	727	607	799	.49	11	11	1	-	14	11	-	-	38,000	1	1
Falmouth.....	514	289	240	314	257	378	.48	8	4	11	12	12	10	-	-	6,800	1	4
Freeport.....	597	380	291	380	302	480	.50	12	3	12	3	16	-	1	-	26,600	3	7
Gorham.....	943	548	444	578	446	653	.47	8	4	10	4	19	19	9	-	15,000	1	13
Gray.....	552	316	258	300	224	414	.44	13	9	4	12	-	11	8	-	2,000	-	8
Harpswell.....	579	336	289	333	274	376	.49	8	29	1	14	-	17	15	-	6,000	-	9
Harrison.....	317	224	186	191	154	257	.53	12	5	12	1	8	-	1	9	2,700	-	2
Naples.....	312	155	130	195	145	217	.44	8	10	11	-	11	-	-	-	3,500	-	6
New Gloucester.....	427	220	176	211	212	330	.45	10	12	1	1	12	10	1	-	9,000	-	2
North Yarmouth.....	260	134	101	153	124	184	.43	8	39	2	7	2	7	6	-	2,500	-	3
Otisfield.....	259	146	123	185	157	189	.54	9	3	11	12	1	12	8	-	2,300	-	3
Portland.....	10,904	5,188	4,418	5,484	4,609	6,608	.41	15	21	2	1	-	16	16	1	20,000	11	11
Pownal.....	284	200	167	239	203	245	.65	7	3	12	2	9	-	2	-	4,250	-	4
Raymond.....	426	300	279	256	204	332	.57	9	12	11	-	11	-	-	200	3,425	-	5
Scarborough.....	601	281	215	340	262	464	.40	14	12	10	1	10	10	-	-	7,200	-	9
Sebago.....	257	154	118	163	172	204	.56	9	9	3	9	-	8	4	-	2,000	-	6
Standish.....	609	343	298	357	313	375	.50	15	11	3	13	-	13	8	-	5,600	3	11
Westbrook.....	1,127	644	509	535	413	817	.41	16	2	16	2	1	-	8	6	17,000	3	4

COMMON SCHOOLS.

Windham	726	454	361	507	406	567	.53,9	2 12	19	-	19	13	-	-	5,600	-	10
Yarmouth	566	304	252	318	278	385	.47 9	2 9	4 9	3	10	6	-	-	4,500	1	3
	27,208	14,368	12,094	14,607	12,127	18,011	.45 10	5 11	3 278	14	336	266	4	21,984	624,475	35	169

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 1881.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1880, to April 1, 1881.		Amount available from State Treasury from April 1, 1880, to April 1, 1881.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.		Balance unexpended April 1, 1881.		Balance over-expended April 1, 1881.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	No.	Teachers	No.	Teachers	No.	Teachers	Average	Teachers	Average	Teachers	Average	Teachers	Amount	Teachers	Excess above am't required by law.	Less than the am't required by law.	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount
Baldwin	11	2	3	23	37	3	02	1 75	1,000	119	-	2 81	1,053	562	72	1,687	1,488	199	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	35
Bridgton	19	12	7	44	93	3	46	1 56	3,560	1,352	-	4 05	4,751	1,232	-	6,083	5,346	737	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	150
Brunswick	27	16	3	34	90	3	23	2 70	6,000	2,218	-	3 52	5,434	2,461	222	8,117	7,858	259	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	250
Cape Elizabeth	16	12	2	55	00	7	25	3 25	4,300	210	-	2 34	6,826	2,619	420	9,865	8,230	1,635	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	243
Casco	8	1	1	-	-	3	87	2 00	800	-	2	2 58	798	501	120	1,419	1,419	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45
Cumberland	9	6	4	31	20	4	32	2 50	1,295	-	6 23	1,565	827	103	2,495	2,246	249	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	62
Deering	18	18	4	96	96	8	98	3 00	4,500	1,000	-	3 49	4,000	2,235	-	6,235	6,226	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	175
Falmouth	11	8	-	33	87	5	00	2 00	2,000	618	-	3 89	2,061	757	7	2,825	2,716	109	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	75
Freeport	15	10	2	28	43	5	33	2 50	2,500	532	-	4 19	2,685	1,017	-	3,702	3,268	434	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	165
Gorham	20	7	6	36	25	4	14	2 25	3,300	591	-	3 50	4,257	1,391	20	5,668	4,510	1,158	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	105
Gray	16	4	4	29	25	4	62	2 21	1,400	9	-	2 54	1,618	884	72	2,574	2,569	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	75
Harpwell	24	7	-	32	55	3	64	3 00	1,425	26	-	2 39	1,435	882	-	2,317	2,072	245	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	84
Harrison	13	7	2	40	00	4	10	1 73	1,000	22	-	3 15	1,035	485	44	1,564	1,532	32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	46
Naples	10	4	-	25	00	4	0	2 00	1,500	654	-	4 81	1,192	486	-	1,678	1,520	158	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	42
New Gloucester	12	10	3	35	00	3	99	2 33	1,525	328	-	3 57	3,203	645	259	4,107	3,108	999	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	70
North Yarmouth	8	5	2	30	00	-	2	50	800	46	-	3 08	855	392	292	1,539	1,487	52	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Otisfield	12	10	1	23	00	3	50	1 33	750	-	-	130	2 90	967	426	1,517	1,441	76	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	43

CUMBERLAND COUNTY—CONCLUDED.

TOWNS.	No. 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 1881.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	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.																				
Portland.....	121	121	17	-	-	-	4 50	67,155	42,029	-	-	6 16	64,864	15,523	1380	81,767	80,712	1,055	-	-	2250	
Pownal.....	11	7	-	\$27 50	3 06	1 88	785	2	2 76	785	400	-	1,185	1,185	-	1,185	-	-	-	45		
Raymond.....	11	4	-	27 00	3 90	1 50	898	-	2 11	934	647	118	1,699	1,488	211	1,699	1,488	211	-	-	35	
Scarborough.....	10	1	2	28 00	5 00	2 25	1,500	147	2 50	1,967	901	-	2,868	2,514	354	2,868	2,514	354	-	-	72	
Sebago.....	9	3	-	20 00	3 08	1 38	650	8	2 53	687	394	-	1,081	1,018	63	1,081	1,018	63	-	-	28	
Standish.....	20	2	1	29 90	3 98	2 08	2,100	424	3 45	2,646	926	94	3,666	3,371	295	3,666	3,371	295	-	-	120	
Westbrook.....	12	12	3	45 50	5 00	2 75	4,400	1,900	3 90	3,767	1,923	34	5,724	4,109	1,615	5,724	4,109	1,615	-	-	170	
Windham.....	17	7	2	25 13	4 30	1 94	2,000	59	2 76	2,269	1,152	146	3,567	3,293	274	3,567	3,293	274	-	-	113	
Yarmouth.....	7	2	-	40 00	6 20	2 63	1,800	302	3 19	1,667	855	-	2,522	2,402	120	2,522	2,402	120	-	-	90	
	467	304	69	35 11	4 46	2 29	118,883	52,598	136	4 37	123,321	40,623	3527	167,471	157,128	10,343	167,471	157,128	10,343	-	200	4588

COMMON SCHOOLS.

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.									
Avon	201	137	111	164	141	185	.63	7	9	4	12	-	11	7	-	-	-	2,200	-	3
Carthage	157	110	90	132	112	144	.65	8	2	11	6	1	6	2	-	-	-	2,000	-	4
Chesterville	302	168	144	215	170	258	.52	7	4	10	3	14	3	11	10	-	-	3,500	-	8
Eustis	104	71	66	75	56	89	.59	10	8	-	4	-	-	4	3	-	-	1,000	-	1
Farmington	988	484	391	559	465	619	.43	12	3	11	21	5	21	8	-	-	-	17,000	-	10
Freeman	209	180	150	148	125	201	.66	8	5	12	8	2	10	3	-	-	-	1,500	-	6
Industry	238	147	115	185	156	226	.57	7	1	10	4	2	10	6	-	-	-	2,000	-	6
Jay	416	218	186	317	248	330	.52	10	1	12	16	4	16	10	-	-	-	4,000	-	14
Kingfield	159	91	78	106	88	137	.52	7	4	20	3	2	2	2	-	-	-	2,500	-	3
Madrid	142	98	81	142	126	141	.73	6	9	-	9	-	-	7	1	-	-	800	-	2
New Sharon	375	259	215	278	231	298	.59	9	1	2	17	2	16	8	-	-	-	2,000	-	5
New Vineyard	271	128	96	213	172	227	.49	8	12	-	12	2	10	6	-	-	-	3,100	-	4
Phillips	472	254	212	352	290	403	.53	7	4	10	16	7	15	10	-	-	-	5,500	-	9
Rangely	218	141	118	145	118	162	.54	8	5	11	4	-	4	2	-	-	-	2,000	-	4
Salem	101	40	32	71	50	90	.41	10	11	1	3	1	4	1	-	-	-	500	-	3
Strong	174	87	75	102	84	143	.46	10	11	-	8	-	-	7	6	-	-	2,200	-	1
Temple	190	109	90	197	166	164	.67	6	3	8	10	1	9	6	-	-	-	1,800	-	5
Weld	325	170	145	228	187	268	.51	8	3	12	11	1	11	7	-	-	-	4,000	-	6
Wilton	576	324	257	378	308	451	.49	15	3	12	9	5	14	11	-	-	-	15,000	-	8
Coplin pl.	39	21	16	27	22	29	.49	10	12	-	3	-	-	1	-	-	-	200	-	-
Dallas pl.	60	28	27	24	17	48	.37	16	8	-	1	-	-	1	-	-	-	-	-	1
Greenvale pl.	12	11	10	9	9	11	.79	8	8	-	1	-	-	1	1	-	-	200	-	-
Letter E pl.	14	12	6	9	4	13	.36	6	12	3	1	-	-	1	1	-	-	250	-	-

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 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.
Perkins pl.	51	42	30	47	35	55	.64 6	2 8	4	3	-	3	3	-	-	\$500	-	3
Rangely pl.	26	13	12	18	16	18	.54 8	16		1		1	1	-	-	200	-	-
	5,820	3,343	2,753	4,141	3,396	4,710	.53 8	5 11		202	36	196	115	-	-	73,950	3	96

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 1881.	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, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	Amount raised to prolong public schools.	Amount paid for school supervision.
Avon.....	7	8	1	\$18 00	2 38 1 27		500	12	-	2 49	570	273	4	847	769	78	-	55	33
Carthage	10	2	-	21 35	2 85 1 60		406	17	-	2 52	452	218	30	700	616	84	-	-	18
Chesterville	10	4	4	20 25	2 98 1 27		850	41	-	2 81	938	438	34	1,410	1,362	48	-	20	42

Eustis.....	4	3	-	22 00	3 44	1 41	275	1	-	2 64	352	179	15	546	427	119	-	-	18
Farmington.....	22	13	13	30 13	3 56	1 87	3,000	398	-	3 04	2,861	1,509	96	4,466	3,983	483	-	-	100
Freeman.....	10	3	1	23 36	2 27	1 30	490	4	-	2 34	570	309	-	879	831	48	-	-	25
Industry.....	8	4	4	24 00	2 78	1 30	580	-	-	1 2 44	625	367	-	992	901	91	-	-	45
Jay.....	15	3	-	20 14	2 10	1 67	1,050	-	-	142 2 52	1,719	445	73	2,237	1,992	245	-	130	50
Kingfield.....	3	3	-	35 00	3 93	1 65	363	-	-	85 2 28	602	252	-	854	760	94	-	-	16
Madrid.....	7	5	1	15 00	3 00	1 18	340	-	-	20 1 39	398	204	32	634	546	88	-	-	26
New Sharon.....	17	12	10	29 00	2 93	1 63	1,162	-	-	3 10	1,256	589	50	1,895	1,854	41	-	150	93
New Vineyard.....	6	9	2	27 50	2 90	1 50	630	26	-	2 32	711	416	-	1,127	1,066	61	-	-	40
Phillips.....	12	7	-	25 35	3 33	1 60	1,270	171	-	2 69	1,337	676	14	2,027	1,850	177	-	-	91
Rangely.....	6	1	1	20 75	3 07	1 73	452	203	-	2 07	323	278	108	709	661	48	-	-	6
Salem.....	2	2	-	23 33	3 00	1 28	218	-	-	28 2 16	249	146	-	395	372	23	-	-	9
Strong.....	7	5	-	30 00	3 00	1 60	500	-	-	7 2 87	559	254	87	900	826	74	-	55	25
Temple.....	8	7	1	20 30	2 09	1 39	464	-	-	48 2 44	764	294	-	1,058	722	336	-	-	25
Weld.....	11	5	-	21 50	2 75	1 50	870	-	-	33 2 68	1,163	501	-	1,664	1,328	336	-	-	66
Wilton.....	14	6	-	30 61	3 76	1 72	1,530	4	-	2 66	1,611	874	128	2,613	2,494	119	-	39	88
Coplin pl.....	1	1	1	-	3 00	1 17	100	25	-	2 57	80	54	-	134	98	36	-	-	2
Dallas pl.....	1	-	-	17 00	2 50	2 00	122	-	-	5 2 03	145	87	-	232	122	110	-	-	-
Greenvale pl.....	1	1	-	-	2 50	1 25	60	10	-	5 00	50	19	-	69	51	18	-	-	2
Letter E pl.....	1	1	-	-	1 75	99	22	-	-	10 1 57	43	21	-	64	55	9	-	-	2
Perkins pl.....	3	-	-	15 83	2 00	125	119	-	-	2 33	127	77	-	204	197	7	-	-	5
Rangely pl.....	1	1	-	-	2 80	125	45	9	-	1 73	165	47	-	212	82	130	-	60	1
	187	106	39	23 35	2 83	1 46	15,418	921	379	2 65	17,670	8,527	671	26,868	23,965	2,903	-	509	828

HANCOCK 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.
Amherst	158	93	71	109	74	111	.46 10	9	4	4	-	4	2	-	-	\$1,600	-	3
Aurora	83	45	29	43	27	54	.34 10	5 8	3	2	1	2	-	-	-	500	1	1
Bluehill	729	356	298	458	365	473	.45 8	9	18	1	17	14	-	-	-	-	7	7
Brooklin	260	232	192	233	191	283	.74 8	3 9	2	9	-	9	8	-	-	3,100	-	6
Brooksville	547	305	247	255	205	-	.41 15	3 13	9	9	-	9	6	-	-	6,000	-	6
Bucksport	969	572	470	517	424	703	.46 13	2 10	3	16	2	19	13	-	-	9,000	2	4
Castine	405	341	293	188	157	228	.56 14	5 8	2	4	-	6	5	-	-	10,000	-	2
Cranberry Isles	124	74	61	90	81	97	.57 8	4 8	2	5	1	4	2	-	-	1,125	-	2
Deer Isle	1,328	644	504	774	584	978	.37 12	2 10	3	21	3	20	20	-	-	10,000	-	13
Dedham	149	118	93	113	95	126	.63 7	1 9	2	7	1	5	4	-	-	1,000	2	10
Eastbrook	114	60	50	74	61	78	.49 7	3 8	3	4	-	4	3	1	\$750	1,710	3	3
Eden	535	295	248	430	336	450	.55 8	5 11	13	-	-	12	10	-	-	11,000	-	11
Ellsworth	1,747	989	793	912	737	1,375	.44 16	2 12	20	2	20	10	-	-	-	25,000	-	12
Franklin	417	234	197	296	242	351	.53 7	2 8	3	10	-	9	8	-	-	6,000	2	9
Gouldsborough	683	383	320	436	374	504	.51 7	5 9	4	14	1	12	4	-	-	4,000	1	11
Hancock	394	205	183	207	172	279	.45 9	11	6	6	-	6	6	-	-	5,000	1	6
Isle au Haut	96	48	42	61	56	61	.51 7	7	5	-	-	2	2	-	-	250	-	1
Lamoine	240	137	119	161	143	178	.54 13	3 12	5	-	-	4	4	-	-	4,100	-	3
Mariaville	113	81	63	95	75	103	.61 8	10	2	5	-	5	4	-	-	1,200	-	3
Mount Desert	363	184	159	244	205	302	.50 8	9	2	9	-	9	5	-	-	3,000	-	8
Orland	536	465	364	370	301	502	.62 9	2 11	3	14	2	14	13	-	-	7,300	1	8
Otis	127	71	56	78	65	92	.48 8	11	2	3	-	3	1	-	-	500	-	2
Penobscot	489	424	372	378	305	378	.69 8	2 8	12	-	-	12	6	-	-	2,300	-	7
Sadgwick	363	202	161	245	191	295	.48 8	2 10	4	10	-	10	8	-	-	5,500	-	7
Sullivan	341	190	152	180	176	270	.48 12	2 9	5	6	-	6	1	-	-	2,500	-	5

Surry	390	240	212	280	232	281	.57 10	2 10	4	9	-	9	8	-	-	3,500	1	7
Tremont.....	737	389	314	443	348	537	.45 8	9	2	15	-	13	12	-	-	9,055	1	13
Trenton	210	127	104	148	126	175	.55 8	10	-	8	-	7	6	-	-	2,300	-	4
Verona	120	54	44	110	90	110	.56 8	13	-	4	-	4	4	-	-	1,800	-	2
Waltham.....	96	59	50	45	41	75	.47 8	3 13	4	4	-	4	1	-	-	1,500	-	4
Long Island pl.....	54	29	22	36	27	40	.45 6	9	3	1	1	1	1	-	-	300	-	1
Swan's Island pl.....	213	124	107	135	111	177	.51 10	2 7	5	5	-	5	1	-	-	1,025	-	5
No. 7 pl	26	11	10	-	-	11	.38 15	-	-	2	1	1	-	-	-	280	-	-
No. 21 pl	29	19	14	15	11	24	.43 14	8	-	1	1	1	-	-	-	4,127	-	1
No. 33 pl	58	39	28	38	26	45	.46 10	10	-	1	-	1	1	-	-	700	1	1
	13,243	7,839	6,442	8,197	6,654	9,746	.50 10	10	280	17	269	194	1	-	750	146,272	14	188

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 1881.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	Amount raised to prolong public schools.	Amount paid for school supervision.
	No.	Female Teachers	No.	Female Teachers						Excess above am't required by law.	Less than the am't required by law.										
Amherst.....	4	1	1	1	1	\$32 00	3 25	1 84	320	40	-	2 02	505	258	80	843	780	63	-	-	14
Aurora	2	1	-	-	-	24 00	4 00	2 00	175	5	-	2 11	398	121	60	579	357	222	-	-	5
Bluehill	17	11	-	-	-	27 57	3 93	2 10	1,700	326	-	2 33	1,611	1,039	125	2,775	2,717	58	-	-	88
Brooklin	8	3	4	3	4	31 58	4 29	1 98	800	27	-	3 08	851	527	13	1,391	1,393	-	2	-	29
Brooksville	10	2	1	1	1	29 25	3 34	1 87	1,140	119	-	2 08	1,120	776	-	1,896	1,847	49	-	-	39
Bucksport	19	17	-	-	-	31 83	3 58	2 23	2,500	-	246	2 58	3,081	1,464	68	4,613	4,319	294	-	-	109
Castine	9	6	4	4	4	28 00	4 50	2 75	1,200	157	-	2 96	1,217	613	191	2,021	1,886	135	-	-	55
Cranberry Isles.....	5	4	-	-	-	28 00	3 26	2 00	274	-	7	2 21	302	194	6	502	491	11	-	94	28
Deer Isle.....	23	9	-	-	-	30 08	4 24	2 04	2,613	113	-	1 97	2,729	1,896	-	4,625	4,173	452	-	-	86
Dedham	10	5	-	-	-	36 00	2 25	1 38	350	-	12	2 35	621	226	121	968	897	71	-	-	26
Eastbrook	4	1	-	-	-	26 00	2 75	1 58	250	100	-	2 19	175	146	49	370	405	-	35	-	17
Eden.....	13	5	2	2	2	28 10	3 62	1 70	1,400	444	-	2 62	1,295	682	154	2,131	2,047	84	-	-	60

HANCOCK 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 1881.	Not less than 80 cts. for each inhabitant.			Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	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.							Amount raised per scholar.													
Ellsworth	26	12	-	2	32 50	4 00	2 25	4,210	2	-	-	2 41	5,984	2,624	215	8,823	7,202	1,621	-	-	250	
Franklin	8	-	-	-	29 00	3 00	2 40	882	48	-	-	2 40	1,793	575	-	2,368	1,595	773	-	38	62	
Gouldsborough	13	1	-	-	32 68	3 67	1 99	1,367	-	-	-	2 00	1,661	984	31	2,676	2,458	218	-	25	25	
Hancock	6	-	-	-	33 00	4 00	1 98	872	92	-	-	2 21	800	565	-	1,365	1,337	28	-	-	25	
Isle au Haut	5	2	-	-	35 00	3 00	2 00	194	24	-	-	2 02	235	149	-	384	379	5	-	-	10	
Lamoine	4	1	-	-	32 00	3 65	2 09	601	111	-	-	2 50	523	363	-	886	847	39	-	-	20	
Mariaville	4	3	-	-	24 67	2 94	1 35	300	5	-	-	2 66	325	191	50	566	503	63	-	-	17	
Mount Desert	8	1	-	-	31 28	3 84	1 81	814	80	-	-	2 24	834	542	-	1,376	1,372	4	-	-	55	
Orland	17	8	4	-	37 55	3 78	2 04	1,360	1	-	-	2 54	1,832	776	135	2,743	2,226	517	-	-	50	
Otis	3	1	-	-	32 50	3 90	1 51	284	87	-	-	2 24	289	183	-	472	446	26	-	-	11	
Penobscot	12	6	-	-	36 60	4 51	1 82	1,116	-	18	-	2 28	1,675	725	-	2,400	2,301	99	-	-	35	
Sedgwick	10	4	-	-	33 29	4 30	1 70	1,000	106	-	-	2 75	1,045	556	54	1,655	1,430	225	-	-	86	
Sullivan	6	1	3	-	31 40	4 08	1 96	700	63	-	-	2 05	700	465	-	1,165	1,168	-	3	-	27	
Surry	9	3	-	-	31 50	3 17	1 91	950	-	-	20	2 44	1,086	558	-	1,644	1,640	4	-	-	56	
Tremont	15	2	3	-	38 40	3 85	1 90	1,458	-	-	-	-	1,630	1,111	-	2,741	2,624	117	-	-	63	
Trenton ..	8	3	2	-	28 00	3 25	1 50	550	8	-	-	2 62	681	317	-	998	942	56	-	-	35	
Verona ..	3	2	-	-	20 00	4 00	2 00	282	-	-	-	2 51	302	182	-	484	461	23	-	-	12	
Waltham ..	4	-	-	-	26 50	2 25	1 60	293	-	-	-	3 05	478	164	80	722	559	163	-	-	11	
Long Island pl	1	-	-	-	17 50	2 50	1 25	112	2	-	-	2 07	152	-	-	152	162	-	10	-	4	
Swan's Island pl	5	-	-	1	31 00	2 92	1 79	490	129	-	-	2 30	554	329	-	883	773	110	-	-	23	
No. 7 pl	1	-	-	-	-	5 00	2 00	67	12	-	-	2 58	69	38	15	122	122	-	-	-	-	
No. 21 pl	2	-	-	1	20 00	1 75	1 56	51	6	-	-	1 76	52	39	-	91	100	-	9	-	1	
No. 33 pl	-	-	-	-	26 00	-	1 50	120	48	-	-	2 07	127	79	82	288	209	79	-	-	-	
	294	115	28	29	79	3 54	1 87	30,775	2,155			303	2 46	36,732	19,457	1529	57,718	52,168	5,609	59	157	1434

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 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.
Albion	380	226	172	258	207	284	509	4	12	5	12	12	1	12	9	1	-	-	-	-	4	12
Augusta	2,341	1,223	993	1,193	993	1,350	4211	2	14	3	24	33	30	33	30	1	-	\$22,000	\$75,000	-	2	12
Belgrade	470	297	229	352	268	362	538	10	3	17	1	18	11	1	11	-	-	-	4,750	-	1	9
Benton	371	207	170	297	242	290	5514	1	22	1	10	10	10	10	10	-	-	-	3,000	-	-	3
Chelsea	290	216	196	140	132	244	5611	10	10	10	8	9	5	1	5	1	-	500	3,425	-	-	1
China	549	329	300	484	442	498	688	3	10	4	21	21	10	10	10	-	-	-	3,000	-	-	15
Clinton	568	323	266	369	325	395	527	8	3	13	13	13	10	1	10	1	-	250	4,500	1	8	8
Farmingdale	227	117	99	111	88	151	419	3	11	3	3	4	4	1	4	4	-	-	8,000	-	-	3
Fayette	268	149	124	171	139	211	498	2	11	4	9	9	6	4	9	6	-	-	2,400	-	-	6
Gardiner	1,254	804	593	632	492	810	4318	2	11	1	1	11	8	1	11	8	1	2,800	35,000	2	2	2
Hallowell	853	478	399	458	391	555	4611	1	11	1	1	11	10	1	11	10	-	-	16,000	-	-	9
Litchfield	399	269	231	298	249	346	608	3	10	2	15	15	8	1	15	8	-	-	3,000	2	12	12
Manchester	197	103	89	138	109	147	509	4	11	3	7	7	6	1	7	6	-	-	3,000	-	-	3
Monmouth	357	214	170	253	203	240	5212	3	11	1	12	12	14	1	14	7	-	-	4,000	1	9	9
Mt. Vernon	345	198	139	228	185	228	478	10	10	10	13	12	7	-	12	7	-	-	7,000	-	-	9
Pittston	683	402	340	334	252	507	438	11	17	17	17	17	8	1	17	8	-	-	8,100	1	9	9
Readfield	317	195	156	186	154	288	4911	13	10	1	10	10	8	1	10	8	-	-	4,500	1	4	4
Rome	197	159	119	148	103	162	5610	12	7	1	7	7	6	1	7	6	-	-	1,200	2	7	7
Sidney	394	249	206	288	236	300	567	3	11	19	19	19	5	-	19	5	-	-	1,800	-	5	5
Vassalborough	809	416	328	457	375	527	4310	2	12	3	22	22	15	-	22	15	-	-	10,000	1	10	10
Vienna	209	146	110	120	96	183	498	8	4	10	4	10	7	-	10	7	-	-	1,500	-	4	4
Waterville	1,703	706	636	783	617	934	3716	4	16	2	1	4	9	1	4	9	5	-	2,500	1	2	2
Wayne	286	180	154	205	173	241	578	2	10	9	9	2	9	2	9	8	-	-	6,500	1	5	5
West Gardiner	291	157	134	277	232	234	6310	12	9	-	9	9	5	-	9	5	-	-	3,000	1	8	8
West Waterville	539	351	290	298	241	420	4915	10	6	6	6	11	5	-	11	5	-	-	6,000	2	3	3

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 1881.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	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.																		
Albion	12	9	1	2	\$27 50	2 73	1 58	954	-	131	2 51	1,205	560	-	1,765	1,650	115	-	-	67
Augusta	39	25	2	2	44 00	4 20	2 50	11,250	4,998	-	4 81	19,109	3,252	-	22,361	21,628	733	-	99 65	425
Belgrade	16	9	2	2	21 30	3 16	1 49	1,200	12	-	2 55	1,319	666	-	1,985	1,942	43	-	-	90

KENNEBEC COUNTY—CONCLUDED.

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.									
Windsor	357	225	181	262	207	273	.54	9	4	11	3	13	-	13	4	-	-	\$2,905	-	-
Winslow	458	272	214	282	233	314	.49	9	1	11	2	17	1	15	10	-	-	3,500	-	5
Winthrop	612	373	317	380	318	435	.52	15	12	12	10	10	-	10	9	-	-	1,600	-	12
Unity pl.	22	16	9	19	14	19	.52	8	18	18	1	1	-	1	-	-	-	-	1	1
	15,746	9,000	7,364	9,421	7,716	10,948	.48	10	2	11	5	317	22	361	236	4	25,550	225,180	19	168

KENNEBEC COUNTY—CONTINUED.

Benton	10	10	-	24 00	3 38	1 53	1,000	56	-	2 70	1,408	517	-	1,925	1,538	387	-	-	35
Chelsea	13	6	1	20 00	3 39	1 76	675	48	-	2 33	881	432	391	1,704	1,314	390	-	-	38
China	20	6	-	21 00	2 50	1 75	1,694	-	-	23 09	1,713	810	-	2,523	2,510	13	-	-	85
Clinton	13	9	-	32 00	3 55	1 87	1,505	91	-	2 65	1,767	850	-	2,617	2,357	260	-	-	75
Farmingdale	5	1	2	33 33	6 32	2 36	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	40
Fayette	8	5	-	20 67	2 95	1 81	800	80	-	3 00	902	366	-	1,268	1,129	139	-	25	34
Gardiner	18	17	-	48 87	7 84	3 50	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	200
Hallowell	11	11	-	-	9 00	3 00	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	124
Litchfield	13	3	-	24 00	3 00	1 47	1,205	-	-	3 02	1,379	587	-	1,966	1,819	147	-	-	60
Manchester	7	4	1	27 00	4 00	1 65	750	114	-	3 81	840	291	90	1,221	1,195	26	-	-	33
Monmouth	11	3	-	26 40	3 18	1 56	1,216	-	-	179 3 41	1,826	569	-	2,395	2,315	80	-	-	77
Mt. Vernon	9	2	4	20 13	3 75	1 35	1,000	-	-	22 90	1,336	550	-	1,886	1,161	725	-	-	47
Pittston	17	8	5	30 80	3 75	1 94	2,000	118	-	2 73	2,865	1,144	1	4,010	3,343	667	-	-	90
Readfield	8	5	1	25 00	3 50	1 75	1,000	-	-	166 3 16	1,906	483	-	2,389	2,224	165	-	-	50
Rome	6	-	1	21 13	3 04	1 55	485	-	-	95 2 46	595	306	-	901	836	65	-	6	20
Sidney	17	14	3	20 00	3 10	1 40	1,177	-	-	2 99	1,274	617	-	1,891	1,788	103	-	100	57
Vassalborough	20	10	-	27 00	3 03	1 45	2,500	162	-	3 09	2,549	1,131	-	3,680	3,590	90	-	-	110
Vienna	10	4	2	22 75	2 50	1 20	501	-	-	91 2 40	687	304	1	992	799	193	-	-	20
Waterville	16	16	1	85 00	6 00	3 00	5,000	2,550	-	2 92	4,880	2,262	138	7,280	7,263	17	-	-	405
Wayne	8	4	1	24 91	2 95	2 04	760	10	-	2 66	849	429	-	1,278	1,170	108	-	70	60
West Gardiner	7	2	-	23 50	4 00	1 70	850	16	-	2 92	1,259	460	-	1,719	1,606	113	-	-	45
West Waterville	11	9	1	30 25	4 10	1 81	1,350	70	-	2 50	1,608	792	68	2,468	2,091	377	-	-	86
Windsor	13	6	-	23 96	3 03	1 25	860	-	-	153 2 41	1,228	542	-	1,770	1,411	359	-	-	50
Winslow	19	11	3	24 26	3 46	1 81	1,300	150	-	2 84	1,395	689	-	2,084	2,005	79	-	150	80
Winthrop	13	11	2	25 00	3 75	2 50	1,800	17	-	2 94	1,870	919	-	2,789	2,558	231	-	-	65
Unity pl.	1	1	-	10 00	2 25	98	56	2	-	2 55	97	29	-	126	103	23	-	-	5
	371	221	32	27 99	3 84	1 85	51,888	8,494	819	387	56,747	19,557	689	76,993	71,345	5,648	10,316	2570	

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 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.
Appleton.....	458	312	241	325	264	427	.55	15	1	10	5	11	-	11	7	-	-	\$5,500	-	8
Camden.....	1,417	939	850	900	809	1,200	.58	11	10	10	-	17	-	17	13	-	-	11,750	-	13
Cushing.....	282	158	137	165	126	196	.47	11	2	10	4	6	1	6	6	-	-	2,000	-	6
Friendship.....	327	212	170	230	189	270	.55	10	10	3	7	7	1	7	6	-	-	2,000	-	5
Hope.....	277	159	132	184	147	211	.50	13	1	10	3	7	1	7	6	-	-	3,500	1	2
Hurricane Isle.....	65	49	45	49	35	65	.61	11	11	-	-	1	-	1	1	-	-	3,000	-	1
North Haven.....	261	147	120	203	170	235	.55	8	4	10	1	6	-	6	5	-	-	3,000	-	6
Rockland.....	2,036	1,314	1,082	1,252	1,094	1,505	.53	18	8	-	-	1	1	11	4	-	-	50,000	3	3
South Thomaston.....	640	502	416	389	331	525	.58	8	10	1	12	1	-	14	10	-	-	6,500	2	3
St. George.....	1,003	688	554	695	559	801	.55	11	1	11	2	19	3	17	14	-	-	4,800	2	15
Thomaston.....	877	547	452	514	442	547	.51	10	22	-	-	1	-	11	11	-	-	18,900	-	4
Union.....	484	285	230	342	289	374	.54	12	10	14	-	14	-	14	10	1	700	10,400	-	8
Vinalhaven.....	983	997	840	589	476	794	.67	10	2	10	4	11	-	13	12	2	1,280	8,530	-	9
Warren.....	704	415	378	397	339	501	.51	9	8	3	19	2	19	11	-	-	-	900	-	6
Washington.....	394	270	205	281	210	283	.53	9	3	1	13	1	12	8	-	-	-	2,000	-	12
Matineus pl.....	73	42	40	52	42	63	.56	16	16	-	-	1	1	1	-	-	-	500	-	-
Muscle Ridge pl.....	34	30	23	23	18	33	.60	24	10	-	-	1	-	1	1	-	-	75	1	-
	10,315	7,066	5,915	6,590	5,540	8,030	.56	12	1	11	1	147	11	168	126	3	1,980	133,355	16	101

KNOX 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 1881.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	Amount raised to prolong public schools.	Amount paid for school supervision.
																	Excess above amt required by law.	Less than the amt required by law.										
Appleton	16	3	1	\$23	77	3	13	1	51	1,079	-	-	110	2	36	1,529	698	-	2,227	1,965	262	-	-	-	-	-	-	48
Camden	22	9	6	35	00	4	50	2	50	4,000	1,988	-	-	2	82	4,752	2,113	290	7,155	6,607	548	-	-	-	-	-	-	150
Cushing	6	-	-	26	67	3	67	1	99	644	82	-	-	2	28	643	400	-	1,043	981	62	-	-	-	-	-	-	24
Friendship	8	3	-	29	20	3	16	2	08	720	5	-	-	2	20	712	491	-	1,203	1,203	-	-	-	-	-	-	-	20
Hope	7	5	5	24	20	4	37	1	55	664	-	-	60	2	40	954	392	12	1,358	1,263	95	-	-	-	-	-	-	29
Hurricane Isle	1	-	-	40	00	-	-	3	50	900	420	-	-	-	-	1385	660	-	852	796	56	-	-	-	-	-	-	-
North Haven	6	-	5	34	52	3	00	2	26	650	5	-	-	2	49	675	387	17	1,079	1,034	45	-	-	-	-	-	-	13
Rockland	30	26	2	7	00	3	50	3	50	6,080	422	-	-	2	98	6,047	3,401	257	9,705	9,571	134	-	-	-	-	74	-	50
South Thomaston	16	9	-	36	40	3	97	2	13	1,417	63	-	-	2	21	1,698	949	-	2,577	2,447	130	-	-	-	-	-	-	48
St. George	15	4	2	28	81	3	86	2	41	1,857	-	-	-	1	85	2,010	1,500	1	3,511	3,331	180	-	-	-	-	-	-	-
Thomaston	11	11	1	36	29	6	65	3	00	2,474	-	-	-	12	82	2,800	1,339	6	4,145	3,962	183	-	-	-	-	-	-	150
Union	14	6	6	25	56	3	21	1	85	1,362	-	-	-	2	81	1,551	754	-	2,305	2,212	93	-	-	-	-	-	-	68
Vinalhaven	23	6	-	38	22	4	62	2	45	2,285	804	-	-	2	32	2,474	1,445	-	3,919	3,714	205	-	-	-	-	-	-	90
Warren	18	11	-	22	16	4	10	1	85	1,600	20	-	-	2	27	1,745	973	250	2,968	2,830	138	-	-	-	-	-	-	32
Washington	13	1	1	23	00	3	25	1	50	986	-	-	35	2	50	1,304	450	-	1,754	1,604	150	-	-	-	-	-	-	62
Matinicus pl.	1	1	-	-	-	5	17	2	38	200	-	-	-	2	74	457	122	-	579	263	316	-	-	-	-	-	-	-
Muscle Ridge pl.	1	1	-	20	00	5	00	2	50	78	-	-	132	2	29	198	82	-	280	279	1	-	-	-	-	-	-	10
	208	96	29	29	59	4	29	2	29	26,996	3,809	338	2	62	30,139	15,688	833	46,660	44,062	2,598	-	74	1044					

LINCOLN COUNTY.

TOWNS.	No. of children belong- ing 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 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 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.
	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.											
Alna	233	211	198	219	199	241	.85	10	2	11	6	-	-	6	4	-	-	-	-	-	-	-	-	3,500	-	5	
Boothbay	1,267	641	551	704	575	830	.44	9	10	16	9	-	1	16	12	-	-	-	-	-	-	-	800	18,000	-	15	
Bremen	303	185	182	202	174	243	.58	10	2	9	9	-	-	9	3	-	-	-	-	-	-	-	-	5,000	-	6	
Bristol	1,029	632	519	657	550	704	.52	10	3	10	21	-	-	20	9	-	-	-	-	-	-	-	-	10,000	-	11	
Damariscotta	375	227	207	185	160	250	.49	12	5	10	4	6	-	7	-	-	-	-	-	-	-	-	-	3,500	-	5	
Dresden	314	196	151	190	164	210	.50	9	8	3	9	9	-	1	9	7	-	-	-	-	-	-	-	5,000	-	5	
Edgecomb	316	168	130	186	139	210	.42	12	3	11	7	-	-	7	6	-	-	-	-	-	-	-	-	4,000	1	4	
Jefferson	517	295	263	343	283	373	.53	9	10	3	15	-	-	14	11	-	-	-	-	-	-	-	-	4,000	3	9	
Newcastle	492	295	256	456	385	402	.65	7	8	-	14	1	-	14	7	-	-	-	-	-	-	-	-	4,000	1	6	
Nobleborough	366	250	215	273	245	275	.63	10	10	12	1	12	8	-	-	-	-	-	-	-	-	-	-	5,000	-	12	
Somerville	210	147	104	169	126	169	.55	7	2	10	3	7	-	2	5	4	-	-	-	-	-	-	-	1,200	-	4	
Southport	251	135	117	190	150	210	.53	10	3	10	4	5	-	5	4	-	-	-	-	-	-	-	-	1,750	-	4	
Waldoborough	1,205	724	565	750	601	836	.48	11	3	15	31	-	-	28	13	-	-	-	-	-	-	-	-	10,000	3	21	
Westport	193	113	104	126	107	135	.55	14	11	-	4	-	-	4	3	-	-	-	-	-	-	-	-	2,000	-	3	
Whitefield	489	271	213	311	251	371	.48	11	2	10	4	16	-	16	10	-	-	-	-	-	-	-	-	4,200	-	9	
Wiscasset	578	383	302	379	299	404	.52	12	11	4	6	-	-	7	4	-	-	-	-	-	-	-	-	4,000	2	5	
Monhegan Isle pl.	42	31	24	30	24	31	.57	10	9	-	1	-	-	1	1	-	-	-	-	-	-	-	-	500	-	-	
	8,180	4,904	4,101	5,370	4,432	5,894	.52	10	2	10	3	185	-	6	180	106	1	-	-	-	-	800	-	85,650	11	124	

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 1881.	Not less than 80 cts. for each inhabitant.			Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	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.											
Alna	6	1	3	3	\$31 20	4 30	2 00	600	600	2	-	2 58	698	352	-	1,050	946	104	-	13	28	
Boothbay	16	1	3	3	37 33	5 57	2 80	3,200	640	-	2 53	3,507	1,766	5,273	4,797	476	-	-	-	-	133	
Bremen	9	3	-	-	30 00	3 61	2 10	640	640	3	-	2 11	718	459	34	1,211	1,110	101	-	90	24	
Bristol	23	12	-	-	34 80	4 03	2 28	2,550	211	-	2 48	2,804	1,525	4,329	3,830	499	-	-	-	40	100	
Damariscotta	6	3	-	-	37 50	4 00	2 75	916	916	-	151 2 44	1,333	568	1,913	1,874	39	-	-	-	-	65	
Dresden	9	4	-	-	20 67	3 62	1 78	1,000	210	-	3 18	858	422	1,280	1,114	166	-	-	-	35	30	
Edgecomb	5	2	1	1	24 50	3 66	2 38	800	800	-	47 2 53	1,044	511	1,555	1,540	15	-	-	-	-	33	
Jefferson	2	5	-	-	25 50	3 00	2 00	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	
Newcastle	11	11	-	-	33 00	3 00	1 60	1,227	1,227	-	156 2 49	1,698	716	2,414	2,193	221	-	-	-	-	80	
Nobleborough	12	-	-	-	26 08	3 06	2 50	918	918	-	4 2 51	1,188	548	1,736	1,549	187	-	-	-	-	50	
Somerville	5	6	-	-	20 00	2 28	1 56	432	432	27	-	2 06	405	284	-	689	689	-	-	-	25	
Southport	4	1	-	-	30 68	4 32	2 50	543	543	-	4 2 17	690	373	1,063	930	133	-	-	-	-	25	
Waldoborough	30	10	1	1	28 10	3 28	1 80	3,300	3,300	-	42 2 74	3,577	1,816	5,393	5,025	368	-	-	-	-	166	
Westport	4	1	-	-	26 50	4 87	2 64	492	492	-	66 2 55	978	284	1,262	1,114	148	-	-	-	-	18	
Whitefield	19	8	-	-	24 12	3 11	1 42	1,400	1,400	38	-	2 86	1,712	706	2,418	2,105	313	-	-	-	90	
Wiscasset	8	4	1	1	40 83	4 58	3 35	1,600	1,600	18	-	2 77	2,180	884	12	3,076	2,571	505	-	-	68	
Monhegan Isle pl.	1	1	-	-	-	4 47	-	95	95	2	-	2 26	187	66	-	253	96	157	-	-	-	
	170	73	9	9	29 43	3 81	2 22	19,713	1,151	470	2 57	23,577	11,280	58	34,915	31,483	3,432	-	178	935		

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 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.										
Albany	242	128	104	189	128	126	.48	9	2	10	3	10	-	10	5	-	-	\$2,500	-	4
Andover.....	250	147	121	158	131	207	.50	9	2	11	3	6	-	6	5	-	-	3,000	-	3
Bethel.....	579	336	280	487	402	524	.59	8	9	4	27	4	27	25	20	1	\$200	6,000	-	11
Brownfield.....	425	231	172	216	168	301	.40	10	11	3	13	1	14	8	-	-	-	3,000	-	6
Buckfield.....	428	269	223	243	180	328	.47	10	9	3	12	4	13	7	-	-	-	3,000	1	10
Byron.....	77	28	26	66	56	66	.53	8	11	5	3	5	-	3	3	-	-	500	-	1
Canton.....	310	197	148	257	218	269	.59	9	2	9	3	11	-	8	4	-	-	4,000	-	7
Denmark.....	299	308	255	144	122	191	.63	9	2	10	4	13	1	13	10	-	-	5,000	-	9
Dixfield.....	276	125	106	148	123	185	.41	8	3	10	12	2	10	9	-	-	-	-	1	6
Fryeburg.....	512	260	250	337	319	332	.56	10	2	11	3	17	9	17	9	-	-	5,100	1	2
Gilead.....	85	58	49	50	42	65	.54	6	3	9	3	6	-	6	4	-	-	1,500	-	6
Grafton.....	43	32	30	43	37	43	.78	9	9	3	3	3	-	1	1	-	-	100	-	1
Greenwood.....	276	152	110	187	143	222	.46	9	5	10	3	12	4	12	4	1	150	1,800	-	5
Hanover.....	57	30	25	42	35	45	.53	8	15	3	3	3	1	3	2	1	250	1,000	1	1
Hartford.....	269	160	131	193	157	206	.54	8	10	4	2	14	2	14	12	-	-	4,000	-	10
Hebron.....	206	122	90	142	115	156	.55	11	3	11	3	7	2	7	6	-	-	2,500	1	2
Hiram.....	455	259	208	242	235	281	.49	8	2	9	4	14	1	14	12	-	-	5,000	2	11
Lovell.....	323	178	166	244	219	269	.59	8	1	10	2	13	-	12	11	-	-	3,500	-	8
Mason.....	32	15	12	24	18	28	.47	7	10	1	1	1	-	1	1	-	-	500	-	1
Mexico.....	151	64	47	102	79	120	.42	7	5	9	1	6	1	5	3	-	-	1,200	-	3
Newry.....	115	83	73	100	79	108	.66	8	2	10	2	5	2	6	3	-	-	1,500	-	3
Norway.....	787	460	402	490	431	535	.53	10	12	15	1	17	15	17	16	-	-	6,000	1	4
Oxford.....	578	298	256	328	280	362	.46	11	12	1	10	2	2	11	8	-	-	6,500	-	15
Paris.....	901	482	396	548	455	588	.47	9	10	5	20	20	-	20	16	-	-	10,000	2	6
Peru.....	286	153	118	207	164	215	.49	8	12	10	10	10	-	10	7	-	-	3,500	-	6

Porter.....	379	238	172	260	135	260	.41	10	2	6	3	13	-	13	7	-	-	2,525	2	9
Roxbury.....	53	47	35	38	28	53	.60	9		8		6	1	3	2	-	-	500	-	2
Rumford.....	345	170	133	230	197	268	.48	8	3	8	4	13	2	13	13	-	-	3,000	-	10
Stow.....	130	92	67	94	72	106	.53	7	4	11	4	8	-	8	3	1	350	1,400	-	3
Stoneham.....	176	122	99	119	97	141	.44	8	3	10	1	4	1	4	4	-	-	1,700	-	2
Sumner.....	358	221	181	268	223	304	.56	8	3	10	4	15	1	15	10	-	-	4,502	1	10
Sweden.....	137	84	70	116	81	124	.55	9	1	10		7	-	7	7	-	-	3,500	-	3
Upton.....	90	57	45	51	40	62	.47	7	4	10	2	4	1	3	3	-	-	800	-	1
Waterford.....	336	181	149	217	180	249	.49	9	11	2	13	1	13	13	-	-	-	10,000	-	4
Woodstock.....	378	209	133	242	194	260	.43	9	3	12		12	1	11	5	2	925	2,800	-	9
Franklin pl.....	69	34	23	34	23	62	.33	8	2	8	3	3	-	3	1	-	-	300	-	2
Lincoln pl.....	21	15	12	14	9	15	.50	8		10		1	-	1	-	-	-	100	-	-
Milton pl.....	108	34	28	42	26	54	.25	7	3	9	4	2	2	1	1	-	-	600	-	1
	10,442	6,079	4,945	6,912	5,641	7,736	.51	8	5	10	2	366	34	353	255	6	1,875	112,427	14	197

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 1881.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Excess above amount required by law.	Less than the amount required by law.																		
Albany.....	8	6	1	26	18 25	3 02	1 40	555	34	-	2 29	547	344	38	929	992	-	-	-	36
Andover.....	7	3	1	24	00	3 04	1 98	700	88	-	2 80	748	375	21	1,144	1,045	99	-	-	26
Bethel.....	17	18	-	23	45	3 53	1 64	1,826	-	-	3 15	1,883	941	36	2,860	2,739	121	-	-	92
Brownfield.....	12	5	1	25	00	3 00	1 75	1,095	36	-	2 58	1,285	617	-	1,902	1,782	120	-	20	48
Buckfield.....	14	4	2	20	00	2 81	1 60	1,196	37	-	2 80	1,284	802	-	2,086	2,067	19	-	-	62
Byron.....	2	4	-	20	00	3 00	1 63	194	-	2 52	328	111	27	466	458	8	-	30	12	
Canton.....	9	6	1	34	84	3 37	1 72	824	37	-	2 66	894	419	61	1,374	1,353	21	-	-	48
Denmark.....	17	3	2	28	00	3 50	1 01	1,000	144	-	3 34	1,414	456	33	1,903	1,673	230	-	-	40
Dixfield.....	9	1	1	22	00	3 50	-	730	-	109	2 64	934	414	1	1,349	1,243	106	-	-	40
Fryeburg.....	16	10	3	22	00	1 50	1 75	1,310	104	-	2 56	1,339	719	90	2,148	1,983	165	-	-	75
Gilead.....	6	3	-	19	00	3 09	1 53	235	-	28	2 76	263	131	15	409	409	-	-	-	20
Grafton.....	3	2	-	18	00	3 00	1 00	100	25	-	2 33	100	86	-	186	186	-	-	-	3
Greenwood.....	9	5	-	24	40	2 65	1 41	700	23	-	2 54	770	417	29	1,216	1,081	135	-	52	40
Hanover.....	1	1	-	20	50	3 00	2 00	163	13	-	2 86	225	89	12	326	256	70	-	60	10
Hartford.....	13	3	-	19	50	2 50	1 58	797	-	-	2 69	841	382	24	1,247	1,209	38	-	75	50
Hebron.....	5	5	-	25	00	3 00	1 75	481	-	113	2 33	725	290	-	1,015	949	66	-	-	30
Hiram.....	13	4	5	23	54	4 05	1 62	1,500	385	-	3 30	1,840	686	-	2,526	2,225	301	-	-	70
Lovell.....	12	3	1	21	10	2 95	1 30	900	86	-	2 78	1,144	450	80	1,674	1,415	259	-	-	50
Mason.....	1	-	-	32	00	5 06	2 00	76	-	18	2 38	102	48	-	150	150	-	-	-	2
Mexico.....	4	2	-	22	80	2 46	1 42	366	-	-	2 42	394	241	-	635	588	47	-	-	18
Newry.....	6	3	1	21	33	3 19	1 87	333	-	-	2 90	356	163	50	569	549	20	-	138	14
Norway.....	19	16	-	44	50	3 50	2 06	2,050	486	-	2 60	3,134	1,156	-	4,290	3,717	573	-	-	110
Oxford.....	13	8	-	28	00	4 75	2 30	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	24	92
Paris.....	20	4	-	24	75	2 92	1 74	2,344	131	-	2 60	2,555	1,333	200	4,088	4,151	-	63	84	124
Peru.....	8	4	-	24	00	2 50	1 40	746	-	-	2 61	803	400	34	1,237	1,205	32	-	-	50

Porter.....	11	1	1	23 50	2 64 1 63	1,095	211	-	2 89	1,077	639	100	1,816	1,791	25	-	30	43
Roxbury	4	2	-	13 00	2 25 1 25	150	20	-	2 83	172	86	-	258	228	30	-	10	8
Rumford	12	2	-	21 25	2 36 1 61	805	-	165	2 33	1,148	386	166	1,700	1,517	183	-	-	74
Stow	6	2	-	22 00	3 25 1 15	600	258	-	4 62	483	199	-	682	620	62	-	35	25
Stoncham	7	3	1	22 00	3 42 1 75	No Fiscal Return.			-	-	-	-	-	-	-	-	-	30
Sumner	14	5	-	22 20	2 44 1 41	811	-	140	2 27	969	536	10	1,515	1,438	77	-	271	65
Sweden	7	4	1	21 00	3 14 1 62	550	111	-	4 01	593	199	102	894	825	69	-	-	28
Upton	4	4	1	18 00	2 85 1 56	196	48	-	2 18	166	122	150	438	436	2	-	2	10
Waterford	12	7	2	29 50	3 86 1 44	1,000	-	30	2 98	1,408	549	40	1,997	1,778	219	-	25	80
Woodstock	8	3	-	21 00	2 50 1 83	800	4	-	2 12	812	593	14	1,419	1,411	8	-	5	42
Franklin pl.....	3	-	1	17 50	2 08 1 13	220	78	-	3 19	81	99	3	183	178	5	-	8	7
Lincoln pl.....	1	1	-	-	3 50 1 50	70	46	-	3 33	188	26	12	226	124	102	-	12	7
Milton pl.....	2	-	-	25 00	2 88 1 45	210	36	-	1 94	207	153	-	360	360	-	-	-	3
	335	157	27	23 29	3 05 1 59	26,688	2,442	605	2 75	31,212	14,657	1348	47,217	44,131	3,212	126	881	1584

PENOBSCOT COUNTY.

TOWNS.	PENOBSCOT COUNTY.																											
	No. of children belong- ing 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 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 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.																	
Alton	151	86	73	120	92	125	55.9	3	10	5	1	4	1	4	1	-	-	-	\$1,000	-	2							
Argyle	97	52	40	45	36	73	39.9	9	2	4	-	-	-	4	4	-	-	-	2,500	-	3							
Bangor	5,389	2,913	2,482	2,742	2,406	3,120	45.12	10	1	1	-	-	36	36	-	-	-	70,000	1	3								
Bradford	526	325	245	384	300	472	52.9	3	11	15	1	15	14	13	-	-	-	7,000	-	9								
Bradley	284	138	104	152	120	211	39.17	1	11	3	-	-	4	3	-	-	-	1,000	1	4								
Brewer	972	530	433	514	376	703	42.10	10	4	7	-	-	11	8	-	-	-	10,000	-	5								
Burlington	216	137	105	76	64	152	39.13	2	12	7	-	-	7	7	-	-	-	3,000	-	3								
Carmel	418	261	197	282	223	294	50.9	3	10	5	11	-	11	7	-	-	-	3,000	-	8								
Carroll	246	167	130	134	111	230	49.12	2	10	4	6	1	7	3	-	-	-	1,550	-	7								
Charleston	406	215	168	260	214	320	47.10	12	12	10	2	10	8	-	-	-	-	5,000	-	5								
Chester	137	69	54	98	79	110	49.7	4	10	3	6	-	6	3	-	-	-	800	-	1								
Clifton	132	78	61	90	66	90	48.10	12	12	5	5	5	5	5	-	-	-	2,000	-	1								
Corinna	461	285	251	493	424	451	73.8	3	9	2	14	3	16	12	-	-	-	5,800	-	9								
Corinth	425	265	215	316	259	360	56.10	2	12	13	-	-	12	9	-	-	-	6,000	-	8								
Dexter	800	489	382	488	379	506	48.8	10	11	11	1	14	10	-	-	-	-	13,500	-	2								
Dixmont	375	226	195	243	205	291	53.11	11	11	14	2	13	13	-	-	-	-	5,000	-	7								
Eddington	235	236	203	151	123	184	48.8	4	11	7	7	7	6	-	-	-	-	2,000	-	5								
Edinburg	20	17	14	-	-	17	70.13	-	-	2	-	-	2	2	-	-	-	2,000	-	-								
Enfield	180	164	151	100	71	131	62.10	2	10	7	-	-	7	6	-	-	-	1,000	-	1								
Etna	298	180	135	197	159	200	49.9	11	11	8	-	-	8	5	-	-	-	4,000	1	5								
Exeter	418	232	184	272	224	275	49.9	10	10	13	2	13	5	-	-	-	-	3,200	-	9								
Garland	376	186	149	246	209	255	48.8	4	10	11	2	11	10	-	-	-	-	3,500	-	4								
Glenburn	229	142	109	165	141	267	55.8	4	13	7	-	7	7	-	-	-	-	1,400	1	1								
Greenbush	251	156	119	154	127	175	49.10	5	14	1	8	-	7	6	1	-	500	2,300	-	1								
Greenfield	120	83	65	55	32	94	40.16	1	10	5	-	-	5	2	-	-	-	1,200	-	1								
Hampden	856	499	399	529	417	625	48.12	2	11	2	18	1	18	9	-	-	-	10,000	1	15								

Hermion	462	297	244	321	264	368	.55 10	11	13	-	13	7	-	-	2,800	1	10	
Holden	241	145	123	184	158	211	.58 7	2 8	8	-	8	1	-	-	1,200	-	3	
Howland	37	29	25	6	5	32	.41 6	1 8	5	-	2	1	-	-	200	-	-	
Hudson	232	149	108	152	128	187	.51 9	10	7	-	7	7	-	-	1,800	-	6	
Kenduskeag	207	107	86	121	96	138	.44 12	2 12	2	1	-	4	4	-	2,500	-	2	
Kingman	158	82	53	81	54	82	.34 11	3 13	2	-	2	2	-	-	800	-	-	
Lagrange	261	137	103	140	102	186	.39 15	12	4	-	4	4	-	-	1,550	-	4	
Lee	376	302	255	242	182	318	.58 9	5 12	2	9	1	8	8	1	1,525	1	6	
Levant	376	313	253	358	264	407	.69 8	4 10	13	1	13	5	-	-	2,600	-	7	
Lincoln	568	547	485	301	247	446	.64 8	3 9	5	10	1	9	8	1	3,500	2	2	
Lowell	145	120	94	74	66	115	.55 10	4 10	1	8	-	8	2	-	700	-	-	
Mattamiscotis	25	16	15	24	18	25	.70 8	1 2	1	-	1	1	-	-	400	-	-	
Mattawamkeag	157	112	102	68	59	130	.51 14	3 10	5	-	3	3	-	-	1,300	-	-	
Maxfield	51	28	21	15	14	41	.34 12	11	4	-	2	2	-	-	350	-	1	
Medway	208	165	127	40	24	176	.36 8	2 12	7	-	6	5	-	-	2,700	-	1	
Milford	173	125	111	129	113	155	.65 9	10	4	4	-	4	4	-	6,000	1	2	
Mt. Chase	111	59	44	22	17	60	.27 10	4 7	5	2	4	1	-	-	800	1	1	
Newburg	351	191	160	260	215	289	.53 9	11	11	1	11	10	-	-	3,000	-	8	
Newport	432	219	184	315	268	340	.52 9	3 10	3	10	2	10	9	-	8,000	1	5	
Oldtown	1,040	605	446	526	404	702	.41 16	11	1	9	-	13	9	-	10,000	2	8	
Orono	765	396	335	358	302	570	.42 21	12	1	-	10	10	-	-	10,000	2	7	
Orrington	499	475	409	358	305	493	.71 14	4 10	3	11	-	13	11	-	5,200	1	7	
Passadumkeag	89	50	44	62	50	72	.53 9	4 11	4	-	4	3	-	-	900	-	1	
Patten	223	107	85	156	125	170	.47 10	2 11	6	1	6	4	-	-	1,000	1	3	
Plymouth	263	160	136	155	109	180	.47 11	9	9	1	9	8	-	-	3,000	-	3	
Prentiss	189	100	90	157	146	171	.62 8	11	5	1	5	4	-	-	2,300	1	3	
Springfield	292	170	150	221	211	241	.62 10	3 12	7	4	7	5	-	-	2,750	-	8	
Stetson	274	163	147	185	160	203	.56 11	2 11	7	-	7	7	-	-	2,800	1	5	
Veazie	224	150	140	148	130	200	.60 9	10	1	-	2	1	-	-	1,500	-	1	
Winn	288	236	187	134	112	268	.52 16	5 7	4	4	4	1	-	-	1,700	1	-	
Drew pl.	No sch	ool	ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lakeville pl.	55	34	32	40	33	48	.59 8	3 12	3	2	1	2	2	-	600	-	2	
No. 1 North Division pl.	No sch	ool	ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	
No. 2 Grand Falls pl.	38	25	20	-	-	25	.53 14	-	1	1	1	-	-	-	100	1	-	
Staceyville pl.	No sch	ool	ret	urn.	-	-	-	-	-	-	-	-	-	-	-	-	-	
Webster pl.	54	12	9	54	37	56	.43 12	9	4	-	1	1	-	-	50	-	2	
Woodville pl.	90	61	42	20	18	67	.33 14	12	4	-	2	-	-	-	175	-	-	
	22,972	14,018	11,528	13,733	11,293	16,903	.50 10	5 10	4	420	36	464	350	3	1,325	251,850	23	227

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 1881.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	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.										
Alton.....	5	4	-	1	\$18 00	2 64	1 75	406	-	-	2 69	554	236	33	823	720	103	-	-	30
Argyle.....	4	-	-	-	22 33	2 80	2 25	279	33	-	2 88	314	144	-	458	435	23	-	-	8
Bangor.....	78	-	-	-	-	-	-	24,000	9,369	-	4 45	22,028	8,229	312	30,569	30,565	4	-	-	950
Bradford.....	14	6	1	1	24 80	2 83	1 53	1,200	10	-	2 28	1,664	773	15	2,452	2,238	214	-	-	78
Bradley.....	8	1	-	-	35 33	3 27	2 21	712	18	-	2 51	840	402	-	1,242	1,284	-	42	-	29
Brewer.....	15	10	-	-	46 80	6 33	-	2,600	29	-	2 67	3,455	1,443	53	4,951	4,161	790	-	-	112
Burlington.....	7	-	1	1	27 33	3 18	2 00	429	-	-	13 1 99	395	312	233	940	881	59	-	-	-
Carmel.....	12	5	-	-	24 87	3 22	1 33	976	-	-	104 2 33	1,405	641	96	2,142	1,779	363	-	-	60
Carroll.....	7	2	-	-	26 20	2 57	1 31	500	-	-	6 2 03	604	390	72	1,066	1,023	43	-	-	23
Charleston.....	10	3	-	-	24 73	3 50	1 60	890	-	-	59 2 19	1,117	587	119	1,823	1,651	172	-	-	45
Chester.....	5	4	3	20	3 50	1 57	280	280	-	-	2 04	298	207	25	530	464	66	-	-	15
Clifton.....	5	4	1	1	26 00	3 00	1 21	280	2	-	2 12	282	194	155	631	624	7	-	-	16
Corinna.....	17	13	-	-	24 27	3 00	1 40	1,271	61	-	2 76	1,481	727	-	2,208	1,908	300	10	97	-
Corinth.....	15	4	-	-	27 00	3 17	1 65	1,170	-	-	2 75	1,817	628	63	2,508	2,249	259	-	-	60
Dexter.....	14	12	1	24	24 00	5 50	1 75	2,450	150	-	3 06	2,760	1,102	160	4,022	3,583	439	-	-	150
Dixmont.....	14	8	-	-	25 00	2 65	1 50	1,050	2	-	2 80	1,116	532	152	1,800	1,689	111	-	-	44
Eddington.....	10	1	-	-	25 20	2 88	1 64	625	3	-	2 66	774	368	-	1,142	1,160	42	-	-	26
Edinburg.....	2	-	-	-	-	2 42	2 00	50	6	-	2 50	50	19	56	125	125	-	10	4	-
Enfield.....	6	3	-	-	25 00	3 31	1 70	450	66	-	2 50	584	278	55	917	911	6	-	-	12
Etna.....	8	3	-	-	21 00	3 55	1 45	716	41	-	2 40	728	515	52	1,295	1,273	22	-	-	30
Exeter.....	13	4	1	22	26 69	2 83	1 69	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	40
Garland.....	10	9	-	-	36 67	3 06	1 75	1,065	20	-	2 84	1,225	552	92	1,869	1,753	116	-	-	53
Glenburn.....	6	6	-	-	26 00	3 44	1 82	524	-	-	52 2 29	698	401	185	1,284	1,210	74	-	-	44
Greenbush.....	8	7	-	-	28 00	3 42	1 85	525	28	-	2 09	583	368	29	980	967	13	-	-	25
Greenfield.....	5	1	-	-	26 00	2 88	1 42	366	11	-	3 05	308	154	103	565	545	20	-	-	12
Hampden.....	17	3	2	27	27 66	3 53	1 84	2,500	46	-	2 92	2,978	1,306	-	4,284	3,728	556	-	-	100

Hermon	12	3	-	26 00	2 94	1 65	1,200	6	-	2 60	1,360	686	-	2,046	1,920	126	-	-	78
Holden	8	12	-	23 00	3 23	1 59	600	-	9	2 49	901	379	-	1,280	1,108	172	-	-	47
Howland.. ..	4	1	-	-	2 00	1 38	200	59	-	5 40	165	66	5	236	212	24	-	-	7
Hudson	7	1	-	23 17	3 20	1 58	530	-	61	2 28	1,095	350	111	1,556	1,257	299	-	-	35
Kenduskeag.....	4	3	-	38 00	4 00	2 00	600	-	16	2 90	728	304	59	1,091	903	188	-	-	18
Kingman	3	3	1	-	4 50	4 50	439	291	-	2 78	339	221	60	620	545	75	-	-	12
Lagrange	5	-	1	24 38	4 13	1 85	580	82	-	2 22	610	360	54	1,024	891	133	-	-	18
Lee	8	3	1	28 50	3 33	1 21	716	-	52	1 90	829	517	60	1,406	1,380	26	-	-	51
Levant	9	2	-	29 78	2 71	1 57	1,050	123	-	2 79	1,678	601	85	2,364	1,902	462	-	150	49
Lincoln	17	10	2	24 25	4 85	2 00	1,350	126	-	2 39	1,435	852	200	2,487	2,266	221	-	-	112
Lowell	7	5	-	-	3 00	1 50	400	42	-	2 76	433	224	-	657	643	14	-	-	26
Mattamiscotis.....	1	1	-	-	3 50	1 00	No Fiscal Return.				-	-	-	-	-	-	-	-	-
Mattawamkeag.....	5	6	1	-	4 02	2 29	365	80	-	2 32	288	230	139	657	651	6	-	-	27
Maxfield	3	-	-	15 00	2 33	1 13	125	32	-	2 45	153	77	-	230	204	26	-	-	6
Medway	7	-	1	26 00	3 50	2 25	530	273	-	2 55	942	272	83	1,297	773	524	-	-	25
Milford	4	2	-	36 00	3 25	2 50	667	-	-	3 86	2,869	268	180	3,317	1,225	2,092	-	-	30
Mt. Chase.....	6	-	-	28 00	2 50	1 50	230	20	-	2 07	284	176	24	484	325	159	-	-	3
Newburg	10	3	1	26 75	2 44	1 75	1,200	306	-	3 42	1,160	538	-	1,698	1,635	63	-	-	39
Newport	10	7	-	32 50	3 43	2 00	1,250	3	-	2 89	1,531	639	333	2,503	2,434	69	-	55	75
Oldtown	17	11	-	51 54	4 01	2 23	2,456	-	802	2 36	3,617	1,511	-	5,128	5,285	-	157	-	150
Orono	8	5	2	44 00	7 00	3 00	2,000	-	311	2 61	2,485	1,078	29	3,592	3,296	296	-	-	75
Orrington	11	6	1	33 16	4 00	2 22	1,500	86	-	3 01	1,620	772	76	2,468	2,305	163	-	-	70
Passadumkeag	4	3	-	14 00	3 00	1 44	300	106	-	3 37	301	133	-	434	425	9	-	-	15
Patten	6	3	-	18 50	2 50	1 50	600	37	-	2 69	617	345	73	1,035	922	113	-	-	-
Plymouth	9	6	-	32 00	2 73	1 45	700	-	53	2 66	761	380	-	1,141	1,127	14	-	-	31
Prentiss	4	2	-	24 00	2 97	1 60	333	23	-	1 76	423	230	119	772	615	157	-	-	15
Springfield.....	7	-	-	20 00	3 00	2 00	800	97	-	2 74	737	532	108	1,377	1,398	-	21	-	50
Stetson	7	3	3	26 73	2 99	1 77	600	-	150	2 19	847	390	162	1,399	1,344	55	-	-	57
Veazie	3	2	-	50 00	8 00	3 00	500	-	148	2 23	961	312	-	1,273	1,013	260	-	-	50
Winn	8	4	-	35 00	3 39	1 60	720	149	-	2 50	731	379	50	1,160	1,067	93	-	-	52
Drew pl	-	-	-	-	-	-	250	182	-	-	196	77	-	273	191	82	-	-	-
Lakeville pl.....	2	1	1	18 50	3 00	1 37	104	18	-	1 89	162	91	-	253	238	15	-	-	17
No. 1 North Division pl.	-	-	-	-	-	-	60	7	-	-	87	58	-	145	66	79	-	-	-
No. 2 Grand Falls pl....	-	-	-	16 00	-	2 00	80	14	-	2 11	86	57	-	143	115	28	-	-	-
Staceyville pl.....	-	-	-	-	-	-	250	140	-	-	283	124	-	407	271	136	-	-	-
Webster pl.....	2	1	-	20 00	2 00	1 75	150	128	-	2 78	218	132	-	350	237	113	-	-	12
Woodville pl.....	4	1	-	-	2 80	1 75	200	-	-	2 22	241	118	200	559	382	177	-	-	12
	537	223	26	27 30	3 39	1 80	68,949	12,325	1,836	3 04	79,231	33,987	4,270	117,488	107,437	10,271	220	225	3327

PISCATAQUIS COUNTY.

TOWNS.	No. of children belong- ing 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 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 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.	
Abbot	223	194	165	142	113	173	.62	8	10	5	8	2	8	8	-	\$2,675	-	1	
Atkinson	311	185	165	220	195	265	.58	10	10	3	10	2	10	10	-	-	-	6	
Blanchard.	60	25	18	25	22	36	.33	10	12	1	1	1	1	1	-	700	-	1	
Brownville.	287	218	168	261	213	233	.66	8	5	8	1	-	9	4	-	3,500	1	2	
Dover	542	374	286	364	292	453	.53	10	12	14	2	16	13	-	-	5,500	-	8	
Foxcroft.	408	156	140	200	178	250	.39	10	3	12	8	-	8	6	-	4,000	1	1	
Greenville	182	130	86	101	89	161	.48	12	3	12	4	4	2	1	175	2,200	-	1	
Guilford	276	221	182	246	193	224	.68	8	4	9	3	2	8	3	-	2,000	-	1	
Howard	98	-	-	-	-	-	-	-	-	-	3	-	1	-	-	-	-	-	
Kingsbury	77	58	46	62	53	68	.64	12	6	4	3	3	2	1	200	600	-	-	
Medford	155	145	107	100	79	139	.60	8	5	8	6	-	6	4	-	1,000	1	3	
Milo	313	194	172	181	164	225	.54	9	5	10	4	9	9	3	-	2,300	-	2	
Monson	246	111	93	106	80	145	.35	8	8	-	7	2	7	4	-	2,000	-	2	
Orneville.	212	150	91	111	89	199	.42	11	4	14	9	1	7	3	700	1,500	-	2	
Parkman	356	219	160	224	193	235	.50	8	2	10	5	14	-	14	13	-	8,000	1	4
Sangerville.	330	184	141	210	162	215	.46	11	3	13	9	2	9	8	-	3,500	-	5	
Sebec	290	166	144	173	132	250	.48	10	14	-	9	-	9	9	-	-	-	3	
Shirley	95	52	42	63	50	68	.48	7	4	9	3	3	-	3	2	800	-	2	
Wellington	233	164	123	173	117	196	.51	8	4	12	2	9	1	8	6	1,655	-	4	
Williamsburg	83	57	49	50	42	59	.55	6	4	10	3	-	3	1	-	250	-	2	
	4,777	3,093	2,378	3,012	2,456	3,594	.51	9	3	10	5	138	14	143	102	3	42,180	5	50

PISCATAQUIS COUNTY—CONCLUDED.

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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 1881.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1880, to April 1, 1881.		Amount available from State Treasury from April 1, 1880, to April 1, 1881.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.		Balance unexpended April 1, 1881.		Balance over-expended April 1, 1881.		Amount raised to prolong public schools.		Amount paid for school supervision.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												

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 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.					
Arrowsic.....	71	55	40	52	41	61	.57	9	12			2		2	2	-	-	\$500	-	-	
Bath.....	2,836	-	-	-	-	1838	-	18	3	18	3		-	15	14	-	-	59,300	5	6	
Bowdoinham.....	509	310	260	357	292	308	.54	8				15	-	14	14	-	-	5,000	1	7	
Bowdoin.....	425	229	190	242	215	294	.48	8	2	10	3	14	-	16	13	-	-	4,000	-	13	
Georgetown.....	375	239	200	223	194	279	.53	8	10	2		10	-	9	7	-	-	2,500	-	4	
Perkins.....	23	11	11	14	12	14	.50	8	11			1	-	1	-	-	-	800	-	1	
Phippsburg.....	542	280	210	320	241	320	.42	9	5	9	2	12	-	14	8	-	-	2,100	-	9	
Richmond.....	813	488	402	503	422	619	.51	10	9	2		11	-	14	7	-	-	-	1	10	
Topsham.....	421	324	234	244	206	280	.52	8	8			1	-	11	11	-	-	7,247	-	-	
West Bath.....	79	51	44	66	54	75	.62	9	1	12	3	4	-	-	4	-	-	1,500	-	2	
Woolwich.....	No School	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	6,094	1,987	1,591	2,021	1,677	4,088	.50	9	4	11	1	71	-	100	80	-	-	82,947	8	52	

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 1881.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	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.										
Arrowsic	2	2	-	-	-	3 88	2 25	3 88	2 25	250	48	-	-	3 52	216	106	-	322	310	12	-	-	10
Bath	35	33	-	2	\$60 00	7 10	4 00	7 10	4 00	13,250	7,346	-	-	4 67	13,250	4,764	68	18,082	17,112	970	-	-	400
Bowdoinham	16	10	-	-	21 70	3 53	2 08	3 53	2 08	1,350	-	-	92	2 65	1,737	710	-	2,447	2,396	51	-	-	75
Bowdoin	13	1	1	1	23 39	2 89	1 34	2 89	1 34	1,080	-	-	-	2 54	1,342	610	-	1,952	1,831	121	-	75	45
Georgetown	10	4	1	1	35 25	3 80	3 20	3 80	3 20	950	42	-	-	2 53	1,216	568	-	1,784	1,380	404	-	-	50
Perkins	1	-	-	-	25 00	2 00	2 10	2 00	2 10	100	43	-	-	4 35	78	28	27	133	128	5	-	-	-
Phippsburg	12	3	4	4	30 22	3 60	3 00	3 60	3 00	1,200	125	-	-	2 21	1,153	788	-	1,941	1,863	78	-	244	66
Richmond	17	8	-	-	31 81	4 10	1 90	4 10	1 90	2,500	546	-	-	3 08	2,879	1,152	17	4,048	3,869	179	-	500	121
Topsham	11	11	-	2	-	5 00	1 90	5 00	1 90	1,700	499	-	-	4 04	1,431	572	40	2,043	1,874	169	-	-	150
West Bath	3	2	-	-	22 50	3 32	2 00	3 32	2 00	300	1	-	-	3 80	362	146	-	508	449	59	-	-	12
Woolwich	-	-	-	-	-	-	-	-	-	925	1	-	-	-	1,010	569	-	1,579	1,459	120	-	-	-
	120	74	10	10	31 23	3 92	2 38	3 92	2 38	23,605	8,651	923	72	24,674	10,013	152	34,839	32,671	2,168	-	819	929	

SOMERSET COUNTY.

TOWNS.	No. of children belong- ing 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 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 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.									
Anson	486	200	181	275	254	275	.45 8	10	17	2	19	14	2	19	14	-	-	\$5,000	-	15
Athens.....	459	294	204	245	201	241	.44 9	3 10	3	13	1	14	7	1	14	-	-	4,200	-	7
Bingham	277	167	118	191	136	257	.46 7	4 12	11	1	9	4	-	1	9	-	-	3,500	-	2
Brighton	243	106	87	154	118	165	.42 8	2 12	1	8	1	8	6	-	8	-	-	1,000	-	6
Cambridge.....	158	100	80	115	90	118	.54 9	4 12	1	5	-	5	3	-	5	-	-	1,200	-	4
Canaan	406	241	204	257	214	273	.51 8	4 11	4	12	1	12	11	1	12	-	-	5,000	-	6
Concord	146	56	46	128	105	146	.52 5	7 5	12	2	11	9	-	11	9	-	-	-	-	3
Cornville	295	173	140	195	165	227	.52 7	2 11	3	13	-	11	8	-	11	-	-	3,000	-	6
Detroit	223	117	111	149	126	163	.53 9	2 13	4	6	-	6	2	-	6	-	-	1,500	-	2
Emden.....	244	151	130	168	148	191	.57 7	2 13	2	12	1	11	8	-	11	-	-	2,400	-	5
Fairfield	958	613	435	594	458	520	.47 8	19	2	16	2	19	14	2	19	2	\$675	15,000	-	9
Harmony	283	155	120	200	156	216	.49 9	4 10	2	11	-	11	7	-	11	-	-	3,000	-	2
Hartland	373	187	152	226	201	207	.47 10	10	7	3	11	4	-	11	4	-	-	6,500	1	3
Lexington	107	62	48	99	82	103	.61 7	10	2	7	1	7	2	-	7	-	-	600	-	1
Madison.....	400	185	147	314	256	354	.50 10	12	20	4	17	5	-	17	5	-	-	4,000	2	5
Mayfield.....	46	36	29	-	-	36	.63 8	2	2	-	1	1	-	1	1	-	-	200	-	-
Mercer.....	230	139	124	184	131	167	.55 7	3 10	4	10	1	10	3	-	10	-	-	2,425	-	5
Moscow	208	135	106	136	108	195	.51 10	10	8	-	6	3	-	6	3	-	-	1,500	-	2
New Portland	416	223	197	235	203	339	.48 7	5 9	3	17	1	16	12	-	16	-	-	3,700	-	9
Norridgewock	435	227	173	254	190	324	.42 11	10	4	16	5	16	16	-	16	-	-	4,600	1	7
Palmyra	405	224	188	221	188	264	.46 9	3 10	4	15	1	15	13	-	15	-	-	5,575	-	5
Pittsfield.....	607	355	283	367	290	479	.47 11	4 12	3	11	4	11	6	-	11	-	-	4,500	2	9
Ripley.....	171	102	86	144	111	128	.58 10	11	5	-	5	3	-	5	3	-	-	1,100	-	3
St. Albans	No School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Solon	326	181	134	243	181	239	.48 8	12	13	-	8	-	-	13	8	-	-	3,000	-	4

COMMON SCHOOLS.

Skowhegan	1,333	709	585	673	532	793	.42 9	5 11	18	1	25	19	-	-	29,000	-	6	
Smithfield.	175	148	131	122	89	129	.63 7	3 10	2	7	7	4	-	-	1,400	1	6	
Starks.	341	207	163	257	212	279	.55 8	9	4	14	2	14	8	1	400	2,500	9	
Carratunk pl.	70	50	30	60	50	60	.57 7	7	4	5	4	4	-	-	1,200	-	-	
Carrying Place pl.	15	12	12	-	-	12	.80 4	-	-	2	1	1	-	-	100	-	-	
Dead River pl.	32	26	24	27	22	29	.75 7	11	2	-	2	2	-	-	400	-	-	
Dennistown pl.	29	20	16	20	12	22	.48 12	8	1	-	1	1	-	-	500	-	-	
Flagstaff pl.	31	23	21	18	16	36	.60 5	12	1	-	1	1	-	-	400	1	1	
Highland pl.	47	29	26	33	25	33	.54 8	2 10	1	3	-	3	-	-	400	-	-	
Jackmantown pl.	40	23	17	16	16	32	.41 10	8	1	-	1	1	-	-	300	-	-	
Moose River pl.	38	30	17	29	19	40	.47 15	15	1	-	1	1	-	-	800	-	-	
No. 1, R. 2, W. K. R. pl.	37	28	22	27	19	36	.55 7	7	4	1	3	1	-	-	400	1	1	
The Forks pl.	86	65	63	-	-	65	.73 20	-	-	4	1	3	3	-	1,600	-	-	
West Forks pl.	43	33	28	-	-	33	.65 8	-	2	1	1	1	-	-	600	-	-	
	10,219	5,732	4,678	6,376	5,124	7,226	.48 8	5 10	4	331	42	331	216	3	1,075	122,100	11	143

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 1881.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1880, to April 1, 1881.		Amount available from State Treasury from April 1, 1880, to April 1, 1881.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.		Balance unexpended April 1, 1881.		Balance over-expended April 1, 1881.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	No.	Teachers	No.	Teachers	No.	Teachers	Average	Teachers	Average	Teachers	Average	Teachers	Amount	Money	Excess above am't required by law.	Less than the am't required by law.	Amount	Amount	Amount	Amount	Amount	Amount	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	
Anson	19	4	1	2	2	2	\$20 00	3 50	2 00	1,550	153	-	3 19	1,776	767	-	2,543	2,118	425	-	-	-	50													
Athens	14	7	-	22	07	3 20	1 35	1,114	-	118	2 43	1,287	747	146	2,180	1,987	193	-	-	-	55															
Bingham	10	3	2	25	50	2 82	1 20	663	-	2	2 39	674	402	72	1,148	1,090	58	-	-	-	24															
Brighton	8	3	-	19	00	2 48	1 28	550	-	48	2 26	618	364	-	982	934	48	-	-	-	28															
Cambridge	5	1	2	22	25	3 58	1 42	378	-	-	2 39	462	248	30	740	721	19	-	-	-	17															
Canaan	13	7	-	23	25	3 25	1 50	1,067	-	-	111	2 66	1,384	626	100	2,110	1,983	127	-	-	-	71														
Concord	6	8	-	20	00	2 63	72	343	-	-	17	2 35	382	-	-	597	579	18	-	-	26	23														

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 1881.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	Amount raised to prolong public schools.	Amount paid for school supervision.
									Excess above am't required by law.	Less than he am't required by law.										
Cornville	10	9	-	-	\$20 73	2 97	1 32	746	-	-	21 2 53	833	408	108	1,349	1,153	196	-	-	55
Detroit	6	4	1	-	25 50	2 73	1 75	530	-	-	22 2 38	663	319	60	1,042	908	134	-	-	38
Embsden	12	7	-	-	20 60	2 50	1 03	549	-	-	93 2 25	718	376	-	1,094	1,042	52	-	-	35
Fairfield	19	14	4	-	25 06	3 58	2 26	3,000	601	-	3 13	3,480	1,645	-	5,125	4,695	430	-	-	163
Harmony	11	9	-	-	26 00	3 00	1 55	782	-	-	2 76	782	422	100	1,304	1,084	220	-	100	35
Hartland	9	6	-	-	22 50	2 75	2 15	850	-	-	46 2 28	1,174	578	-	1,752	1,322	430	-	-	56
Lexington	5	6	1	20 00	2 96	1 02	325	325	3	-	3 04	336	179	-	515	513	2	-	-	6
Madison	13	15	-	-	25 75	2 85	1 35	1,126	-	-	2 81	1,145	582	77	1,804	1,739	65	-	75	72
Mayfield	3	-	-	-	2 75	1 12	-	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	-
Mercer	8	5	1	-	23 57	3 13	1 57	680	-	-	2 96	720	361	-	1,081	998	83	-	10	30
Moscow	7	6	1	-	23 50	3 35	1 17	425	3	-	2 04	532	291	26	849	764	85	-	12	14
New Portland	13	13	1	-	27 55	2 70	1 28	1,200	32	-	2 88	1,340	613	45	1,998	1,895	103	-	15	65
Norridgewock	16	9	2	-	17 75	3 32	1 58	1,410	-	-	3 24	1,696	660	-	2,356	2,283	73	-	50	77
Palmyra	15	10	-	-	24 40	2 53	1 51	1,017	-	-	41 2 51	1,296	593	70	1,959	1,727	232	-	-	45
Pittsfield	15	6	5	-	24 13	3 83	1 89	1,530	80	-	2 52	2,038	878	-	2,916	2,243	673	-	-	77
Ripley	5	2	-	-	26 67	3 47	1 19	467	-	-	2 73	508	249	32	789	713	76	-	-	15
St. Albans	-	-	-	-	-	-	-	1,340	-	-	-	1,458	660	71	2,189	2,129	60	-	-	-
Solon	10	11	1	-	29 75	2 99	1 34	810	-	-	115 2 48	1,085	492	80	1,657	1,527	130	-	-	15
Skowhegan	27	34	3	-	23 50	3 20	1 48	3,700	506	-	2 78	4,354	1,948	-	6,302	5,475	827	-	-	135
Smithfield	6	1	-	-	20 00	2 71	1 45	451	-	-	114 2 58	635	283	-	918	847	71	-	-	28
Starks	14	6	2	-	22 45	2 63	1 31	743	-	-	124 2 18	936	473	-	1,409	1,380	29	-	50	63
Carratunk pl.	9	9	1	-	-	2 50	1 25	138	-	-	33 1 97	138	131	84	353	353	-	-	84	-
Carrying Place pl.	2	-	-	-	-	2 00	2 50	25	-	-	1 67	25	19	-	44	20	24	-	-	-
Dead River pl.	2	2	-	-	-	3 50	1 25	80	19	-	2 50	98	57	-	155	155	-	-	-	-
Dennistown pl.	1	1	-	-	-	3 00	2 01	46	16	-	1 59	48	48	4	100	100	-	-	-	-

Flagstaff pl.....	-	-	-	23 00	-	2 03	57	1	-	1 90	56	121	30	207	195	12	-	-	-
Highland pl.....	3	3	-	-	2 50	1 06	97	-	-	5 2 03	102	61	-	163	163	-	-	8	5
Jackmantown pl.....	1	1	-	-	3 63	2 00	50	-	-	2 1 25	50	-	-	50	109	-	59	-	7
Moose River pl.....	1	1	-	-	4 00	2 50	83	-	-	2 18	143	58	-	201	199	2	-	-	4
No. 1, R. 2, W. K. R. pl.	2	1	-	18 00	2 50	1 00	93	-	-	3 2 51	163	70	-	233	171	62	-	20	-
The Forks pl.....	6	-	-	-	3 25	2 50	124	-	-	4 1 44	129	110	-	239	218	21	-	-	-
West Forks pl.....	3	-	-	-	4 00	2 00	58	-	-	1 35	97	129	-	226	129	97	-	10	-
	329	224	29	22 94	3 03	1 55	28,197	1,464	871	2 64	33,361	16,183	1135	50,679	45,661	5,077	59	460	1308

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.	d.	w.	d.									
Belfast	1,494	904	762	998	821	1,164	.53	15	3	14	4	14	1	18	10	-	-	\$18,000	2	14
Belmont.....	194	109	81	168	135	127	.56	9	3	11	1	5	2	5	4	-	-	2,800	-	5
Brooks.....	298	150	125	201	163	267	.48	9	1	12	-	7	-	7	6	1	\$500	2,400	-	7
Burnham	378	210	169	227	169	278	.45	7	2	10	4	9	2	10	6	-	-	2,400	-	7
Frankfort	426	225	174	260	230	295	.47	9	3	10	-	8	2	7	4	-	-	5,500	2	4
Freedom.....	225	121	97	181	141	181	.53	8	3	10	5	8	1	9	5	-	-	2,000	-	6
Islesborough	430	219	167	257	200	293	.43	12	1	12	3	8	-	8	3	-	-	3,000	-	8
Jackson.....	235	170	144	201	163	214	.65	8	13	2	9	1	10	9	-	-	-	1,800	-	4
Knox.....	334	217	168	252	210	236	.57	10	3	11	-	9	2	9	4	1	500	2,850	-	10
Liberty	285	225	150	250	200	238	.61	10	3	8	3	9	3	9	9	-	-	4,000	-	5
Lincolnvill.....	582	370	301	476	401	528	.60	9	4	10	1	17	-	17	14	-	-	9,500	-	15
Monroe.....	445	239	207	313	258	327	.52	9	11	-	-	13	4	13	8	-	-	-	-	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.									
Montville	471	285	235	318	274	419	.54	10	2	10	4	15	2	15	12	-	-	\$4,650	-	9
Morrill	186	118	89	132	105	143	.52	8	1	14	-	5	4	5	4	-	-	2,000	-	5
Northport	247	122	106	192	146	216	.51	9	4	11	3	-	-	9	6	-	-	2,500	-	6
Palermo	401	304	213	291	235	351	.56	9	1	10	4	13	2	13	7	-	-	3,000	-	9
Prospect	266	153	131	166	125	174	.48	9	4	10	2	8	3	7	6	-	-	3,000	-	5
Searsmont	472	281	227	295	220	330	.47	12	-	13	-	12	3	12	7	-	-	4,000	-	10
Searsport	700	665	524	400	340	482	.62	8	4	10	4	12	1	11	9	-	-	15,000	3	8
Stockton	457	282	243	284	235	336	.52	8	4	10	-	9	-	9	9	-	-	5,700	-	6
Swanville	258	142	114	175	142	219	.50	9	1	13	2	6	1	6	5	-	-	2,100	1	6
Thorndike	229	146	120	191	160	214	.61	9	-	10	-	10	-	9	6	-	-	2,000	-	9
Troy	346	221	177	264	210	312	.56	10	-	12	-	11	4	11	10	-	-	3,250	-	5
Unity	358	209	153	272	205	314	.50	8	3	10	2	12	-	12	7	-	-	4,000	1	8
Waldo	280	160	124	187	148	199	.49	11	-	11	4	7	-	6	-	-	-	1,700	-	7
Winterport	895	615	493	459	371	475	.48	8	3	11	-	16	-	16	11	-	-	9,000	1	9
	10,892	6,862	5,494	7,410	6,007	8,332	.53	9	4	11	2	261	36	263	181	2	\$1,000	116,150	10	195

COMMON SCHOOLS.

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 1881.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	Amount raised to prolong public schools.	Amount paid for school supervision.
	31	15	12							Excess above am't required by law.	Less than the am't required by law.										
Belfast	31	15	12			\$45 00	5 50	2 50	5,000	778	-	2 35	6,223	2,209	2460	10,892	10,164	728	-	-	150
Belmont	5	-	-	1	-	26 00	2 75	1 85	416	-	-	87	2 14	586	265	851	683	168	-	-	13
Brooks	6	-	-	-	-	30 00	3 00	2 00	700	5	-	2 35	855	415	-	1,270	1,121	149	-	-	35
Burnham	9	2	-	-	-	27 64	2 52	1 82	800	-	100	2 12	927	591	-	1,518	1,422	96	-	-	42
Frankfort	5	4	1	-	-	27 00	4 00	3 00	922	-	-	2 16	1,418	612	-	2,030	1,705	325	-	-	20
Freedom	6	3	4	-	-	22 83	2 72	1 45	525	-	49	2 33	623	338	-	961	877	84	-	-	21
Islesborough	8	-	-	-	-	32 75	3 25	2 20	969	-	-	17	2 25	1,153	630	1,783	1,729	54	-	-	35
Jackson	10	6	2	-	-	22 00	2 24	1 40	566	-	-	2 41	566	346	-	912	894	18	-	-	33
Knox	9	-	-	-	-	28 00	2 41	1 45	682	-	30	2 04	927	469	-	1,396	1,344	52	-	-	39
Liberty	9	4	3	-	-	25 00	3 00	1 75	776	50	-	2 72	767	459	-	1,226	1,189	37	-	-	53
Lincolntonville	15	2	2	-	-	23 33	2 74	1 83	1,520	-	-	2 61	1,618	941	-	2,559	2,467	92	-	-	42
Monroe	12	5	2	-	-	25 00	3 00	1 75	1,100	-	-	2 47	1,353	661	-	2,014	1,852	162	-	-	35
Montville	15	5	3	-	-	22 00	2 25	1 50	1,015	-	119	2 43	1,297	692	9	1,998	1,574	424	-	-	38
Morrill	5	-	-	-	-	28 00	3 00	1 75	395	-	-	23	2 12	616	284	900	791	109	-	-	14
Northport	7	3	-	-	-	23 75	2 68	1 61	696	-	-	26	2 82	802	405	1,207	1,108	99	-	-	30
Palermo	13	2	-	-	-	23 08	3 20	1 32	894	-	-	85	2 25	1,037	572	1,609	1,529	80	-	-	40
Prospect	9	3	-	-	-	28 00	3 05	1 94	709	-	-	2 67	771	383	37	1,191	1,112	79	-	-	25
Searsmont	13	1	-	-	-	24 00	2 75	1 75	1,064	-	-	70	2 25	1,319	721	2,040	2,002	38	-	-	40
Searsport	13	4	6	-	-	43 07	5 54	2 50	2,000	149	-	2 86	2,912	1,071	-	3,983	3,458	525	-	-	109
Stockton	14	5	1	-	-	35 00	3 10	2 16	1,237	-	434	2 71	2,323	728	-	3,051	2,513	538	-	-	60
Swanville	7	1	1	-	-	30 39	2 30	1 45	563	-	63	2 18	1,004	342	-	1,346	976	370	-	-	24
Thorndike	9	2	-	-	-	20 80	2 05	1 36	614	30	-	2 68	796	364	-	1,160	1,036	124	-	-	23
Troy	11	6	1	-	-	27 40	2 50	1 60	1,000	39	-	2 89	1,057	515	-	1,621	1,249	372	-	-	34
Unity	12	5	1	-	-	22 63	2 60	1 50	874	-	-	87	2 44	1,161	-	1,714	1,537	177	-	-	48

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 1881.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Waldo	Winterport	Waldo	Winterport						Excess above an't required by law.	Less than the an't required by law.										
Waldo	7	-	-	3	\$29 80	2 64	1 45	532	2,200	14	-	1 90	576	405	17	998	918	80	-	-	20
Winterport	13	5	3	3	28 83	4 13	2 09	1 81	27,769	1,070	1,180	2 46	2,524	1,401	-	3,925	3,684	241	-	-	100
	273	83	45	27 74	3 04	1 81	27,769	1,070	1,180	2 55	35,211	16,372	2572	54,155	48,934	5,221	-	-	-	-	1133

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 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.
	Addison	Alexander							\$	¢	\$	¢									
Addison	428	300	238	306	266	331	59 9	4 9	15	2	12	3	2	2	12	7	-	-	\$6,500	3	2
Alexander	201	100	56	124	96	156	38 13	15	3	3	4	3	4	3	5	3	-	-	2,000	-	5
Baileyville	165	106	87	-	-	106	53 8	3	3	3	6	6	1	6	6	3	-	-	1,000	3	-

Baring.....	121	64	40	72	55	78	.39 8	12	1	1	1	-	-	2,500	-	1
Beddington.....	50	42	36	17	15	42	.51 9	4 5	1	-	2	2	-	1,400	-	-
Calais.....	2,461	1,493	1,255	1,612	1,278	1,698	.51 18	18	1	-	18	9	1	800	51,000	4
Centerville.....	53	38	32	36	28	39	.57 9	11	1	1	2	1	-	-	950	1
Charlotte.....	205	141	110	194	173	210	.69 8	12	5	-	5	3	-	-	1,300	1
Cherryfield.....	662	425	374	409	363	426	.56 13	10	8	-	10	6	1	900	11,900	-
Columbia.....	249	290	255	170	138	195	.80 8	2 10	3	6	2	7	4	-	800	3
Columbia Falls.....	264	175	156	184	165	184	.61 9	9	4	3	-	3	2	1	4,000	4
Cooper.....	140	75	61	136	103	130	.59 7	4 10	4	5	-	5	2	-	3,000	5
Crawford.....	100	74	51	59	40	75	.46 14	3 11	2	-	2	2	-	-	1,300	2
Cutler.....	327	278	247	227	202	280	.69 11	2 7	9	-	9	7	-	-	-	2
Danforth.....	246	155	121	139	102	250	.45 13	10	4	5	-	5	4	-	3,300	3
Deblois.....	48	30	25	27	24	33	.51 9	10	1	-	1	1	-	-	400	-
Dennysville.....	239	128	111	125	106	154	.45 15	3 15	4	-	2	2	-	-	4,000	1
East Machias.....	714	770	671	282	238	474	.64 10	2 11	1	7	-	10	8	-	6,000	2
Eastport.....	1,333	861	513	681	452	807	.36 18	18	1	-	5	5	-	-	12,000	3
Eaton.....	123	103	83	-	-	103	.67 17	-	3	-	3	3	1	500	1,700	2
Edmunds.....	172	109	95	112	86	119	.53 9	12	4	4	-	5	4	-	1,000	2
Harrington.....	427	307	225	289	212	377	.51 12	1 13	9	1	9	5	-	-	3,300	6
Jonesborough.....	216	134	112	79	64	146	.41 9	11	5	3	5	2	-	-	2,000	3
Jonesport.....	691	339	281	434	359	478	.46 8	3 10	4	14	-	8	5	-	5,900	3
Kossuth.....	62	35	24	55	50	60	.60 10	11	2	1	2	1	-	-	2,200	3
Lubec.....	820	499	371	478	384	564	.46 8	4 13	14	-	14	12	-	-	4,000	4
Machias.....	898	551	482	562	477	716	.53 10	10	2	1	-	9	9	-	20,000	2
Machiasport.....	606	277	232	342	286	448	.43 14	1 11	5	9	1	8	7	-	7,000	2
Marion.....	73	30	26	44	30	57	.38 7	4 11	4	-	3	2	-	-	650	1
Marshfield.....	138	92	78	91	82	93	.58 9	3 9	2	-	2	1	-	-	400	1
Meddybemps.....	65	29	39	48	40	49	.61 8	3 11	3	2	-	2	2	-	600	1
Milbridge.....	653	329	310	335	320	516	.48 10	2 9	3	9	3	9	5	-	5,000	1
Northfield.....	74	52	41	68	56	68	.66 12	12	4	-	3	2	-	-	500	2
Pembroke.....	905	578	503	551	476	570	.54 16	2 9	4	12	-	13	11	-	14,000	2
Perry.....	442	260	213	315	255	345	.53	-	11	-	11	7	1	-	-	3
Princeton.....	425	171	117	164	131	276	.29 11	13	4	1	5	4	-	-	2,800	2
Robbinston.....	341	237	208	159	115	290	.62 8	3 17	6	-	6	3	-	-	2,000	2
Steuben.....	397	257	215	287	226	317	.57 9	3 10	5	12	1	10	8	-	3,175	3
Talmadge.....	38	33	31	-	-	33	.82 10	12	-	2	2	2	1	500	1,100	-
Topsfield.....	171	90	59	73	65	95	.36 11	13	4	-	4	-	-	-	700	3
Trescott.....	240	106	81	173	142	164	.46 7	4 9	2	9	-	9	5	-	1,000	7
Vanceboro.....	161	82	66	61	44	88	.34 10	2 10	2	1	1	2	2	-	2,000	-

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 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.									
Waite	84	57	45	31	24	64	.41	20		12		3		2	2			\$2,000	-	1
Wesley	105	97	77	74	64	98	.67	8		18	3	4	-	4	4			2,800	3	4
Whiting	171	107	91	105	88	125	.52	9	4	10	1	6		5	1			1,200	1	3
Whitneyville	189	108	92	131	114	135	.54	20		10		1	1	1	1			2,000	1	1
Codyville pl	25	20	16	15	13	20	.58	12		12		1	1	1	1			500	-	-
Jackson Brook pl	115	68	48	76	52	86	.43	8		12		2	-	3	2			2,000	1	2
No. 14 pl	72	40	35	32	28	42	.44	14		9		3	-	3	2			800	2	2
No. 18 pl	19	12	9	-	-	12	.47	9		-		1	1	1	1			100	-	-
No. 21 pl	49	37	30	20	18	37	.49	8		8		1	-	2	-			125	1	1
	16,973	10,811	8,774	10,004	8,145	12,259	.50	11		11	2	243		25	275	187	6	\$4,200	51	146

COMMON SCHOOLS.

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 1881.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	Amount raised to prolong public schools.	Amount paid for school supervision.
									Excess above an't required by law.	Less than the an't required by law.										
Addison	11	12	-	-	\$26 40	3 42 1 59	981	19	-	2 29	982	658	-	-	1,640	1,601	39	-	-	38
Alexander	5	-	-	-	27 20	3 41 1 73	351	-	-	13 1 75	585	296	111	-	992	929	63	-	-	15
Baileyville	11	-	-	-	20 00	3 10 1 74	303	1	-	1 83	350	233	-	-	583	477	106	-	-	10
Baring	2	1	2	-	45 00	6 00 2 00	250	-	-	42 2 07	300	179	57	-	536	514	22	-	-	18
Beddington	2	1	-	-	-	3 75 1 75	105	-	-	2 2 10	185	79	108	-	372	269	103	-	32	15
Calais	21	19	-	7	45 00	7 00 3 00	5,800	1,044	-	2 36	5,700	3,483	-	-	9,183	9,183	-	-	-	200
Centerville	-	-	-	-	35 00	-	2 00	120	4	-	2 26	124	67	45	-	236	251	15	-	3
Charlotte	4	1	-	-	24 00	3 62 1 78	400	26	-	1 95	462	299	49	-	810	796	14	-	-	25
Cherryfield	13	3	5	-	-	4 36 2 22	1,395	-	-	16 2 11	1,651	939	54	-	2,644	2,437	207	-	-	100
Columbia	7	4	-	-	21 00	3 31 1 46	610	73	-	2 45	650	376	20	-	1,046	986	60	-	-	18
Columbia Falls	-	-	-	-	36 16	-	2 75	550	64	-	2 08	617	389	60	1,066	1,025	41	-	-	25
Cooper	4	-	-	-	24 00	2 96 1 43	325	35	-	2 32	420	213	62	-	695	679	16	-	-	15
Crawford	2	-	-	-	25 50	3 38 1 38	200	32	-	2 00	175	146	25	-	346	350	-	4	-	14
Cutler	6	1	1	-	27 00	3 50 1 78	750	8	-	2 29	814	545	-	-	1,359	1,297	62	-	-	25
Danforth	5	-	-	-	25 00	3 50 1 75	300	50	-	1 22	322	348	21	-	691	676	15	-	-	11
Deblois	1	1	-	-	-	4 62 1 67	106	-	-	5 2 21	152	68	2	-	222	219	3	-	-	8
Dennysville	2	2	2	-	49 00	6 00 3 25	418	28	-	1 75	394	337	-	-	731	697	34	-	-	20
East Machias	14	6	2	-	23 50	4 50 2 50	1,500	-	-	116 2 10	2,506	1,158	-	-	3,664	3,153	511	-	-	65
Eastport	11	10	-	-	64 00	4 25 4 00	-	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	25
Eaton	1	-	-	-	20 00	5 00 2 00	241	184	-	1 96	221	188	54	-	463	525	-	62	-	10
Edmunds	2	1	-	-	26 33	5 75 2 13	356	-	-	3 2 07	426	242	133	-	801	766	35	-	-	-
Harrington	8	3	2	-	26 00	3 44 2 00	1,035	121	-	2 42	1,216	664	-	-	1,880	1,738	142	-	-	30
Jonesborough	8	1	1	-	30 00	3 00 1 75	425	6	-	1 97	775	311	-	-	1,086	893	193	-	-	25
Jonesport	11	10	3	-	35 00	4 15 2 20	1,249	173	-	1 81	1,412	981	10	-	2,403	1,972	431	-	18	8

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 1881.	Not less than 80 cts. for each inhabitant		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	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.										
Kossuth	2	-	-	-	20 00	2 50	2 00	167	167	41	-	2 69	157	104	-	261	282	-	21	-	10
Lubeck	12	7	-	-	29 11	3 83	2 00	1,800	1,800	91	-	2 20	2,043	1,174	-	3,217	2,968	249	-	-	26
Machias	12	12	2	-	61 15	3 35	3 50	2,025	2,025	1	-	2 26	2,259	1,346	79	3,684	3,213	471	-	-	100
Machiasport	9	1	-	-	31 15	3 89	2 48	1,250	1,250	24	-	2 06	1,503	860	-	2,363	2,098	265	-	-	43
Marion	3	2	-	-	28 00	2 31	1 60	146	146	40	-	2 00	323	109	13	445	309	136	-	-	14
Marshfield	2	1	-	1	45 00	3 50	2 25	281	281	-	-	2 04	280	208	-	488	351	137	-	-	9
Meddybemps	1	-	-	-	23 33	3 00	1 67	160	160	-	-	2 46	247	96	-	343	294	49	-	-	14
Milbridge	9	3	-	1	35 00	3 50	3 00	1,244	1,244	-	-	1 91	1,253	986	-	2,239	2,207	32	-	-	50
Northfield	3	-	-	-	28 00	2 50	2 00	175	175	23	-	2 34	202	125	5	332	326	6	-	-	4
Pembroke	17	8	-	1	30 33	3 78	2 30	1,859	1,859	-	-	2 05	2,265	1,325	152	3,742	3,635	107	-	-	75
Perry	11	3	-	2	29 00	3 84	1 67	838	838	-	-	1 90	945	615	84	1,644	1,503	141	-	-	60
Princeton	5	1	-	1	32 00	4 13	2 51	850	850	-	-	11 2	880	636	35	1,551	1,405	146	-	-	25
Robbinston	6	4	2	-	26 00	3 60	1 90	745	745	4	-	2 18	929	511	97	1,537	1,278	259	-	-	25
Steuben	12	10	-	-	33 33	3 37	1 75	850	850	-	-	2 14	1,013	583	53	1,649	1,521	128	-	-	30
Talmadge	4	-	-	-	2 70	1 81	-	100	100	36	-	2 63	200	-	128	328	226	102	-	-	-
Topsfield	4	-	-	1	31 00	3 17	1 85	400	400	29	-	2 34	506	259	150	915	776	139	-	-	37
Trescott	6	2	-	-	24 00	2 81	2 22	485	485	-	-	2 02	603	394	-	997	1,019	-	22	-	17
Vanceboro	3	2	-	1	-	4 33	2 77	600	600	337	-	3 73	600	236	209	1,045	738	307	-	-	10
Waite	3	-	-	-	25 00	2 50	2 25	163	163	65	-	1 94	180	128	122	430	385	45	-	-	5
Wesley	1	-	-	-	23 42	1 50	1 48	226	226	-	11	2 15	394	157	78	629	480	149	-	-	8
Whiting	5	2	-	-	25 50	2 90	1 76	350	350	17	-	2 05	474	240	151	865	722	143	-	-	22
Whitneyville	3	1	-	1	45 00	7 00	3 00	376	376	-	80	1 99	564	262	-	826	768	58	-	-	20
Codyville pl.	1	1	-	-	-	4 00	1 25	150	150	100	-	6 00	130	31	-	161	143	18	-	-	5
Jackson Brook pl.	1	-	-	-	24 00	4 00	3 00	300	300	135	-	2 61	370	141	69	580	423	157	-	-	-
No. 14 pl.	1	-	-	-	21 25	4 00	2 17	140	140	61	-	1 94	278	102	73	453	413	40	-	-	6

No. 18 pl.....	1	-	-	-	2 00 1 87	36	2	-	1 90	42	35	-	77	48	29	-	-	14
No. 21 pl.....	2	-	-	20 50	2 50 1 83	100	-	34	2 04	165	80	-	245	213	32	-	-	3
	290	136	38	30 59	3 72 2 11	33,586	2,894	597	2 15	39,244	22,942	2309	64,495	59,177	5,442	124	50	1355

YORK COUNTY.

TOWNS.	No. of children belong- ing 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 w. d.	Average length of Winter Schools w. d.	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.
Acton.....	318	141	114	219	173	225	.45 7	1 12	3	14	-	14	7	-	-	\$3,325	-	2
Alfred.....	343	240	175	260	184	293	.52 13	12	7	7	1	7	7	-	-	5,000	-	2
Berwick.....	698	455	382	376	295	582	.48 16	3 10	2	12	-	16	16	-	-	17,500	3	6
Biddeford.....	3,618	1,531	1,325	1,635	1,375	2,387	.38 9	10	-	14	2	23	23	2	\$18,600	70,000	4	8
Buxton.....	657	382	288	413	349	484	.48 10	4 11	3	16	-	17	17	-	-	6,000	3	14
Cornish.....	300	192	162	200	163	191	.54 7	4 10	-	8	1	8	1	-	-	1,200	-	5
Dayton.....	185	97	75	119	90	161	.45 10	3 10	4	4	2	4	2	-	-	1,200	-	4
Eliot.....	499	297	243	312	240	394	.48 12	4 15	-	8	-	8	6	1	800	9,000	3	7
Hollis.....	436	233	205	331	228	351	.50 9	11 5	14	14	-	14	11	-	-	3,000	-	10
Kennebunk.....	831	498	411	497	392	544	.48 9	3 12	3	11	-	14	7	-	-	7,032	4	4
Kennebunkport.....	714	429	350	418	326	432	.54 9	12 1	12	12	1	12	10	-	-	9,400	-	4
Kittery.....	992	492	399	510	398	550	.40 11	4 11	5	10	-	11	9	-	-	15,000	4	8
Lebanon.....	520	338	237	335	281	350	.50 6	11	-	20	2	19	16	-	-	6,000	-	6
Limerick.....	372	222	177	232	191	280	.49 10	10	3	10	-	10	7	-	-	4,000	1	5
Limington.....	461	233	182	321	239	424	.46 10	3 11	-	16	-	17	5	-	-	2,500	1	9
Lyman.....	280	165	134	227	188	215	.58 7	3 9	2	10	1	9	7	-	-	4,500	-	2
Newfield.....	269	109	89	163	134	217	.41 11	12	-	7	1	7	7	-	-	5,000	-	4

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.		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.
								av.	d.	av.	d.									
North Berwick	619	398	338	368	300	506	.52	18	19	1	1	1	1	16	15	-	-	\$9,250	-	2
Parsonsfield	470	240	199	325	246	356	.47	7	5	9	2	17	3	18	16	-	-	7,000	1	10
Saco	1,996	1,031	883	1,082	874	1,477	.44	14	5	15	1	9	1	16	15	1	\$3,000	45,000	3	7
Sanford	930	418	345	425	360	480	.38	9	11			15	3	15	10	-	-	9,000	2	5
Shapleigh	365	196	155	174	132	261	.39	10	10	1	1	10	2	9	9	-	-	5,000	-	4
South Berwick	1,066	427	357	416	367	553	.34	10	10			15	2	14	10	-	-	8,000	2	4
Waterborough	433	233	176	237	182	307	.41	10	2	11	4	13	13	11	13	-	-	6,000	-	7
Wells	824	454	377	432	341	504	.44	10	1	11	1	17	-	17	12	-	-	8,500	1	16
York	812	445	361	452	323	565	.42	10	3	12	1	14	-	14	14	-	-	6,800	-	13
	19,008	9,896	8,139	10,479	8,371	13,089	.43	10	3	11	2	204	22	342	265	4	22,400	274,207	32	168

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 1881.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	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.										
Acton	8	10	-	-	-	\$20 00	3 58	1 90	800	-	-	2 52	941	461	-	1,402	1,303	99	-	19	30
Alfred	8	7	2	-	-	30 00	4 01	2 33	1,150	171	-	3 33	1,438	498	-	1,936	1,812	124	-	-	60
Berwick	19	9	-	-	-	32 50	4 05	2 13	2,100	267	-	3 01	3,403	1,194	-	4,597	4,004	593	-	-	135
Biddeford	39	35	1	-	-	45 00	5 50	3 50	13,000	4,772	-	3 59	12,453	5,695	-	18,148	18,130	18	-	-	750
Buxton	12	1	10	-	-	22 55	3 85	2 23	2,100	71	-	3 20	2,680	970	-	3,650	2,802	848	-	-	100
Cornish	9	4	-	-	-	12 69	3 90	2 13	934	53	-	3 11	1,348	534	89	1,971	1,657	314	-	-	40
Dayton	5	-	-	-	-	25 25	3 62	1 81	500	10	-	2 70	631	269	-	900	854	46	-	-	22
Eliot	8	3	-	-	-	33 00	6 64	2 75	1,800	385	-	3 61	2,384	749	-	3,133	2,691	442	-	-	60
Hollis	12	7	3	-	-	22 33	3 14	1 78	1,250	17	-	2 87	1,611	622	100	2,333	1,987	346	-	-	25
Kennebunk	10	10	1	-	-	45 58	4 53	2 68	2,600	516	-	3 13	3,176	1,238	-	4,414	3,625	789	-	-	121
Kennebunkport	15	11	1	-	-	44 50	4 52	2 50	2,000	109	-	2 80	2,276	1,067	-	3,343	2,995	348	-	-	74
Kittery	11	7	-	-	-	39 50	5 50	3 00	2,700	30	-	2 72	2,843	1,446	-	4,289	4,160	129	-	-	146
Lebanon	14	12	2	-	-	24 50	4 50	2 00	1,285	-	-	2 78	2 47	1,969	831	2,800	2,612	188	-	-	90
Limerick	10	6	-	-	-	23 20	4 19	1 96	1,002	-	-	139	2 69	1,390	571	1,961	1,814	147	-	-	62
Limington	12	5	1	-	-	23 70	3 19	1 79	1,200	-	-	104	2 60	1,858	708	2,566	1,830	736	-	-	61
Lyman	9	8	1	-	-	21 50	4 12	1 93	840	-	-	23	00	921	405	1,326	1,281	42	-	-	63
Newfield	5	4	1	-	-	30 25	4 36	2 18	797	-	-	157	2 96	1,072	403	1,475	1,386	89	-	-	55
North Berwick	15	14	4	-	-	47 00	3 75	2 00	2,000	704	-	3 23	2,048	906	81	3,035	2,823	212	-	-	67
Parsonsfield	13	4	1	-	-	23 50	3 06	2 14	1,500	-	-	18	3 19	1,913	732	2,705	2,403	302	-	-	52
Saco	24	18	3	-	-	64 70	6 47	2 75	7,500	2,894	-	3 76	8,503	2,589	1120	12,212	11,285	927	-	-	250
Sanford	16	11	1	-	-	31 40	4 39	2 00	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	89
Shapleigh	12	6	-	-	-	25 00	4 50	2 25	902	32	-	2 47	1,024	571	53	1,648	1,428	220	-	-	67
South Berwick	12	10	-	-	-	40 00	7 50	2 75	2,650	637	-	2 49	2,737	1,263	-	4,000	3,516	484	-	-	85
Waterborough	12	6	-	-	-	22 21	3 44	1 85	1,238	-	-	2 86	1,238	677	-	1,915	1,945	-	30	-	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 1881.		Excess above amt required by law.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1880, to April 1, 1881.		Amount available from State Treasury from April 1, 1880, to April 1, 1881.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.		Balance unexpended April 1, 1881.		Balance over-expended April 1, 1881.		Amount raised to prolong public schools.		Amount paid for school supervision.		
Wells	16	-	-		\$29 00	5 20	2 13			2,000				-	218	2 43	2,398	1,325	18		3,741		3,615		126		-		-		-		-		-		110		
York	15	2	1		25 57	4 31	2 66			1,970				-	153	2 43	2,123	1,191	-		3,314		3,314		-		-		-		-		-		-		117		
	341	210	34		30 94	4 45	2 27			55,818				10,668	1,075	3 09	64,378	26,915	1521		92,814		85,275		7,569		30		19		2781								

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.	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 county.	Number of parts of districts.	Number of school houses in county.	Number in good condition.
								w.	d.	w.	d.				
Androsoggin.....	14,541	7,190	5,957	7,968	6,265	8,865	.42	10		12	1	114	19	199	155
Aroostook.....	16,427	8,441	6,159	6,300	4,597	9,750	.33	13	2	10	5	376	15	298	185
Cumberland.....	27,208	14,368	12,094	14,607	12,127	18,011	.45	10	5	11	3	278	14	336	266
Franklin.....	5,820	3,343	2,753	4,141	3,396	4,710	.53	8	5	11		202	36	196	115
Hancock.....	13,243	7,839	6,442	8,197	6,654	9,746	.50	10		10		280	17	269	194
Kennebec.....	15,746	9,000	7,364	9,421	7,716	10,948	.48	10	2	11	5	317	22	361	236
Knox.....	10,315	7,066	5,915	6,590	5,540	8,030	.56	12	1	11	1	147	11	168	126
Lincoln.....	8,180	4,904	4,101	5,370	4,432	5,894	.52	10	2	10	3	185	6	180	106
Oxford.....	10,442	6,079	4,945	6,912	5,641	7,736	.51	8	5	10	2	366	34	353	255
Penobscot.....	22,972	14,018	11,528	13,733	11,293	16,903	.50	10	5	10	4	420	36	464	350
Piscataquis.....	4,777	3,003	2,378	3,012	2,456	3,594	.51	9	3	10	5	138	14	143	102
Sagadahoc.....	6,094	1,987	1,591	2,021	1,677	4,088	.50	9	4	11	1	71	-	100	80
Somerset.....	10,219	5,732	4,678	6,376	5,124	7,226	.48	8	5	10	4	331	42	331	216
Waldo.....	10,892	6,862	5,494	7,410	6,007	8,332	.53	9	4	11	2	261	36	263	181
Washington.....	16,973	10,811	8,774	10,004	8,145	12,259	.50	11		11	2	243	25	275	187
York.....	19,008	9,896	8,139	10,479	8,371	13,089	.43	10	3	11	2	204	22	342	265
	212,857	120,539	98,312	122,541	99,444	149,181	.47	10	2	11		3,933	349	4,278	3,019

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 1881.	Not less than 80 cts. for each inhabitant.	
													Excess above am't required by law.	Less than the am't required by law.
Androscoggin.....	3	\$5,678	344,800	18	99	257	180	23	33 60	4 31	2 20	47,878	19,433	255
Aroostook.....	13	5,555	85,055	35	120	328	123	4	21 11	3 16	1 53	24,198	4,879	117
Cumberland.....	4	21,984	624,475	35	169	467	304	69	35 11	4 46	2 29	118,883	52,598	136
Franklin.....	-	-	73,950	3	96	187	106	39	23 35	2 83	1 40	15,418	921	379
Hancock.....	1	750	146,272	14	188	294	115	28	29 79	3 54	1 87	30,775	2,155	303
Kennebec.....	4	25,550	225,180	19	168	371	221	32	27 99	3 84	1 85	51,888	8,494	819
Knox.....	3	1,980	133,355	16	101	208	96	29	29 59	4 29	2 29	26,996	3,809	338
Lincoln.....	1	800	85,650	11	124	170	73	9	29 43	3 81	2 22	19,713	1,151	470
Oxford.....	6	1,875	112,427	14	197	335	157	27	23 29	3 05	1 59	26,688	2,442	605
Penobscot.....	3	1,325	251,850	23	227	537	223	26	27 30	3 39	1 80	68,949	12,325	1,836
Piscataquis.....	3	1,075	42,180	5	50	144	92	8	27 50	3 20	1 70	11,443	775	358
Sagadahoc.....	-	-	82,947	8	52	120	74	10	31 23	3 92	2 38	23,605	8,651	92
Somerset.....	3	1,075	122,100	11	143	329	224	29	22 94	3 03	1 55	28,197	1,464	871
Waldo.....	2	1,000	116,150	10	195	273	83	45	27 74	3 04	1 81	27,769	1,070	1,180
Washington.....	6	4,200	205,900	51	146	290	136	38	30 59	3 72	2 11	33,586	2,894	597
York.....	4	22,400	274,207	32	168	341	210	34	30 94	4 45	2 27	55,818	10,668	1,075
	56	95,247	2,926,498	305	2,243	4,651	2,417	450	28 23	3 63	1 94	611,804	133,729	9,431

SUMMARY—CONCLUDED.

COUNTIES.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1880, to April 1, 1881.	Amount available from State Treasury from April 1, 1880, to April 1, 1881.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1880, to April 1, 1881.	Balance unexpended April 1, 1881.	Balance over-expended April 1, 1881.	Amount raised to pro- long public schools, in money, fuel, board, &c.	Amount paid for school supervision.
Androscoggin.....	\$3 29	50,808	21,321	502	72,631	72,139	1,906	1,414	530	2,594
Aroostook.....	1 47	27,615	23,197	1,876	52,688	45,055	7,640	7	217	1,226
Cumberland.....	4 37	123,321	40,623	3,527	167,471	157,128	10,343	-	200	4,588
Franklin.....	2 65	17,670	8,527	671	26,868	23,965	2,903	-	509	828
Hancock.....	2 46	36,732	19,457	1,529	57,718	52,168	5,609	59	157	1,434
Kennebec.....	3 87	56,747	19,557	689	76,993	71,345	5,648	-	10,316	2,570
Knox.....	2 62	30,139	15,688	833	46,660	44,062	2,598	-	74	1,044
Lincoln.....	2 57	23,577	11,280	58	34,915	31,483	3,432	-	178	935
Oxford.....	2 75	31,212	14,657	1,348	47,217	44,131	3,212	126	881	1,584
Penobscot.....	3 04	79,231	33,987	4,270	117,488	107,437	10,271	220	225	3,327
Piscataquis.....	2 40	13,522	7,289	1,067	21,878	19,759	2,160	41	-	587
Sagadahoc.....	3 72	24,674	10,013	152	34,839	32,671	2,168	-	819	929
Somerset.....	2 64	33,361	16,183	1,135	50,679	45,661	5,077	59	460	1,308
Waldo.....	2 55	35,211	16,372	2,572	54,155	48,934	5,221	-	-	1,133
Washington.....	2 15	39,244	22,942	2,309	64,495	59,177	5,442	124	50	1,355
York.....	3 09	64,378	26,915	1,521	92,814	85,275	7,569	30	19	2,781
•	2 87	687,442	308,008	24,059	1,019,509	940,390	81,199	2,080	14,635	28,223

COMPARATIVE STATEMENT—I.

ITEMS.	1881.	1880.	Increase.
Whole number of scholars between four and twenty-one.....	212,857	214,274	dec. 1,417
Number registered in summer schools.....	120,539	123,487	dec. 2,948
Average attendance.....	98,312	101,358	dec. 3,046
Number registered in winter schools.....	122,541	128,157	dec. 5,616
Average attendance.....	99,444	104,486	dec. 5,042
Percentage of average attendance to whole number of scholars.....	.47	.49	dec. .02
Percentage of average attendance to number registered in summer schools.....	.81	.82	dec. .01
Percentage of average attendance to number registered in winter schools.....	.81	.82	dec. .01
Percentage of average attendance to number registered during the year.....	.81	.82	dec. .01
Whole number of different scholars registered in schools during year.....	149,181	149,656	dec. 475
Average length of summer schools in weeks and days, at 5½ days per week.....	10w. 2d.	10w. 2d.	-
Average length of winter schools.....	11w.	11w. 2d.	dec. 2d.
Average length of schools for year.....	21w. 2d.	21w. 4d.	dec. 2d.
Number of districts in State.....	3,933	3,921	12
Number of parts of districts.....	349	349	-
Number of school-houses.....	4,278	4,299	dec. 21
Number reported in good condition.....	3,019	2,859	160
Number built during the year.....	56	67	dec. 11
Cost of same.....	95,247	74,801	20,446
Estimated value of all school property.....	2,930,498	2,992,231	dec. 61,733
Number of male teachers employed in summer.....	305	308	dec. 3
Number employed in winter.....	2,243	2,321	dec. 78
Number of female teachers employed in summer.....	4,651	4,600	51
Number employed in winter.....	2,417	2,415	2
Number of teachers graduates of normal schools.....	450	414	36
Average wages of male teachers per month, excluding board.....	\$28 19	\$25 57	\$2 62
Average wages of female teachers per week, excluding board.....	3 63	3 57	.06
Average cost per week of teacher's board...	1 94	1 85	.09
Amount of money voted by towns for common schools.....	611,804	596,295	15,509
Excess above amount required by law.....	133,729	103,161	30,568
Average amount per scholar.....	2 87	2 57	.30
Amount available from town treasuries for year ending April 1.....	687,442	682,398	5,044
Amount available from State treasury.....	308,008	323,378	dec. 15,370
Amount derived from local funds.....	24,059	24,091	dec. 32
Total school resources.....	1,019,509	1,029,867	dec. 10,358
Amount expended for common schools.....	940,390	936,924	3,466
Balance unexpended.....	81,199	93,529	dec. 12,330
Amount contributed to prolong schools, in money, fuel, &c.....	14,635	8,907	5,728
Amount paid for school supervision.....	28,223	25,488	2,735

COMPARATIVE STATEMENT—II.

ITEMS.	1881.	1871.	Increase.
Number of scholars between four and twenty-one.....	212,857	225,508	dec. 12,651
Number registered in summer schools.....	120,539	112,813	7,726
Average attendance.....	98,312	87,290	11,022
Number registered in winter schools.....	122,541	126,147	dec. 3,606
Average attendance.....	99,444	101,177	dec. 1,733
Percentage of average attendance to whole number of scholars.....	.47	.50	dec. .03
Average length of summer schools.....	10w. 2d.	9w. 3d.	4½d.
Average length of winter schools.....	11w.	10w.	1w.
Average length of schools for year.....	21w. 2d.	19w. 3d.	4¼d.
Number of school districts in State.....	3,933	3,853	80
Number of parts of districts.....	349	350	dec. 1
Number of school-houses in State.....	4,278	3,790	488
Number reported in good condition.....	3,019	2,234	785
Number built last year.....	56	119	dec. 63
Cost of same.....	95,247	117,364	dec. 22,117
Estimated value of all school property.....	2,930,498	2,503,525	426,973
Number of male teachers employed in summer.....	305	119	186
Number employed in winter.....	2,243	1,801	442
Number of female teachers employed in summer.....	4,651	3,790	861
Number employed in winter.....	2,417	2,180	237
Wages of male teachers per month, excluding board.....	\$28 19	\$32 44	dec. \$4 25
Wages of female teachers per week, excluding board.....	3 63	3 43	.20
Average cost of teacher's board.....	1 94	2 30	dec. .36
Amount of school money raised by taxation.....	611,804	719,602	dec. 107,798
Excess above amount required by law.....	133,729	120,342	13,387
Average amount raised per scholar.....	2 87	3 07	dec. .20
Amount available from State Treasury.....	308,008	15,444	292,564
Amount derived from local funds.....	24,059	14,539	9,520
Amount contributed to prolong schools.....	14,635	12,966	1,669
Amount paid for school supervision.....	28,223	23,623	4,600

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, 1882.

COUNTY OF ANDROSCOGGIN.

TOWNS.	Number of Scholars.	Amount.	TOWNS.	Number of Scholars.	Amount.
Auburn.....	3,018	\$4,624 31	Livermore.....	368	\$563 98
Durham.....	414	634 34	Minot.....	547	838 13
East Livermore.....	320	490 32	Poland.....	865	1,325 39
Greene.....	323	494 92	Turner.....	672	1,029 75
Leeds.....	384	588 38	Wales.....	151	231 36
Lewiston.....	6,274	9,613 34	Webster.....	321	491 85
Lisbon.....	884	1,354 50			

COUNTY OF AROOSTOOK.

Amity.....	158	242 08	Van Buren.....	514	730 46
Ashland.....	202	309 53	Washburn.....	326	499 51
Benedicta.....	119	182 33	Weston.....	170	260 48
Blaine.....	285	436 70	Woodland.....	208	318 71
Bridgewater.....	275	421 38	Bancroft plantation.	99	151 69
Caribou.....	1,079	1,653 29	Caswell "	120	183 86
Easton.....	362	554 68	Castle Hill "	181	277 33
Fort Fairfield.....	1,041	1,595 07	Crystal "	103	157 82
Fort Kent.....	835	1,186 63	Chapman "	69	105 71
Frenchville.....	1,096	1,557 58	Cyr "	270	383 72
Grand Isle.....	414	588 34	Eagle Lake "	89	126 47
Haynesville.....	75	114 92	Glenwood "	58	88 86
Hersey.....	62	95 00	Hamlin "	281	399 35
Hodgdon.....	408	625 14	Macwahoc "	61	93 46
Houlton.....	917	1,405 09	Merrill "	106	162 41
Island Falls.....	92	140 98	Moro "	80	122 58
Limestone.....	226	346 29	New Sweden "	196	300 52
Linneus.....	418	640 47	No. 11, R. 1 "	170	260 48
Littleton.....	380	582 26	Oakfield "	299	458 15
Ludlow.....	180	275 80	Oxbow "	62	95 00
Madawaska.....	594	844 15	Perham "	147	225 23
Mapleton.....	251	384 60	Portage Lake "	55	84 27
Mars Hill.....	385	589 92	Reed "	47	72 01
Masardis.....	90	137 91	Silver Ridge "	80	122 58
Maysville.....	435	666 52	Sheridan "	41	62 82
Monticello.....	386	591 45	St. Francis "	108	153 47
New Limerick.....	248	380 00	St. John "	86	122 21
Orient.....	91	139 44	Wade "	53	81 21
Presque Isle.....	482	738 60	Wallagrass "	213	302 72
Sherman.....	330	505 63	Westfield "	49	75 07
Smyrna.....	88	134 83	Dyer Brook "	54	82 73

COUNTY OF CUMBERLAND.

TOWNS.	Number of Scholars.	Amount.	TOWNS.	Number of Scholars.	Amount.
Baldwin.	356	\$545 48	Naples.	312	\$478 09
Bridgton.	864	1,323 85	New Gloucester.	427	654 25
Brunswick.	1,706	2,614 02	North Yarmouth.	260	398 39
Cape Elizabeth.	1,841	2,820 87	Otisfield.	259	396 85
Casco.	310	475 01	Portland.	10,891	16,687 89
Cumberland.	581	890 23	Pownal.	284	435 16
Deering.	1,290	1,976 62	Raymond.	426	652 82
Falmouth.	514	787 57	Scarboro'.	601	920 88
Freeport.	597	914 75	Sebago.	257	393 79
Gorham.	943	1,444 93	Standish.	609	933 14
Gray.	552	845 80	Westbrook.	1,127	1,726 83
Harpswell.	579	887 16	Windham.	726	1,112 41
Harrison.	317	485 73	Yarmouth.	566	867 24

COUNTY OF FRANKLIN.

Avon.	201	3 07 90	Rangely.	218	334 04
Carthage.	157	240 62	Salem.	101	154 75
Chesterville.	302	462 75	Strong.	174	266 60
Eustis.	104	159 34	Temple.	190	291 13
Farmington.	988	1,513 87	Weld.	325	497 98
Freeman.	209	320 24	Wilton.	527	807 48
Industry.	238	364 68	Coplin plantation.	33	50 57
Jay.	416	637 41	Dallas.	60	91 93
Kingfield.	159	243 61	Greenvale.	12	18 40
Madrid.	142	217 58	Letter E.	14	21 45
New Sharon.	375	574 60	Perkins.	51	78 14
New Vineyard.	271	415 25	Rangely.	26	39 83
Phillips.	472	723 22			

COUNTY OF HANCOCK.

Amherst.	158	248 02	Mariaville.	113	173 15
Aurora.	83	127 18	Mount Desert.	363	556 21
Bluehill.	729	1,117 00	Orland.	536	821 28
Brooklin.	360	551 61	Otis.	127	194 58
Brooksville.	547	838 13	Penobscot.	489	749 25
Bucksport.	969	1,484 75	Sedgwick.	363	556 21
Castine.	405	620 55	Sullivan.	341	522 56
Cranberry Isles.	129	197 64	Surry.	390	597 59
Deer Isle.	1,328	2,034 95	Tremont.	687	1,052 66
Dedham.	149	228 29	Trenton.	687	1,052 66
Eastbrook.	114	174 70	Verona.	120	183 86
Eden.	535	819 75	Waltham.	96	147 10
Ellsworth.	1,747	2,676 84	Long Island Plantation	213	326 39
Franklin.	417	638 94	Swan's Island.	54	\$82 73
Gouldsboro'.	683	1,046 53	No. 7.	26	39 83
Hancock.	394	603 71	No. 21.	29	44 42
Isle au Haut.	96	147 10	No. 33.	58	88 86
Lamoine.	240	367 75			

COUNTY OF KENNEBEC.

TOWNS.	Number of Scholars.	Amount.	TOWNS.	Number of Scholars.	Amount.
Albion	380	\$582 26	Pittston.....	683	\$1,046 54
Augusta	2,341	3,587 05	Readfield	317	485 73
Belgrade	470	720 15	Rome	197	301 85
Benton	371	568 47	Sidney	394	603 71
Chelsea	290	444 37	Vassalboro'.....	809	1,239 58
China	549	841 19	Vienna	209	320 24
Clinton	568	870 30	Waterville.....	1,703	2,609 43
Farmingdale.....	227	347 82	Wayne	286	438 23
Fayette.....	268	410 64	West Gardiner	291	446 00
Gardiner	1,254	1,921 51	West Waterville.....	539	825 87
Hallowell	853	1,307 01	Windsor	357	547 01
Litchfield.....	399	611 37	Winslow	458	701 75
Manchester	197	301 85	Winthrop.....	612	937 76
Monmouth	357	546 91	Unity plantation.....	22	33 71
Mt. Vernon.....	345	528 63			

COUNTY OF KNOX.

Appleton	458	701 75	St. George.....	1,003	1,536 85
Camden	1,417	2,171 19	Thomaston	877	1,343 78
Cushing	282	432 16	Union	484	741 63
Friendship	327	501 04	Vinalhaven	983	1,506 22
Hope	277	424 44	Warren	704	1,078 70
Hurricane Isle.....	65	99 59	Washington	394	603 71
North Haven.....	261	399 91	Matinicus Isle pl.....	73	111 86
Rockland	2,036	3,119 67	Muscle Ridge pl.....	34	52 09
South Thomaston.....	640	980 65			

COUNTY OF LINCOLN.

Alna.....	233	357 03	Nobleboro'.....	366	560 84
Boothbay.....	1,267	1,941 36	Somerville.....	210	331 79
Bremen.....	303	464 27	Southport	251	384 60
Bristol	1,029	1,576 67	Waldoboro'	1,205	1,846 37
Damariscotta.....	375	574 60	Westport	193	295 73
Dresden	314	481 14	Whitefield	589	902 47
Edgecomb.....	316	484 20	Wiscasset.....	578	885 63
Jefferson.....	517	792 17	Monhegan plantation.	42	64 36
Newcastle	492	753 87			

COUNTY OF OXFORD.

TOWNS.	Number of Scholars.	Amount.	TOWNS.	Number of Scholars.	Amount.
Albany.....	242	\$370 82	Newry.....	115	\$176 21
Andover.....	250	383 07	Norway.....	787	1,205 88
Bethel.....	479	733 93	Oxford.....	578	885 63
Brownfield.....	425	651 19	Paris.....	901	1,380 57
Byron.....	77	117 98	Peru.....	286	438 23
Canton.....	310	475 07	Porter.....	379	580 72
Denmark.....	299	458 15	Roxbury.....	53	81 21
Dixfield.....	276	422 91	Rumford.....	345	528 63
Fryeburg.....	512	784 52	Stow.....	130	199 19
Gilead.....	85	130 24	Stoneham.....	176	269 67
Grafton.....	43	65 89	Sumner.....	358	548 54
Greenwood.....	276	422 91	Sweden.....	137	209 91
Hanover.....	57	87 33	Upton.....	90	137 91
Hartford.....	269	412 24	Waterford.....	336	514 84
Hebron.....	206	315 65	Woodstock.....	378	579 19
Hiram.....	455	697 16	Franklin plantation..	69	105 71
Lovell.....	323	494 92	Lincoln.....	21	32 17
Mason.....	32	49 04	Milton.....	108	165 47
Mexico.....	151	231 36			

COUNTY OF PENOBSCOT.

Alton.....	156	239 03	Lagrange.....	261	399 91
Argyle.....	97	148 62	Lee.....	376	576 13
Bangor.....	5,389	8,257 35	Levant.....	376	576 13
Bradford.....	526	805 96	Lincoln.....	568	870 32
Bradley.....	284	435 15	Lowell.....	145	222 18
Brewer.....	972	1,489 37	Mattamiscotis.....	25	38 30
Burlington.....	216	330 97	Mattawamkeag.....	157	240 56
Carmel.....	418	640 49	Maxfield.....	51	78 14
Carroll.....	246	376 95	Medway.....	208	318 77
Charleston.....	406	622 09	Milford.....	173	265 09
Chester.....	137	209 92	Mt. Chase.....	111	170 09
Clifton.....	132	202 28	Newburg.....	351	537 82
Corinna.....	461	706 36	Newport.....	432	661 95
Corinth.....	425	651 20	Oldtown.....	1,040	1,593 55
Dexter.....	800	1,225 80	Orono.....	765	1,172 17
Dixmont.....	375	574 60	Orrington.....	499	764 59
Eddington.....	235	360 08	Passadumkeag.....	89	136 37
Edinburg.....	20	30 64	Patten.....	223	341 69
Enfield.....	180	275 81	Plymouth.....	263	402 98
Etna.....	298	456 61	Prentiss.....	189	289 60
Exeter.....	418	640 49	Springfield.....	292	447 43
Garland.....	376	576 13	Stetson.....	274	419 83
Glenburn.....	229	350 88	Veazie.....	224	343 21
Greenbush.....	251	384 59	Winn.....	288	441 29
Greenfield.....	120	183 87	Drew plantation.....	48	73 55
Hampden.....	856	1,311 60	Lakeville plantation..	55	84 27
Hermion.....	462	707 91	No. 1, N. Division pl.	36	55 16
Holden.....	241	369 27	No. 2, Grand Falls pl.	38	58 23
Howland.....	37	56 69	Staceyville pl.....	77	117 98
Hudson.....	232	355 50	Webster pl.....	54	82 73
Kenduskeag.....	207	317 17	Woodville pl.....	90	137 90
Kingman.....	158	242 10			

COUNTY OF PISCATAQUIS.

TOWNS.	Number of Scholars.	Amount.	TOWNS.	Number of Scholars.	Amount.
Abbot	223	\$341 69	Medford.....	155	\$237 50
Atkinson	311	476 50	Milo	313	479 61
Blanchard.....	60	91 93	Monson	246	376 93
Brownville.....	287	439 75	Orneville	212	324 86
Dover	542	830 50	Parkman	356	545 48
Foxcroft	408	625 16	Sangerville	330	505 65
Greenville	182	278 89	Sebec.....	290	444 35
Guilford.....	276	422 90	Shirley	95	145 56
Howard	98	150 16	Wellington	233	357 02
Kingsbury.....	77	117 98	Williamsburg.....	83	127 18

COUNTY OF SAGADAHOC.

Arrowsic.....	71	108 79	Phippsburg.....	542	830 50
Bath	2,836	4,345 47	Richmond	813	1,245 73
Bowdoinham.....	509	779 92	Topsham.....	421	645 07
Bowdoin	425	651 20	West Bath.....	79	121 05
Georgetown.....	375	574 60	Woolwich.....	352	539 37
Perkins	23	35 24			

COUNTY OF SOMERSET.

Anson	486	744 67	Palmyra	405	620 56
Athens	459	703 30	Pittsfield	607	930 07
Bingham	277	424 43	Ripley	171	262 02
Brighton	243	372 34	St. Albans.....	408	625 16
Cambridge.....	158	242 10	Solon	175	499 51
Canaan	406	622 09	Skowhegan.....	1,333	2,042 51
Concord	146	223 71	Smithfield.....	326	268 15
Cornville	293	448 95	Starks	341	522 50
Detroit	223	341 69	Caratunk Plantation..	70	107 26
Embsden	244	373 86	Carrying Place pl.....	15	22 99
Fairfield.....	958	1,467 90	Dead River pl.....	32	49 05
Harmony	283	433 63	Dennistown pl.....	29	44 44
Hartland	373	571 54	Flagstaff pl.....	31	47 50
Lexington	107	163 95	Highland pl.....	47	72 01
Madison	400	612 90	Jackmantown pl.....	40	61 29
Mayfield.....	46	70 48	Moose River pl.....	38	58 23
Mercer.....	230	352 42	No. 1, R. 2, W. K. R. pl	37	56 69
Moscow	208	318 74	The Forks pl.....	86	131 77
New Portland.....	416	637 42	West Forks pl.....	43	65 89
Norridgewock	435	666 53			

COUNTY OF WALDO.

Belfast	1,494	2,289 18	Morrill.....	186	285 09
Belmont	194	297 25	Northport	247	378 46
Brooks	298	456 61	Palermo	401	614 43
Burnham	378	579 20	Prospect.....	266	407 57
Frankfort	426	652 73	Searsmont	472	723 24
Freedom	225	344 75	Searsport	700	1,072 58
Islesboro'.....	430	658 87	Stockton	457	700 23
Jackson.....	235	360 08	Swanville	258	395 32
Knox	334	511 77	Thorndike.....	229	350 88
Liberty	285	436 69	Troy	346	530 16
Lincolnville	582	891 79	Unity.....	358	548 55
Monroe	445	681 85	Waldo	280	429 03
Montville	471	721 69	Winterport	895	1,371 36

COUNTY OF WASHINGTON.

TOWNS.	Number of Scholars.	Amount.	TOWNS.	Number of Scholars.	Amount.
Addison.....	428	\$655 80	Machias.....	898	\$1,375 96
Alexander.....	201	307 98	Machiasport.....	606	928 54
Baileyville.....	165	252 82	Marion.....	73	111 86
Baring.....	121	185 40	Marshfield.....	138	211 46
Beddington.....	50	76 61	Weddybemps.....	65	99 59
Calais.....	2,461	3,770 87	Milbridge.....	653	1,000 56
Centerville.....	53	81 21	Northfield.....	74	113 38
Charlotte.....	205	314 12	Pembroke.....	905	1,386 69
Cherryfield.....	662	1,014 36	Perry.....	442	677 27
Columbia.....	249	381 53	Princeton.....	425	651 20
Columbia Falls.....	264	404 50	Robbinston.....	341	522 50
Cooper.....	140	214 52	Steuben.....	397	608 30
Crawford.....	100	153 23	Talmadge.....	38	58 23
Cutler.....	327	501 04	Topsfield.....	171	262 02
Danforth.....	246	376 93	Trescott.....	240	367 74
Deblois.....	48	73 55	Vanceboro'.....	161	246 69
Dennysville.....	239	366 21	Waite.....	84	128 70
East Machias.....	714	1,094 13	Wesley.....	105	160 89
Eastport.....	1,333	2,042 51	Whiting.....	171	262 02
Eaton.....	123	188 47	Whitneyville.....	189	289 60
Edmunds.....	172	263 57	Codyville pl.....	25	38 30
Harrington.....	427	654 26	Jackson Brook pl.....	115	176 22
Jonesboro'.....	216	330 97	No. 14 pl.....	72	110 34
Jonesport.....	691	1,058 78	No. 18 pl.....	19	29 12
Kossuth.....	62	95 01	No. 21 pl.....	49	75 08
Lubec.....	820	1,256 44			

COUNTY OF YORK.

Aetons.....	318	487 27	Limerick.....	372	570 02
Alfred.....	343	525 51	Limington.....	461	706 36
Berwick.....	698	1,069 57	Lyman.....	280	429 03
Biddeford.....	3,618	5,543 71	Newfield.....	269	412 17
Buxton.....	657	1,006 68	North Berwick.....	619	948 47
Cornish.....	300	459 68	Parsonsfield.....	470	720 16
Dayton.....	185	283 47	Saco.....	1,996	3,058 38
Eliot.....	499	764 59	Sanford.....	930	1,425 00
Hollis.....	436	668 06	Shapleigh.....	365	559 27
Kennebunk.....	831	1,273 30	South Berwick.....	1,066	1,633 38
Kennebunkport.....	714	1,094 03	Waterboro'.....	433	663 47
Kittery.....	992	1,520 04	Wells.....	824	1,262 56
Lebanon.....	520	796 77	York.....	812	1,244 21

RECAPITULATION.

COUNTIES.	Number of Scholars.	Amount.	COUNTIES.	Number of Scholars.	Amount.
Androscoggin.....	14,541	\$22,280 57	Oxford	10,442	\$15,999 84
Aroostook	16,399	24,627 54	Penobscot	23,138	35,453 38
Cumberland	27,195	41,669 76	Piscataquis	4,777	7,319 60
Franklin	5,765	8,833 46	Sagadahoc	6,446	9,876 94
Hancock	13,298	20,375 97	Somerset	10,625	16,280 25
Kennebec	15,746	24,126 94	Waldo	10,892	16,689 36
Knox	10,315	15,805 24	Washington	16,973	26,007 08
Lincoln	8,280	12,687 10	York	19,008	29,125 16
				213,840	327,158 19

FREE HIGH SCHOOL STATISTICS.

Returns for the Year ending December 1, 1881.

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 Fourth 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. during yr.
Alfred	\$545 00	\$250 00	\$250 00	3	25	65	37	42	20	20	8	16	30	-	30	16	5	1
Anson	1,000 00	800 00	250 00	3	30	150	75	50	55	30	15	18	40	-	40	35	20	18
Ashland	108 00	131 00	51 60	1	12	52	42	52	36	25	30	8	19	-	19	13	-	4
Atkinson, Center District	48 00	25 00	23 00	1	6	20	19	18	19	18	17	10	3	-	3	3	-	2
Atkinson, District No. 5	152 50	75 00	76 00	1	10	39	31	29	34	39	20	5	3	-	11	2	5	5
Auburn	2,933 34	3,200 00	250 00	3	36	126	112	-	6	15	-	-	104	57	52	79	14	4
Bangor	1,075 00	1,075 00	250 00	3	36	171	160	56	60	-	-	-	129	54	96	105	-	4
Bath	3,600 00	3,290 00	250 00	2	38	267	195	140	53	140	78	-	111	118	168	160	43	2
Belfast, Center District	1,820 00	1,057 00	250 00	4	37	89	72	65	31	10	36	-	41	11	37	30	9	-
Berwick, Sullivan District	425 00	256 00	212 50	2	21	65	56	65	35	62	17	-	-	-	18	36	-	1
Biddeford	2,450 00	1,000 00	250 00	4	40	73	61	-	-	-	-	-	46	21	49	42	21	-
Boothbay	375 00	250 00	187 50	3	29	129	96	112	121	65	49	42	2	-	5	10	8	-
Bowdoinham	302 50	500 00	151 25	2	22	50	35	13	50	33	15	18	5	-	9	13	9	3
Bradford, District No. 10	100 00	50 00	50 00	1	10	30	25	28	27	21	12	21	-	-	2	8	7	3
Bridgton, Union District No. 1	1,260 00	707 00	250 00	3	36	210	70	50	52	27	54	-	57	14	45	45	25	10
Bristol	465 00	474 00	228 00	3	30	125	40	48	48	25	20	10	-	-	24	12	-	11
Brownville	145 00	75 00	72 50	1	10	50	40	46	32	32	16	-	9	-	4	21	4	5
Brunswick, Village District	2,044 00	563 70	250 00	3	36	180	60	-	33	-	17	-	49	13	26	32	15	-

Returns for the Year ending December 1, 1881—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 Fourth 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 in- tend teach. during yr.
Livermore, District No. 2.....	\$ 436 20	\$450 00	\$209 88	2	21	114	45	44	25	48	4	5	11	5	31	40	9	11
Machias.....	1,129 00	513 25	250 00	3	34	52	43	32	29	19	49	12	18	3	34	30	16	-
Mercer, District No. 2.....	120 00	120 00	60 00	1	10	29	21	24	23	16	10	6	3	-	11	14	5	5
Mexico, District No. 3.....	100 00	116 00	42 00	1	10	29	24	15	22	20	13	3	4	-	1	1	1	-
Milo.....	157 50	85 00	78 75	1	10	77	61	77	67	46	60	3	3	-	-	20	-	1
Monmouth.....	344 00	238 00	169 00	2	20	40	32	25	30	25	12	8	6	-	10	8	6	5
Monson.....	220 00	200 00	110 00	1	11	45	40	45	45	30	31	9	8	-	5	12	4	5
Monticello.....	199 62	235 00	99 81	2	18	38	16	38	30	15	26	6	-	-	6	6	5	3
Morrill, District No. 5.....	140 00	70 00	70 00	1	10	26	20	20	24	20	20	-	-	-	9	10	14	8
Mt. Desert, District No. 1.....	137 50	68 75	68 75	1	10	27	22	27	22	24	18	12	-	3	2	8	10	7
Newburg, District No. 7.....	120 00	60 00	55 00	1	10	31	27	26	31	25	11	15	-	-	3	14	4	9
Norridgewock.....	423 75	423 75	211 87	1	13	61	53	61	42	61	-	28	-	-	17	16	15	16
North Berwick.....	220 00	110 00	110 00	1	10	28	22	24	18	18	-	-	18	-	-	3	15	3
Norway.....	545 00	500 00	250 00	1	10	200	188	130	139	86	130	24	45	10	12	48	15	15
Oldtown, District No. 2.....	1,032 69	500 00	250 00	3	35	82	69	49	36	29	-	27	26	12	13	49	6	3
Orono.....	1,272 00	500 00	250 00	3	34	65	62	65	50	39	-	22	11	5	12	22	6	5
Paris, District No. 2.....	380 00	230 00	190 00	1	10	98	81	98	85	75	70	-	8	-	6	21	1	5
Parsonsfield.....	275 00	450 00	74 56	1	10	32	27	25	16	20	9	-	9	1	6	8	5	4

Parsonsfield, District No. 12.....	\$ 210 50	\$ 98 50	\$ 62 00	1	10	35	31	16	10	11	2	-	20	5	-	10	-	9
Parsonsfield, Kezar Falls District.....	330 50	185 75	113 44	2	16	43	36	35	38	32	12	3	6	-	4	9	-	7
Patten.....	300 00	300 00	150 00	2	20	60	40	30	40	30	10	25	9	5	40	18	-	10
Peru, District No. 3.....	76 00	38 00	36 00	1	10	20	15	15	18	12	9	-	-	-	5	6	-	2
Portland.....	945 00	945 00	250 00	2	40	362	330	362	50	-	-	-	75	175	300	100	-	12
Pembroke.....	1,105 00	500 00	250 00	3	34	128	101	72	89	89	96	36	10	7	48	48	35	16
Princeton.....	452 50	200 00	200 00	3	30	46	27	46	40	38	18	2	8	2	6	18	10	3
Rockland.....	1,770 00	1,500 00	250 00	3	30	100	64	100	52	52	-	-	24	16	85	21	4	4
Saco.....	1,900 00	2,000 00	250 00	3	38	103	92	103	13	53	7	13	83	26	103	76	-	4
Shapleigh.....	485 00	467 19	225 70	2	20	60	51	45	25	20	10	8	7	4	10	15	12	15
Shirley, District No. 3.....	70 00	70 00	35 00	1	10	22	20	17	15	6	4	-	-	-	-	2	-	-
Skowhegan.....	2,596 00	1,150 00	250 00	3	36	198	149	120	137	115	28	30	76	14	76	45	27	8
South Thomaston, Grade District.....	175 00	175 00	87 50	1	14	30	26	30	30	30	21	2	6	-	6	8	5	2
Stetson.....	278 00	139 00	139 00	2	16	48	34	48	42	34	16	15	8	-	3	14	2	12
Steuben, Union District No. 1.....	150 00	76 43	75 00	1	10	37	32	36	35	28	28	-	-	-	14	14	-	6
Strong.....	123 00	61 50	61 50	1	10	33	32	26	31	17	28	-	-	-	2	12	-	5
Thomaston.....	539 50	1,000 00	250 00	3	23	72	50	-	22	22	23	23	27	10	30	28	6	-
Thorndike, District No. 6.....	100 00	79 60	50 00	1	10	33	21	29	30	25	7	-	-	-	4	11	6	6
Topsham.....	750 00	250 00	250 00	3	36	35	32	17	22	17	16	17	14	13	8	21	6	1
Turner.....	320 00	288 00	156 00	4	32	152	-	-	152	100	70	20	50	-	-	47	36	13
Union, Grade District No. 1.....	413 50	227 25	206 75	2	20	50	44	35	40	20	17	18	-	-	25	20	20	13
Vassalboro', District No. 7.....	274 00	162 00	112 00	1	10	59	52	50	48	35	33	-	1	-	1	15	18	12
Waldoboro', District No. 6.....	495 00	262 00	241 50	3	36	44	33	44	44	36	-	18	12	-	6	23	10	2
Wales, District No. 1.....	90 00	45 00	45 00	1	10	33	28	19	32	15	20	1	-	5	-	4	-	4
Waterville.....	1,775 00	2,000 00	250 00	4	38	105	70	105	32	22	35	13	42	6	24	76	10	4
Wells.....	165 00	500 00	82 50	1	12	36	34	26	20	15	17	8	4	-	-	15	7	3
Westbrook.....	1,193 33	900 00	250 00	3	38	101	55	70	60	57	44	40	15	-	40	40	10	4
West Waterville.....	572 50	250 00	250 00	3	30	63	35	63	38	44	-	13	28	13	34	28	17	1
Wilton, District No. 9.....	477 30	238 65	238 66	2	24	40	35	16	9	23	-	-	18	5	12	21	6	25
Yarmouth.....	1,250 00	1,000 00	250 00	3	36	70	65	-	25	20	15	12	24	6	30	30	-	5
	69,468 77	53,453 48	16,910 20	213	2344	7792	5592	4801	4112	3445	2177	1236	1993	864	2626	2908	962	595

SCHOOL LAWS.

The following is from advance sheets of the revision of the Statutes of the State, which Hon. C. W. GODDARD of Portland is now preparing in pursuance of a resolve of the last Legislature. It is inserted here to answer a very general call for copies of the school laws, from school officers and teachers.

CHAPTER 11.

EDUCATION OF YOUTH.

DUTIES OF TOWNS.

- SEC. 1. Towns may at annual meeting determine the number and limits of school districts. How they may be changed. School in small district may be suspended.
2. Remote portions of town may be omitted in districting.
 3. Town may abolish its school districts. Proceedings.
 4. Towns may at annual meeting choose school agents. Vacancies, how filled.
 5. Town may empower district agents to employ teachers.
 6. Towns to raise money for support of schools. Forfeiture for neglect.
 7. School fund and mill-tax withheld from delinquent towns.
 8. Towns may provide school books.
 9. School committees may provide for the distribution and preservation of school books.
 10. Parent or guardian to be taxed for books, &c., lost or damaged.
 11. Cities or towns may instruct in industrial or mechanical drawing.
 12. Apportionment of school money.
 13. Certificate to be returned by municipal officers to state superintendent.
 14. Superintendent to furnish blanks to municipal officers.
 15. Duty of assessors when school agent fails to return number of scholars.
Apportionment of money to districts.
 16. Towns raising more money than required may direct its apportionment.
 17. No school money to be paid except on written order of municipal officers.

- SEC. 18. Towns to choose superintending school committee or supervisor. Vacancies, how filled.
19. Superintending school committee may appoint one of their number to perform certain duties.
20. Penalty for towns failing to choose committee or supervisor.
21. Towns may make by-laws concerning truants, &c., to be approved by judge of supreme court. Penalty for breach thereof.
22. Shall appoint persons to make complaints of violation of by-laws.
23. Truant children may be placed in suitable institutions.

COMPULSORY EDUCATION.

- SEC. 24. Children between nine and fifteen years of age, required to attend a public school twelve weeks yearly. Exceptions.
25. Penalty imposed on delinquent parent, guardian, &c.
26. Penalty for delinquent boy.
27. School committee or town officer to enforce the foregoing.

FREE HIGH SCHOOLS.

- SEC. 28. State aid extended to towns maintaining free high schools. Conditions. Amount.
29. A town may establish two free high schools. Adjoining towns or one or more school districts may establish one. Gifts and bequests to be faithfully expended.
30. Location, &c., of free high schools. How supplied and furnished.
31. Course of study. Out of town pupils to pay for tuition.
32. Free high schools subject to school laws, and school committee. Exceptions.
33. Towns may raise money to support free high schools.
34. A town may employ an academy for that purpose.
35. Superintending school committee or committees to make annual returns. State superintendent to certify amount to which town is entitled. Appeal to governor and council. Penalty for cheating state.
36. Trustees of academies, &c., may surrender property to town for free high school.
37. Property, how conveyed.
38. Income of property, how applied. Qualification of pupils, how determined.
39. Non-residents to pay tuition.

POWERS AND OBLIGATIONS OF SCHOOL DISTRICTS.

- SEC. 40. School districts legally organized, declared corporations. Executions against them satisfied as against towns.
41. Who are legal voters.
42. District meetings, how called.
43. Notice of meeting, how to be given. Return of proper officers, evidence of notice.
44. Meetings held prior to March 20, 1860, made valid.
45. District may determine manner of notifying meetings.
46. Moderator to be chosen. Clerk to be chosen and sworn.
47. Districts shall choose a school agent.

- SEC. 48. Powers of a school district. May raise money for certain purposes, determine location of school-houses, dispose of same, regulate admission of youth to schools, and instruct superintending school committee or supervisor what time schools shall commence. May allow school-houses to be used for meetings, &c.
49. Districts having graded schools may raise money.
 50. May choose committee to regulate money affairs.
 51. Minority not satisfied with amount of money raised may appeal to town. Proceedings in such cases.
 52. When the erection, repairing, renting or purchasing of a school-house may be ordered and completed by the town.
 53. Money, how raised and expended in a district having no voters.
 54. Two or more districts may unite for support of union school for advanced scholars. Provision if more than one-fourth of voters present object.
 55. Two or more districts may unite for maintaining graded schools. Proceedings.
 56. Location of school-houses may be determined by municipal officers in case of disagreement. Proceedings.
 57. Proceedings when owner of lot selected for school-houses refuses to sell. Land to revert to owner in case of discontinuance.
 58. Owner of land aggrieved may have the matter tried by a jury. Costs, by whom paid.
 59. Erroneous location of school-house lots re-established and made valid. Proceedings for re-appraisement.
 60. Selectmen to give notice in writing to all parties interested.
 61. How sum appraised shall be assessed and collected.
 62. Any tender thereon to be allowed toward payment.
 63. Land owners may appeal.
 64. Improvements to inure to town or district making them.
 65. Legality of school-house tax not affected by error in location of lot.
 66. Plan for erection or reconstruction of school-house, to be approved by superintending school committee.
 67. District may determine proportion of money for summer schools. Provision if one-fourth dissent.
 68. May direct what scholars shall attend school of master and mistress.
 69. Districts where more than one school is kept may choose committee to classify scholars. Committee to transmit copy of report to state superintendent.
 70. May appropriate for purchase of library and apparatus, not exceeding one-tenth of school money. Adjacent districts may unite for this purpose.

SCHOOL DISTRICTS FORMED FROM TWO OR MORE TOWNS.

- SEC. 71. Two or more adjoining towns may concur in establishing school districts. Provision when such district has existed fifteen years.
72. How such districts shall be superintended.
 73. Assessors to apportion school money to such districts.
 74. Such district shall choose its agent, whose acts are binding on each town. Powers of its officers.

ASSESSMENT AND COLLECTION OF MONEY RAISED OR BORROWED BY DISTRICTS.

- SEC. 75. Money raised to be assessed within sixty days, on polls and estates in the district. How to be collected.
76. Overlay of five per cent. may be assessed.
77. Assessment of school district tax, how paid.
78. Chap. 6, § 139, to apply to taxes assessed for school districts.
79. Collectors, their powers, duties and compensation.
80. Money raised to be at disposal of district committee.
81. District may borrow money to erect school-house and to purchase lot, on ten years, equal payments, and not otherwise.
82. District may appoint agent to contract loan.
83. Duties of assessors in such cases.
84. District may elect a collector when sum raised exceeds three hundred dollars.

POWERS AND DUTIES OF SUPERINTENDING SCHOOL COMMITTEE.

- SEC. 85. Superintending school committee and supervisor to be sworn.
86. Superintending school committee first chosen, to determine term of office by lot. Vacancies, how filled.
87. Duties of superintending school committees. What constitute a school week and month.
88. Shall make annual statement. Particulars To make return to state superintendent of common schools.
89. If agent neglects, superintending school committee to make enumeration of scholars.
90. Superintending school committee to make return of lists of scholars to assessors.
91. Parents or guardians neglecting to furnish books to scholars, committee to furnish them. Expense may be added to town tax of delinquent.
92. Compensation of superintending school committees and supervisors.

POWERS AND DUTIES OF SCHOOL AGENTS.

- SEC. 93. School agents shall be sworn; their powers and duties.
94. Agent to return lists of persons from four to twenty-one years of age to superintending school committee.
95. In what cases superintending school committee perform duties of agents.

DUTIES AND QUALIFICATIONS OF INSTRUCTORS.

- SEC. 96. Teachers to keep school register. Not to be paid till register is completed.
97. Instructors of colleges and other institutions of learning to inculcate morality, justice and patriotism.
98. Forfeiture for teaching without certificate. No certificate valid for more than one year.

SCHOOLS IN PLANTATIONS.

- SEC. 99. Plantations have power to form school districts. Authorized to raise money.
100. District meetings in plantations, how called.
101. May raise money and choose committees to provide school-houses.

STATE SUPERINTENDENT OF COMMON SCHOOLS.

- SEC. 102. State superintendent of common schools, appointment and term of office.
- 103. To have an office at the capitol.
- 104. Duties of superintendent.
- 105. Salary of superintendent. Clerk hire.
- 106. Superintendent to prepare and forward blanks for returns of schools.
- 107. Superintendent to notify delinquent school committees, and to return to State treasurer number of children between four and twenty-one years of age.

NORMAL SCHOOLS.

- SEC. 108. Normal schools at Farmington, Castine and Gorham to remain as established. Purposes for and principles upon which they shall be conducted.
- 109. Course of study, how arranged.
- 110. Diploma, to whom awarded.
- 111. Applicants for admission, qualifications of, to pay \$1.50 per session.
- 112. Governor, state superintendent and five others to constitute board of trustees. Term and compensation. Annual report to governor and council.
- 113. Annual appropriation of \$19,000.

PENAL PROVISIONS AFFECTING SCHOOLS.

- SEC. 114. Forfeitures how recovered and appropriated. Penalty of town for neglect to expend money as provided.
- 115. Penalty for disturbing schools.
- 116. Parents or guardians liable for injury to buildings or other property by minors.
- 117. Penalty for defacing school-houses, out buildings, &c.

STATE SCHOOL FUNDS.

- SEC. 118. Permanent school fund and bank tax, how managed and appropriated.
- 119. Treasurer of state to apportion school funds. Basis when returns not received. Not to be paid till return is made.
- 120. Mill tax on all property in the state for support of common schools.
- 121. How assessed and collected.
- 122. To be distributed to towns, &c., annually on the first day of January.
- 123. Unexpended balance to be added each year to permanent school fund.

PROVISIONS RESPECTING LITERARY INSTITUTIONS.

- SEC. 124. Presidents of colleges removable at pleasure of appointing power.
- 125. Graduation fees not perquisites of college officers, but payable into college treasury.
- 126. Innholders, stable-keepers, &c., forbidden to give credit to students.

SCHOOL FOR THE DEAF.

- SEC. 127. Governor and council may send deaf persons to Hartford American Asylum or to the Portland school for the deaf.
- 128. Instruction and support of each pupil not to exceed \$175 a year.
- 129. Form of application.

DUTIES OF TOWNS.

SECTION 1. A town at its annual meeting, or at a meeting called for that purpose, may determine the number and limits of the school districts therein, but they shall not be altered, discontinued or annexed to others, except on the written recommendation of the municipal officers and superintending school committee, accompanied by a statement of facts, and on conditions proper to preserve the rights and obligations of the inhabitants; but when in the judgment of the board, consisting of the municipal officers and superintending school committee or supervisor, the number of scholars in any district becomes too few for the profitable expenditure of the money apportioned to said district, said board may suspend the school in said district and cause the money to be expended for the benefit of the scholars in said district, in the adjoining district or districts. Said board shall make a record of its decision in relation to the school in said district, sign the same and cause it to be recorded by the town clerk, and such decision shall remain in full force until annulled by vote of the town, or by the action of a subsequent board. Said board may reserve not more than one half of the money appropriated to such districts, to be expended, in their discretion, for the conveyance of children of such districts to and from school. (a)

Towns may determine the number and limits of school districts. 1880, c. 181.

School in a district may be suspended. See §§ 40, 66, 71.

How part of money may be used.

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

Remote parts may be omitted. R. S., c. 11, § 2. See § 87, item 9.

SEC. 3. A town may abolish the school districts therein, and shall thereupon forthwith take possession of all the school-houses, land, apparatus, and other property owned and used for school purposes, which districts might lawfully sell and convey. The property so

Towns may abolish school districts.

(a) 17 Me., 103; 22 Me., 567; 31 Me., 281; 48 Me., 569; 49 Me., 349; 62 Me., 516; 64 Me., 44. 7 Pick., 106; 7 Gray, 244; 7 Met., 218.

Property to be appraised. taken shall be appraised under the direction of the town, and at the next annual assessment thereafter a tax shall be levied upon the whole town, equal to the whole amount of said appraisal, or such part thereof as the town shall vote, and the remainder of said appraisal, if any there be, shall be levied by tax upon the whole town at the second and third annual assessments thereafter, or at the second alone, as the town shall —to be remitted vote, and there shall be remitted to the tax payers to district for property taken. of each district the said appraised value of its property thus taken, in the same proportion annually as the tax therefor shall be levied, or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest. Upon the abolition or discontinuance of any district, its corporate powers and liabilities shall continue and remain so far as may be necessary for the enforcement of its rights and duties.

Towns may choose agents.
R. S., c. 11, § 4.
See §§ 47, 90 to 95, c. 3, §§ 13, 24.
by ballot. (a)

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

Town may authorize agents to employ teachers.
1872, c. 87, § 2.

SEC. 5. A town at its annual meeting may empower the school district agents to employ the teachers instead of the superintending school committee, and when such power is so granted to said agents it shall remain in force until it is otherwise ordered by a vote of the town at its annual meeting.

Towns to raise for schools 80 cents per inhabitant.
1873, c. 20.
63 Me., 54.

SEC. 6. Every city, town and plantation shall raise and expend, annually, for the support of schools therein, a sum of money, exclusive of the income of any corporate school fund, or of any grant from the revenue or funds from the state, or of any voluntary donation, devise or bequest, or of any forfeiture accruing to the use of schools, not less than eighty cents for each inhabitant, according to the census of the state by which represen-

tatives to the legislature were last apportioned, under penalty of forfeiting not less than twice nor more than four —penalty. times the amount of its deficiency ; *and no town which neglects to raise the amount of money required to be raised by this section, shall, during the year in which such neglect occurs, receive any part of the state school fund required to be apportioned to the several towns by the treasurer of state.*

Towns neglecting, not entitled to state school fund.
See §§ 49, 51, 118, 119; c. 5, §§ 18, 19; c. 12, §

SEC. 7. When the governor and council have reason to believe that any town has neglected to raise and expend the school money required by law, or to faithfully expend the school money received from the state, it shall be their duty to direct the state treasurer to withhold further payment to such town from the state treasury on account of the state school fund and mill tax until such town shall satisfy them that it has expended the full amount required by law for common school purposes.

School fund and mill tax to be withheld from delinquent towns.
1873, c. 111.
See §§ 119, 122.

SEC. 8. 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.

Towns may provide school books, &c.
R. S., c. 11, § 6.

SEC. 9. School committees may make such rules and regulations not repugnant to the laws of the state, as they may deem proper, for the distribution and preservation of school books and school appliances furnished at the expense of the town.

Distribution and preservation of.
1873, c. 110, § 2.

SEC. 10. 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

School books, damages for injuring or destroying, how recovered of parent, &c.
1873, c. 110, § 1.

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 parent 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.

Cities and towns may instruct in industrial or mechanical drawing.
1871, c. 44.

SEC. 11. Any city or town may annually make provision for giving free instruction in industrial or mechanical drawing, to persons over fifteen years of age, either in day or evening schools, under the direction of the superintending school committee.

Apportionment of school money among the smaller districts in the several towns, &c.
1873, c. 8.

SEC. 12. The assessors and superintending school committee, or supervisors of towns, cities and plantations, may annually apportion twenty per centum of all money required to be raised by the fifth section of the revised statutes, and twenty per centum of all money received from the state for schools, except money received under the free high school act, among the districts in the several towns, cities and plantations, in such manner as in their judgment shall give to the smaller districts, as nearly as may be, an equal opportunity of enjoying the benefits of common school education with the larger districts.

Certificate of cities, towns, &c., to be returned annually to state supt.
1876, c. 68, § 1.

SEC. 13. The assessors or municipal officers of each city, town or plantation, shall on or before the first day of May in each year, make to the state superintendent of common schools, a certificate, under oath, embracing the following items :

Amount voted by town.

First. The amount of money voted by the town for common schools at the last preceding annual meeting.

—payable from state.

Second. The amount of school moneys payable to the town from the state treasury during the year ending with the first day of April last past.

—expended for schools.

Third. The amount of money actually expended for common schools during the said last school year.

Fourth. The amount of school moneys unex- —unexpended. pended, whether in the town treasury or in the hands of district agents.

Fifth. Answers to such other inquiries as may be presented to secure a full and complete statement of school revenues and school expenditures.

SEC. 14. It shall be the duty of the state ^{Blanks furnished to towns.} superintendent of common schools to prepare and ^{1876, c. 68, § 2.} furnish to the town officers such blanks as he may deem proper to secure the fiscal returns required in the preceding section. And furthermore it shall be the duty of ^{Supt. to make return to state treasurer.} the said superintendent to return to the state treasurer on the first day of July annually, a list of such towns as have made the fiscal returns required by said section, and no school moneys shall be paid by the state ^{Money withheld from delinquent towns.} treasurer to any town, so long as it neglects to make such fiscal returns.

SEC. 15. When any school agent fails to return ^{Duties of assessors when agent fails to return scholars.} in the month of April, the number of persons in his district between four and twenty-one years of ^{See §§ 89, 93, item 5, § 96.} age, exclusive of those coming from other places to which they belong, to attend a college or academy, or work in a factory therein, the assessors of the town shall cause an enumeration thereof to be made. They shall annually ^{Their duty in apportioning money.} apportion to each district, and to any inhabitants not ^{R. S., c. 11, § 8.} embraced in a district, the money so raised, and all funds derived from any source for the support of public schools in their town, in proportion to the number of scholars aforesaid.

SEC. 16. A town raising more money than is ^{Excess, how appropriated.} required by section five, may, by vote, direct the excess to be apportioned to the several districts as the assessors and superintending school committee determine.

SEC. 17. No money appropriated to the use ^{School money, how paid by towns.} and support of public schools under the laws of this state shall be paid from the treasury of any ^{1877, c. 196.} city, town or plantation, except upon the written order of the

municipal officers thereof; and no order for the payment of —how avouched. such money shall be drawn by *the said municipal* officers, except upon presentation of a properly avouched bill of items.

Towns to choose
superintending
school committee
or supervisor.
R. S., c. 11, § 10. SEC. 18. Every town shall choose by ballot at its annual meeting, a superintending school committee of three, unless already done, to hold office as provided in section eighty-six, and shall fill vacancies arising therein at each subsequent annual meeting, or shall, in the same manner, choose a supervisor of schools, who shall have the power and perform the duties which are now, or may hereafter be required of the committee aforesaid; and his election shall terminate the office of any and all existing members of such committee; and no person shall Sex no test of
eligibility.
1881, c. 27. be ineligible to the office of supervisor of schools, or of superintending school committee, on account of sex.

Committees may
appoint one of
their number.
R. S., c. 11, § 11. SEC. 19. The superintending school committee may appoint one of their number, who shall have all the power and perform all the duties specified in the fifth and twelfth items of the eighty-seventh section.

Neglect to choose
committee or
supervisor.
R. S., c. 11, § 12. SEC. 20. Any town failing to elect members of superintending school committee or supervisor, as required by law, shall forfeit not less than thirty nor more than two hundred dollars.

Towns to make
by-laws concern-
ing truants. SEC. 21. Towns may make such by-laws, not repugnant to the laws of the state, concerning habitual truants, and children between six and seventeen years of age not attending school, without any regular and lawful occupation, and growing up in ignorance, as are most conducive to their welfare and the good order of society; and may annex a suitable penalty, not exceeding Penalty.
R. S., c. 11, § 13. twenty dollars, for any breach thereof; but said by-laws must be first approved by a judge of the supreme judicial court.

Who shall com-
plain of viola-
tion of by-laws.
R. S., c. 11, § 14.
65 Me., 130. SEC. 22. Such towns shall appoint at their annual meeting, one or more persons, who alone shall make complaints for violations of said by-

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

SEC. 23. Said magistrate, in place of the fine aforesaid, may order children proved to be growing up in truancy, and without the benefit of the education provided for them by law, to be placed for such periods of time as he thinks expedient, in the institution of instruction, house of reformation, or other suitable situation provided for the purpose under the authority conferred by section twenty-one.

Truant children placed in suitable institutions. R. S., c. 11, § 15.

COMPULSORY EDUCATION.

SEC. 24. Every parent, guardian, or other person in the state, having control of any child or children between the ages of nine and fifteen years, shall be required to send such child or children to a public school for a period of at least twelve weeks in each year, unless such child or children are excused from such attendance by the school officers of the town in which such parent or guardian resides, upon its being shown to their satisfaction that the mental or bodily condition of such child or children has been such as to prevent attendance at school or application to study for the period required, and the certificate of a physician shall be deemed sufficient to satisfy said officers; or that such child or children have been taught at a private school or at home in such branches as are usually taught in primary schools; *provided*, in case a public school shall not be taught for three months in the year within one mile and one half by the shortest travelled road of the residence of such delinquent, nor within the school district within which such child resides, he shall not be liable to the provisions of this section and the three following.

Children required to attend public school twelve weeks in each year. 1875, c. 24, § 1.

Exception.

Proviso.

SEC. 25. In case any parent, guardian, or other person having such control, shall fail to comply with section twenty-four, he shall be liable to a fine not exceeding five dollars and costs of prosecution for

Penalty for delinquent parent, guardian, &c. 1875, c. 24, § 2.

such offence, to be recovered in any court competent to try the same, and the magistrate or court to which said fine shall be paid shall pay the same to the treasurer of the town in which the offense was committed, and shall be by him accounted for, the same as money raised for school purposes.

Delinquent
boy fined.
1875, c. 24, § 3.

SEC. 26. Every boy in this state between the ages of nine and fifteen years, who shall neglect or refuse to attend school as required in section twenty-four, unless excused by the school officers of the city, town or plantation in which he resides, on being convicted of such offence, shall pay a fine not exceeding five dollars.

Foregoing
enforced.
1879, c. 24, § 4.

SEC. 27. It shall be the duty of the school committee or town supervisor to enforce the several provisions of the three preceding sections.

FREE HIGH SCHOOLS.

State aid to free
high school.
1880, c. 229, § 1.

SEC. 28. When any town shall have established and maintained a free high school as provided by this section and the seven following, for at least ten weeks in any one year, such town on complying with the conditions herein set forth, shall be entitled to receive from the state —amount.

one half the amount actually expended for instruction in said school, not however exceeding two hundred and fifty dollars from the state to any one town; *provided*, that

no town shall be entitled to such state aid unless the appropriation and expenditure for such school on the part of said town, has been exclusive of the amounts required by law to be expended for common school purposes. Such

state aid shall be paid from the state treasury on and after the first day of December of each year, upon certification by the governor and council as provided by section thirty. But whenever a town or district shall desire to draw its state aid semi-annually, such state aid shall be paid from the state treasury on and after the first day of June and the

first day of December, of each year; *provided*, that the superintending school committee of such town shall

make, semi-annually, before the first day of June and the first day of December, such report as is required in section thirty-five.

SEC. 29. Any town may establish and maintain not exceeding two free high schools; and when two such schools are maintained, shall be entitled to receive the same state aid as if the expenditures of both schools had been made for one school. Two or more adjoining towns may unite in establishing and maintaining a free high school, and both receive the same state aid as if such school had been maintained by one town. So long as any town shall decline to avail itself of the provisions of this chapter, any school district, or union of districts in such town, may establish and maintain a free high school, and receive state aid the same as the town might have done; *provided*, that no more than two such free high schools shall be established in any town, and that the amount of state aid extended to the districts in any town shall not exceed the sum that the town might have received. Two or more adjoining school districts in different towns may establish and maintain a union free high school, and, with the consent of both towns, may receive a proportional part of such state aid, to be determined as provided by section thirty, but in no case to exceed the amount that either town might have received. Towns shall receive in trust and faithfully expend donations and bequests made to aid in the maintenance of free high schools, and shall receive state aid in such cases to the same extent and on the same conditions as if such schools had been established and maintained by taxation; furthermore, any town or district shall be entitled to receive such state aid on any expenditure for a free high school or schools, made from the funds or proceeds of the real estate of an academy or incorporated institution of learning, surrendered or transferred to such town or district for educational purposes; but if all or any part of the money paid by the state for the

Free high schools, any town may establish two.
1878, c. 52.

—adjoining towns may maintain school.

—school districts may establish.

Proviso.

—adjoining school districts in different towns may establish.

Towns shall receive and expend donations and bequests.

support of such free high schools, shall be expended for any other purpose than for the support of said free high schools, as provided by this section, then the person or persons so misapplying said money shall forfeit double the sum so misapplied, to be recovered in an action of debt, in the name and to the use of the town, by any inhabitant thereof; and no town shall receive further support from the state for any free high school, until the amount so received, but misapplied, shall be raised and expended for such free high schools by such town.

Penalty for misapplying money appropriated by state.

Location.

1873, c. 124, § 3.

SEC. 30. Any town, or union of towns or districts, voting to establish a free high school as herein provided, may locate the same permanently, or vote that the terms of said school be held alternately in such school districts within the town or towns as may be selected, and as may accept said school. It shall be the duty of the district in which said free high school is thus held, to supply appropriate equipments for the same, and also to furnish and warm a suitable building; *provided*, that such district may use its district school-house for such free high school, when not required for ordinary school purposes.

School rooms, &c., how supplied and furnished.

Proviso.

Course of study, what it shall embrace.

1880, c. 229, § 2.

SEC. 31. The course of study in the free high school contemplated by this chapter, shall embrace the ordinary English academic studies, especially the natural sciences in their application to mechanics, manufactures and agriculture; but the ancient or modern languages shall not be taught in said schools except wholly at the expense of the city, town, district or union of districts maintaining such school or schools. But any town having one or more graded schools, with a prescribed course of study, including the branches Latin, Greek and French, established prior to the twenty-fourth day of February, 1873, the passage of this act, shall be allowed to avail itself of the privileges of this chapter without causing any change in the prescribed course or courses of study. Such school or schools, when established by any town or union of towns,

Exception.

shall be free to all the youth in such town or towns, on such attainments of scholarship as shall be fixed by the superintending school committee or committees having the supervision of said school or schools. When such school is established by any school district or union of school districts, it shall be free in the same manner to the Schools to be free to youth in town or district. scholars within such district or districts, and also open to scholars passing the required examination from without such district or districts; but within the town or towns in which said district or districts are situated, on the payment to the agent of the district in which such school is located, of such tuition, to be fixed by the superintending school committee or committees having the supervision of the same, as shall be equivalent to the cost per scholar of maintaining such school, after deducting the aid extended by the state. Whenever in the judgment of the superintending school S. S. committees may admit pupils from without town on payment of tuition. committee or committees having the supervision of any free high school or schools, the number of pupils in the same may be increased without detriment, scholars from without the town or towns, directly interested in such school or schools, may be admitted to the same on passing the required examination and paying such tuition as may be fixed by such committee, to the treasurer of the town in which the school is kept, when the school is maintained by a town or union of towns, or to the agent of the district in which the school is kept, when such school is maintained by a district or union of districts.

SEC. 32. Free high schools, established and Free high schools subject to the school laws, except in certain cases. maintained under the provisions of this chapter, shall be subject to the laws of the state relating to common schools, so far as applicable, except as herein otherwise provided. When established and maintained —established by towns, how managed. 1875, c. 33. by a town, such free high school or schools shall be under the supervision and entire management of the superintending school committee of such town. When established and maintained by a union of towns, such —established by union of towns. school shall be under the supervision and entire

management of the superintending school committees of such towns, who shall constitute a joint board for that purpose.

—established by districts in different towns.

When established and maintained by any district or union of districts in the same town, such school shall be under the supervision of the superintending school committee of such town, or of the state superintendent of common schools, when the district or districts so elect, and under the financial management of the agent of the school district in which such school is kept, who, in connection with said committee or superintendent, shall employ the teacher or teachers for the same. When established and maintained by two districts in different towns, such school shall be under the supervision of the superintending school committees of such towns, who shall constitute a joint board for that purpose, and under the financial management of the agents of both districts, who, in connection with said committees, shall employ the teacher or teachers of such school.

Towns may raise money to maintain free high schools.
1873, c. 124, § 6.

SEC. 33. Towns and school districts may raise money for the purpose of establishing and maintaining free high schools, and erecting buildings and providing equipments for the same, in the same manner as is provided by law for supporting common schools and erecting school-houses.

Towns may contract with and pay academies for tuition of scholars.
1873, c. 124, § 7.

SEC. 34. Any town may from year to year authorize its superintending school committee to contract with and pay the trustees of any academy in said town, for the tuition of scholars within such town, in the studies contemplated by this chapter, under a standard of scholarship to be established by such committee; and the expenditure of any town for tuition in such academy shall be subject to the same conditions, and shall entitle such town to the same aid from the state as if said town had made such expenditure for a free high school.

—entitled to state aid for expenditure.

Superintending school committee to make annual return to state supt.
1880, c. 229, § 3.

SEC. 35. The superintending school committee or committees having the supervision of any free high school or schools, shall annually before the

first day of December, make returns under oath to the superintendent of common schools, on blanks prepared and sent out by him, of the amount appropriated and also the amount expended by each town or school district for instruction in such free high school or schools during the current year; also of the amount appropriated and the amount expended for common school purposes by each town or school district maintaining such free high school or schools; the number of weeks which such school or schools have been taught; the wages paid each teacher; the number of pupils registered; the average attendance; the number of pupils in each branch of study pursued, and the amount received for tuition. If the superintendent of common schools shall be satisfied that the provisions of this act have been complied with, he shall certify to the governor and council the sum which each town or district is entitled to receive from the state under this chapter. If any town or district is dissatisfied with the decision of the superintendent of common schools, such town or district may appeal —appeal. to the governor and council. The governor and council shall issue a certificate to the treasurer of the town, or agent of the district, for such amount as they may adjudge such town or district is entitled to receive from the state treasury. Any person or persons connected with the management of such free high schools, either as teacher, school agent, school committee or supervisor, who shall in any way aid or abet in defrauding the state into the payment in support of said schools, of more than is contemplated by the spirit and tenor of this act, shall be punished by a fine of not less than five hundred dollars, or by imprisonment in the county jail for not less than one year.

State superintendent to certify amounts to which towns are entitled.

Governor and council to certify amt. to treasurer.

Penalty for defrauding state.

SEC. 36. The trustees of any academy or other corporation formed for educational purposes in this state, are hereby authorized to surrender the property belonging to said academy or corporation, of every kind, real, personal and mixed, or any part thereof, by a majority vote of such of said trustees as reside in this state, to the

Trustees of academies, &c., may surrender property to establish free high schools. 1874, c. 216, § 1.

aldermen of any city the selectmen of any town, or the assessors of any plantation, or the trustees of any school fund in any town in which said academy or corporation is situated, for the purpose of turning the same into a free high school as hereinafter provided, and said aldermen, selectmen, assessors, or said trustees, as the case may be, for the time being, shall be a board of trustees to take and hold said property for the purpose of maintaining a free high school forever; and it shall be the duty of said officers or trustees upon receiving said property to use proper diligence to make the same produce income for the support of said free high school.

Trustees of free
high schools,
duties of.

Property, how
conveyed.
1874, c. 216, § 2.

SEC. 37. It shall be the duty of the treasurer of said trustees, when such vote is passed as provided in the preceding section, to convey, assign and deliver to the municipal officers of said city, town or plantation, or said trustees of any school fund, all property, real, personal and mixed, belonging to said academy or corporation for the purposes indicated by said section and the two following.

Income of
property, how
applied.
1874, c. 216, § 3.

SEC. 38. It shall be the duty of the municipality accepting the property in trust, as named in section thirty-six, to apply the income of said property towards the support of a free high school, to be kept within said municipality, at least twenty-two weeks in each year, and to provide suitable accommodations for the same, and the superintending school committee or supervisor of schools in said municipality shall determine the qualifications necessary to entitle any one wishing to enter or attend said free high school, and no one shall be entitled to attend said school without the certificate of said officers to that effect.

Qualification of
pupils, how
determined.

Tuition to be
paid by non-
residents.
1874, c. 216, § 4.

SEC. 39. All scholars residing within the municipality aforesaid, having the certificate named in the preceding section, may attend said school without tuition fee, and all scholars not residents of said municipality, wishing to attend said school, may do so upon such terms and conditions as said school officers may impose.

POWERS AND OBLIGATIONS OF SCHOOL DISTRICTS.

SEC. 40. School districts, whether a part of one or more towns, that have exercised the privileges of a district for one year, shall be presumed to be legally organized; and all districts legally organized shall be corporations with power to hold and apply real and personal estate for the support of schools therein, and to sue and be sued. Executions against them may be satisfied as executions against towns are; and in all suits or business, they may be described by their numbers as fixed by the town, by the name which they have assumed, or if they have no certain name, by an appropriate general description. (a)

School districts are corporations.
Executions against them, how satisfied.
R. S., c. 11, § 16.

SEC. 41. Any person qualified to vote in town affairs shall be a legal voter in his school district.

Who are legal voters.
R. S., c. 11, § 17.

SEC. 42. School district meetings may be called by the agent, on the written application of three or more legal voters, stating the reasons and objects thereof. When there is no agent, or when he neglects or refuses, they may be called by the municipal officers, or any justice of the peace, on like application.

Notice of meetings, how given.
R. S., c. 11, § 18.

SEC. 43. On receiving such application, the agent or municipal officers, or justice of the peace, as the case may be, shall cause notices specifying the time, place, and purposes of the meeting, seven days before the time appointed, to be posted up in two or more public places in the district, one of which must be on the school-house, if there is any, or published in a newspaper, if any, printed in the town. The certificate of such agent or municipal officers, justice of the peace, or of any person required by their warrant to give notice, returned at the time and place of meeting, shall be evidence of the notice therein stated to have been given. (b)

Return of proper officer evidence of notice.
R. S., c. 11, § 19.

(a) 17 Me., 103; 22 Me., 566; 23 Me., 545; 35 Me., 396; 38 Me., 34; 39 Me., 187; 46 Me., 224; 51 Me., 102; 63 Me., 243.

(b) 44 Me., 385. The annual meeting in March or April, may be called by the agent without application. See § 93, item 1. 4 Me., 46; 20 Me., 441; 28 Me., 202; 38 Me., 169; 51 Me., 102; 60 Me., 334.

Meetings of school districts made valid. R. S., c. 11, § 20. SEC. 44. Meetings of any school district in this state which prior to the twentieth day of March, eighteen hundred and sixty, were duly called by the selectmen of any town, or by the agent or agents of such district, without an application in writing, signed by any number of the legal voters thereof, and stating the reasons and objects of such meeting, are hereby declared as legal and valid as they would have been if called upon such application.

How notified. R. S., c. 11, § 21. SEC. 45. The district, at a legal meeting, may determine the manner of notifying its future meetings. (a)

Moderator to be chosen. R. S., c. 11, § 22. See c. 3, § 23. SEC. 46. At such meeting, a moderator shall be chosen, and have the same powers and duties as a moderator of a town meeting, but need not be sworn; and at the first meeting every year, a clerk shall be chosen, be duly sworn by the moderator or a justice of the peace, record all votes passed at district meetings during the year, and until another is chosen in his place and sworn, may certify copies from the records of such district, and correct any errors, as provided in section nine of chapter three.

Choose agents. R. S., c. 11, § 23. See §§ 74, 93, 94, 95. SEC. 47. Every school district at its annual meeting, shall choose a school agent by ballot, unless chosen by the town; and may fill a vacancy in that office at a meeting called for that purpose.

Powers of a district. R. S., c. 11, § 24. SEC. 48. A school district at any legal meeting called for the purpose, shall have power:

May raise money. See §§ 70, 75 to 84, 93, item 2. 7 Me., 121; 22 Me., 569; 24 Me., 350; 33 Me., 171; 38 Me., 35, 170; 41 Me., 247; 60 Me., 404. *First*—To raise money for erecting, repairing, renting, purchasing and removing such school-houses and out-buildings as the wants of the district require; for purchasing or renting land for them to stand upon, and for yards and play grounds; for purchasing a library, utensils, black-boards, globes, maps and other useful apparatus; for providing water for school-houses by means of wells or aqueducts, with necessary conveniences for the health and comfort of teacher

and pupils ; and for enclosing the grounds and appurtenances of the school-houses.

Second—To determine where their school-houses shall be located. (a) Locate school houses.

Third—To sell and dispose of any school-house or other property, if necessary. Sell them 22 Me., 569.

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

Fifth—To instruct the superintending school committee or supervisor at what time the schools shall commence ; and the schools shall commence and continue as voted by the district, unless, in the opinion of the superintending school committee or supervisor, it would be detrimental to the best interests of the district on account of any contagious disease or other good reason. Instruct committee or supervisor when schools shall commence, &c. 1881, c. 24.

Sixth—To allow the school-house to be used for meetings of religious worship, lectures and other similar purposes. Use of school-house.

SEC. 49. Any school district maintaining graded schools, may raise for the support of schools therein a sum of money not exceeding that which it receives from the town in addition thereto. Graded district schools R. S., c. 11, § 25. See § 6.

SEC. 50. A district may choose a committee to superintend the expenditure of money legally raised by it, to examine and allow accounts, and to draw orders on the town treasurer for the amount of money raised. (b) Committee to superintend money affairs. R. S., c. 11, § 26.

SEC. 51. When at a meeting of a school district legally called for raising money for any particular purpose, a majority of the legal voters present are opposed to raising a sum sufficient, in the opinion of the minority, for such purpose, the municipal officers, on written application of five or more voters, made within Minority dissatisfied, may appeal to town. R. S., c. 11, § 27. 39 Me., 186.

(a) 39 Me., 558; 60 Me., 405, 542; 65 Me., 187.

(b) 7 Me., 120; 12 Me., 297; 17 Me., 323; 28 Me., 200; 38 Me., 170; 39 Me., 222; 63 Me., 264, 265.

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

Proceedings in such cases.

When the erection, repairing, renting or purchasing of a school-house may be ordered and completed by the town.
R. S., c. 11, § 28.
60 Me., 404.
63 Me., 262, 264.

SEC. 52. When in the opinion of the superintending school committee, any school district in their town unreasonably neglects or refuses to raise money for erecting, repairing, renting or purchasing a school-house or school-houses and out-buildings, such as the wants of the district require, or for purchasing or renting land for them to stand upon and for yards and play grounds, the municipal officers, upon the written application of the superintending school committee, shall insert in their warrant for calling the next town meeting for town affairs, an article to see if the town will vote to raise money in such school district for the purposes above named. And any sum or sums of money so voted to be raised shall be assessed upon the polls and estates therein and collected and paid over as if originally raised by the district. And thereupon the municipal officers shall appoint three suitable inhabitants of the town a committee to superintend the expenditure of the money for such purpose, and they shall have all the powers of a committee chosen by the district pursuant to law.

Same in districts having no voters.
R. S., c. 11, § 29.
See § 95.

SEC. 53. In school districts not having any legal voters to transact district business, money may be raised and expended in the manner and for the purposes specified in the foregoing section.

SEC. 54. Two or more districts, by vote at their district meetings, may unite to support a union school for the more advanced scholars, and appropriate therefor a portion of the school money assigned to each district. But if more than one fourth of the voters present and voting at any meeting, object, only the per capita share of the scholars attending such union school, shall be so appropriated, without the written assent of the superintending school committee.

Districts may unite for support of union school.
R. S., c. 11, § 30.

Provision, if one fourth object.

SEC. 55. Two or more school districts may unite for the purpose of establishing and maintaining a system of graded free schools, for such a period of time as they may determine, when a majority of the voters present and voting at a meeting of each district, legally called for the purpose, so determines; and the clerk of each district shall forthwith furnish the town clerk with a certified copy of such votes, and he shall enter said votes upon the town records; and thereafter such districts shall constitute one district, to be known by the name that the inhabitants thereof adopt; and have all the rights and powers, and be subject to all the liabilities of other school districts for said time; and the town shall not alter or divide it, without the consent of a majority of its voters during said time; and at the expiration of said time each of said districts shall resume its district organization, unless a majority of the voters in each district shall vote to continue the united district; and at its annual meeting, it may raise money for the support of its schools, in addition to what it receives from the town, and not exceeding three fifths of that sum. And any school district maintaining graded schools may raise money for the support of its schools as provided in this section for districts composed of two or more districts.

School districts may unite to maintain graded schools.
1877, c. 205.

Proceedings in such cases.
35 Me., 397.
46 Me., 221.

Districts maintaining schools, may raise money

SEC. 56. At any district meeting called for the purpose of removing a school-house, or locating one to be erected, if more than one third of the voters present and voting, object thereto,

Location of school-houses, how determined, in case of disagreement.
R. S., c. 11, § 32.
Sec. § 72 60 Me., 334, 405-6, 542-4.

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

Towns may lay out school-house lots in certain cases.

1873, c. 100.

52 Me., 146; 60

Me., 406, 542-5.

67 Me., 283-6

Damages, how appraised.

—how paid.

SEC. 57. When a location for the erection or removal of a school house and necessary buildings has been legally designated, and the owner thereof refuses to sell, or asks an unreasonable price for it, in the opinion of the municipal officers, or resides without the limits of this state, and has no authorized agent or attorney within the same, they may lay out a school-house lot, not exceeding one hundred square rods, and appraise the damages, as is provided for laying out town ways and appraising the damages therefor; and on payment or tender of such damages, or if such owner shall not reside within this state, upon depositing such damages in the treasury of such town or district for his use, the town or district designating it may take such lot to be

held and used for the purposes aforesaid; and when such school-house as is required of the town or district has ceased to be thereon for two years, it shall revert to the owner, his heirs or assigns. And any town or city may take real estate for the enlargement or extension of any location designated for the erection or removal of a school-house and necessary buildings, and for necessary play grounds, as herein provided; but no real estate shall be so taken within fifty feet of a dwelling house.

Lot to revert to owner if not occupied for two years.

Land may be taken for school-house lots, play grounds, &c., not within fifty feet of a dwelling.

SEC. 58. If the owner is aggrieved at the location of the lot, or the damages awarded, he may within one year thereafter, apply to the county commissioners, and have the matter tried by a jury who may change the location and assess the damages, and the proceedings shall be conducted as in case of damages for laying out highways. If the damages are increased, or the location changed, such town or district shall pay the damages and costs, otherwise the costs shall be paid by the applicant.

Owners aggrieved, issue may be tried by jury.
R. S. c. 11, § 34.
See § 72, 60 Me., 335, 542-4; 63 Me., 192.

SEC. 59. Any town or school district which by its town or district officers or by a committee have designated, located and described a lot upon which to erect, move or repair a school-house, and from any mistake or omission have so far failed to comply with the statutes as to render such location invalid, may upon application to the selectmen of said town, have the lot so designated or described re-appraised by the selectmen of said town upon petition of three legal voters and tax-payers of said district in which such location has been or attempted to be made as provided by statute.

School-house lots, erroneous location of, re-established and made valid.
1873, c. 144, § 1.

SEC. 60. The selectmen of any town to whom application has been made in writing, to appraise a lot as provided in the preceding section, shall forthwith give not less than seven nor more than twenty days' notice, to the clerk of said district and to the owner of

Notice of appraisal and hearing to be given.
1873, c. 144, § 2.

such real estate, or the person or persons having the same in charge, of the time and place by them fixed for such hearing, and shall after examination and hearing of all interested, appraise the lot as set out and affix a fair value upon the same exclusive of all improvements made by said district or town, either by buildings or otherwise; and shall as soon as practicable, notify the district clerk, and the person or persons interested in said estate, who were notified as provided in this section, of the sum at which said lot has been appraised.

Sum, how assessed and collected.
1873, c. 144, § 3.

SEC. 61. The sum fixed as the value of said lot shall be assessed, collected and paid over as provided in section fifty-eight.

Tender to be allowed in payment
1873, c. 144, § 4.

SEC. 62. Any sum which has been tendered and is in the hands or under the control of the persons owning or having charge of such land, shall be allowed in payment of said appraisal.

Land owners may appeal.
1873, c. 144, § 5.

SEC. 63. In case the district or persons owning or having charge of the land on which such location is made, are dissatisfied with such appraisal, may within ten days take an appeal to the county commissioners of the county in which the land lies, by filing a copy of the proceedings with the claim of an appeal with the commissioners of the county, and the determination of a majority of said commissioners not residents of the district in which said location is made, shall be final.

Improvements inure to town or district.
1874, c. 144, § 6.

SEC. 64. When any school district or town shall have erected or moved upon such lot or shall have in any way improved the same, such improvement shall inure solely to the benefit of such town or district, and the same may be as completely occupied and controlled by such town or district as they would have if such location had been in strict conformity to the statutes.

Tax not affected by error in location.
1874, c. 144, § 7.

SEC. 65. The legality of a tax assessed to build, repair or remove a school-house and to pay for a lot, shall not be affected by any mistake or error in designation or location of a lot.

SEC. 66. A plan for the erection or reconstruction of a school-house voted by a district, shall first be approved by the superintending school committee.

Plan to be approved by S. S. committee.
R. S., c. 11, § 35.

SEC. 67. A school district at a legal meeting, may determine what proportion of their school money shall be expended for the support of a summer school; and the superintending school committee or supervisor shall expend it accordingly, if practicable.

Summer schools.
R. S., c. 11, § 36.

SEC. 68. When the school is kept in part by a mistress, and in part by a master, the district may determine by vote, or authorize the superintending school committee to determine, from time to time, what description of scholars shall attend each.

Master and mistress' schools.
R. S., c. 11, § 37.

SEC. 69. Each district, where more than one school is kept at the same time, may choose annually, or one third in each year, a committee to determine what description of scholars shall attend each school, to classify said scholars and to transfer them from school to school; and unless such election is for one year only, at their first meeting, they shall determine their respective terms of office by lot, and certify the result to the district clerk; they or the district shall fill vacancies as they occur; and they shall transmit a copy of their annual report, if printed, to the superintendent of common schools.

Districts may choose committee to classify scholars.
R. S., c. 11, § 38.
See § 87, item 11.

SEC. 70. A district may appropriate not exceeding one tenth of its school money for any year, to purchase a school library and apparatus for the use of the schools therein, and make proper rules for the preservation and management thereof. Adjacent districts may, by vote of each, unite for the purpose aforesaid.

Districts may purchase library.
R. S., c. 11, § 39.
See § 93, item 2.

SCHOOL DISTRICTS FORMED FROM TWO OR MORE TOWNS.

SEC. 71. Two or more adjoining towns may concur in establishing school districts from parts of each when convenient, in determining their limits, and in altering and discontinuing them; and they and

Two or more towns may concur in establishing districts.
R. S., c. 11, § 40.
See § 1.

their officers, except as herein otherwise provided, may exercise the powers and duties relating thereto, that a town may relating to its own districts. If such district has existed fifteen years, either town may disconnect its part, without the concurrence of the others, by leaving all the district property to what remains.

How such districts shall be superintended.
R. S., c. 11, § 41.
63 Me., 244.

SEC. 72. The superintending school committee, municipal officers, assessors, treasurer, collector, and constables of the town where the school-house of such district is situated, or has been located, or where the school is kept; or if there is no such school-house or school, said officers of the oldest town from which a part of such district is taken, shall have all the powers and perform all the duties relating to it, that they have and perform relating to districts wholly in their own town; and such assessors shall assess all taxes, voted by such district, according to a valuation made by them, uniform throughout the district. The powers specified in section fifty-six, may be exercised in such district by the concurrent votes of said towns, or the joint acts of the municipal officers or superintending school committees thereof, and application shall be made to each of them accordingly. The provisions of sections fifty-seven and fifty-eight shall also apply to such districts.

Assessors to apportion money to such districts.
R. S., c. 11, § 42.

SEC. 73. The assessors of each town from which a part of such district is taken, shall annually apportion to it a share of the school money of their town, according to the number of scholars in such districts living in their town.

Such district shall choose its agent.
R. S., c. 11, § 43.
See §§ 4, 23

SEC. 74. Such district shall annually choose its agent, and his contract shall bind each town in proportion to and not exceeding the amount which it is required to pay him as aforesaid; and all agents and officers thereof shall have the same powers and privileges and perform the same duties as in districts wholly in one town.

Powers of its officers.

ASSESSMENT AND COLLECTION OF MONEY RAISED OR BORROWED BY DISTRICTS.

SEC. 75. When a district votes to raise money for any legal purpose its clerk shall forthwith, or within the time prescribed by the district, certify the amount thereof to the assessors of the town, and the time when raised; and within sixty days after receiving such certificate they shall assess it as they do town taxes, on the polls and estates of the residents and owners in the district at the time of raising said money, whether wholly in their town or not, and on the non-resident real estate in the district. They shall then make their warrant in due form of law, directed to any collector of their town or of the district, if any, if not to a constable, authorizing and requiring him to levy and collect such tax and pay it within the time limited in the warrant to the town treasurer; and they shall give a certificate of the assessment to such treasurer, and may abate such taxes as in the case of town taxes.

School district taxes, how assessed and collected.
1874, c. 163.
12 Me., 258; 15 Me., 260; 23 Me., 203; 31 Me., 284; 33 Me., 241; 35 Me., 397; 38 Me., 169; 39 Me., 187; 41 Me., 505; 51 Me., 102; 60 Me., 280.

SEC. 76. The assessors may include in their assessment such sum over and above the sum committed to them to assess, not exceeding five per centum thereof, as a fractional division thereof renders necessary, and certify that fact to the town treasurer.

Assessors authorized to assess 5 per cent. overlay.
1874, c. 162, § 1.

SEC. 77. The expense of assessing and collecting any school district tax shall be paid by the district, and the treasurer of the town shall pay said expenses out of the money of the district, upon the order of the selectmen of the town.

Assessment of school district tax, how paid.
1874, c. 162, § 2.

SEC. 78. All the provisions of section one hundred and thirty-nine of the sixth chapter, and any and all other statutes relating to the same subject, shall apply to the case of taxes assessed by or for school-districts, so far as the same are applicable; but the district and not the town shall be liable.

District taxes assessed without authority.
R. S., c. 11, § 45.

Powers and
duties of col-
lectors ; their
compensation.
R. S., c. 11, § 46.
31 Me., 281 ; 41
Me., 247 ; 67 Me.,
240.

SEC. 79. The collector or constable, and the town treasurer, or treasurer and collector, if one person is both, shall each have the same powers and be subject to the same duties and obligations relating to district taxes, as relating to town taxes ; and they and the assessors shall be allowed by the district for the services herein required, a compensation proportionate to what they receive from the town for similar services.

Money at dis-
posal of district
committee.
R. S., c. 11, § 47.

SEC. 80. The money so raised and paid shall be at the disposal of the district committee, provided for in section fifty.

District may
borrow money to
build school-
house.
R. S., c. 11, § 48.

SEC. 81. A district, at a legal meeting called for that purpose, by a vote of two thirds of the voters present and voting, may borrow money for erecting a school-house, and buying a lot therefor, on a time not exceeding ten years, payable in equal annual instalments, but for no other purpose, and in no other manner ; and when they do so, the clerk shall forthwith certify such vote to the assessors and treasurer of the town.

District may
appoint agent to
contract loan.
R. S., c. 11, § 49.

SEC. 82. The district may appoint an agent or agents to contract such loan, who may bind the district, and give the necessary security therefor, a copy of which shall be filed by him with the town clerk, and entered on the town records. The money thus procured shall be received by the town treasurer, applied for the purposes aforesaid, and paid out in the same manner as money raised by taxation for the same purposes.

Duties of assess-
ors in such cases.
R. S., c. 11, § 50.

SEC. 83. At each annual assessment of town taxes after such loan, the assessors of the town shall assess the amount of the instalment and interest for that year, on the polls and estates in the district, as if the district had voted to raise it, and it shall, in like manner, be collected and paid to the town treasurer, who shall pay each instalment and interest as it becomes due, on demand of the owner of the security.

SEC. 84. A district voting to raise a sum of money exceeding three hundred dollars under the provisions hereof, may elect a collector by ballot, who shall give bond to the inhabitants thereof, with sufficient sureties, approved by the municipal officers; have the same powers and be subject to the same duties and obligations as a collector of town taxes; and receive such compensation for collecting and paying over such taxes as the district votes at the meeting when he is chosen. The district clerk shall file a certified copy of his election with the town clerk, who shall record it, and such record shall be evidence of the collector's election by the district.

Districts may elect collector when sum raised exceeds three hundred dollars. R. S., c. 11, § 51.

POWERS AND DUTIES OF SUPERINTENDING SCHOOL COMMITTEES.

SEC. 85. Members of superintending school committees and supervisors shall be duly sworn.

Officers to be sworn. R. S., c. 11, § 52.

SEC. 86. Superintending school committees, at their first meeting, shall designate by lot one of their number to hold office three years, and another two years, and certify such designation to the town clerk, to be by him recorded. The third member shall hold office one year; and each member elected to fill the place of one whose term expires, shall hold office three years. They shall fill all vacancies in their number until the next annual town meeting. Two members shall constitute a quorum; but if there is but one in office, he may fill vacancies; *provided*, however, that if the one thus remaining in office shall decline or neglect to fill the vacancies existing in the board, the municipal officers shall fill said vacancies. The municipal officers shall fill all vacancies arising in the office of supervisor until the next annual election.

Supt. school committees when first chosen shall arrange terms of office. 1880, c. 171.

Vacancies, how filled.

SEC. 87. Superintending school committees shall perform the following duties:

Duties. R. S., c. 11, § 54.

Appoint time
and place for
examination of
teachers.
See §§ 67, 95.

First—They shall appoint suitable times and places for the examination of candidates proposing to teach in town, and give notice thereof by posting the same in two or more public places within the town at least three weeks before the time of said examination, or the publication for a like length of time of said notice in one or more of the county newspapers having the largest circulation in the county. They shall employ teachers for the several districts in the town, and notify the several school agents of the teachers employed and the compensation agreed to be paid; and in the absence of any agreement to the contrary, five and one half days shall constitute the school week, and four weeks shall constitute a school month.

4 Me., 45.
See § 5, § 93,
item 6.
School week and
month.

Instructors of
youth, examina-
tion of.
1873, c. 120.

Second—On satisfactory evidence that a candidate possesses a good moral character, and a temper and disposition suitable to be an instructor of youth, they shall examine him in reading, spelling, English grammar, geography, history, arithmetic, book-keeping and physiology, and such other branches as they may desire to introduce into public schools, and particularly in the school for which he is examined; and also as to capacity for the government thereof.

Certificate to
teachers.
1871, c. 215. 20
Me., 40, 155; 26
Me., 59; 27 Me.,
277. See § 98.

Third—They shall give to each candidate found competent a certificate that he is qualified to govern said school and instruct in the branches above named and such other branches as may be necessary to be taught therein, or may render valid by indorsement any graded certificates issued to teachers by normal school principals, county supervisors or state superintendent of common schools.

Direct course of
instruction and
text books.
38 Me., 395.

Fourth—Direct the general course of instruction, and select a uniform system of text-books, due notice of which shall be given; and any text-book thus introduced, shall not be changed for five years thereafter unless by a vote of the town; and any person violating the provisions hereof shall be punished by fine not exceeding five

hundred dollars, to be recovered in an action of debt by any school officer or person aggrieved. And when said committee has made such selection of school-books, they may contract, under section eight, with the publishers for the purchase and delivery thereof; make such rules as they deem Purchase and sale of books, how regulated. effectual for their preservation and return; or if they are kept for sale, may regulate the sale and appoint an agent to keep and sell them, fix the retail price which shall be marked on the title page of each book.

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

Sixth—After due notice and investigation, they May dismiss teachers for sufficient cause. 3 Me., 453; 16 Me., 185. shall dismiss any teacher, although having the requisite certificate, who is found incapable or unfit to teach, or whose services they deem unprofitable to the school; and give to said teacher a certificate of dismissal and of the reasons therefor, a copy of which they shall retain, and immediately notify the district agent of such dismissal, which shall not deprive the teacher of compensation for previous services.

Seventh—Expel from a school any obstinately Expel scholars. 38 Me., 391. disobedient and disorderly scholar, after a proper investigation of his behavior, if found necessary for the peace and usefulness of the school; and restore him on satisfactory evidence of his repentance and amendment.

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

Ninth—Direct or approve in writing the expen- —direct expenditures. See § 2. diture of school money apportioned to inhabitants not included in any district.

—prescribe sums
to be paid in
certain cases.

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

—classify
scholars.
See §§ 68, 69.

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

—shall make
annual report.

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

Annual state-
ment.

SEC. 88. They shall annually make out a statement containing the following particulars:

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

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

Third—The number of children between four and twenty-one years of age, belonging to their town in each district, on the first day of April preceding.

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

—return of
scholars.
1873, c. 134.

Fifth—The whole number and the average number of scholars attending the summer schools; the whole number and the average number of scholars attending the winter schools, and also the total number of different scholars attending school two weeks or more of the preceding

year as shall appear from the teachers' registers returnable to said officers agreeably to section ninety-six.

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

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

Eighth—The wages of male teachers per month, and the wages of female teachers per week, exclusive of board.

Ninth—They shall give in their returns, the —returns to
supt. of common
schools. number of scholars as they existed on the first day of April next preceding the time of making said returns, and full and complete answers to the inquiries contained in the blank forms furnished them under the provisions of law; certify that such statement is true and correct, according to their best knowledge and belief; and transmit it to the office of the superintendent of common schools, on or before the first day of May in each year. When by reason of removal, resignation or death, but one member of the committee remains, he shall make said returns.

SEC. 89. If any school agent neglects to return If agent neglects
to make return
of scholars, S. S.
committee must.
R. S., c. 11, § 56.
1876, c. 142. under oath made before a justice of the peace, the scholars in his district, the superintending school committee shall immediately make such enumeration and be paid a reasonable sum therefor, to be taken from the amount to be apportioned to the district of such delinquent agent.

SEC. 90. They shall return under oath made Committee to re-
turn list of schol-
ars in each dis-
trict to assessors.
R. S., c. 11, § 57.
1876, c. 142. before a justice of the peace, to the assessors on or before the fifteenth day of May, annually, the number of scholars in each school district, according to the enumeration provided for in sections eighty-nine and ninety-four.

SEC. 91. If any parent, master or guardian, Committee to
furnish books if
parents or guar-
dians neglect.
R. S., c. 11, § 58. after notice from the teacher of a school that a child under his care is deficient of the necessary school books, refuses or neglects to furnish such child with

the books required, the superintending school committee, on being notified thereof by the teacher, shall furnish them at the expense of the town; and such expense may be added to the next town tax of the parent, master or guardian.

Delinquents may be taxed therefor.

Compensation of S. S. committee.
R. S., c. 11, § 59

SEC. 92. Superintending school committees and supervisors shall be paid for their services, on satisfying the municipal officers that they have made the returns to the superintendent of common schools required by law, one dollar and fifty cents a day and all necessary traveling expenses, and no more unless ordered by the town.

POWERS AND DUTIES OF SCHOOL AGENTS.

Agents to be sworn; powers and duties.

R. S., c. 11, § 60.
See §§ 4, 47, 74, 94, 95. 20 Me., 441; 23 Me., 545; 26 Me., 58.

SEC. 93. Each school agent elected by the town or district, shall be duly sworn by the moderator, town or district clerk, or a justice of the peace, and continue in office one year, and until another is chosen and qualified in his stead; and his duties and powers shall be as follows:

—to call school meetings.
See §§ 42, 43.

First—In the month of March or April, annually, to call a district meeting for the choice of an agent, and for other business, by causing notice to be given as provided in this chapter, which meeting shall be called by the agent without application therefor.

—provide fuel, &c. 24 Me., 350.
See § 95.

Second—To provide fuel and utensils necessary for the schools, and make repairs upon the school-houses and out-buildings, and procure insurance of the same if the district so direct; but no more than one-tenth of the money apportioned to the district shall be expended for such repairs in one year, exclusive of fuel and insurance.

If agent neglects, special agent may be appointed.

Third—He shall, within the year for which he is chosen, perform all the duties required of him by law, and if he refuses or neglects so to do, as far as practicable, the municipal officers, on complaint of any inhabitant of the district, and after due notice and investigation, may appoint a special agent to discharge such duties,

who shall be duly sworn, have all the powers and perform all the duties of school agent for the district.

Fourth—To return to the municipal officers, prior to the expiration of his term of service, an account of his official expenditures with the necessary vouchers therefor.

To account for expenditures.
Sec § 95.

Fifth—To return under oath made before a justice of the peace, to the assessors in the month of April, annually, a certified list of children in his district between four and twenty-one years of age as they existed on the first day of said month, exclusive of those coming from other places, where they belong, to attend any college or academy, or to labor in any factory therein.

—to return certified lists of children to assessors.
See § 15.
1876, c. 142.

Sixth—When school district agents are empowered by the town to employ teachers, before the commencement of a term of school they shall give written notice to some member of the superintending school committee or to the supervisor, when it is to commence, whether to be taught by a master or mistress, and how long it is expected to continue.

—to notify committee or supervisor about schools.
1872, c. 87, § 1.
See § 6.

SEC. 94. Each school agent shall return under oath as aforesaid to the superintending school committee, in the month of April, annually, a certified list of the names and ages of all persons in his district, from four to twenty-one years, as they existed on the first day of said month, leaving out of said enumeration, all persons coming from other places to attend any college or academy, or to labor in any factory, or at any manufacturing or other business.

Agents to return list of persons from four to twenty one years of age to S. S. committee.
R. S., c. 11, § 61.
1876, c. 142.
See §§ 15, 89, 93, item 5.

SEC. 95. In school districts not having legal voters, the superintending school committee of the town are hereby empowered and required to perform the duties imposed upon school agents by the second and fourth specifications of section ninety-three.

S. S. committee may perform duties of agent.
R. S., c. 11, § 62.
See § 53.

DUTIES AND QUALIFICATIONS OF INSTRUCTORS.

Teachers to keep
school register.
R. S., c. 11, § 63.

SEC. 96. Every teacher of a public school shall keep a school register, containing the names of all the scholars who enter the school, their ages, the date of each scholar's entering and leaving, the number of days each attended, the length of the school, the teacher's wages, a list of text-books used, and all other facts required by the blank form furnished under the provisions of law; such register shall at all times be open to the inspection of the school committee, and be returned to them at the close of the school.

Not to be paid
till register is
completed.

No teacher shall be entitled to pay for his services, until the register of his school, properly filled up, completed, and signed, is deposited with the school committee, or with a person designated by them to receive it.

Instructors of
colleges, &c., to
inculcate morali-
ty, justice and
patriotism.
R. S., c. 11, § 64.

SEC. 97. The presidents, professors, and tutors of colleges, the preceptors and teachers of academies, and all other instructors of youth, in public or private institutions, shall use their best endeavors to impress on the minds of the children and youth committed to their care and instruction, the principles of morality and justice, and a sacred regard for truth; love of country, humanity, and a universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and all other virtues, which are the ornaments of human society; and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, and promote their future happiness; and the tendency of the opposite vices, to slavery, degradation and ruin.

Forfeitures for
teaching with-
out certificate.
R. S., c. 11, § 65.
Sec § 87, item 5.
20 Me. 155; 37
Me., 368.

SEC. 98. Any person who teaches a district school without first obtaining a certificate from the superintending school committee of the town, shall forfeit not exceeding the sum contracted for his daily wages, for each day he so teaches, and shall be barred

from receiving any pay therefor; and no certificate shall be valid for more than one year without the approval of the superintending school committee annually endorsed thereon.

SCHOOLS IN PLANTATIONS.

SEC. 99. Plantations have the same powers and liabilities as towns, for the formation of districts, electing committees or supervisors, treasurers, collectors, and school agents, and for raising, assessing and collecting school money, not exceeding one dollar for each inhabitant, to be apportioned and expended as in towns; and the districts therein shall elect school-district officers, whose powers and duties shall be the same as those of like officers in towns. The assessors of plantations may take a census of the inhabitants thereof, at the expense of the plantation, and when so taken, the money raised therein for schools shall be upon the basis of such census and not upon the census of the state.

SEC. 100. School district meetings shall be called by the assessors of the plantation, on the written application of three or more legal voters in the district, stating the reasons and objects thereof, and notice shall be given as for meetings in town districts.

SEC. 101. Such districts, at meetings called for the purpose, may raise money and choose committees to hire, buy or build a school-house for their use; and the plantation assessors shall make a valuation of the real and personal estate in the district, whether owned by residents or not, including wild lands, and assess the money so raised on the polls and estates, and commit the tax to the collector, who shall collect it and pay it to the treasurer.

Powers of plantations to form school districts.
R. S., c. 11, § 66.
61 Me., 449.

District meeting, how called.
R. S., c. 11, § 67.

School districts may raise money and choose committee to provide school-houses.
R. S., c. 11, § 68.
See §§ 6, 48, item 1.

STATE SUPERINTENDENT OF COMMON SCHOOLS.

Appointment
and term of
office.

R. S., c. 11, § 69.
1879, c. 150, § 10.

SEC. 102. The governor and council shall appoint a state superintendent of common schools, who shall be duly sworn and continue in office three years or during the pleasure of the executive; and when a vacancy occurs, a new appointment shall be made for a like term.

To have an office
at the capitol.

R. S., c. 11, § 70.

SEC. 103. An office shall be provided for the state superintendent at the seat of government, where he shall preserve all school reports of this state and of other states which may be sent to his office, the returns of the superintending school committees of the various towns, and such books, apparatus, maps, charts, works on education, plans for school buildings, models, and other articles of interest to school officers and teachers as may be procured without expense to the state.

Duties.

R. S., c. 11, § 71.

SEC. 104. The duties of the state superintendent shall be as follows:

First—To exercise a general supervision of all the public schools of the state, and to advise and direct the town committees in the discharge of their duties, by circular letters and personal conference, devoting all his time to the duties of his office.

To exercise gen-
eral supervision
of schools.

—obtain and
disseminate in-
formation relat-
ing to school
systems, &c.

Second—To obtain information as to the school systems of other states and countries, and the condition and progress of common school education throughout the world; to disseminate this information, together with such practical hints upon the conduct of schools and the true theory of education as observation and investigation shall convince him to be important, by public addresses, circulars, and articles prepared for the press; and to do all in his power to awaken and sustain an interest in education among the people of the state, and to stimulate teachers to well directed efforts in their work.

Third—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 interest of common schools and the most approved method of instruction.

—take necessary measures for holding state educational conventions.

Fourth—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.

—may hold county institutes

Fifth—To prepare and cause to be printed and distributed such portions of the proceedings of county and state institutes or teacher's conventions as he may deem important in the furtherance of the interests of education.

—to publish abstract of proceedings of such conventions.

Sixth—To prescribe the studies that shall be taught in the common schools of this state, reserving to town committees the right to prescribe additional studies.

—prescribe studies to be taught.

Seventh—To act as superintendent of the state normal schools, and perform the duties imposed upon the superintendent of common schools by the eighty-seventh section.

—to be superintendent of normal schools.

Eighth—Annually, to make a report to the governor and council of the result of his inquiries and investigations, and the facts obtained from the school returns, with such suggestions and recommendations as in his judgment will best promote the improvement of common schools.

—make report to governor and council, annually. 1880, c. 239, § 28.

SEC. 105. The annual salary of the state superintendent shall be one thousand dollars, together with clerk hire not to exceed the sum of five hundred dollars per annum, to be paid quarterly, on the first days of April, July, October and January.

Salary \$1000 ; clerk hire \$500. 1879, c. 150, § 10.

Superintendent
to prepare and
forward to town
clerk blanks for
school returns.
R. S., c. 11, § 73.

SEC. 106. The superintendent of common schools shall prepare and print blank forms for all returns required by law, or deemed by him necessary, and shall, on the first day of March in each year, forward to the clerk of the several cities, towns, and plantations, blanks for the annual school return, and registers for the school year commencing on the first day of April following; and said clerk shall forthwith deliver the same to the superintending school committee of his city, town or plantation.

To notify delin-
quent school
committees; also
to return to state
treasurer number
of children be-
tween 4 and 21.
R. S., c. 11, § 74.

SEC. 107. The superintendent of common schools shall, on the first day of June, notify the school committee of any town whose returns were not received at his office in May, and shall annually ascertain on the first day of July, the number of children between four and twenty-one years of age, in the towns from which returns are received, and furnish a list thereof to the state treasurer.

NORMAL SCHOOLS.

Three normal
schools, where
located.
R. S., c. 11, § 83.
1878, c. 44.

SEC. 108. The northern normal school at Farmington, in the county of Franklin, the eastern normal school at Castine, in the county of Hancock, and the western normal school at Gorham, in the county of Cumberland, shall remain as now established, and be conducted for the purposes and upon the principles herein set forth.

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

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

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

Christianity
and morality
to be taught.

Fourth—Said normal schools, while teaching the fundamental truths of Christianity, and the great

principles of morality, recognized by statute, shall be free from all denominational teachings, and open to persons of different religious connections on terms of entire equality.

Fifth—It shall be the duty of the principals of the normal schools and of all other schools in which normal departments are supported, wholly or in part by the state, to keep a school register containing the names of all students entering such schools or departments, the date of entering and leaving, their ages, number of days attendance, the length of the school term, list of text books used, and all other information required in blanks to be furnished from the office of the state superintendent of common schools. The register and blanks thus furnished and kept shall be returned annually to the state superintendent of common schools on or prior to the first day of December, and the information so furnished shall appear in his annual school report, for the use and benefit of the legislature.

Principals of normal schools or normal departments in other schools, required to forward to superintendent statistics of students therein; and the information to be laid before the legislature. 1872, c. 11.

SEC. 109. The course of study shall occupy two years with suitable vacations; and together with the terms of admission shall be arranged by the superintendent of schools, subject to the approval of the governor and council. The trustees of the state normal schools may arrange for a course of study in said schools to occupy three years, for such students as elect to pursue the same.

Course of study arranged by superintendent. R. S., c. 11, § 84.

Trustees may extend it. 1874, c. 190.

SEC. 110. Any student who shall complete the course of study prescribed, and otherwise comply with the regulations of the school, shall receive a diploma certifying the same.

Diplomas provided for. R. S., c. 11, § 85.

SEC. 111. Applicants for admission to said schools shall be sixteen years of age if females, and seventeen if males, and shall signify their intention to become teachers and shall come under obligation to teach in our own state for at least one year, and in case they receive the diploma mentioned in the preceding section,

Applicants for admission, qualifications of. R. S., c. 11, § 86.

two years after they shall have graduated ; and on these conditions shall be received without charge for tuition ; each pupil shall pay one dollar and fifty cents for incidental expenses of the school.

Trustees of
normal schools,
appointment of,
&c.
1873, c. 114.

SEC. 112. The normal schools established by the state shall be under the direction of a board of seven trustees, five of whom shall be appointed by the governor, by and with the advice and consent of the council, for a term of not more than three years under one appointment ; and the governor and superintendent of common schools shall, by virtue of their office, be members of the board. The five trustees appointed by the governor shall each be allowed ten cents a mile for actual travel each way, and two dollars a day for their services when employed. Said board of trustees shall have charge of the general interests of the state normal schools ; shall see that the affairs of the same are conducted as required by law and by such by-laws as the board may adopt ; employ teachers and lecturers for the same ; and annually on the first day of December lay before the governor and council, for the information of the legislature, a financial statement, furnishing an accurate detailed account of the receipts and expenditures for the school-year preceding.

—term.
—compensation.
—powers and
duties of.

—report of.

Annual appro-
priation of
\$19,000.
1881, c. 96, § 1.

Treasurer to
deduct same
from school
moneys.
1881, c. 96, § 2.

Governor, &c.,
may draw war-
rants in favor of
trustees.
1873, c. 114.

SEC. 113. For the support of the three normal schools, nineteen thousand dollars is annually appropriated, to be expended under the direction of the normal school trustees, and the treasurer of state is authorized and directed to deduct said sum from any of the school moneys raised for the support of common schools in the state, for said purpose. The governor and council may, from time to time, as they think proper, draw warrants on the treasurer of state in favor of the trustees, for the money so appropriated.

PENAL PROVISIONS AFFECTING SCHOOLS.

SEC. 114. All forfeitures arising under this chapter, not otherwise provided for, may be recovered by indictment, and shall be paid into the treasury of the town where they occurred, for the support of schools therein, in addition to the amount required by law to be raised; but the costs of prosecution shall be paid into the county treasury; and if any town neglects for one year, so to expend such money, it shall forfeit a sum equal thereto, to the use of any person suing therefor in an action of debt.

Forfeitures,
how recovered
and appro-
priated.
R. S., c. 11, § 88.

Penalty of
town for neg-
lect to expend
money.

SEC. 115. If any person, whether *he is* a scholar or not, enters any school-house or any other place of instruction, during or out of school hours, while the teacher or any pupil is there, and willfully interrupts or disturbs the teacher or pupils by loud speaking, rude or indecent behavior, signs or gestures; or willfully interrupts a school by prowling about the building, making noises, throwing missiles at the school-house, or in any way disturbing the school, he shall forfeit not less than two nor more than twenty dollars, to be recovered as aforesaid, or by complaint before a trial justice.

Penalty for
disturbing
schools.
R. S., c. 11, § 89.
27 Me., 278.
35 Me., 197.

SEC. 116. If a minor injures or aids in injuring any school-house, out-buildings, utensils or appurtenances belonging thereto; defaces the walls, benches, seats, or other parts of said buildings by marks, cuts or otherwise; or injures or destroys any property belonging to a school district, such district by its agent or committee, may recover of his parent or guardian, in an action of debt, double the amount of damages occasioned thereby.

Parents or
guardians
liable.
R. S., c. 11, § 90.

SEC. 117. Whoever shall deface the walls, benches, seats, blackboards, or other parts of any school-house or out-buildings belonging thereto, by making thereon obscene pictures, marks or descriptions, or by writing thereon obscene language, shall

Penalty for
defacing school-
houses, out-
buildings, &c.
1874, c. 165
See c. 124, § 13.

be punished by fine not exceeding ten dollars; and municipal and police courts and trial justices shall have jurisdiction thereof on complaint made within one year after the commission of the offense.

STATE SCHOOL FUNDS.

Permanent school fund.
R. S., c. 11, § 91. SEC. 118. The treasurer of state shall keep a separate account of all moneys received from the sales of lands appropriated for the support of schools in this state, or from the notes taken therefor, and of any other moneys appropriated for the same purpose; and such sum shall constitute a permanent school fund, which may be put at interest as the legislature directs. A sum equal to six per cent. of the amount of such fund, and also all money received by the state from the tax on banks, shall be annually appropriated to the support of common schools, and distributed among the several towns according to the number of children therein between four and twenty-one years of age.

Treasurer to apportion school funds.
R. S., c. 11, § 92.
See §§ 6, c 8, item 9. SEC. 119. The treasurer shall, immediately after the first day of July, apportion to the towns all state school funds for the year, according to the list of children furnished by the superintendent of common schools, as provided in section seventy-four. The number of scholars belonging to a town from which a return has not been received, shall be reckoned by taking the number used as the basis of the last apportionment, and deducting all scholars set off to other towns, or incorporated into a new town within a year, and one tenth of the remainder, and the residue shall be the basis of the new apportionment. Immediately after making the apportionment, the treasurer shall notify each town of its proportion; which shall not be paid to any town until its return is made to the superintendent of common schools.

Basis when returns are not received.

Not to be paid until return is made.

SEC. 120. A tax of one mill per dollar is hereby annually assessed upon all the property in the state according to the valuation thereof, and shall be known as the mill tax for the support of common schools.

Mill tax for support of schools.
1872, c. 43, § 1.

SEC. 121. This tax shall be assessed and collected in the same manner as other state taxes, and be paid into the state treasury and designated as the school mill fund.

How assessed and collected.
1872, c. 43, § 2.

SEC. 122. This fund shall be distributed annually, by the state treasurer on the first day of January, annually, to the several cities, towns and plantations of the state according to the number of scholars in each city, town or plantation, as the same shall appear from the official return made to the office of the state superintendent of common schools for the preceding year.

To be distributed in January annually.
1872, c. 77.

SEC. 123. All and every portion of the school mill fund not distributed or expended during the financial year shall at the close of each financial year be added to the permanent school fund.

Any portion unexpended to be added to permanent school fund.
1872, c. 43, § 4.

PROVISIONS RESPECTING LITERARY INSTITUTIONS.

SEC. 124. The presidents of colleges in this state are removable at the pleasure of the trustees and overseers, whose concurrence is necessary for their election.

Presidents of colleges, tenure of office.
R. S., c. 11, § 93.

SEC. 125. No officer of a college shall receive as perquisites any fees paid for a diploma or medical degree conferred by such college, but they shall be paid into the treasury for the use of the college.

Fees for degrees conferred.
R. S., c. 11, § 94.

SEC. 126. If an innholder, confectioner, or keeper of a shop, boarding house, or livery stable, gives credit for food, drink, or horse or carriage hire to any pupil of a college or literary institution in violation of its rules, or without the consent of its president or other officer authorized thereto by its government, he shall forfeit a sum equal to the amount so credited,

Innholders, stable keepers, and certain others not to give credit to students.
R. S., c. 11, § 95.

whether it has been paid or not, to be recovered in an action of debt by the treasurer of such institution, half to its use, and half to the use of the town where it is located; and no person shall be licensed by the municipal officers for any of said employments, if it appears that within the preceding year he had given credit contrary to the provisions hereof.

SCHOOL FOR THE DEAF.

Governor and council may send deaf persons to Hartford Asylum or to Portland school for deaf. 1879, c. 110, § 1. SEC. 127. The governor, with the approval of the council, is authorized to send such deaf persons as he may deem fit subjects for instruction at the expense of the state, to the American Asylum at Hartford, or to the Portland School for the Deaf at Portland, as the parents or guardian may designate in their written application for aid.

Governor to pay for instruction, &c., by warrant. 1879, c. 110, § 2. SEC. 128. The governor is authorized to draw his warrant for such sums as shall be necessary to pay for the instruction and support of such pupils as may be sent to said institutions, respectively, pursuant to the provisions of the preceding section, the same not to exceed one hundred and seventy-five dollars per year for each pupil.

Form of application. 1879, c. 110, § 3. SEC. 129. The following blank forms shall be used in all applications:

, 18 .

To His Excellency, the Governor of the State of Maine :

I, ———, of the town of ———, in the county of ———, and State of Maine, respectfully represent to your Excellency that my ———, aged ——— years, is deaf, and cannot be properly instructed in the public schools of this state; and that I am unable, in addition to my other necessary expenditures, to defray the expense attending ——— instruction and support. I therefore respectfully request that your Excellency will send ——— either to the American

Asylum at Harttford, or to the Portland School for the Deaf at Portland, Maine.

(Signed)

— —.

, 18 .

The undersigned, being acquainted with — —, a resident of the — — of — —, are of the opinion that the foregoing statement made by — — is true, and that — — is entitled to the benefit of the legislative appropriation for the education of deaf persons.

(Signed)

— —,	Mayor	}	of the city of — —.
— —,			
— —,	Aldermen	}	
— —,			
— —,			
— —,			
— —,			
— —,			

or — —, }
 — —, } Selectmen of the town of — —.
 — —, }

I hereby certify that the above named — —, a deaf person, is free from all contagious diseases, and, as I believe, from all immoralities of conduct; is neither sickly nor mentally weak, and is a fit subject for instruction at the expense of the state.

(Signed)

— —, M. D.

Questions to be answered by the parent or guardian :

1. Name of parents.
2. Residence.
3. Birthplace of parents.
4. Were they deaf and dumb?
5. Have they other children deaf and dumb?
6. Name of child.
7. Birthplace of child.
8. Was the child born deaf and dumb?
9. Has the child ever spoken?
10. If it has, when was hearing lost?
11. What was the cause?
12. Has the child ever been to school?
13. How much has the child been taught?
14. Do you prefer to have the child sent to the American Asylum at Hartford, or the Portland school for the Deaf at Portland, Maine?
15. Is the child mentally weak?
16. Does the child now speak ; if so, how many words?
17. Remarks.

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