

# MAINE STATE LEGISLATURE

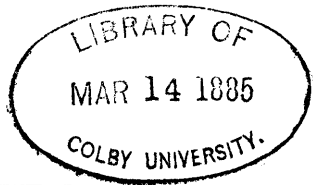
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# Public Documents of Maine:

BEING THE



## ANNUAL REPORTS

OF THE VARIOUS

## PUBLIC OFFICERS AND INSTITUTIONS

FOR THE YEAR

1883.

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VOLUME II.

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AUGUSTA:

SPRAGUE & SON, PRINTERS TO THE STATE.

1883.

TWENTY-NINTH ANNUAL REPORT  
OF THE  
STATE SUPERINTENDENT  
OF  
COMMON SCHOOLS.

STATE OF MAINE.

1882.



AUGUSTA:  
SPRAGUE & SON, PRINTERS TO THE STATE.  
1883.



# STATE OF MAINE.

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EDUCATIONAL DEPARTMENT, }  
Augusta, Dec. 30, 1882. }

*To Governor* HARRIS M. PLAISTED,

*and the Honorable Executive Council:*

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

Very respectfully,

Your obedient servant,

N. A. LUCE,

*State Supt. of Common Schools.*



# REPORT.

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## RETURNS.

The usual seemingly needless and perplexing delays have been experienced by the department in securing the various returns from which the tabulations forming the usual appendix are made up. These tabulations form the basis of the annual report, disclosing as they do the actual and comparative condition of the schools. Until they are made, little can be done towards its preparation.

Since the enactment of the laws requiring fiscal returns from municipal officers, and establishing Free High Schools, it has been impracticable to begin the writing of the annual report before the very last days of December, owing in part to the delays above indicated, and in part to defects in those laws. To secure a better order of things in these regards, I suggest the following changes in law :

1. That the time within which fiscal returns must be made shall be the same as now fixed for the making of the returns of school statistics ; and that the same penalty, forfeiture of a part of the State school moneys, be affixed for failure to make such returns within the prescribed period.

2. That the Free High School year be made to terminate June 1 instead of December 1, as now it does.

With these changes made, all the school statistics could be put in tabulated form by the first of September ready for the printers, and the preparation of the report proper could at once begin. It could, therefore, be fully printed and ready for issue in early January—a thing much to be desired, at least for those years when sessions of the Legislature occur.

## COMMON SCHOOLS.

## STATISTICAL.

The following statements, compiled from the tabulations appended to this report, corrected and completed as in the two last reports, exhibit concisely the status of our common schools as compared with that of last year. They indicate generally a somewhat improved condition of affairs and very marked gains in some directions.

## COMPARATIVE STATEMENTS.

I. *Resources and Expenditures.*

	1882.	1881.
Amounts available from town treasuries . . .	\$681,342	\$706,521
Decrease . . . . .	\$25,179	
Amounts available from state treasury. . . . .	328,161	316,439
Increase . . . . .	11,722	
Amounts derived from local funds . . . . .	23,367	24,269
Decrease . . . . .	902	
Total school resources . . . . .	1,032,870	1,047,229
Decrease . . . . .	14,359	
Amounts expended—current expenses . . . . .	952,394	965,697
Decrease . . . . .	13,303	
Balances unexpended . . . . .	84,762	81,532
Increase . . . . .	3,230	
Amounts paid for supervision—local . . . . .	29,918	28,370
Increase . . . . .	1,548	
Amounts paid for new school-houses . . . . .	99,522	95,347
Increase . . . . .	4,175	
Total expenditures—current and general . . . . .	1,081,834	1,089,414
Decrease . . . . .	7,580	
Average expenditure per scholar — whole number in State . . . . .	5.08	5.05
Increase . . . . .	0.03	
Average expenditure per scholar — whole number attending . . . . .	7.31	7.25
Increase . . . . .	0.06	



Average expenditure per \$1,000 of state valuation .....	\$4.58	\$4.61
Decrease.....	0.03	
Amount of school money voted for ensuing year.....	641,484	627,293
Increase .....	14,191	

II. *Scholars and School Attendance.*

Whole number of scholars in State.....	213,007	213,927
Decrease.....	920	
Number of different scholars attending school	147,988	150,067
Decrease.....	2,079	
Number registered in summer schools.....	121,689	121,244
Increase .....	445	
Average number attending summer schools..	99,339	98,887
Increase .....	452	
Number registered in winter schools... ..	123,037	123,228
Decrease.....	191	
Average number attending winter schools...	100,541	100,012
Increase .....	529	
Percentage of whole number of different scholars attending to whole number in State	.69	.70
Decrease.....	.01	
Percentage of average number attending summer schools to whole number in State.	.47	.46
Increase .....	.01	
Percentage of average number attending winter schools to whole number in State..	.47	.47
Percentage of average to whole number attending summer schools .....	.82	.82
Percentage of average to whole number attending winter schools.....	.82	.81
Increase .....	.01	

III. *Length of Schools.*

Average length of summer schools, .....	10w. 0d.	10w. 2d.
Decrease.....	2 days.	
Average length of winter schools.....	11w. 1d.	11w. 0d.
Increase .....	1 day.	

Average length of schools for year.....	21w. 1d.	21w. 2d.
Decrease.....	1 day.	
Aggregate number of weeks of summer schools taught in State.....	49,960	51,694
Decrease.....	1,734	
Aggregate number of weeks of winter schools taught in State.....	52,588	51,568
Increase.....	1,020	
Aggregate number of weeks for year.....	102,548	103,262
Decrease.....	714	

#### IV. *Character of Schools.*

Whole number of different schools.....	4,955	—
Whole number of graded schools.....	769	—
Whole number of ungraded schools.....	4,186	—
Number of ungraded schools having classes in history.....	2,037	2,057
Decrease.....	20	
Number having classes in physiology.....	1,059	958
Increase.....	101	
Number having classes in book-keeping....	1,251	1,107
Increase.....	144	
Number having classes in other than studies named in the school law.....	1,282	1,236
Increase.....	46	

#### V. *Teachers.*

Number of male teachers employed in summer schools.....	287	305
Decrease.....	18	
Number of male teachers employed in winter schools.....	2,116	2,257
Decrease.....	141	
Number of female teachers in summer schools	4,709	4,683
Increase.....	26	
Number of female teachers in winter schools	2,587	2,431
Increase.....	156	
Total number of teachers in summer schools	4,996	4,988
Increase.....	8	

Total number of teachers in winter schools..	4,703	4,688
Increase .....	15	
Number of different teachers employed for year .....	7,797	————
Number who had had previous experience .	6,523	4,713
Increase .....	1,810	
Number who are graduates from normal schools .....	532	457
Increase .....	75	
Average wages of male teachers per month, excluding board .....	\$29.59	\$28.23
Increase .....	\$1.36	
Average wages of female teachers per month, excluding board .....	14.60	14.52
Increase ..	0.08	

VI. *Text Books and School Appliances.*

Number of towns reporting "Schools well supplied with text books," .....	440	437
Increase .....	3	
Number of towns reporting "Schools not well supplied with text books," .....	48	46
Increase .....	2	
Number of towns reporting "Schools supplied with uniform text books," .....	386	384
Increase .....	2	
Number of towns reporting "Schools not supplied with uniform text books .....	102	99
Increase .....	3	
Number of ungraded schools reported fur- nished with globes .....	358	37
Increase .....	321	
Number of ungraded schools reported fur- nished with wall maps.....	1,583	1,476
Increase .....	107	
Number of ungraded schools reported fur- nished with charts of any sort.....	251	21
Increase .....	230	

VII. *School Districts and School Houses.*

Number of towns in State not having school districts . . . . .	41	39
Increase . . . . .	2	
Number of school districts in State . . . . .	3,996	3,966
Increase . . . . .	30	
Number of parts of districts . . . . .	315	353
Decrease . . . . .	38	
Number of school houses in State . . . . .	4,297	4,308
Decrease . . . . .	11	
Number of school houses reported in good condition . . . . .	3,037	3,039
Decrease . . . . .	2	
Number of school houses built during year . . . . .	57	57
Cost of same . . . . .	\$99,522	\$95,347
Increase . . . . .	\$4,175	
Estimated value of all school property . . . . .	3,073,576	3,026,395
Increase . . . . .	47,181	

VIII. *School Supervision.*

Number of towns electing supervisors . . . . .	266	274
Decrease . . . . .	8	
Number electing school committees . . . . .	225	223
Increase . . . . .	2	
Number of committees and supervisors failing to make required returns . . . . .	8	12
Decrease . . . . .	4	
Number of terms of school not visited as required by law . . . . .	988	1,039
Decrease . . . . .	51	
Amount paid by towns for supervision . . . . .	\$29,918	\$28,370
Increase . . . . .	\$1,548	

## ANALYSIS OF STATISTICS.

1. *Resources and Expenditures.*

It will be noticed that both resources and expenditures, when compared with those of the preceding year, show considerable decrease, and that such decrease is almost wholly in the "amounts available from town treasuries." This fact is not to be taken as indicative of any diminution of local interest in the schools, resulting in less generous annual appropriations. It is due, rather, to a considerable reduction in the unexpended balances coming over from the preceding year, and included in such "amounts available from town treasuries," a reduction induced by the policy of the State compelling towns to expend to the utmost their annual resources. It is indicative in itself, moreover, of a more business-like and careful, and, taken in connection with the facts relating to length of schools, a more economical management of the school finances.

2. *Scholars and Attendance.*

The almost constant annual decrease in the number of persons of school age in the State, which has characterized the last twenty years, aggregating in twelve years more than 15,000 and in twenty, more than 26,000, still continues, though the decrease for the year is less than the average. It is greatly to be hoped, on social as well as educational grounds, that we are nearing the lowest limit in this regard, and that this period of constant decrease may be succeeded by its opposite. Should it continue another decade, the condition of the schools in the older rural sections will be deplorable indeed, for in those sections the decrease has been most marked. Already in very many of our farming towns, the majority of the schools—and, in some of those towns four-fifths of them—register neither in summer nor winter more than a dozen pupils.

The marked decrease in the number of different scholars attending school is difficult to be accounted for. At first glance, looked at in connection with the actual increase in registered attendance, and the larger increase in average attendance, it would seem that there must be some mistake in the figures. This is not necessarily so, however; for, in the rural towns, many pupils attend not only the schools in their own districts, but, also, where the arrangement of terms will allow, in the neighboring districts; and in such cases they are counted twice, in both registered and average attendance. Increase, therefore, in registered or average attendance does not of necessity indicate that in the schools are a larger number of individual pupils. The decrease, then, in the number of individual pupils who were in the schools, is probably correctly shown by the figures, and is due to some occult cause not affecting either the registered or average attendance.

The increase in the aggregate number of pupils borne on the school registers, and the still larger gain in the average daily attendance, is in keeping with the general trend of attendance for the last ten years. While the number of persons of school age—the available material upon which the schools are to work—has suffered constant and large diminution, there has been, during the same period, an actual increase in the aggregate of daily attendance, which measures the productive work of the schools. The considerable dip in this general trend, which appeared in 1881, has taken an upward turn again, indicating that the forces of which it was the resultant, have ceased in part, at least, to be operative.

Taken as a whole, therefore, the statistics of attendance would seem to show a somewhat healthier school condition than that of the preceding year.

### 3. *Length of Schools.*

The already noticed decrease in the amount of current expenditures for the year, amounting to one and four-tenths per cent. of the whole of such expenditure, would lead us to

expect a corresponding decrease in the average and aggregate lengths of the schools. Such, however, is not the case. While there are evident decreases in both the average and aggregate length, they are not commensurate with that in expenditure. They are only half of what was to have been anticipated. This loss in amount of schooling estimated by aggregate length, is very nearly counterbalanced by gain in amount estimated by average attendance upon the schools; so that, in fact, the schools, as compared with those of the preceding year, did the same quantity of work at a cost less by \$13,000.

#### 4. *Character of the Schools.*

Trustworthy statistics showing the character of the schools as "graded" and "ungraded" are now for the first time presented. No comparison can, therefore, be instituted, from which to deduce any conclusions as to whether or not there has been improvement in this regard, as indicative of the quality of educational work done.

The ungraded schools evidently were an improvement on those of the preceding year as regards the scope and character of the work done in them. The considerable gain in the number of schools in which were taught the eminently practical subjects, physiology and book-keeping, as well as branches outside of those prescribed by law, is indicative of improvement in more directions than one. It is evidence that pupils are continuing in the schools longer than heretofore; that teachers of qualifications broader than the ability to instruct in the "three R's," are in growing demand; that public opinion is growing into a more intelligent appreciation of what is of practical value in knowledge—is beginning to see that arithmetic is not the *summum bonum* of common school instruction; in short, it is evidence of a broadening in the quantity, and an improvement in the quality of our public instruction, in answer to the demands of modern life for a more general and generous preparation for its widening and increasing duties.

### 5. *Teachers.*

In view of the considerable diminution in school expenditures without a corresponding decrease in quantity of schooling secured, which has been already indicated, a decrease in the number of male, and corresponding increase in female teachers employed, was to have been expected. Such a result, however, can in no sense be considered as indicative of less effective school work. On the contrary it argues better instruction—broader and more skillful in character; for, owing to the wide difference in wages paid the two sexes, small schools could secure, and probably did secure, first-class female teachers at less cost than would have been required for third-class male teachers. The change in this regard shown by the statistics, therefore, may be safely assumed to signify an improvement in the quality of the schools.

The unprecedented increase in the number of experienced teachers employed, is unmistakable evidence of greatly improved schools, as is also the very marked increase in those who, as graduates from our Normal schools, entered upon their work with all the advantages of professional preparation. Evidently some forces were operative during the year upon the school committees and the school agents, compelling the one to a more rigid scrutiny into the fitness of those employed, and the other into greater carefulness in employing such as could successfully pass such scrutiny. Probably, too, the same forces served to deter many immature and poorly qualified tyros from seeking the teacher's position. If those forces had their origin in the character and methods of examination generally obtaining during the year, and of which mention will be made further on, the fact is strong evidence that there is needed some such form of examination made compulsory by force of legislative enactment.

Viewed as a whole the statistics now under discussion not only agree with those already examined, in indicating an improved and improving condition of the schools, but give strong and positive evidence of such condition.



### 6. *Text-Books and School Appliances.*

As regards supply and uniformity of text-books, there seems to have been no material change during the year. The quite general adoption of new or readoption of old series, made during the "even exchange" period of two and three years ago, together with the since practical abolition of the "even exchange" system on the part of the great publishing houses of the country, has evidently redounded to our school interests. The school-book canvasser during that period, on the whole, did valuable service to our schools; and though he now rests from his labors among us, "his works do follow him."

In the matter of school appliances, such as charts, wall-maps, globes, &c., the figures show upon their face very great improvement. It should be stated, however, that the figures showing the number of ungraded schools furnished with the appliances named other than wall-maps, are not fully reliable. Those showing the gain in the number furnished with the latter appliances, are reliable, and probably are an accurate indication of the measure of improvement in the other regards named in the table.

Though it is not the purpose of this report to discuss the absolute condition of the schools, but only their comparative condition for the past two years, yet I can not forbear from calling attention to the shameful poverty of our ungraded schools in respect to such absolutely essential appliances as are here named. Only one in three is possessed of even a single wall-map; but one in twelve is furnished with a globe; and but one in sixteen, with reading or other charts of any sort. If into every such school in the State, during the next year, could be placed such a series of charts as has lately been put before the public by Ivison, Taylor, Blakeman & Co., at prices within the means of the poorest school district, they would pay many times over for the outlay, in the increased interest and effectiveness thereby imparted to the instruction given in those schools.

### 7. *School Districts and School Houses.*

That much needed reform in our system of school organization—the abolition of the outgrown, wasteful, inequitable and iniquitous school district system—seems to have made slow progress during the year. Two towns only wisely adopted the better, town plan of organization; while in other towns the process of erecting new districts out of old ones, or out of existing parts of districts, seems to have been more than usually active. The statistics in these regards are little indicative of progress.

The improvement in the character of school buildings, also, is less than usually marked. While about the usual number of new houses were erected, and the aggregate value of buildings and sites appears to have increased, the number reported "in good condition" remains practically unchanged. Possibly these conditions are explainable on the ground of a higher conception than has heretofore prevailed, of what a school house should be to be characterized as "in good condition."

As a whole, the statistics now under discussion are least satisfactory of any. The improving condition of the schools, more or less evident in all other aspects examined, is not here so clearly exhibited. No retrogression, however, is indicated, such as to counterbalance the progress shown in any of the other directions.

### 8. *School Supervision.*

The tendency towards a more careful, vigilant and efficient local supervision of the schools, noted in the report of last year, seems to have continued. The figures show, both in the decrease in the number of terms not visited at least twice, as required by law, and in the increase in the amount paid for supervision, that the inspection was closer than in the preceding year; and it is fair to conclude that the other functions pertaining to this very important agency were more efficiently performed.

9. *Summary.*

Taken as a whole, and fairly interpreted, the statistics for the year indicate that our common schools have moved and are moving toward a higher state of efficiency. As compared with the year preceding, attendance has been more regular; better teachers have been selected and furnished with appliances for better work; the instruction has been made broader and more practical; they have been more carefully and wisely supervised, and their financial management has been more economical. Back of these conditions, as the cause from which they have resulted, there must have been and is a larger, more intelligent, and more effective public interest in their well-being,—an interest which has prompted pupils, teachers, and school officers to larger zeal. And other facts gathered from the correspondence of the department, from the annual reports of school committees and supervisors, and from personal intercourse and comparison of views with large numbers of people and of our best teachers in every section of the State, support and make more significant the deductions drawn from statistics.

The outlook, therefore, begins to be—has already become brighter with promise of future and marked improvement in this universal college of the people, the common school. On every side there are indications that we are already moving steadily away from the dead level of educational stagnation, which marked the closing years of the last, and the opening year of the present decade, and forward to higher levels of more earnest and intelligent educational activity. Public school teachers, intelligent public school officers, educators of all classes, and thinking men of every calling whose views are broader than their own mere personal interests, are becoming imbued with an aggressive educational spirit, which gives promise of large results in the not far distant future. As the fruits of that spirit will come the much needed abolition of that outgrown, unjust, burdensome, inequitable, and

wasteful hindrance to progress, the school district system, with all its train of poor school houses poorly furnished, and of short and poor schools poorly taught; will come the upbuilding of systematic and practical courses of study for the ungraded schools, in place of the unsystematic, too largely impractical, go-as-you-please, and often worse than wasteful work done in them now; will come a body of properly qualified and trained teachers working intelligently, systematically, and with a wisdom born of knowledge wider than of books merely, for definite and predetermined results in practical knowledge and in mental power; will come a supervision that shall have in it vigor, and power, and inspiration, touching with vivifying force teacher, and pupil, and public; will come, in short, a system of common schools so organized, equipped, instructed, directed, and supported as to give to every child in the State in the largest measure and at least cost, the fullest and best practicable preparation in knowledge and culture for life and citizenship.

## FREE HIGH SCHOOLS.

The Free High School is not yet an integral and organic part of our public school system. It is not, like the common school, by force of law, a compulsory and permanent educational agency in any city or town. It is optional with towns whether or not they shall support such schools. They may, and often do, support them one year, and fail to do so the next. When towns neglect or refuse to support them, school districts may. In some towns and school districts they have, by force of custom, become in some sort permanent, and, by sufferance, an integral part of a graded system; but such cases are exceptional. That they have not been more generally established and made an integral part of local systems, is owing in considerable degree to their optional character. The vote to establish remains in force but a year, and then the whole ground has to be fought over anew. Often when established one year, it has been by so small a margin that the slightest dissatisfaction arising from their management, or the inopportune raising of the crazing cry for economy, has turned the scale against them the next year. In many towns, too, there is an impression, and not an unreasonable one, that much as they are to be desired, the situation is such, the centers of population are so located, that they are impracticable. In some cases, outside jealousy of a central village has been sufficient to prevent their establishment. But more than all else, the school district system, dividing the general educational interest of towns into narrow and petty sectional sub-interests, has militated against their establishment.

But notwithstanding all unfavorable conditions, these schools have been growing into public favor and toward permanency in our system. Since their suspension for one year by the Legislature of 1879, they have steadily increased in number and excellence. Their growth for the past year is shown by the statistics, compiled from the more detailed tabulations contained in the appendix, in the following

## COMPARATIVE STATEMENT.

	1882.	1881.
Number of towns in which free high schools have been supported. . . . .	109	101
Increase . . . . .	8	
Whole amount expended for same. . . . .	\$88,372	\$69,469
Increase . . . . .	\$18,903	
Amount contributed by towns and districts. . . . .	69,121	53,453
Increase . . . . .	15,668	
Amount contributed by State. . . . .	19,250	16,910
Increase . . . . .	2,340	
Number of terms of schools. . . . .	236	213
Increase . . . . .	23	
Aggregate number of weeks. . . . .	2,625	2,344
Increase . . . . .	281	
Number of pupils registered. . . . .	10,374	7,792
Increase . . . . .	2,582	
Average attendance. . . . .	6,703	5,592
Increase . . . . .	1,111	
Number in reading. . . . .	4,362	4,801
Decrease. . . . .	439	
Number in arithmetic. . . . .	4,401	4,112
Increase . . . . .	289	
Number in English grammar. . . . .	3,393	3,445
Decrease. . . . .	52	
Number in U. S. history. . . . .	1,288	1,236
Increase . . . . .	52	
Number in geography. . . . .	2,213	2,177
Increase . . . . .	36	
Number in ancient languages. . . . .	2,337	1,993
Increase . . . . .	344	
Number in modern languages. . . . .	853	864
Decrease. . . . .	11	
Number in natural sciences. . . . .	3,070	2,629
Increase . . . . .	441	
Number in higher mathematics. . . . .	3,229	2,908
Increase . . . . .	321	
Number in book-keeping. . . . .	1,334	962
Increase . . . . .	372	
Number of actual teachers attending. . . . .	571	595
Decrease. . . . .	24	

In an enactment of the "General Court of the Colony and Province of Massachusetts Bay," passed in May, 1647, and in which was planted the seed from which has sprung the American system of public schools, is found the following:

"SECT. 2. And it is further ordered, that where any town shall increase to the number of one hundred families

or householders, they shall set up a grammar school, the master thereof being able to instruct so far as they may be fitted for the university; and if any town neglect the performance hereof above one year, then every such town shall pay five pounds per annum to the next such school, till they shall perform this order."

The system of schools so established, secondary and supplementary to the common schools, and the equivalent in grade to our high schools, is still an organic part of the Massachusetts system. Shall we not do well to return to the "wisdom of the fathers," and make our Free High Schools an integral part of our system, by compelling all towns of a given population to support them? For ten years they have existed in their present form, and have come to stay in some form. They are a necessity to the common schools below them, and to the seminaries and colleges above them. To them the former must look largely for teachers; by them they must be lifted up to a higher efficiency; through them their work can be made more thorough and practical, by imposing upon them a part of the work they are now compelled to do, and so relieving their over-crowded courses of study. To them the seminaries and colleges must look, to a considerable extent, for working material, finding in them the much needed selective agencies to sift from the mass the best brain material in the State, and to give it an initial impulse and momentum toward the fuller and higher culture which it is theirs to impart. Fixed in the general system as they have come to be beyond any probability of abolition, necessary as they are to the educational well-being of the State, it would seem to be now wise and needful that they should be given their fullest efficiency by bringing them, so far as practicable, within the reach of every child in the State. Let the State say to the great mass of the towns, of these as of the common schools, You shall establish and maintain them.

## NORMAL SCHOOLS.

The attendance upon the several Normal Schools for the year, has not differed materially from that of the preceding year. It has not been what is desirable for the general school interests of the State, nor what the superior training which they afford in other than a professional direction, would seem to warrant. Yet, on the whole, they have done very valuable work. The material upon which they have wrought has been of superior character. The young ladies and gentlemen who have enjoyed their advantages, have manifested an earnestness in, and devotion to their work, such as is rarely seen in other schools, and have shown that they are of the stuff of which real teachers are made.

There have been graduated during the year, from the four schools wholly under the control of the State,—namely, the Farmington, Gorham, and Castine Normal Schools, and the Madawaska Training School,—eighty-one teachers. The fact that the number of teachers who were graduates of these schools employed in the State during the year, increased by a number very nearly equal to the whole number graduating during the same period, is significant. It indicates that special training for the work of teaching is beginning to be properly appreciated, and it gives promise of a more prosperous future for these schools.

By Article 3 of the By-Laws of the Board of Trustees, it is the duty of the Secretary thereof to make “an annual report of the Normal Schools for publication in the State Superintendent’s report.” The State Superintendent having been made Secretary of the Board at its last annual meeting, the formal report contemplated in that article becomes unnecessary. The usual exhibit of the resources and expenditures for the year as a part of that report is presented in the following:



## FISCAL STATEMENT.

## RESOURCES.

Annual appropriation for 1882.....\$19,000 00

## EXPENDITURES.

For deficit of preceding year.....	\$1,764 37	
salaries.....	17,746 85	
fuel.....	981 52	
bills of trustees.....	736 39	
repairs.....	203 62	
advertising.....	109 63	
incidentals.....	23 50	
	<hr/>	\$21,565 88
Deficit .....		<hr/> \$2,565 88

From the above statement it is evident that the appropriations for the schools for the next two years must be increased. A special appropriation will be needed to provide for the deficit thus appearing. The regular appropriation for current expenses should be raised by \$1,000, or a special annual appropriation made for payment of the Trustees. There is, also, imperatively needed for the purpose of putting the buildings and grounds into such condition as a wise economy and the credit of the State demand, a further special appropriation for repairs and improvements, of at least \$5,000, or of \$2,500 for each of the two next years.

For further information regarding the special and general condition, prospects, and needs of these schools, reference is made to the subjoined reports of the principals. The views presented and statements made therein, are worthy of careful consideration.

## REPORTS OF PRINCIPALS.

STATE NORMAL SCHOOL,  
Farmington, Me., July 4, 1882. }

TO HON. N. A. LUCE,

*Secretary of Board of Normal School Trustees:*

I submit herewith my report of this school for the school year 1881-1882.

The number in attendance for the first term of the year was 54; for the second term, 81.

The course of study is arranged for four terms, a class being admitted and a class graduating each term.

The text books in use are substantially the same as stated in my last report.

The apparatus is in good condition, but additions are needed. We need a case for drawing models and a case for minerals, and also large additions to our present stock of charts and maps. A good microscope is one of our most imperative wants, and a telescope is needed almost as much. There should be quite extensive additions to the stock of text and reference books belonging to the school.

The furniture is in excellent condition. It would be much to the advantage of the school if a desk for each teacher could be placed upon the platform in the school room.

Quite extensive repairs are needed upon the building. The roof was slated several years since, and the work was apparently well done; but around the ventilating flues rising from the four corners of the building, and around the tower, the roof has always leaked, causing during storms great inconvenience and permanently disfiguring the ceiling. The ventilating flues are entirely useless as they are constructed. They should be removed and the slating made continuous, and the roof should be made tight around the tower.

New floors are needed in some of the rooms. Never well laid, the constant wear of many years has reduced them to a condition which should be no longer tolerated.

There should be double windows on the north side of the model school room and the room above it. During the winter the cold north wind strikes these windows often with great violence and renders the proper warming of the rooms difficult.

A new boiler was put into the building last summer and it has proved equal to our wants. Some leakage has occurred where the tubes pass through the end plates, and these tubes should be headed down, or in some way made proof against such accidents.

Some change should be made in the heating apparatus. The piping was done long ago, and it was a poor job. The return pipes wander all over the building between the floors, timbers are cut and thus weakened to give them a proper slope, and in one case at least a sleeper was cut entirely off. Leaks sometimes occur; these first manifest themselves by water dropping through the ceiling of the room below, and the floor must thus be torn up to repair the pipe. If the return pipes were made to drop in all cases directly from the radiators to the basement, all these difficulties would be obviated, and there would be otherwise much gain. This change, I am informed, would be neither difficult nor expensive.

No adequate provisions have even been made for ventilation. Two ventilating flues can be very easily constructed and heated by steam so as to secure an ascending current, and thus, with transoms over all the doors, give an equable diffusion of pure air throughout the building.

The only water supplied to the building is that supplied to the furnace in the basement. The well is situated in the school yard, and was formerly one of the best in the place. An iron pipe connects the well with the pump, and the water has thus been made almost unfit for drinking or working. Water is brought from quite a distance for drinking, and, though there is a force pump in the basement, is brought in pails to fill the tanks in the chemical rooms. The pipe from the well is nearly rusted through and should be replaced this summer with something better, and such additions should then be made as will give us the privileges we need.

Very much to our regret Mr. F. O. Stanley was forced, at the close of the first quarter, to resign his position as a teacher on account of failing health. His place was filled during the second term by Mrs. Helen B. C. Beedy. It gives me pleasure to commend the zeal and efficiency of all the teachers during the year, and also to commend the responding spirit and success of the pupils in their work. We can not expect better quality among our pupils, but there should be more of them. Formerly there were but two schools in the state, organized alike on the plan of three terms in a year, admitting classes three times in a year and graduating a class but

once a year. Young men who went out to teach of necessity lost an entire term, while young women teaching during their summer vacation lost none. To remove this injustice and to secure a much needed improvement in the order and arrangement of studies—to change the school from an ungraded to a graded one,—in this school a change was made from this mode of organization to our present one, of two terms in a year, admitting a class at the beginning of each term and graduating a class at its close. The year was divided into quarters by a recess at the middle of each term. Young men going out to teach in the winter had to make up the work of the second quarter; young women teaching summer schools had to make up the work of the fourth quarter. At first there was quite a respectable minority in the school opposed to the change, but in less than a year the opinion in its favor had become practically unanimous, and has so continued. A slight pressure was brought to bear to induce completion of the course; the ratio of graduates to number enrolled increased, and less pupils broke down from the attempt, by continuous study and teaching, to do two years' work in one.

That these advantages were not purchased at the cost of loss of pupils will appear from the following statistics, in which the first column gives the year in which the school year closes and each of the other columns gives the numbers in attendance during the successive terms of the year. The first year given was the last on the three term plan.

1870 . . . . .	119,	56,	140
1871 . . . . .	142,		136
1872 . . . . .	72,		111
1873 . . . . .	63,		86
1874 . . . . .	95,		136
1875 . . . . .	101,		133
1876 . . . . .	114,		142
1877 . . . . .	133,		135
1878 . . . . .	106,		148
1879 . . . . .	96,		106
1880 . . . . .	74,		82
1881 . . . . .	60,		83
1882 . . . . .	54,		81

It should be borne in mind that the comparisons of numbers should not be by aggregates, as on the three term plan pupils are thus counted three times, who are counted only twice on the other plan : the comparison should be by corresponding terms. The fluctuation of the figures shows that the cause is not single and simple, but that agricultural distress caused by insect pests, business depression, changes in our school system, or the abolition of county supervision, of teachers' institutes, &c., are factors in the result. The decided decline in numbers, it will be observed, begins in 1879, the year of the establishment of a second school in the western part of the State.

Some other statistics have a bearing upon this case. I give below the numbers entering this school in the successive terms of the successive years :

1870.....	43,	15,	64
1871.....	71,		48
1872.....	27,		45
1873.....	33,		37
1874.....	55,		74
1875.....	48,		65
1876.....	53,		64
1877.....	66,		54
1878.....	38,		54
1879.....	31,		24
1880.....	32,		16
1881.....	22,		22
1882.....	31,		20

The Normal schools had long suffered exceedingly from the work done by those advertising themselves as Normal students after a few weeks' connection with the school. As a measure of self protection, in 1877 it was prescribed by the Board that one of the conditions of admission should be the declaration of an intention to remain till the close of the term. The effect of this prescription was tested only one year before the establishment of the second school in the western part of the State, so that no safe inference can be drawn. After 1879 there is a decided decline in members entering.

I give these statistics to call the attention of the Board to the difficulty of the problem. Maine needs to fill with students more Normal schools than she has ; she can not fill these on the present mode of working. A graduate of one of our Normal schools finds

his diploma of far more use to him in Massachusetts, in New Hampshire, in Vermont, in Minnesota, in California, than at home. The State exacts from him a pledge to teach in his own State for two years after his graduation, and then refuses to give the least validity to his diploma, signed by the principal of the school and by the State Superintendent of common schools; to make it worth as much as a certificate granted by a school committee not one of whom can read. I would suggest that this is not the way to call the attention of our young men and our young women to the advantages of a Normal training.

It is not for me to suggest further solutions of this problem of securing a better attendance in our Normal schools. I feel assured that this Board will not sacrifice advantages slowly and with great labor attained in any hasty attempts at its solution.

Respectfully submitted,

CHARLES C. ROUNDS.

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STATE NORMAL SCHOOL, }  
Farmington, Me., Dec. 1, 1882. }

TO HON. N. A. LUCE,

*State Superintendent of Schools:*

I herewith submit my report of the State Normal School at Farmington, for the year.

For statistical information regarding the school I refer to my report to the Secretary of the Board of Trustees, and confine myself here mainly to considerations affecting the interests of the school.

All that has been done on our building for the last few years has been in the right direction, but still there is a need for improvement. The new boiler proves satisfactory, and the new blackboards are excellent. There is need of some improvement in our ventilating arrangements, and this would not be very expensive. The roof was slated several years since. The work was well done except that around the tower and the chimneys; the roof still leaks as it always has leaked, disfiguring the ceiling and walls of the school room and at times proving a serious annoyance. The roof of the wing of the building suffers damage every winter by pieces of slate being broken from it by freezing and then being carried from the

roof as the ice and snow slides off. The leaks should be stopped and this loss repaired and guarded against next summer.

The wooden wing of the building has not been painted for a long time and it needs re-painting. Extensive repairs are needed on the floors of the building, the cellar bottom should be cemented, and the grounds should be enclosed with a fence.

Our steam pipes need thorough inspection and repair by a competent man. The piping of the building was poorly done at first. Much has been done by way of repairs, and constant repairs are now needed. There would be present and future economy in a thorough overhauling.

The course of study and the text books used remain substantially the same as at the date of my last report. Some changes in the course of study might be for the better, but such changes should not be made without careful consideration, and it is not for one of our Normal Schools alone to say what these shall be.

There were at the beginning of the year an unusual number of changes in the faculty of the school. The places of the able teachers—Misses Hayden and Allen—who had resigned positions in the Normal School, were well filled by Miss Eliza J. Perley and Miss Annie M. Pinkham, and Miss Alice E. Warren, succeeding Miss Holt in charge of the model school, has proved herself in a trying place a skilful and successful teacher.

I would commend in the highest terms the zeal and efficiency of all the teachers of the school during the year. And for the pupils I will say that for high character, faithfulness and zeal, they need not fear comparison with any others.

Respectfully submitted,

C. C. ROUNDS, *Principal.*

EASTERN STATE NORMAL SCHOOL, }  
 Castine, Me., May 31, 1882. }

*To the Trustees of the Normal Schools:*

GENTLEMEN — In accordance with Article 10 of your By-Laws, I respectfully submit my third annual report of the Eastern State Normal School, for the year 1881-82, the same being the report of the school for its fifteenth year.

The teachers in the Normal department have been the same as last year. At the close of the winter term Miss Foster was obliged, on account of her health, to resign her position in the model school. Miss Lucia Haskell was selected to take her place. It is sufficient to say that the school has moved on under the new teacher without any falling off in work or discipline. Mrs. Lizzie B. Plummer, a graduate of the Philadelphia School of Oratory, gave the school lessons in elocution for the last month of the spring term. Her work was very satisfactory. I wish arrangements could be made to secure the services of a special teacher in that department for the three schools.

The school year commenced August 23, and closes June 1. The fall term continued 13 weeks, with an attendance of 102—51 gentlemen and 51 ladies. The winter term commenced December 6 and continued 12 weeks, with an attendance of 86—23 gentlemen and 63 ladies. The spring term commenced March 7 and continues 13 weeks, with an attendance of 135—56 gentlemen and 79 ladies. Total attendance, 323—130 gentlemen and 193 ladies. Each term has been larger than the corresponding term of last year, as each term last year was larger than the corresponding term of the year before that. Number of graduates, 29—9 more than last year, and the same as two years ago.

The building is in the same general condition as last year. The front of the building should be painted this fall to keep out the water which penetrates the walls somewhat on that side in driving storms. A new boiler was put in last September, and the piping carried to the third floor, so that the whole building is now heated by steam. The new heating apparatus works well.

The blackboards need repairing in some of the rooms. We have made some additions to the chemicals and to the apparatus in the several departments. Much more could be done in the same direction with profit to the school if we had the money. Some additions have also been made to the libraries.



The text books are the same as last year except in Algebra, Geometry and Rhetoric, in which studies we have used Wentworth, Hill and Kellogg.

There has been the same call as last year for teachers, consequently many have left during the term to teach, but uniformly with the intention of coming back in the fall or winter to commence where they left off. Eighteen of those on our rolls for this term are now teaching, some of whom, however, completed the term's work before leaving. I notice that in my report of last year eighteen were likewise reported as teaching, and I find that all of them but one have been back as expected this year.

We return thanks to the Trustees for the heartiness with which they have done all in their power with the means at their command to advance the interests of the school. We only wish that you had the means to do for us what you desire, and what you believe we deserve.

Respectfully submitted,

R. WOODBURY, *Principal*.

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EASTERN STATE NORMAL SCHOOL, }  
Castine, November 29, 1882. }

HON. N. A. LUCE,

*State Superintendent of Common Schools:*

I herewith submit the report required by law of the Eastern State Normal School for the year ending November 16th.

For the condition of the building, the text-books used, and the attendance for 1881-82, I refer you to my report to the Trustees. I add here a brief report of the fall term 1882. This was one of the pleasantest terms in the history of the school. The attendance was large for a fall term, 45 gentlemen and 65 ladies, total 110.

The call for male teachers for the winter schools has been greater than I could meet. The call for teachers who have had experience in the school-room and in this school, is much greater than it was when I came here in 1879. This demand has increased from year to year.

There is a stiffening up on the part of the town committees in regard to the examination of candidates, which is helping us. While desirous of seeing this good work go on, it does not seem illogical

to ask that the diplomas of the State Normal schools be made life certificates, now that the diplomas are only granted by direct vote of the Trustees. This cannot injure the public schools, as no certificate can continue a teacher in a school, who is found incapable, while it would be, as it seems to me, only a suitable recognition of the effort which the holder has put forth to prepare for good work in school. This recommendation has been made before, but it will bear repetition.

The success which has attended the work in the school-rooms of our students proves that good work is done in this school. The loyalty of our pupils, wherever found, to this school and the profession also, speaks well for the work done here. The influences originating in the Normal schools are extending to every town in the State. Can the State do better than to furnish these schools generously with libraries, apparatus, and whatever will be of real benefit to those who are to do much in forming educational openings, and in getting up a standard of good work all over our State, especially in our rural towns? I know that if we can have only educational appliances or a live teacher, the teacher should be taken; but can we not have both? We need for books and apparatus \$500 this year.

Respectfully submitted,

R. WOODBURY, *Principal.*

STATE NORMAL SCHOOL,  
Gorham, Me., July 6, 1882. }

HON. N. A. LUCE,

*Secretary of the Board of Trustees:*

DEAR SIR — I herewith submit my report of the Gorham Normal School for the year ending July 7, 1882.

Number of pupils entered first quarter of the present term, 64 ; average attendance for the quarter, 61. Number entering at the beginning of second quarter, 61. Average attendance for the quarter, 60. Six pupils left to teach at the beginning of the second quarter, but three who were out returned, so that the net decrease was three. The average attendance has been larger in proportion to the whole number, than during any preceding term. Honest, faithful work, up to the full measure of ability has characterized almost every pupil of the school. There have been no instances of friction between any pupil and any teacher during the term. The pupils have seemed content and happy in their work, so far as the teachers can judge ; no instance of ill-feeling between pupils has arisen ; no case of violation of order calling for pointed reproof has occurred.

The graduating class are honest, faithful workers. If they have not brilliancy they have good common sense and faithfulness, and will do successful work as teachers. They have done well in teaching, and several of them have shown very marked power in holding and teaching classes of children.

The effort has been begun to test *all* theories of teaching by actual practice. A method of teaching reading is given to the class in didactics, for illustration, theoretically. A class from the model room, of suitable grade is taken, and a course of lessons exemplifying the method theoretically set forth, is given. After this each member of the class gives a succession of lessons, to prove his understanding of the method proposed, and his ability to use it. In this way all the subjects of the grades contained in the model schools are taught. The work has surpassed my expectations, both in the interest excited among the members of the class and in the practical skill in teaching developed. But our power in this work is limited by the lack of pupils in model classes, of sufficient age and advancement. We need to have under our control, as to times of recitation and methods of work, classes of all grades below the high school. Such an organic connection between this school and the village schools is demanded as will give us such control of

the needed classes. More of this work has been done during the current term than in any previous term, and it is proposed greatly to extend this work.

The course of study adopted proves satisfactory on trial. Beginning with subjects not usually much studied in the elementary schools, it affords a most excellent opportunity to break up old habits of the mere memorizing of words and to train to *thinking*. The course in language shows marked and very beneficial results in the case of the only class, the present B class, which has tried this course.

The need of books of history is imperative. The text-book can give only the barest outline of the story, and full histories for the class to read must be accessible if the pupils are to get real benefit from the study. The establishment of the public library in the village will help somewhat, but there is need of at least fifty volumes in this department, for the special and constant use of the pupils. The black-boards of the building need thorough renovation.

The grounds remain in the original condition. The walks were covered with coal refuse to save us, as in the spring we were literally "stuck in the mud." Some provision should be made for hauling dirt around the walls before the frost season. The settling of the embankment about them, has left the walls so exposed that disintegration began last winter, and if not prevented by timely banking, will cause much damage.

We need wall maps, a series which shall exhibit the physical forms, or relief, of the various countries. Progress is hindered by this want.

Our graduates are employed and generally meeting with good appreciation. In some cases friction has arisen from prejudices in the district in favor of the "old," and want of tact in the teacher in introducing the "new." Yet the demand for our graduates is steadily increasing. The demand this past spring far exceeded the supply. There is no risk in saying to any young lady having power, and being willing to work, that after her course in the school she will find a place to teach asking for her.

Very respectfully,

W. J. CORTELL.

STATE NORMAL SCHOOL, }  
 Gorham, Dec. 30, 1882. }

TO HON. N. A. LUCE,

*State Superintendent of Schools :*

I herewith submit the report of the Gorham Normal School for the year ending December 30, 1882.

The needs of the school are set forth in the report for the year, made to the Trustees.

Our number of pupils has been larger than in the previous year, yet more of our scholars leave to teach during the course than under the former course. They are obliged to do this as most of them are dependent on their own exertions for support, hence our classes are smaller than before. This leaving classes before graduation is doubtless an evil, yet not an unmixed evil, in case of those who have had no experience in teaching before entering the school. In regard to the representation of the school the effect is evil. These pupil teachers often attempt to put in practice in their schools ideas of methods which they have seen in the Normal School, and having only seen as yet "through a glass darkly," they make most ridiculous failures, which bring the whole system of Normal Schools into disrepute. Yet this also must be endured.

The demand for graduates is constantly increasing. It has been more imperative and wide during this than any previous year. Applications have been refused because there were no graduates of the right sort to fill them. If fifty young women of mature years, of fair education and of some experience in teaching, should come into the school, in addition to our present number, they could find good situations as teachers at graduation.

The text-books, and the course of study, remain substantially as before. The course, or rather the order of the studies arranged, at first seems to suit well. The pupils before coming here have studied arithmetic, geography, grammar, *ad nauseum*; geometry, physics, language, and history, are new to many of them, and offer more favorable means of passing from the memoriter to the intelligent method of study and recitation, than would be afforded by the more common studies.

This school is fortunate in its corps of subordinate teachers. They have worked unitedly, devotedly, efficiently, to second the efforts of the principal. But there are omens of great disaster. One is sought for other spheres of labor at higher pay. Two others

are warned by failing health that they must rest from their labors. The retirement of the three will be a very great loss to the school.

The school lacks many means of perfect work. One of these is more ample opportunities of illustrating principles and methods of teaching. It often happens that pupil teachers fail to get a clear and definite idea of some principle or method taught, and so graduate with a misty impression instead of a clear and definite idea of such method or principle. Such graduates fail to do honor to the school or credit to themselves. If such pupil teachers could have seen the principle or method illustrated in actual teaching, with a class of pupils of suitable advancement, their false or crude notions would have been corrected and the evils avoided. The model schools afford such opportunity in primary methods, but there is need of such connection with a graded grammar school, and a typical ungraded school as shall enable such actual illustration to be extended to these grades.

Respectfully submitted,

W. J. CORTHELL.

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MADAWASKA TRAINING SCHOOL, }  
Fort Kent, Me., Dec. 26, 1882. }

TO HON. N. A. LUCE,

*State Superintendent of Common Schools:*

The following report of the Madawaska Training School for the year ending August 4, 1882, is respectfully submitted:

No change has been made as to the arrangement of terms since the last report.

The attendance at Fort Kent was 53, and at Van Buren, 48. The total attendance was less than last year's, yet the general average of each term was better; this was due to the steady attendance of the pupils registered, few having left school before its close.

The text-books used are French and English Royal Reader, Franklin Fifth Reader, Kerl's Grammar, Montieth's and Swinton's Geographies, Barnes' and Harper's Histories, Robinson's and Hagar's Arithmetics, Greenleaf's Algebra, Payson and Dunton's Book-keeping, Townsend's Civil Government, Cornell's Physical Geography, Hutchinson's and Steele's Physiologies, and Steele's Physics. Webster's and Worcester's Dictionaries are in use; besides, many other good authors are accessible to teachers and pupils, and all matter in the text-books is sifted and made easily comprehensible to the pupils.

Much *oral* work is done with general satisfaction. The pupils have manifested an increased interest and pleasure in their studies, and all who attend are anxious to complete the course of study. A class of eight was graduated and received the State diplomas. Another class of eight will graduate at the close of the present term at Fort Kent. Nearly all the graduates taught during the past season and acquitted themselves with honor.

Could the *law* be amended so that the *graduates* would be the chosen teachers, the influence of the Training School would be greatly increased and its benefits much more quickly extended throughout the territory.

A library has been started by the school in each place where it is held. In these much interest is being manifested, and the pupils and parents are receiving the benefits of choice literature. General *progress* is now being made, and it is hoped that *no action* of the State will retard it.

Very respectfully submitted,

VETAL CYR, *Principal*.

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MAINE CENTRAL INSTITUTE, }  
Pittsfield, Dec. 2, 1882. }

HON. N. A. LUCE,

*Superintendent of Schools:*

DEAR SIR—Herewith I submit the annual report of the Normal Department of the Maine Central Institute.

The year began Nov. 7, 1881, and closed Oct. 27, 1882, including four terms of ten weeks each. At the close of the last school year we were obliged to part with one of our Normal teachers, but her place has been well supplied. Thirty-five different pupils have been registered in the department during the year. Six were graduated last June.

The following text-books are used: Webster's and Worcester's Dictionaries, Franklin Sixth Reader, White's Arithmetic, Greenleaf's Elementary Algebra, Whitney's Essentials of English Grammar, Norton's Physics, Youman's Chemistry, Higginson's U. S. History, Swinton's General History, Wentworth's Geometry, Dana's Geological Story, Woods' Botany, Hart's Rhetoric, Hopkin's Outline Study of Man, Kellogg's English Literature, Hutchison's Physiology, Meservey's Book-keeping, Smith's Free-hand Drawing.

Respectfully,

O. H. DRAKE, *Principal*.

## EXAMINATION OF TEACHERS.

The attempt to secure a more uniform, certain, and searching examination into the qualifications of the teachers of the common schools, especially of the ungraded schools, which was inaugurated in 1880, and somewhat fully set forth in the report of last year, has been continued. The results have proved all that was expected. School committees and supervisors have very generally and very cordially co-operated to make the attempt successful, and have found the plan adopted very helpful to them in the performance of the often perplexing and unpleasant duty of passing upon the fitness or unfitness of parties applying for certificates authorizing them to teach.

The plan pursued, essentially the same as reported last year, and the scope and character of the examinations had, are shown in the following circular and lists of examination questions :

## STATE OF MAINE.

EDUCATIONAL DEPARTMENT,  
Augusta, March 20, 1882. }

*Supt. School Committee of*——

GENTLEMEN :—The law makes it the duty of the State Supt. of Common Schools “to advise and direct the town committees in the discharge of their duties, by circular letters and personal conference.” In pursuance of that duty, the undersigned last year prepared and sent out to the committees of the several towns, sets of questions for the examination of teachers in the common schools, for summer and winter terms respectively, and, in an accompanying circular, advised and urged their use.

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. The result, in short, was a larger percentage than ever before of excellent schools, as shown in the town reports now being received at this office, and a general uplift of our whole teaching force, present and prospective.

In view of these results, and of the large number of calls, now daily received, for new lists of questions, it has been determined to continue the experiment another year. I, therefore, herewith send you a list of questions for the examination of teachers in summer and fall terms, and strongly advise and urge their use, especially in the examination of teachers for ungraded schools, in the following manner :

1. All applicants for certificates to teach in summer terms of ungraded schools shall be examined in the list of questions herewith sent ; and no one shall be certificated, save for very special reasons, 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 whenever practicable. When a number of applicants are to be examined at the same time, as in cases of meetings of committees notified for such purpose as provided by law, the questions in each subject may be written out, one by one, upon the blackboard, 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 tests in Spelling or Writing. The writing in any one of the exercises may be taken as the basis of rank in that branch. A list of words for spelling will be found at the end of this circular, any ten or twenty of which may be given as a test.

2. The names of all persons passing the above examinations shall be entered on the blank herewith sent for that purpose, together with the rank attained in each of the several subjects; and the blank so filled shall be transmitted to the State Superintendent at Augusta, when called for.

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.

Blank certificates, adapted to the form here suggested, will be furnished on application.

In conclusion, permit me again, and more earnestly than before, to advise and urge you to use these or similar questions in the examination of *every person* applying for a certificate to teach in your ungraded schools, and to refuse decisively to give certificates to all who cannot pass the examination as suggested above. To this end, if need be to free yourselves from any unpleasantness likely to arise from such rejections, throw the entire responsibility therefor upon me, by considering this circular not only to "advise," but, also, to "direct" you to such action.

With sincere hopes that your administration of the educational interests committed to your charge may become notable for its success,

I am, Gentlemen,

Very truly yours,

N. A. LUCE.

#### SPELLING.

Accede, proceed, supersede, cylinder, system, gnaw, niece, receive, fiery, machine, cellar, lily, serviceable, deferred, deference, parallel, separate, operate, gauge, turkeys, moneys, liniment, symmetry, business, analyze, millinery, military, February, Wednesday, scholars, paralysis, oblique, preparation, scissors, syllable, privileges, peninsula, grammatical, victuals.

## EXAMINATION QUESTIONS, SUMMER AND FALL TERMS, 1882.

## READING.

1. What is rising inflection? Give example.
2. What is monotone?
3. What is accent?
4. Mark the emphatic words in the following sentence: The audience was dismissed, and the lecturer was removed from the hall.
5. Define emphasis.
6. Read aloud the following selection with special reference to emphasis and inflection:

There in his noisy mansion, skilled to rule,  
 The village master taught his little school:  
 A man austere he was, and stern to view;  
 I knew him well, and every truant knew.

\* \* \* \* \*

Yet he was kind, or, if severe in aught,  
 The love he bore to learning was in fault;  
 The village all declared how much he knew —  
 'Twas certain he could write and cipher too;  
 Lands he could measure, terms and tides presage,  
 And e'en the story ran that he could gauge.  
 In arguing, too, the parson owned his skill,  
 For, e'en though vanquished he could argue still,  
 While words of learned length and thund'ring sound,  
 Amazed the gazing rustics ranged around;  
 And still they gazed and still the wonder grew,  
 That one small head could carry all he knew.

## ARITHMETIC.

1. Write the following number in figures: One hundred forty millions one hundred four thousand and six.
2. Give the cost of excavating a gravel pit 30 feet long 9 feet wide and 6 feet deep at 27 cts. per yard.
3. Add 4 3-4, 6 5-8 and .06.
4. Reduce 13-16 of a bushel to compound numbers.
5. Sold 20 sheep for 100 dollars, losing 20 per cent. What did they cost apiece.
6. Find the interest on \$100 for 1 year, 5 months and 18 days at 5 1-5 per cent.
7. Give the table of long measure.
8. Extract the square root of 376.
9. Reduce 6-125 to a decimal fraction.
10. What per cent. of a ton is 4 cwt. 2 qrs. 10 lbs.?

## GEOGRAPHY.

1. In which Hemisphere is San Francisco situated?
2. From what place is longitude usually reckoned?
3. Give the length of the largest lake in Maine.
4. Name places in Maine where the following articles are produced: granite, lime, slate, iron.
5. Bound West Virginia; give its Capital and date of admission into the Union.
6. How can California be reached by water?
7. Name the countries of South America.
8. Give the capital of the largest.
9. Name the countries bordering on the Mediterranean Sea.
10. Describe the Alps.

## GRAMMAR.

1. What is a verb ?
2. What is a redundant verb ?
3. Give synopsis of the verb strike, third person singular, active voice.
4. Same, passive voice.
5. Conjugate the verb walk in the subjunctive mood, present tense.
6. Give the plural of ox, box, deer, staff, woman, radius, barn.
7. Correct or justify the following expressions:
  - a. This is the hardest rock of the two.
  - b. He has finished his task before the clock struck twelve.
  - c. His brother struck first.
  - d. This is the most.hardest road I ever traveled.
  - e. Be you the man what saved my child.
  - f. The frog leaps into the pool.
8. What is English grammar ?
9. Give example of defective verb.
10. What is a compound sentence. Illustrate.

## HISTORY.

1. What was the object of Braddock's campaign ?
2. Name the men who have been Presidents of the United States who fought in the Revolutionary war.
3. What objects were gained by the Revolution ?
4. What by the war with Mexico ?
5. What by the war of the Rebellion ?
6. What general marched an army through the State of Maine during the Revolution ?
7. Give route of march.
8. Where did the Mormons originate, and when did they settle in Utah.
9. When was slavery introduced into the territory occupied by the United States, and when was it abolished ?
10. What was the cause of the war between the United States and Tripoli ?

## BOOK-KEEPING.

1. Write a receipt in full.
2. Make a receipted bill.
3. Write a note on demand.
4. What books are used in book-keeping.
5. Make a bill for teaching.
6. For what is the ledger used ?
7. What is an invoice ?
8. What do you understand by the phrase "J. Smith & Co.," as used in book-keeping ?
9. Make a bill for the following transaction: James Smith sold Charles Jones, 14 lbs. Sugar at 12 cents, 3 gals. molasses at 40 cents, 2 lbs. coffee at 30 cents, 2 pairs boots at \$3.75, 20 yards prints at 12 cents and 8 lbs. cheese at 15 cents, for all of which Jones paid cash.
10. Write out the transaction given in the ninth question as it would stand in Smith's Day-book.

## PHYSIOLOGY.

1. Of what use are the muscles?
2. Name the bones of the lower extremities.
3. Name the digestive organs.
4. Describe the spinal column.
5. What organs constitute the nervous system.
6. Why will a laboring person digest more food than a student?
7. What is the effect of sitting in wet clothing?
8. Give your idea of the care of a school-room as regards heating, ventilation, sweeping, &c.
9. By what agency is the nourishing portion of our food changed into blood?
10. What supplies the place of food during sickness or any long fast.

## WINTER TERMS OF 1882-3.

## READING.

1. Define Articulation.
2. What is the difference between Emphasis and Accent?
3. Name three ways of applying Emphasis.
4. What is the rule for the Inflection of repeated questions?
5. Name and define the several forms of Inflection.
6. What is meant by Pitch, in reading.
7. Read the following with reference to correct Articulation, Emphasis, Inflections and Pitch:—

“Up the street came the Rebel tread,  
Stonewall Jackson riding ahead,  
Under his slouched hat left and right  
He glanced; the old flag met his sight,  
‘Halt!’—the dust-brown ranks stood fast,  
‘Fire!’—out blazed the rifle-blast.”

“And, friends—dear friends—when it shall be  
That this low breath is gone from me,  
And round my bier ye come to weep,  
Let one, most loving of you all,  
Say, ‘Not a tear must o’er her fall—  
He giveth his beloved, sleep!’”

## ARITHMETIC.

1. Define, (1) Factors; (2) Percentage; (3) Interest.
2. If 343 acres of land cost \$18,760, what will 37 acres 16 sq. rods cost?
3. 8-11 plus 4-5 plus 3-8 equal how much?
4. What is the least common multiple of 18, 24 and 36? Explain.
5. How many cords of wood in a pile 36 ft. long, 4 ft. wide and 9 1-2 ft. high?
6. The sum of two numbers is 36 3-4; their difference is 6 1-4; what are the numbers?
7. A grocer bought a lot of teas on which he lost 16 per cent. by selling them for \$210. What did he pay?
8. What is the interest on \$1,728.25 for 4 years, 3 mos. and 18 days, at 7 1-2 per cent.?
9. Required the cube root of 81.729.
10. A room is 24 ft. long and 18 ft. wide; what is the distance from one corner to its opposite?

## GEOGRAPHY.

1. On a circular diagram, not less than one inch in diameter, draw lines representing the equator, the tropics and the polar circles, writing the name to each.
2. Why is it warmer in Maine in June than in December?
3. Name the motions of the earth and give the result of each.
4. What conditions affect or determine the climate of a place?
5. Name in order the seas of Europe, beginning with the northernmost.
6. Name the capitals of the principal countries of Europe.
7. Name in order from east to west the States which border on the Great Lakes.
8. Give the direction from Augusta, Me., of London, Melbourne, Quebec, St. Louis, New Orleans.
9. Name in order all the bodies of water passed through in sailing from Louisville to Albany, N. Y.
10. Draw a map of Maine, locating and writing the names of the three principal rivers and the three chief towns.

## GRAMMAR.

1. Write the plural of money, potato, lady, half, a.
2. Correct the following sentences, and give the reason for the correction:
  - (a) It is me. (b) Who did you say? (c) He gave it to you and I.
  - (d) He done it. (e) I ain't ready to go.
3. Decline *I, thou, he, man, John*.
4. Write the present perfect, passive, third singular of *steal*, and the past perfect tense second singular of *go*.
5. Give the principal parts of *lie, (to recline), sit, be, eat, seek*.
6. "The *merchant, pitying* the man *asked* for an explanation of *what* seemed a heartless, cruel joke." Analyze this sentence.
7. Parse in the above sentence the words in italics.
8. Write: (a) a simple sentence; (b) a complex sentence; (c) a compound sentence.
9. Compare *good, frightful, round, long*.
10. Write a sentence containing (1) an adjective clause; (2) an adverbial phrase.

## HISTORY.

1. Give the years in which the following events occurred: (1) the landing of the Pilgrims; (2) the battle of Lexington; (3) the beginning of the civil war.
2. When did Maine become a State?
3. Which are the thirteen original States?
4. Which of the present States was originally settled by the Spaniards?
5. Who was John Brown, and for what was he executed?
6. Name the first four Presidents.
7. What four Presidents have died in office?
8. Under what President, and of what country was Alaska purchased?
9. What was the "Louisiana Purchase"?
10. What boundary line was fixed by the "Ashburton Treaty" in 1842?

## PHYSIOLOGY.

1. Why is a knowledge of Physiology valuable to every person?
2. Why should every teacher have a knowledge of it?
3. What deformity is produced by a stooping position in studying, and why?
4. Give physiological reasons for having recesses in school sessions.
5. How is the blood constantly renewed and purified?
6. With what impurities does the air of an unventilated school-room become surcharged?
  1. What diseases are largely owing to bad air?
  8. Name the senses. Which are the most important in school work?
  9. What care should you exercise over young pupils when dismissed? Why?
  10. When should your school-room be swept?

## BOOK-KEEPING.

1. Write a negotiable note for \$500 with interest, payable to yourself or order in one year.
  2. How will you transfer this note to another?
  3. If payments are made on it, where will you record the same?
  4. Make a receipted bill for your services as teacher.
  5. What is meant by "balancing" an account?
  6. What is "posting" an account?
  7. For what is the Day-Book used?
  8. For what is the Ledger employed?
  9. What is the use of the Cash-Book?
  10. Why should every one keep books of some sort?

## COUNTY TEACHERS' MEETINGS.

By a resolve of the Legislature of 1881, an appropriation of \$800 per annum for two years, was made "to enable the State Superintendent of Common Schools to hold teachers' meetings, &c." In carrying out the purposes of that resolve, during the year 1881, teachers' associations were organized in all counties of the State in which such organizations did not already exist. These associations were to serve as the agencies by and through which it was hoped that the meetings contemplated could be most successfully and economically held, and at the same time be made to do the greatest practical good.

As indicated in the report of last year, the plan of work had in view was as follows :

1. These associations were to hold one or more meetings annually, at such places as best to convene the majority of the teachers in their vicinage, and at such times as should be arranged between them and the State Superintendent. Through their proper officers all necessary local arrangements, as for entertainment of those in attendance, for securing suitable halls, for circulating local notices, &c., were to be made.

2. They were to work up the special programmes for these meetings by securing from their membership four or six essays or lectures upon practical educational subjects to form the basis of discussions, by means of which the actual working experiences of individuals were to be made to benefit the many.

3. The State on its part was to furnish at least one essayist or lecturer from outside the county, whose duty it should be not only to present in set form, by essay or lecture, some special subject for general discussion, but to hold himself in constant readiness to participate in the discussions arising upon any or all subjects presented during the meeting. He was to be one who, from professional culture and experience,



as well as professional standing, could speak authoritatively upon educational topics.

4. All necessary expenses of these associations for postage and stationery in working up their meetings, and for advertising the same by posters and circulars and in county newspapers, and all expenses of essayists and lecturers in attendance from outside of the county, were to be paid from the State appropriation. The membership of these associations was, therefore, to be absolutely free from fee or tax in any form.

Under this plan, twenty-five meetings, each of two days, have been held during the year. Ten of these were held during the winter and spring, and fifteen during the fall and early winter months. Nineteen of them I have attended in person; in the other six the State has been represented by other parties. The plan has thus had a year's actual trial, and has in so far ceased to be an experiment. As compared with other plans of institute work heretofore tried in this State, and especially with that in operation from 1869 to 1874 inclusive, the year's trial indicates its superiority in the following regards:

1. It is less expensive. The twenty-five meetings held have cost not quite \$475, or an average of \$19 each. At the same rate, and under the same plan, a meeting of five days, which was the duration of each county institute during the period named, would cost less than \$50. Those institutes did cost on the average about \$175 each. In other words, equal amount of work measured by time costs, under the present plan, only about two-sevenths of what it cost under the former plan.

2. It secures a larger and more constant attendance of teachers. The length of sessions being limited to two days, makes it practicable to hold the meetings on Fridays and Saturdays. Teachers whose schools are in session, if they attend, under any circumstances lose but one working day. In some towns and counties indeed—and the practice is a growing one—they have been compelled to lose no

time, the school authorities very wisely granting teachers the privilege of closing their schools without loss of wages on condition of their attending both days. The results in this regard have proved very satisfactory, the attendance in many sections this year having been more than double that of last year.

3. The work done is more practical. Actual teachers fresh from work in actual schools, in these meetings come together and impart to others, and compare with others, their actual, every-day experiences. What they have been able to do, what they have failed to do; how this or that difficulty has been met; how far this or that method has proved successful or not, and why?—these and similar lines of thought have in a very marked degree seemed to form the basis of essays and discussions. Very little of theorizing and very much of actual doing, have characterized the work done in these meetings, as is evidenced in the selections from the essays presented in the appendix, and as would have been more clearly shown could the discussions growing out of those essays have been reported.

4. The schools are more largely benefitted by these meetings than by former institutes. The purpose and end of all agencies of this character is to improve the schools by improving the character of the instruction imparted in them. In order to obtain this end teachers must get from these agencies not only better methods, but such as are practical and practicable — such as they can readily adjust to the conditions under which they are to labor, such as have been tested and proved under like conditions by others; and as has already been shown, the work of these meetings is of that special character. But more than this is desirable. Not only are practicable methods to go from these agencies into the work of the schools, but the largest practicable number of such methods. In this regard, I deem these two day's meetings conducted under the present plan, superior to the teachers' institute of five days conducted on the ordinary

plan. In the two days' meeting, while fewer methods are brought to the attention of teachers, those methods are more attentively considered by them, and are, hence, better digested and assimilated. They are, therefore, more likely to be tried and tested in subsequent teaching. The work of the teachers' institutes, on the other hand, as it has hitherto been done in Maine, made the teachers in attendance mere passive recipients. They were required to sit and listen seven hours a day for five days, to set lectures, and the tendency was to crowd into those lectures the largest practicable amount of matter. It was a constant pouring in process, keeping attention on the constant stretch to take in, and allowing no time for digestion. As a result teachers went out from them with minds gorged and sluggish, and loaded down with a mixed mass of indefinite and indistinct impressions, most of which faded out of memory before they could be digested and wrought into usable school-room methods. Of course many teachers got more or less of good from them, which ministered to their professional growth and strength, and so bettered their work; but many others—and those who most needed what it was their purpose to give—went and listened, and returned to their schools to keep on in the old ruts.

5. These meetings are bringing about such a union of the educational forces of the State, and such a direction of those forces towards definite ends, as to give large promise of educational progress in the future. Associated effort is to-day recognized as the most potent factor in all reform movements. If our educational interests are to be subserved by educational reforms,—if new and better methods of school organizations, administration, and instruction are to take the place of old and outworn, of false and unphilosophical methods,—those reforms must be inaugurated and pushed forward by educators, by teachers, working together along definite lines of action. Could the educational forces of the State, the teachers of all grades, from the primary school to the college, be in

some way organized as the temperance forces are through the Good Templar organization, in ten years Maine would stand educationally far in advance of her present position. Such an organization could put a missionary to preach the gospel of reform with constantly growing power into every school district in the State. Is not something of the kind practicable? Are we not moving towards it? In these county educational associations, organized to make practicable the holding of teachers' meetings for professional improvement, are already associated nearly two thousand of our most cultured, progressive, and aggressive public school teachers, and their number has nearly doubled in one year. In the State Pedagogical Society, with a rapidly increasing membership, are associated together the best of our strictly professional educators of higher grade, the leaders in educational thought. Can not the two forms of organization be brought together as the head and members of one unified whole? Such a consummation seems almost to be in the logical and natural order of things; once reached a new era in educational progress would open.

As more particularly illustrating the general plan upon which these meetings have been conducted, I here reproduce a circular and programme issued preparatory to, and outlining the work of the fall series :

#### STATE OF MAINE.

EDUCATIONAL DEPARTMENT, }  
 Augusta, July 31, 1882. }

*To Executive Com. ————— Co. Ed. Ass'n :*

In order to attend as many as possible of the meetings of County Associations during the fall, I have taken the liberty to fix the time for your meeting as noted in the margin.

The place of meeting is left for you to select. It should be such as can be most conveniently reached by the largest number of your teachers, and where free entertainment can be had for those attending.

Herewith is also sent the general programme for such meetings. From it you will please select four or six subjects — the latter number preferred — for papers to be presented by members of your association, and secure parties to present the same. Notice of the place of meeting, subjects selected, and names of the parties presenting papers, should be sent me at least three weeks before the date of meeting in order that it may be properly advertised.

You will keep an accurate account of all expenses for stationery, postage, &c., incurred in working up this meeting, and forward the bill thereof, made against the State, to this office as early as practicable.

I need not urge upon you the importance of using your best efforts to make this meeting a success.

Very truly yours,

N. A. LUCE.

GENERAL PROGRAMME FOR FALL MEETINGS OF COUNTY 'TEACHERS' ASSOCIATIONS, 1882.

I. *School Classification* — (1) Minimum of Daily Exercises; (2) How Secured; (3) Length of Exercises; (4) Order of Exercises; (5) Programme.

II. *Opening Exercises* — (1) Purposes; (2) Character; (3) Methods of Conducting.

III. *School Government* — (1) Purposes; (2) Means; (3) Methods.

IV. *Arithmetic for Practical Ends* — (1) How Much; (2) How Taught.

V. *Primary Language Lessons* — (1) Purposes; (2) Character; (3) Frequency; (4) Methods.

VI. *Composition in Mixed Schools* — (1) What should be Attempted; (2) Methods of Teaching.

VII. *Written Work* — (1) Purposes; (2) How Much; (3) How Conducted.

VIII. *How to Teach Writing* — (1) In Graded Schools; (2) In Mixed Schools.

IX. *Reviews* — (1) Purposes; (2) Frequency; (3) Methods.

X. *Morals and Manners* — (1) Necessity for Teaching; (2) Incidental Instruction; (3) Direct Teaching.

In the appendix will be found selections from the papers or essays which have been presented in these meetings during the year. They are of special interest as indicative of the practical character of the work done, and of the abilities of our better class of public school teachers of every grade, four of them being by teachers of ungraded schools. They are also valuable for the matter they contain — the practical professional instruction which they convey.

In view of the marked success which has attended so far this newly inaugurated attempt to elevate the professional character of our public school teachers, I recommend appropriations for the continuing of these meetings for the next two years.

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### THE MAINE PEDAGOGICAL SOCIETY.

This association of strictly professional teachers and educators, organized in 1880, and made a corporate body by act of the Legislature of 1881, has held two meetings during the year. I have not the data at hand from which to give an outline of the work done in those meetings. It is certain that it was valuable in suggestion and inspiration to the large number of teachers attending.

As indicated in my report of last year, this society has in hand a very important work. It has inaugurated an investigation of the whole subject of instruction in its several departments of Language, Mathematics, Science and Morals, the outcome of which is intended to be an authoritative outline of the work to be done in each of those departments in schools of different grades, of the character of the text-books and appliances needed, and of the methods of instruction to be pursued in order to obtain the largest

practicable results. From the report of a meeting of the general committee of the society, which has this work immediately in charge, held for the purpose of appointing necessary sub-committees and making plans of action, I extract the following definite statement of the work projected :

“The object shall be to give concisely the admitted essentials of the *ends, methods* and *means* of instruction in the various branches of study.

“For example, if the subject were arithmetic the *ends* of the study should be clearly stated in short affirmative propositions, enforced or illustrated, if necessary by examples.

“Then should follow under *methods*, brief directions for teaching elementary numbers, decimals, fractions, etc., with general directions as to how the work should be done by the pupil, how the recitation should be conducted, and at what age or advancement the pupil is prepared to take up the different parts of the work.

“Under *means* should be given the appliances necessary, and if possible the names of one or more text-books which seem best fitted for the *ends* and *methods* of instruction laid down. To this should be appended a list of books of reference with publisher and price.

“All this should be put in the form of distinct propositions, should rigidly exclude everything but essentials and above all should be brief.”

Such work, done as the character of those having it in charge gives assurance of its being done, when made available as it will be to every teacher and school officer in the State, must be productive of most valuable results.

## CONCLUSION.

1. *Explanatory.*

This report as originally written was prepared in the expectation of its publication during the session of the Legislature. So prepared it suggested legislation, deemed necessary for securing increased efficiency in the schools, in the direction of the abolition of the school district system, of securing more efficient and economical supervision, and of providing for a more uniform and careful examination of teachers. By reason of an unusual and unexpected amount of work imposed upon the State Printers in the process of legislation, its publication as expected, was found impracticable. It has, therefore, been recast by eliminating the portions in which suggested legislation was discussed at some length, and by rewriting or modifying other portions of it. This work has been done in the midst of other pressing and somewhat distracting duties, and hence less perfectly done than could have been desired. As it stands, it is a somewhat bald and disjointed statement of the condition, in comparison with that of the preceding year, of the several departments of our public schools, and of the educational agencies collateral to them, and as such is respectfully submitted.

2. *Recommendations.*

As this report is by law to be distributed among the school committees and supervisors of the State, it may appropriately close with the following suggestions to them, repeated in part from the report of last year :

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, and that, to this end, they allow such as are teaching at the time of those meetings, to close their schools for that purpose without loss of pay.

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 emanating from this Department, or others of like character.

6. That they seek by all practical means to make the work of the ungraded schools under their charge more systematic, practical, and thorough; that to this end they examine into the feasibility of adopting graduating courses therefrom; and especially that they insist upon the teachers of such schools properly keeping and filling the Supplementary Registers provided therefor.

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 they use special efforts with parents, pupils, and teachers, to secure the largest and most regular attendance practicable upon all the schools under their charge, and to awaken the largest possible interest in their work.

9. That, in short, they be vigilant, earnest, persistent, active, and aggressive educational leaders, compelling advance all along the line of school work.



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APPENDIX.

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# COMMON SCHOOL STATISTICS,

*Compiled from Annual Returns of S. S. Committees and Fiscal Returns of Municipal Officers, for the year ending April 1, 1882.*

## ANDROSCOGGIN COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
													w.	d.	w.	d.									
Auburn.....	3,055	1,551	1,320	1,424	1,220	2,094	.42	20	5	10	3	1	1	1	1	1	1	32	32	-	-	-	\$89,000	4	3
Durham.....	410	246	212	310	285	340	.61	10	3	11	10	11	10	10	10	10	10	10	10	10	10	10	4,500	-	3
East Livermore.....	321	209	165	232	202	250	.57	8	4	9	4	7	7	7	7	7	7	7	7	7	7	7	5,000	-	5
Greene.....	317	147	126	175	137	207	.41	8	11	11	11	11	11	11	11	11	11	11	11	11	11	11	3,500	1	5
Leeds.....	372	209	172	255	213	305	.52	11	10	12	1	12	10	10	10	10	10	10	10	10	10	10	3,400	-	5
Lewiston.....	6,408	2,436	1,995	2,259	1,896	2,070	.30	10	33	1	1	1	1	1	1	1	1	28	28	28	28	28	182,550	3	3
Lisbon.....	891	485	395	441	384	572	.44	9	20	1	1	12	9	1	1	1	1	1	1	1	1	1	15,100	-	3
Livermore.....	358	239	180	287	230	325	.57	10	10	5	17	2	17	9	1	1	1	9	9	1	1	\$300	7,400	-	13
Minot.....	473	317	267	302	262	393	.56	8	1	12	5	11	5	9	2	2	2	2	2	2	2	2	10,000	1	3
Poland.....	780	378	290	435	361	496	.42	8	2	10	23	3	21	19	1	1	1	19	19	1	1	250	6,000	-	12
Turner.....	664	406	349	489	424	529	.58	9	1	1	1	1	1	1	1	1	1	18	16	16	16	6,400	-	13	
Wales.....	144	88	77	126	110	138	.65	8	3	10	3	8	8	8	8	8	8	8	8	8	8	8	2,200	-	8
Webster.....	320	170	145	254	200	269	.54	8	3	11	4	11	11	11	11	11	11	11	11	11	11	11	2,500	3	4
	14,513	6,881	5,693	6,989	5,924	7,988	.40	10	13	1	115	17	196	164	2	550	337,550	14	84						

COMMON SCHOOLS

ANDROSCOGGIN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Amount of school money voted in 1882.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to prolong public schools.	Amount paid for school supervision.			
	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.	Excess above am't required by law.	Less than the am't required by law.																
Auburn	49	51	8	85	00	7	57	2	50	11,000	6,067	-	3	60	10,500	4,624	1432	16,556	16,556	-	-	325	
Durham	11	8	-	33	50	2	75	2	25	1,200	119	-	2	93	1,156	634	-	1,790	1,729	61	-	99	
East Livermore	7	2	1	38	71	3	84	2	50	864	61	-	2	69	1,066	490	183	1,739	1,495	244	-	50	
Greene	8	6	-	22	60	3	25	1	67	799	-	70	2	52	977	495	-	1,472	1,296	176	50	41	
Leeds	11	4	1	20	50	3	72	1	37	1,000	-	30	2	69	1,193	588	-	1,781	1,587	194	-	50	
Lewiston	66	66	10	140	00	8	54	3	50	20,000	9,119	-	3	12	24,000	9,863	59	33,922	32,545	1,377	-	1500	
Lisbon	16	14	2	33	33	4	00	2	00	2,350	738	-	2	64	2,335	1,355	31	3,721	3,600	121	-	146	
Livermore	17	4	2	22	00	2	75	2	00	1,025	-	149	2	86	1,291	562	108	1,961	1,711	250	-	55	
Minot	11	9	-	45	33	3	61	2	72	1,256	-	-	2	66	1,339	835	-	2,167	2,057	110	-	81	
Poland	21	7	5	24	00	3	00	2	75	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	-	75
Turner	19	5	1	26	00	5	31	1	88	2,800	896	-	4	22	2,090	1,030	36	3,156	3,033	123	-	174	
Wales	8	1	-	20	00	2	80	1	25	405	-	41	2	81	770	231	-	1,001	915	86	-	29	
Webster	8	4	-	20	75	3	75	2	25	784	31	-	2	45	943	492	-	1,435	1,336	99	65	52	
	252	181	30	40	90	4	22	2	20	43,483	17,031	296	3	17	47,650	21,202	1849	70,701	67,860	2,841	-	115	2677

APPENDIX.

AROOSTOOK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
							w.	d.	w.	d.	w.	d.									
Amity.....	146	166	102	55	40	113	.49	10	4	14	4	4	-	-	3	2	-	\$1,200	-	2	
Ashland.....	207	134	100	129	97	163	.48	10	1	14	4	5	-	-	5	3	-	2,000	-	1	
Benedicta.....	123	66	45	74	47	70	.37	12	3	15	2	2	-	2	2	2	-	1,000	-	2	
Blaine.....	263	178	115	160	125	225	.46	9	3	10	1	5	-	5	2	-	-	2,200	1	4	
Bridgewater.....	304	155	115	141	84	163	.33	15	3	17	1	5	-	5	4	-	-	2,000	-	2	
Caribou.....	1,097	522	441	530	457	674	.41	11	3	12	1	19	2	17	12	1	\$375	6,000	1	9	
Easton.....	340	214	162	251	197	285	.53	8	2	10	1	10	-	8	7	-	-	2,850	-	4	
Fort Fairfield.....	1,062	589	481	593	446	702	.44	10	10	10	1	1	-	22	9	1	267	6,900	1	5	
Fort Kent.....	845	349	280	50	40	399	.19	24	20	10	1	11	-	7	1	1	100	1,000	-	1	
Frenchville.....	1,130	540	354	-	-	540	.31	20	-	-	-	24	-	15	4	1	200	2,000	2	-	
Grand Isle.....	394	196	136	103	75	216	.27	20	3	9	-	6	1	5	1	-	-	1,000	1	1	
Haynesville.....	80	54	40	52	36	68	.48	14	14	3	2	2	-	2	2	-	-	800	-	2	
Hersey.....	72	40	32	30	24	48	.39	14	12	3	1	3	-	1	1	-	-	500	-	1	
Hodgdon.....	387	219	169	237	174	266	.44	9	2	10	2	10	1	10	8	-	-	3,450	2	3	
Houlton.....	978	510	387	721	567	650	.49	10	1	11	1	9	-	9	6	-	-	6,500	3	9	
Island Falls.....	94	63	44	74	61	82	.56	10	11	5	-	5	-	3	3	-	-	2,700	-	-	
Limestone.....	244	161	139	154	122	187	.54	7	5	8	4	1	-	6	4	-	-	2,400	-	2	
Linneus.....	423	185	140	196	146	279	.34	9	4	13	5	9	-	7	7	-	-	2,450	-	4	
Littleton.....	425	231	141	154	102	268	.29	14	10	4	9	9	-	8	6	1	150	2,000	-	5	
Ludlow.....	197	120	88	106	81	149	.43	11	1	13	1	5	-	4	3	-	-	606	-	2	
Madawaska.....	558	275	181	-	-	275	.32	22	-	-	-	14	1	4	3	-	-	300	1	-	
Mapleton.....	240	113	83	124	83	130	.35	9	14	12	3	9	-	7	2	-	-	1,700	-	2	
Mars Hill.....	378	206	189	227	204	268	.52	9	4	12	3	9	-	8	7	-	-	3,625	2	4	
Masardis.....	90	67	55	68	57	64	.62	20	22	2	3	3	-	2	1	-	-	600	-	2	
Maysville.....	428	199	132	267	194	289	.38	10	10	10	12	12	-	12	8	-	-	4,000	-	7	

COMMON SCHOOLS.

Monticello	379	183	106	170	100	250	.2610	312	4	8	-	8	3	-	-	2,000	1	8
New Limerick	231	125	86	121	94	163	.3912	14	4	5	-	5	1	-	-	700	-	1
Orient	88	65	46	66	47	67	.539	10	4	3	-	3	2	-	-	1,200	-	2
Presque Isle	491	255	191	284	224	323	.4210	210	5	8	-	9	6	-	-	3,200	1	4
Sherman	326	207	158	190	141	275	.4611	11	2	6	-	6	4	-	-	2,500	-	4
Smyrna	83	52	31	44	33	58	.399	4	8	2	4	1	3	3	-	600	-	2
Van Buren	569	275	169	51	45	269	.1912	313	4	10	-	8	5	-	-	2,500	3	-
Washburn	374	164	116	190	129	242	.339	310	2	7	1	7	5	-	-	2,000	1	4
Weston	160	126	102	28	22	129	.3914	310	5	5	1	4	2	-	-	600	-	1
Woodland	294	183	135	174	120	184	.439	211	4	8	-	7	1	1	200	2,000	-	4
Bancroft pl.	112	60	49	49	36	72	.388	313	2	5	-	3	2	-	-	800	-	-
Castle Hill pl.	173	133	108	111	87	149	.568	2	8	4	6	-	5	1	-	2,100	-	1
Caswell pl.	119	59	35	-	-	59	.2911	3	-	3	-	5	-	-	-	50	-	-
Chapman pl.	75	46	39	37	29	60	.458	110	3	3	-	2	1	-	-	400	-	-
Crystal pl.	93	40	34	25	21	55	.3011	13	6	-	3	-	2	-	-	300	-	1
Dyer Brook pl.	69	32	21	44	30	46	.3712	8	4	4	-	1	-	-	-	30	-	-
Eagle Lake pl.	100	78	60	-	-	78	.6024	2	-	2	-	2	-	-	-	300	-	-
Glenwood pl.	56	54	46	30	25	49	.637	17	3	3	-	3	1	-	-	250	1	2
Hamlin pl.	279	145	90	18	14	145	.1920	312	6	-	6	2	-	-	-	650	1	-
Macwahoc pl.	67	26	16	40	35	46	.3814	12	2	2	-	1	1	-	-	650	-	1
Merrill pl.	89	57	43	24	18	56	.3512	6	1	3	-	2	1	-	-	400	-	-
Moro pl.	64	39	28	43	41	43	.549	310	2	2	1	2	-	-	-	500	-	-
New Sweden pl.	255	43	33	148	97	148	.266	14	2	6	-	4	4	-	-	1,038	-	3
No. 11, R. 1 pl.	157	105	66	74	46	133	.369	211	4	5	-	5	3	-	-	1,000	1	2
Oakfield pl.	294	167	132	140	96	226	.3911	412	2	8	2	7	3	-	-	1,500	-	2
Oxbow pl.	69	54	35	-	-	54	.5113	3	-	2	-	1	1	-	-	100	-	-
Perham pl.	145	83	67	78	66	89	.4611	14	2	5	-	4	3	1	275	1,200	-	2
Portage Lake pl.	52	42	29	18	12	47	.3912	8	3	1	-	1	1	-	-	600	-	-
Reed pl.	54	43	33	26	22	46	.5112	7	3	4	-	1	1	-	-	175	-	-
St. Francis pl.	140	66	40	-	-	66	.2918	-	-	2	1	1	-	-	-	300	-	-
St. John pl.	84	47	36	-	-	47	.4322	-	-	2	-	1	1	-	-	100	-	-
Silver Ridge pl.	64	44	33	-	-	44	.529	1	-	3	-	3	-	-	-	150	-	-
Wade pl.	41	29	18	15	12	50	.3910	316	-	2	-	1	-	-	-	175	-	-
Wallgrass pl.	225	160	75	-	-	100	.3324	-	-	3	-	3	-	-	-	300	1	-
Westfield pl.	51	16	13	25	20	28	.3210	12	-	1	-	1	1	-	-	400	-	1
	16,427	8,795	6,470	6,759	5,121	10,443	.3512	311	5	347	14	299	167	7	1,567	90,549	27	119

APPENDIX.

AROOSTOOK COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1882.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to prolong public schools.	Amount paid for school supervision.
Amity	4	-	-	\$22 50	4 31	1 57	300	42	-	2 05	401	218	208	827	636	191	-	-	18
Ashland	5	-	3	24 00	3 15	1 70	440	84	-	2 13	474	310	-	784	697	87	-	-	5
Benedicta	1	-	-	20 00	3 00	1 75	250	17	-	2 03	282	182	-	464	389	75	-	-	18
Blaine	4	1	-	22 00	3 25	1 25	517	120	-	1 97	408	437	-	845	845	-	-	-	15
Bridgewater	5	3	1	23 50	3 69	1 17	578	94	-	1 90	680	421	51	1,152	680	472	-	-	25
Caribou	19	7	3	18 00	4 00	2 25	1,129	-	-	1 03	1,483	1,653	85	3,221	2,879	342	-	100	80
Easton	10	3	-	23 00	3 55	1 49	668	250	-	1 96	772	555	62	1,389	1,297	92	-	-	35
Fort Fairfield	20	16	2	25 00	4 09	1 75	1,510	-	5	1 42	2,044	1,595	-	3,639	3,272	367	-	-	125
Fort Kent	10	1	1	4 50	1 50	1 50	350	-	-	41	867	1,246	-	2,113	2,113	-	-	-	35
Frenchville	21	-	-	11 50	2 64	94	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	20
Grand Isle	6	4	-	12 00	3 21	1 13	250	-	-	63	913	588	-	1,501	822	679	-	25	10
Haynesville	3	1	1	26 00	3 00	2 10	180	10	-	2 25	194	115	62	371	338	33	-	-	8
Hershey	3	1	-	10 00	2 33	1 25	135	51	-	1 88	138	65	-	203	226	-	23	-	9
Hodgdon	8	6	-	24 00	3 75	1 60	850	58	-	2 20	969	625	35	1,629	1,378	251	-	-	33
Houlton	14	10	-	28 00	5 20	2 33	2,584	303	-	2 64	3,990	1,405	-	5,395	3,643	1,752	-	-	60
Island Falls	4	5	-	3 50	1 20	200	200	54	-	2 13	254	141	118	513	480	33	-	-	16
Limestone	6	3	2	23 50	3 88	1 75	212	5	-	87	280	346	112	738	571	167	-	-	9
Linneus	9	2	-	27 00	3 36	1 75	834	28	-	1 97	1,024	640	-	1,664	1,558	106	-	-	21
Littleton	9	2	-	23 75	3 26	1 65	600	40	-	1 41	845	582	-	1,427	1,361	66	-	-	27
Ludlow	5	2	-	26 00	2 75	1 62	374	56	-	1 90	492	276	60	828	735	93	-	-	12
Madawaska	14	-	-	9 00	2 30	99	325	-	-	58	359	886	-	1,245	1,234	11	-	-	15
Mapleton	7	6	-	21 00	3 06	1 25	564	209	-	2 35	584	385	-	969	920	49	-	-	32
Mars Hill	7	5	-	20 91	3 01	1 23	573	253	-	1 52	661	590	50	1,301	1,190	111	-	-	27
Masardis	3	-	1	30 00	2 87	1 58	175	40	-	1 94	307	138	38	483	309	174	-	-	4
Maysville	11	5	-	24 00	3 66	1 64	955	354	-	2 23	1,016	666	35	1,717	1,634	83	-	-	60



Monticello.....	7	-	-	27 11	3 75 1 63	771	163	-	2 04	982	591	105	1,678	1,532	146	-	-	40
New Limerick.....	5	4	-	25 00	3 58 1 56	431	185	-	1 87	492	380	46	918	884	34	-	-	25
Orient.....	3	1	-	25 00	4 00 2 00	200	40	-	2 27	200	139	100	439	424	15	-	-	15
Presque Isle.....	8	5	1	25 00	3 75 1 74	800	26	-	1 63	916	739	64	1,719	1,479	240	-	-	63
Sherman.....	6	3	-	25 50	3 81 1 84	785	223	-	2 41	1,036	506	23	1,565	1,196	369	-	-	37
Smyrna.....	3	1	-	16 00	2 68 1 74	158	31	-	1 90	165	135	-	300	304	-	4	-	3
Van Buren.....	7	3	-	13 75	2 92 1 75	250	-	-	44	426	730	38	1,194	894	300	-	-	25
Washburn.....	6	3	-	21 40	3 00 1 80	650	289	-	1 74	698	500	-	1,198	989	209	-	-	30
Weston.....	9	-	-	23 60	3 08 1 50	425	110	-	2 66	330	266	47	637	542	95	-	-	9
Woodland.....	8	4	-	21 50	3 05 1 56	550	413	-	1 87	550	319	-	869	909	-	40	-	34
Bancroft pl.....	4	3	-	-	3 72 1 34	200	58	-	1 71	176	252	100	528	528	-	-	-	10
Castle Hill pl.....	7	5	-	21 00	2 58 1 40	336	146	-	1 90	447	277	27	751	615	136	-	11	26
Caswell pl.....	3	-	-	-	2 81 1 55	54	-	-	45	72	184	-	256	215	41	-	-	4
Chapman pl.....	4	2	-	-	2 60 1 10	135	103	-	1 80	188	106	-	294	221	73	-	-	7
Crystal pl.....	5	1	-	20 00	3 00 1 75	300	100	-	3 23	417	123	-	540	416	124	-	-	13
Dyer Brook pl.....	2	3	-	-	2 63 1 25	172	69	-	2 49	133	83	-	216	182	34	-	-	5
Eagle Lake pl.....	2	-	-	-	4 00 1 25	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	9
Glenwood pl.....	3	-	-	16 33	4 00 1 39	158	10	-	2 82	143	89	-	232	243	-	11	-	11
Hamlin pl.....	8	1	-	18 00	2 90 1 25	150	-	-	54	280	399	-	679	631	48	-	-	12
Macwahoc pl.....	1	-	1	26 00	5 80 2 50	200	63	-	2 99	160	94	-	254	254	-	-	-	-
Merrill. pl.....	3	2	-	-	3 13 1 75	165	72	-	1 85	180	162	75	417	340	77	-	-	10
Morro pl.....	2	3	-	-	3 00 2 00	148	51	-	2 31	198	123	-	321	264	57	-	-	15
New Sweden pl.....	3	2	1	18 00	3 25 1 82	176	66	-	69	315	301	62	678	570	108	-	-	6
No. 11, R. 1 pl.....	4	1	-	21 47	3 90 1 87	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	8
Oakfield pl.....	7	4	1	22 65	3 32 1 64	510	63	-	1 73	858	458	53	1,369	949	420	-	-	21
Oxbow pl.....	2	-	-	-	2 00 1 25	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	-
Perham pl.....	4	2	-	20 00	3 00 1 50	277	164	-	1 91	303	225	-	528	399	129	-	48	12
Portage Lake pl.....	1	1	-	-	3 25 2 00	100	1	-	1 92	113	84	-	197	122	75	-	-	-
Reed pl.....	7	3	-	-	2 25 1 85	300	257	-	5 55	238	72	150	460	308	152	-	-	6
St. Francis pl.....	2	-	-	-	4 25 2 00	100	-	-	71	100	173	-	273	273	-	-	-	15
St. John pl.....	2	-	-	-	3 00 1 25	100	-	-	1 19	158	122	-	280	229	51	-	-	15
Silver Ridge pl.....	3	3	-	-	2 41 -	189	42	-	2 95	218	123	-	341	330	11	-	-	7
Wade pl.....	2	2	-	-	2 33 1 67	78	17	-	1 90	112	81	12	205	197	8	-	-	7
Wallagrass pl.....	2	-	-	20 00	4 00 1 25	100	-	-	44	125	333	-	458	458	-	-	-	13
Westfield pl.....	1	-	-	26 00	3 50 2 10	92	31	-	1 80	95	75	-	170	173	-	3	-	5
	354	149	15	21 20	3 27 1 60	23,613	4,858	51 58	30,261	22,303	1818	54,382	46,277	8,186	81	184	1237	

CUMBERLAND COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Per centage of average attendance.		Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 5 1/2 days per week.		Number of districts in town.		Number of parts of districts in town.		Number of school houses in town.		Number in good condition.		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.	
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.		
Baldwin	333	192	176	232	173	250	.52	9	10	1	11	12	9	-	-	12	9	-	-	-	-	-	-	-	-	-	-	-	-	\$3,000	-	7	7			
Bridgton	849	539	497	451	412	596	.54	10	3	11	2	18	20	-	-	20	18	-	-	-	-	-	-	-	-	-	-	-	18,500	-	3	7				
Brunswick	1,771	670	543	558	533	828	.30	9	2	10	5	19	24	-	-	24	21	-	-	-	-	-	-	-	-	-	-	35,000	3	11	6					
Cape Elizabeth	1,836	1,024	837	920	734	1,821	.43	17	3	10	14	15	15	-	-	15	15	-	-	-	-	-	-	-	-	-	-	40,000	3	7	8					
Casco	307	172	150	179	148	214	.49	10	3	12	1	8	8	-	-	8	6	-	-	-	-	-	-	-	-	-	3,400	-	7	8						
Cumberland	557	370	302	368	309	463	.55	11	3	10	4	12	14	1	9	8	8	-	-	-	-	-	-	-	-	-	5,000	5	8	8						
Deering	1,196	772	680	717	625	835	.55	10	9	9	1	15	12	-	-	12	10	-	2	-	-	-	-	-	-	-	\$6,000	44,000	1	1	1					
Falmouth	488	286	261	311	266	355	.54	12	1	11	3	12	6	-	-	12	6	-	-	-	-	-	-	-	-	-	6,000	1	8	8						
Freeport	680	372	304	344	265	475	.42	13	3	13	4	1	17	1	17	17	9	-	-	-	-	-	-	-	-	-	25,000	4	8	8						
Gorham	923	564	496	618	504	719	.54	9	2	15	3	19	19	-	-	19	9	-	-	-	-	-	-	-	-	-	13,000	2	10	10						
Gray	557	335	272	334	273	420	.49	7	3	10	2	12	3	12	8	8	1	-	-	-	-	-	-	-	-	-	4,500	1	8	8						
Harpswell	566	345	271	347	250	400	.46	8	5	9	2	19	13	-	-	13	8	-	-	-	-	-	-	-	-	-	6,100	8	8	8						
Harrison	323	197	170	239	205	298	.58	8	4	10	1	8	9	-	-	9	4	-	-	-	-	-	-	-	-	-	3,000	-	4	4						
Naples	300	169	136	199	158	213	.49	8	1	17	11	11	11	-	-	11	8	-	-	-	-	-	-	-	-	-	4,000	-	7	7						
New Gloucester	417	213	153	264	196	288	.42	10	12	1	1	12	10	-	-	12	10	-	-	-	-	-	-	-	-	-	8,000	-	3	3						
North Yarmouth	257	205	150	171	127	185	.54	7	2	11	2	7	7	-	-	7	7	-	-	-	-	-	-	-	-	-	2,100	-	1	1						
Otisfield	274	156	136	190	164	195	.55	8	1	11	2	12	1	12	5	12	5	-	-	-	-	-	-	-	-	-	2,500	-	5	5						
Portland	10,936	5,242	4,411	5,495	4,576	6,687	.41	15	21	5	1	16	12	-	-	16	12	-	1	-	-	-	-	-	-	-	21,720	370,000	11	11	11					
Pownal	273	187	153	235	190	237	.63	7	1	11	5	11	2	11	11	11	9	-	-	-	-	-	-	-	-	-	5,500	-	5	5						
Raymond	404	238	194	240	180	282	.46	11	5	13	11	11	9	-	-	11	9	-	-	-	-	-	-	-	-	-	3,400	-	1	3						
Scarborough	599	291	223	348	262	469	.40	15	2	11	10	10	10	1	10	10	10	-	-	-	-	-	-	-	-	-	7,200	-	8	8						
Sebago	273	158	129	171	137	207	.49	8	3	11	9	9	9	-	-	9	4	-	1	-	-	-	-	-	-	-	2,350	-	5	5						
Standish	632	324	258	352	269	402	.42	15	1	12	1	13	9	-	-	13	9	-	-	-	-	-	-	-	-	-	5,950	2	9	9						
Westbrook	1,301	618	488	487	449	832	.36	12	21	5	1	9	7	-	-	9	7	-	1	-	-	-	-	-	-	-	800	2,500	2	3	3					

Windham .....	706	440	360	450	358	481	.518	3.12	19	-	19	14	-	-	9,225	1	4
Yarmouth .....	592	284	227	287	244	348	.408	4.12	1	9	3	10	7	-	3,500	2	4
	27,350	14,363	11,977	14,497	12,007	18,503	.4410	3.12	2	269	18	335	247	6	29,495	42	161

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 1882.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to prolong public schools.	Amount paid for school supervision.
	No. of Female Teachers employed in Summer	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week	Excess above amt't required by law.	Less than the amt't required by law.																		
Baldwin .....	11	2	1	\$24 86	3 83	2 02	1,000	119	-	3 00	1,198	520	72	1,790	1,366	424	-	20	34							
Bridgton .....	22	14	5	46 00	3 50	2 00	3,500	1,352	-	4 12	3,500	1,156	62	4,718	5,189	-	471	-	150							
Brunswick .....	29	21	3	28 00	4 10	2 25	6,000	2,218	-	3 39	6,258	2,614	905	9,777	8,290	1,487	-	-	225							
Cape Elizabeth .....	19	15	1	55 40	7 25	3 50	4,300	210	-	2 34	5,934	2,673	200	8,807	6,267	2,540	-	200	140							
Casco .....	8	1	1	24 20	4 10	1 48	809	-	2	2 61	890	501	120	1,421	1,353	68	-	-	39							
Cumberland .....	9	6	-	28 17	3 72	2 50	1,295	-	6	2 32	1,594	890	103	2,587	2,322	265	-	-	70							
Deering .....	18	12	10	112 00	9 00	3 00	4,500	1,000	-	3 76	4,509	1,977	-	6,486	6,271	215	-	-	300							
Falmouth .....	11	3	2	25 00	4 90	2 50	2,000	618	-	4 10	2,110	788	7	2,905	2,749	156	-	-	70							
Freeport .....	14	8	-	16 81	2 85	2 50	2,600	632	-	3 82	2,500	970	-	3,470	3,580	-	110	-	135							
Gorham .....	19	12	11	38 77	4 44	2 44	3,300	591	-	3 58	4,457	2,448	34	6,939	5,333	1,606	-	-	95							
Gray .....	11	4	1	30 00	3 95	2 35	1,500	109	-	2 69	1,400	846	69	2,315	2,193	122	-	-	70							
Harpwell .....	18	9	1	24 84	3 56	3 00	1,425	26	-	2 52	1,622	887	-	2,509	2,332	177	-	600	88							
Harrison .....	9	7	2	28 50	3 56	1 89	1,000	22	-	3 10	1,032	486	44	1,562	1,500	62	-	-	44							
Naples .....	8	3	-	23 00	3 88	1 68	1,030	154	-	3 33	1,661	478	-	2,139	1,947	192	-	-	45							
New Gloucester .....	12	9	2	28 33	4 30	2 41	1,525	328	-	3 66	1,860	641	300	2,801	2,612	189	-	-	87							
North Yarmouth .....	7	6	2	26 00	3 96	2 23	800	46	-	3 11	828	398	261	1,487	1,450	37	-	-	40							
Otisfield .....	12	7	1	22 60	3 05	1 29	850	-	30	3 10	823	397	408	1,628	1,579	49	-	-	51							

CUMBERLAND COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		No. of Teachers graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1882.		Excess above amt't required by law.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1881, to April 1, 1882.		Amount available from State Treasury from April 1, 1881, to April 1, 1882.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.		Balance unexpended April 1, 1882.		Balance over-expended April 1, 1882.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	No.	No.	No.	No.	Average wages of Male Teachers per month, excluding board	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1882.	Excess above amt't required by law.	Not less than 80 cts. for each inhabitant.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to prolong public schools.	Amount paid for school supervision.																		
Portland .....	119	119	27	112 00	7 00 4 00	89,310	64,184	-	-	8 17	54,634	16,688	-	71,322	68,142	3,180	-	-	-	2250																		
Pownal .....	10	6	-	526 00	3 11 2 05	750	-	-	-	2 75	785	435	-	1,220	1,220	-	-	-	-	44																		
Raymond ..	10	5	-	27 00	3 86 1 74	928	30	-	-	2 30	951	653	118	1,722	1,638	84	-	-	35																			
Scarborough .....	10	2	2	27 50	5 25 2 25	1,500	147	-	-	2 50	1,855	921	-	2,776	2,414	362	-	-	67																			
Sebago .....	8	4	-	20 50	3 11 1 37	650	8	-	-	2 38	714	390	-	1,104	968	136	-	-	30																			
Standish ..	14	4	1	24 70	4 35 2 05	2,100	424	-	-	3 32	2,436	933	94	3,463	3,183	280	-	-	133																			
Westbrook ..	13	13	3	42 82	5 40 3 00	3,500	1,000	-	-	2 69	3,715	1,727	-	5,442	5,139	303	-	-	103																			
Windham .....	21	14	3	24 00	4 36 1 76	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	110																		
Yarmouth .....	7	6	-	35 00	5 13 2 50	1,616	118	-	-	2 73	1,920	867	-	2,787	2,642	145	-	-	91																			
	449	318	79	35 46	4 44 2 29	137,749	73,338	69	5	11	109,096	41,284	2797	153,177	141,679	12,079	581	875	4546																			

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 $5\frac{1}{2}$ days per week.		Average length of Winter Schools of $5\frac{1}{2}$ 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.											
Avon.....	197	131	111	130	111	163	.57	7	9	4	12	-	11	10	-	-	-	\$2,000	-	2	
Carthage.....	156	106	84	132	112	150	.63	8	10	6	6	1	6	2	-	-	-	2,000	-	4	
Chesterville.....	299	195	180	220	198	260	.63	8	10	12	1	11	9	-	-	-	-	4,000	-	5	
Eustis.....	111	71	55	60	48	83	.46	8	4	11	4	4	3	-	-	-	-	1,000	-	1	
Farmington.....	975	515	393	566	462	752	.44	9	4	11	2	20	8	20	8	-	-	17,500	-	10	
Freeman.....	206	167	135	159	127	191	.64	9	3	10	8	2	10	4	-	-	-	1,600	-	6	
Industry.....	224	120	98	185	153	194	.56	7	10	5	16	1	10	8	-	-	-	3,500	-	4	
Jay.....	322	249	217	302	248	320	.59	9	3	9	16	3	16	10	-	-	-	4,500	-	7	
Kingfield.....	150	114	99	108	92	121	.64	11	5	12	4	2	3	2	-	-	-	2,500	-	2	
Madrid.....	123	127	105	85	68	140	.70	8	10	9	9	-	7	1	-	-	-	800	-	4	
New Sharon.....	358	204	167	242	200	252	.51	7	10	4	17	1	16	8	-	-	-	2,000	-	4	
New Vineyard.....	237	126	103	146	114	210	.46	8	1	16	2	12	1	10	7	-	-	2,250	-	3	
Phillips.....	456	323	268	340	268	327	.59	8	10	4	16	7	15	6	-	-	-	6,500	-	7	
Rangely.....	222	123	96	148	119	147	.48	8	10	4	4	-	4	2	-	-	-	2,000	-	3	
Salem.....	87	52	43	72	51	77	.54	8	10	4	3	-	3	1	-	-	-	500	-	2	
Strong.....	180	81	72	129	109	148	.50	8	3	10	4	7	7	6	-	-	-	2,550	-	1	
Temple.....	165	98	80	196	158	155	.72	6	1	9	1	10	1	9	5	-	-	1,800	-	5	
Weld.....	327	196	167	222	176	269	.52	8	3	11	11	1	11	7	-	-	-	4,000	-	6	
Wilton.....	584	331	285	388	326	405	.52	15	14	10	5	14	13	-	-	-	-	12,000	-	8	
Coplin pl.....	36	22	19	23	18	32	.51	14	3	12	3	1	1	-	-	-	-	300	-	1	
Dallas pl.....	68	27	22	27	22	33	.32	8	8	-	1	-	1	-	-	-	-	25	-	-	
Greenville pl.....	12	11	10	12	11	12	.88	6	12	-	1	-	1	1	-	-	-	175	-	-	
Letter E pl.....	8	10	5	4	10	10	.75	6	7	1	-	-	1	-	-	-	-	225	-	-	

FRANKLIN COUNTY—CONTINUED.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 5 1/2 days per week.		Average length of Winter Schools of 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.	S.							W.	S.											
Perkins pl.....	52	37	29	31	26	46	.53	6	7	3	1	3	1	-	-	-	-	\$600	-	-	
Rangely pl.....	20	14	11	16	14	16	.63	8	12	1	1	1	1	-	-	-	-	50	-	-	
	5,645	3,450	2,857	3,944	3,235	4,513	.54	8	310	4	200	29	195	119	-	-	-	74,375	5	86	

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 1882.	Excess above amt't required by law.		Not less than 80 cts. for each inhabitant.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Less than the amt't required by law.	More than the amt't required by law.											
Avon .. .	11	8	1	\$17 25	2 65	1 27	500	12	-	2 54	578	308	-	886	797	- 89	-	30	30	
Carthage.....	6	23	1	21 25	3 20	1 31	406	17	-	2 69	406	241	30	677	710	-	33	-	21	
Chesterville.....	12	6	1	17 00	1 75	1 35	850	41	-	2 84	914	463	37	1,414	1,235	179	-	5	40	

Eustis.....	4	3	4	20 00	3 68	1 53	275	1	-	2 48	395	178	15	588	492	96	-	-	12
Farmington.....	25	11	19	30 85	3 48	1 74	3,000	398	-	3 08	3,363	1,514	89	4,966	4,160	806	-	-	145
Freeman.....	10	1	1	21 84	2 50	1 25	490	4	-	2 38	532	299	-	831	773	58	-	-	28
Industry.....	7	6	3	25 75	3 05	1 33	580	-	-	1 2 59	612	365	-	977	905	72	-	9	29
Jay.....	14	10	3	23 14	2 66	1 65	1,050	-	-	142 2 68	1,473	637	73	2,183	2,025	158	-	140	50
Kingfield.....	2	1	-	35 00	4 00	1 73	364	-	-	84 2 43	395	252	38	685	466	219	-	-	14
Madrid.....	8	3	1	20 00	2 86	1 15	340	20	-	2 76	427	218	33	678	647	31	-	-	26
New Sharon.....	14	11	8	23 00	3 04	1 63	1,162	-	-	3 25	1,203	556	40	1,799	1,725	74	-	139	107
New Vineyard.....	8	6	3	27 25	2 78	1 36	630	26	-	2 66	762	415	-	1,177	1,054	123	-	-	43
Phillips.....	17	11	-	20 50	3 20	1 35	1,470	371	-	3 22	1,437	723	-	2,160	2,068	92	-	-	82
Rangely.....	5	2	3	20 00	3 52	1 73	452	203	-	2 04	500	278	-	778	734	44	-	-	32
Salem.....	2	2	-	25 00	3 63	1 48	220	-	-	26 2 53	225	155	-	380	362	18	-	-	7
Strong.....	6	11	-	20 00	3 66	1 70	500	-	-	7 2 77	549	255	87	891	791	100	-	70	33
Temple.....	8	7	3	22 00	2 30	1 41	464	-	-	48 2 81	762	291	-	1,053	840	213	-	-	20
Weld.....	11	5	1	25 50	3 00	1 45	870	-	-	33 2 66	1,206	498	-	1,704	1,334	370	-	-	55
Wilton.....	12	5	-	27 00	3 60	1 71	1,739	213	-	2 98	1,410	852	129	2,391	2,240	151	-	15	90
Coplin pl.....	2	-	-	20 00	3 00	1 17	80	5	-	2 22	136	51	-	187	187	-	-	-	3
Dallas pl.....	1	1	-	-	3 25	1 75	134	7	-	1 97	116	87	-	203	82	121	-	-	2
Greenvale pl.....	1	1	-	-	2 00	1 25	No Fiscal Return.		-	-	-	-	-	-	-	-	-	-	2
Lettor E pl.....	1	1	-	-	1 89	1 20	22	-	-	10 2 75	31	17	-	48	45	3	-	-	3
Perkins pl.....	3	2	-	15 00	2 15	1 27	119	-	-	2 29	119	78	-	197	183	14	-	-	3
Rangely pl.....	1	1	-	-	2 50	1 30	45	9	-	2 25	55	40	-	95	88	7	-	-	1
	191	117	50	22 73	2 93	1 44	15,762	1,327	-	351 2 80	17,606	8,771	571	26,948	23,943	3,038	33	408	878

APPENDIX.





Surry.....	405	251	205	264	218	274	.52	10	4	1	9	7	-	-	-	-	4,600	-	5	
Tremont.....	749	441	355	396	335	539	.46	8	3	9	15	11	-	-	-	-	3,400	-	9	
Trenton.....	217	135	111	154	130	180	.56	9	-	-	8	7	6	-	-	-	2,200	1	6	
Verona.....	127	49	45	89	73	90	.46	8	3	11	5	4	4	-	-	-	2,400	-	1	
Waltham.....	77	44	42	39	37	75	.51	7	-	-	4	4	3	-	-	-	1,000	-	4	
Swan's Island pl.....	216	117	102	134	112	182	.50	6	5	7	4	5	2	-	-	-	1,000	-	4	
No. 7 pl.....	18	13	9	-	-	13	.50	19	2	-	1	1	-	-	-	-	240	-	-	
No. 21 pl.....	24	24	20	-	-	24	.83	24	-	-	1	1	1	-	-	-	200	-	-	
No. 33 pl.....	63	41	35	38	31	48	.52	10	12	-	1	1	1	-	-	-	700	1	1	
	13,326	8,007	6,600	8,027	6,616	9,900	.50	10	3	9	5	280	17	273	198	5	8,340	164,115	18	163

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 1882.	Not less than 30 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above am't required by law.	Less than the am't required by law.										
Amherst.....	4	2	-	\$ 28 33	3 75	1 53	320	40	-	2 00	383	234	80	697	638	59	-	-	10
Aurora.....	3	1	2	30 00	3 17	1 66	200	30	-	2 44	397	130	60	587	335	252	-	-	5
Bluehill.....	17	9	1	28 30	3 75	2 00	1,800	426	-	2 42	1,758	947	125	2,830	2,686	144	-	-	87
Brooklin.....	8	1	-	31 19	3 91	2 09	800	27	-	2 27	801	552	-	1,353	1,326	27	-	16	39
Brooksville.....	13	2	1	30 12	2 82	1 70	1,140	119	-	2 08	1,189	838	-	2,027	1,959	68	-	-	41
Bucksport.....	22	11	1	25 80	3 60	2 25	2,500	-	246	2 63	2,801	1,485	77	4,363	4,044	319	-	-	95
Castine.....	6	6	2	34 00	5 32	2 82	1,050	-	7	2 63	1,335	621	60	2,016	1,790	220	-	-	43
Cranberry Isles.....	5	3	-	27 00	3 25	1 83	274	-	-	7 00	284	198	6	488	468	20	-	87	27
Deer Isle.....	21	9	-	35 00	4 43	2 17	2,613	113	-	1 95	2,915	2,035	-	4,950	4,657	293	-	-	60
Dedham.....	6	6	-	35 00	2 50	1 50	325	-	-	37 23	505	228	108	841	692	149	-	-	29
Eastbrook.....	3	2	-	30 00	4 33	1 69	300	150	-	2 52	250	175	-	425	409	16	-	-	13
Eden.....	13	7	-	35 00	3 87	1 75	1,400	444	-	2 46	1,755	820	-	2,575	2,397	178	-	64	75

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 1882.		Excess above amt required by law.		Not less than 50 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1881, to April 1, 1882.		Amount available from State Treasury from April 1, 1881, to April 1, 1882.		Amount derived from local funds.		Total School Resources		Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.		Balance unexpended April 1, 1882.		Balance over-expended April 1, 1882.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	
Ellsworth.....	28	12	-	33	57	3	55	2	33	4,210	2	41	5,968	2,677	-	8,645	7,180	1,465	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	250		
Franklin.....	8	1	1	28	75	3	41	2	25	882	48	13	1,655	639	-	2,294	1,370	924	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40		
Gouldsborough.....	9	-	2	34	94	3	26	2	18	1,459	92	19	1,593	1,047	32	2,672	2,493	179	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25		
Hancock.....	9	-	-	32	95	4	33	2	13	876	96	13	877	604	-	1,481	1,394	87	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30		
Isle au Haut.....	5	2	2	35	00	2	75	2	15	228	58	35	199	147	-	346	331	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8		
Lamoine.....	5	1	-	34	00	3	53	1	51	601	111	56	644	368	-	1,008	963	45	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	22		
Mariaville.....	5	4	-	30	00	3	50	1	23	350	55	85	363	172	41	577	583	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11		
Mount Desert.....	8	1	-	28	75	3	68	1	68	813	79	20	817	556	-	1,373	1,255	118	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	46	
Orland.....	16	9	6	36	97	3	83	2	21	1,360	-	53	1,877	821	135	2,833	2,468	365	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50	
Otis.....	3	2	-	30	00	4	50	1	62	250	53	19	241	195	34	470	473	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	
Penobscot.....	11	6	-	34	66	4	23	1	70	1,115	-	42	1,202	749	-	1,951	1,876	75	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	35	
Sedgwick.....	10	4	-	32	67	3	96	1	86	1,000	106	67	1,225	524	54	1,803	1,782	21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	78	
Sullivan.....	6	3	-	38	33	3	66	2	00	800	163	42	778	523	-	1,301	1,262	39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25	
Surry.....	10	5	1	33	25	3	60	2	05	950	-	35	953	598	-	1,551	1,521	30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	57	
Tremont.....	13	4	-	33	14	3	40	1	98	1,458	-	95	1,574	1,053	-	2,627	2,318	309	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	66	
Trenton.....	8	2	-	30	00	3	00	2	00	550	8	53	608	323	-	931	880	51	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25	
Verona.....	2	3	-	16	00	4	00	2	00	282	-	22	281	184	-	465	423	42	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	
Waltham.....	5	1	-	24	00	2	15	1	72	240	-	12	396	160	80	636	417	219	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	
Swan's Island pl.....	8	1	-	36	00	3	32	2	00	490	129	27	600	326	-	926	794	132	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	23	
No. 7 pl.....	1	-	-	-	-	-	2.42	2	00	52	-	89	67	38	15	120	120	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
No. 21 pl.....	1	-	-	-	-	-	2.85	1	10	50	5	08	121	44	-	165	95	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
No. 33 pl.....	-	-	-	30	00	-	-	2	40	100	18	59	174	88	11	273	249	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	292	120	19	31	34	3	56	1	91	30,838	2,379	386	2	31	36,582	20,099	918	57,599	51,654	5,955	10	197	1370															

KENNEBEC COUNTY.

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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	369	216	172	279	208	286	51	9	3	11	12	22	2	18	18	13	6	1	1	13	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3					
Augusta	2,060	1,240	989	1,169	986	-	48	9	5	20	22	2	18	18	12	28	25	1	1	28	25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	8				
Belgrade	453	283	237	341	269	344	56	8	3	9	3	9	2	18	18	18	12	1	1	18	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	9				
Benton	344	253	185	288	209	305	57	8	9	2	10	10	2	10	10	10	3	1	1	10	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3				
Chelsea	243	166	150	176	154	197	63	16	9	8	9	9	2	9	9	9	6	1	1	9	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
China	524	301	249	398	309	407	53	8	4	10	4	10	2	11	11	21	9	1	1	21	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	8				
Clinton	578	341	294	384	328	450	54	10	9	9	13	13	1	13	13	13	10	1	1	13	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
Farmingdale	217	121	102	105	82	166	42	9	1	10	5	4	1	4	4	4	1	1	1	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	5			
Fayette	266	188	151	174	140	215	55	8	11	9	11	9	4	9	8	8	1	1	1	4	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	2			
Gardiner	1,261	715	568	661	523	835	43	16	2	16	2	1	1	10	9	10	9	1	1	10	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Hallowell	914	506	463	445	407	659	48	10	10	1	1	1	1	11	10	10	10	1	1	11	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Litchfield	346	260	226	274	226	294	65	8	9	9	15	15	1	15	15	15	10	1	1	15	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	10			
Manchester	212	88	78	119	97	125	41	8	11	7	7	7	2	7	5	7	5	1	1	7	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2		
Monmouth	380	179	150	209	179	225	43	8	9	1	1	1	1	14	5	14	5	1	1	14	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	8		
Mt. Vernon	317	192	157	283	228	251	61	8	12	12	12	12	1	12	12	12	10	1	1	12	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	12		
Pittston	693	406	325	459	334	468	47	8	13	1	17	17	1	17	16	17	16	1	1	17	16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	6		
Readfield	298	141	127	276	255	267	64	8	8	3	10	10	2	10	8	10	8	1	1	10	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	6	
Rome	192	113	94	130	109	137	53	8	2	10	8	8	1	6	6	6	6	1	1	6	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	6	
Sidney	410	236	187	301	245	313	53	7	9	2	19	19	1	19	5	19	5	1	1	19	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3		
Vassalborough	787	448	356	470	383	537	47	10	11	4	22	22	1	22	12	22	12	1	1	22	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	9	
Vienna	206	161	128	149	115	174	59	9	3	9	2	10	1	10	6	10	6	1	1	10	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	4	
Waterville	1,810	847	723	870	754	1,106	41	18	18	1	3	10	7	10	7	10	7	1	1	10	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	
Wayne	288	150	124	207	162	225	50	9	3	10	4	9	2	8	7	8	7	1	1	8	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	5	
West Gardiner	301	160	129	189	157	233	48	9	1	13	2	9	1	9	5	9	5	1	1	9	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	6	
West Waterville	565	361	303	332	288	412	52	10	10	1	6	6	1	6	5	6	5	1	1	6	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	4

APPENDIX.

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Benton.....	10	7	-	23 50	3 97 1 48	1,000	56	-	2 91	1,387	568	-	1,955	1,645	310	-	-	45
Chelsea.....	12	5	-	-	3 35 1 74	675	48	-	2 77	1,066	444	15	1,525	1,343	182	-	-	35
China.....	20	11	-	21 40	2 75 1 79	1,694	-	-	2 3 23	1,708	841	-	2,549	2,523	26	-	-	85
Clinton.....	14	7	1	29 00	3 20 1 57	1,505	91	-	2 60	1,766	870	-	2,636	2,607	29	-	-	85
Farmingdale.....	5	1	1	35 60	4 16 2 40	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	-	40
Fayette.....	10	5	2	24 00	3 30 1 71	800	80	-	3 01	929	-	-	1,339	1,213	126	-	-	34
Gardiner.....	18	17	3	86 11	7 87 3 00	4,000	403	-	3 17	4,106	1,974	99	6,179	6,098	81	-	-	200
Hallowell.....	11	11	-	-	8 00 2 75	3,000	594	-	3 28	3,000	1,307	97	4,404	3,744	660	-	-	150
Litchfield.....	15	4	-	23 00	3 50 1 50	1,205	-	-	3 48	1,352	601	1	1,954	1,838	116	-	-	63
Manchester.....	7	5	-	25 00	3 55 2 00	750	164	-	3 54	776	302	-	1,078	952	126	-	-	30
Monmouth.....	11	3	1	22 50	4 25 2 00	1,216	-	-	179 3 97	1,606	547	-	2,153	2,157	-	4	-	102
Mt. Vernon.....	11	1	2	20 00	3 00 1 50	936	-	-	66 2 95	1,483	529	-	2,012	1,765	247	-	-	46
Pittston.....	17	12	3	25 91	3 98 1 78	2,000	118	-	2 88	2,837	1,047	-	3,884	2,805	1,079	-	-	90
Readfield.....	9	4	-	21 00	4 14 1 23	1,000	-	-	166 3 36	1,473	486	-	1,959	1,784	175	-	60	50
Rome.....	3	-	1	23 50	3 25 1 50	485	-	-	95 2 53	553	302	-	855	794	61	-	-	25
Sidney.....	16	16	1	21 67	3 00 1 55	1,116	-	-	62 2 72	1,220	604	-	1,824	1,698	126	-	28	62
Vassalborough.....	21	13	-	27 00	3 30 1 80	2,500	162	-	3 18	2,579	1,240	-	3,819	3,623	196	-	-	110
Vienna.....	10	5	1	23 00	2 50 1 37	515	-	-	77 2 50	652	320	-	972	869	103	-	-	20
Waterville.....	18	18	2	80 00	6 50 2 00	5,000	2,550	-	2 76	5,017	2,609	81	7,707	6,929	778	-	-	471
Wayne.....	9	5	2	24 00	2 80 1 83	760	10	-	2 64	879	438	15	1,332	1,239	93	-	54	60
West Gardiner.....	8	3	-	23 22	3 77 1 85	850	16	-	2 82	963	446	-	1,409	1,321	88	-	-	45
West Waterville.....	13	10	-	30 25	3 96 1 84	1,350	70	-	2 39	1,727	826	19	2,572	2,165	407	-	34	86
Windsor.....	19	6	-	25 20	3 35 1 43	860	-	-	153 2 55	1,219	542	-	1,761	1,726	35	-	-	50
Winslow.....	16	10	2	22 00	3 03 1 70	1,200	50	-	2 95	1,366	702	-	2,068	1,988	80	-	-	69
Winthrop.....	13	9	3	18 00	5 00 3 50	1,800	17	-	3 09	2,031	938	-	2,969	2,559	410	-	-	65
Unity pl.....	1	2	-	-	3 33 72	48	-	-	6 2 18	76	29	-	105	107	-	2	-	3
	377	237	33	30 28	3 95 1 84	47,569	7,339	937	3 14	52,350	23,811	352	76,513	69,257	7,262	6	216	2704

APPENDIX.

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.
			Summer	Winter	Summer	Winter	w.	d.			w.	d.											
Appleton	436	421	337	317	257	395	.68	7	4	10	2	11	1	11	7	-	-	-	-	\$5,500	-	7	
Camden	1,355	752	636	719	669	1,100	.48	10	12	17	-	17	-	17	14	-	-	-	-	11,500	3	14	
Cushing	274	181	147	151	120	273	.49	11	2	11	1	6	1	6	6	-	-	-	-	1,800	-	4	
Friendship	335	189	153	234	181	263	.50	11	3	10	2	7	1	7	6	-	-	-	-	2,000	1	5	
Hope	250	162	130	176	135	209	.53	13	19	19	-	7	1	7	6	-	-	-	-	3,500	-	3	
Hurricane Isle	46	32	27	35	31	35	.63	11	11	11	-	1	-	1	1	-	-	-	-	30	-	-	
North Haven	254	138	115	196	162	218	.55	9	10	6	-	6	-	6	4	-	-	-	-	2,000	-	5	
Rockland	2,186	1,320	1,160	1,241	1,073	1,448	.51	19	8	1	1	1	1	11	4	-	-	-	-	50,000	2	2	
South Thomaston	618	405	341	392	320	524	.53	10	2	9	3	12	-	14	12	-	-	-	-	6,500	3	7	
St. George	1,019	717	582	739	620	819	.59	12	2	12	1	20	2	17	14	-	-	-	-	4,800	-	14	
Thomaston	890	579	478	1,132	943	711	.80	10	22	1	-	1	-	10	10	-	-	-	-	18,900	3	4	
Union	490	291	235	345	293	373	.54	11	3	9	4	14	2	14	10	-	-	-	-	8,000	-	5	
Vinalhaven	997	669	578	591	489	795	.54	9	5	11	2	11	-	13	12	-	-	-	-	8,400	1	8	
Warren	707	454	376	429	370	498	.53	10	2	9	-	20	2	19	9	-	-	-	-	8,550	-	6	
Washington	392	229	167	261	195	290	.46	13	12	3	12	1	12	6	12	-	-	-	-	2,500	-	7	
Matinicus pl	80	32	29	40	36	42	.41	16	12	-	-	2	-	1	1	-	-	-	-	1,000	-	1	
	10,329	6,571	5,401	6,998	5,894	7,993	.55	11	4	11	2	148	12	166	122	-	-	-	-	134,980	13	92	

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 1882.		Excess above am't required by law.		Less than the am't required by law.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1881, to April 1, 1882.		Amount available from State Treasury from April 1, 1881, to April 1, 1882.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.		Balance unexpended April 1, 1882.		Balance over-expended April 1, 1882.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	No.	No.	No.	No.	Average	Average	Average	Excess above	Less than the	Amount raised	Amount available	Amount available	Amount derived	Total	Total	Balance	Balance	Amount	Amount																			
Appleton	15	5	1	1	\$28 70	3 26 1 51	1,079	-	110	2 47	1,346	702	-	2,048	1,851	197	-	-	-	48																		
Camden	21	12	7	7	35 00	4 35 2 50	4,000	1,988	-	2 95	4,506	2,171	405	7,082	6,896	186	-	600	-	100																		
Cushing	7	2	-	-	26 84	3 27 1 69	644	82	-	2 35	707	432	-	1,139	1,068	71	-	-	-	20																		
Friendship	7	3	3	3	37 50	2 83 2 03	720	5	-	2 15	720	501	-	1,221	1,221	-	-	-	-	9																		
Hope	7	4	3	3	24 44	3 45 1 54	664	-	60	2 66	758	424	-	1,182	1,030	152	-	-	-	30																		
Hurricane Isle	1	1	-	-	6 50 3 62	200	-	280	4 35	954	100	22	-	1,076	521	555	-	-	-	-																		
North Haven	6	-	4	4	36 16	3 00 2 35	650	5	-	2 56	695	400	33	1,128	1,126	2	-	-	-	16																		
Rockland	28	26	3	3	90 00	4 25 3 00	6,080	422	-	2 78	6,080	3,120	157	9,357	9,319	38	-	-	-	250																		
South Thomaston	11	5	3	3	26 30	4 06 2 50	1,417	63	-	2 29	1,551	981	-	2,532	2,364	168	-	-	-	25																		
St. George	17	4	2	2	28 86	3 74 2 40	1,857	-	-	1 82	2,036	1,537	67	3,640	3,494	146	-	-	40	50																		
Thomaston	12	11	4	4	43 00	4 51 2 25	2,474	-	1	2 78	2,627	1,344	25	3,996	3,939	57	-	-	-	100																		
Union	14	9	5	5	26 49	3 63 2 27	1,238	-	124	2 53	1,453	677	-	2,130	2,009	121	-	-	-	68																		
Vinalhaven	17	7	6	6	38 61	4 53 2 41	2,280	799	-	2 29	2,397	1,506	28	3,931	3,913	18	-	-	-	100																		
Warren	19	13	1	1	26 26	3 79 1 88	1,600	20	-	2 26	1,739	1,079	250	3,068	2,979	89	-	-	250	40																		
Washington	12	3	-	-	20 50	2 73 1 33	986	-	35	2 52	1,169	604	128	1,901	1,725	176	-	-	-	30																		
Matinecus pl	1	1	1	1	40 00	3 36 2 28	200	-	-	2 50	522	122	-	644	341	303	-	-	-	-																		
	195	106	36	35	24	3 83 2 22	26,089	3,384	610	2 53	29,260	15,700	1115	46,075	43,796	2,279	-	1090	886																			

LINCOLN 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.											
Alna...	224	193	174	198	188	203	.81	10	11	3	6	-	-	6	5	-	-			1	6
Boothbay	1,936	697	575	712	567	839	.46	10	9	5	16	-	-	15	10	-	-	\$3,600		2	6
Bremen	298	196	157	195	155	238	.52	8	1	10	9	1	9	4	1	1	\$1,200	18,000	-	-	6
Bristol	1,013	612	507	676	550	797	.52	11	11	4	21	-	21	9	1	1	350	6,000	-	-	6
Damariscotta	340	197	153	200	179	235	.49	10	3	9	6	-	7	3	-	-	-	10,800	-	-	12
Dresden	318	194	157	186	148	223	.48	9	3	11	2	9	1	9	7	-	-	3,500	-	-	6
Edgecomb	316	135	109	208	188	220	.47	5	5	10	7	7	7	7	7	-	-	5,000	-	-	4
Jefferson	546	310	258	385	316	371	.53	8	17	5	15	-	-	14	11	-	-	4,000	-	-	5
Newcastle	462	255	194	308	244	319	.47	7	5	10	14	-	14	8	-	-	-	6,000	-	2	12
Nobleborough	351	251	215	270	228	280	.63	10	10	10	12	1	12	8	-	-	-	5,000	-	1	10
Somerville	218	160	118	176	133	147	.58	8	2	11	3	7	1	5	4	-	-	5,000	-	-	10
Southport	255	156	126	162	137	171	.52	8	2	9	7	5	5	5	5	-	-	1,000	-	-	2
Waldoborough	1,208	721	486	881	733	927	.50	8	2	12	29	2	30	25	-	-	-	1,920	-	-	4
Westport	194	129	106	119	96	129	.54	9	3	11	4	-	4	3	-	-	-	10,000	-	3	19
Whitefield	486	303	272	356	297	326	.59	11	11	3	16	-	16	11	1	1	700	2,500	-	-	3
Wiscasset	597	357	275	360	265	401	.45	12	4	12	3	6	-	7	5	1	1,000	4,700	-	2	13
Monhegan Isle pl.	46	30	25	29	24	36	.53	10	13	13	1	-	1	1	-	-	-	500	-	-	4
	8,108	4,896	3,907	5,421	4,448	5,862	.52	9	2	10	4	183	6	182	126	4	3,250	92,520	11	133	



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 1882.	Not less than 80cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above amt required by law.	Less than the amt required by law.										
Alna .....	5	-	3	\$34 00	4 00	2 85	700	102	-	3 13	704	357	1	1,062	960	102	-	13	29
Boothbay .....	16	-	3	34 70	5 51	2 95	3,200	640	-	2 59	3,668	1,941	31	5,640	5,166	474	-	-	151
Bremen .....	9	2	1	27 83	3 21	1 92	678	41	-	2 28	965	464	-	1,429	1,363	66	-	19	22
Bristol .....	23	11	-	40 75	3 65	2 40	2,550	211	-	2 52	3,049	1,577	-	4,626	4,264	362	-	-	115
Damariscotta .....	8	2	1	38 00	4 50	3 00	1,060	-	-	3 12	950	567	-	1,517	1,518	-	-	-	65
Dresden .....	9	5	1	21 80	4 15	1 88	1,000	210	-	3 14	1,166	481	-	1,647	1 458	189	-	45	30
Edgecomb .....	6	2	1	33 00	4 50	3 00	800	-	-	2 53	807	484	-	1,291	1,089	202	-	-	41
Jefferson .....	13	8	1	22 47	3 16	1 55	1,272	-	-	2 33	2,165	792	1	2,958	2,170	788	-	-	49
Newcastle .....	11	5	-	32 67	4 88	1 19	1,226	-	-	3 65	1,448	754	-	2,202	2,139	63	-	-	90
Nobleborough .....	12	2	-	27 00	3 00	1 75	914	-	-	2 60	1,121	561	-	1,682	1,584	98	-	-	50
Somerville .....	6	4	1	22 00	3 42	2 00	432	27	-	1 98	440	249	-	689	656	33	-	-	25
Southport .....	5	1	1	32 25	3 58	2 54	543	-	-	2 13	676	385	-	1,061	962	99	-	-	23
Waldborough, .....	22	8	-	27 23	3 68	1 75	3,300	-	-	2 73	3,668	1,846	-	5,514	5,580	-	66	-	170
Westport .....	4	1	-	23 59	3 84	2 49	490	68	-	2 53	638	296	-	934	666	268	-	125	18
Whitefield .....	15	4	1	26 00	2 88	1 44	1,400	38	-	2 88	1,627	902	-	2,529	2,308	221	-	-	65
Wisasset .....	8	5	2	41 75	5 33	2 68	1,600	18	-	2 68	2,104	886	-	2,990	2,726	264	-	-	37
Monhegan Isle pl. ....	1	1	-	28 00	4 75	2 76	95	2	-	2 07	252	64	-	316	104	104	-	-	-
	173	61	16	30 18	4 00	2 24	21,260	1,357	452	2 62	25,448	12,606	33	38,087	34,821	3,333	67	202	980

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.									
Albany	238	134	107	139	114	183	.468	4	10	3	10	-	10	7	-	-	\$2,500	-	1	2
Andover	245	141	114	166	143	206	.529	4	10	5	6	-	6	5	-	-	5,000	-	4	4
Bethel	670	416	313	436	328	462	.487	5	9	3	27	1	25	20	-	-	6,000	-	14	14
Brownfield	409	250	195	275	210	330	.509	1	10	3	14	1	15	10	-	-	6,000	-	10	10
Buckfield	416	266	216	284	214	231	.529	2	10	2	13	3	12	5	-	-	6,750	-	11	11
Byron	74	31	26	79	51	83	.527	-	12	-	5	-	3	-	-	-	500	-	2	2
Canton	377	160	135	227	177	257	.418	3	9	4	11	-	10	8	-	\$2,500	5,000	-	7	7
Denmark	299	195	139	207	172	243	.529	5	10	5	13	-	13	12	-	-	8,000	-	6	6
Dixfield	276	124	104	149	125	186	.418	9	9	-	9	2	9	7	-	-	3,500	-	4	4
Fryeburg	530	301	254	396	250	296	.489	4	15	3	17	1	16	9	-	-	9,000	-	8	8
Gilead	72	25	22	45	36	41	.406	3	8	3	6	-	5	5	-	-	500	-	1	1
Grafton	46	38	30	44	40	46	.769	9	9	3	3	-	1	1	-	-	100	-	-	-
Greenwood	282	160	108	150	110	187	.3910	11	10	1	11	1	11	5	-	-	1,500	-	4	4
Hanover	48	22	19	27	23	34	.447	3	10	-	3	1	3	3	-	-	1,000	-	2	2
Hartford	259	154	134	200	162	225	.578	9	9	-	14	2	14	12	-	-	4,000	-	6	6
Hebron	194	155	133	127	101	167	.6016	9	9	2	7	2	7	5	-	-	2,500	-	3	3
Hiram	428	233	193	220	187	265	.448	4	10	2	14	1	14	7	-	-	4,500	-	6	6
Lovell	317	194	167	198	160	274	.528	1	13	-	13	-	12	12	1	390	5,000	2	7	7
Mason	34	20	16	20	15	20	.468	9	9	4	1	-	1	1	-	-	400	-	1	1
Mexico	130	57	45	89	64	112	.408	2	12	3	6	-	6	1	-	-	250	-	4	4
Newry	105	83	69	101	84	98	.739	2	9	2	5	2	6	3	-	-	1,200	-	3	3
Norway	694	457	416	453	400	515	.598	3	11	1	15	1	17	17	1	400	9,000	-	7	7
Oxford	504	235	215	270	219	394	.438	1	9	5	11	1	11	6	-	-	8,000	-	6	6
Paris	872	501	434	528	442	695	.509	2	10	4	20	-	20	16	-	-	10,000	-	15	15
Peru	280	208	172	201	164	231	.598	10	10	3	10	-	10	-	-	-	3,500	-	6	6

Porter .....	355	242	182	175	130	250	.44	6	2	12	13	1	13	6	-	-	2,000	1	7	
Roxbury .....	51	39	30	28	22	53	.51	8	11	3	7	-	3	1	-	-	400	-	-	
Rumford .....	329	181	157	217	190	252	.53	8	3	10	2	13	1	13	12	-	2,500	-	6	
Stow .....	107	74	62	67	60	80	.57	7	2	10	7	1	7	3	1	500	1,700	1	3	
Stoneham .....	159	155	127	130	67	114	.61	7	4	8	3	4	1	4	2	-	2,000	-	2	
Sumner .....	357	200	164	251	207	289	.52	8	3	10	15	1	16	12	-	-	4,600	-	7	
Sweden .....	136	94	82	111	89	130	.63	8	5	12	2	7	-	7	7	-	3,500	-	3	
Upton .....	87	47	37	51	42	60	.45	9	3	10	3	4	1	3	1	-	400	-	1	
Waterford .....	344	184	151	207	178	252	.48	8	4	10	3	13	1	14	13	-	10,000	-	5	
Woodstock .....	339	189	157	243	187	270	.51	8	2	10	2	11	1	11	4	-	3,200	1	9	
Franklin pl .....	60	34	23	47	34	70	.48	8	15	2	3	-	3	1	-	-	300	-	2	
Lincoln pl .....	24	23	17	18	15	23	.67	7	5	1	1	-	1	-	-	-	150	-	-	
Milton pl .....	96	39	31	36	31	41	.32	13	10	2	2	2	2	1	-	-	700	-	-	
	10,255	6,061	4,996	6,612	5,243	7,665	.50	8	5	10	3	363	29	354	240	5	3,790	126,150	13	184

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 1882.		Not less than \$0 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1881, to April 1, 1882.		Amount available from State Treasury from April 1, 1881, to April 1, 1882.		Amount derived from local funds.		Total School Resources		Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.		Balance unexpended April 1, 1882.		Balance over-expended April 1, 1882.		Amount raised to prolong public schools.		Amount paid for school supervision.				
	No.	No.	No.	No.	No.	No.	\$	Cts.	\$	Cts.	\$	Cts.	\$	Cts.	\$	Cts.	\$	Cts.	\$	Cts.	\$	Cts.	\$	Cts.	\$	Cts.	\$	Cts.	\$	Cts.	\$	Cts.	\$	Cts.	\$	Cts.			
Albany	9	7	1	1	515	00	3	14	1	22	574	53	2	41	593	321	30	944	916	28	35	30																	
Andover	6	2	2	2	25	00	3	15	1	88	No Fiscal Return.																												
Bethel	24	15	2	2	21	09	3	63	1	81	1,662	-	164	2	48	1,947	734	36	2,717	2,669	48	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Brownfield	14	4	2	2	20	00	3	25	2	25	1,095	36	-	2	68	1,216	596	2	1,814	1,765	49	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Buckfield	11	4	1	1	25	50	3	25	1	13	1,103	-	56	2	65	1,223	656	126	2,005	1,917	88	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Byron	3	3	3	3	20	50	2	35	1	83	194	-	2	62	200	118	59	377	293	84	40	10																	
Canton	3	3	1	1	26	77	2	40	1	76	824	37	-	19	850	475	43	1,368	1,333	35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Denmark	11	4	4	4	26	14	3	57	1	23	1,000	144	-	3	34	1,248	458	33	1,739	1,454	285	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Dixfield	9	5	1	1	22	00	3	00	1	50	1,231	392	-	4	46	831	400	-	1,231	1,199	32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fryeburg	17	9	3	3	23	72	3	89	1	25	1,400	194	-	2	64	1,397	785	90	2,272	2,060	212	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Gilead	4	6	-	-	26	00	2	75	69	-	235	-	28	3	26	235	130	15	380	334	46	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grafton	3	3	-	-	3	00	1	00	1	00	No Fiscal Return.																												
Greenwood	10	5	-	-	25	75	2	38	-	-	703	23	-	2	48	835	422	29	1,286	1,142	144	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hanover	2	1	-	-	22	50	4	00	1	75	200	50	-	4	17	233	87	38	358	322	36	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hartford	13	8	-	-	20	00	2	25	1	50	797	-	-	3	08	845	413	24	1,282	1,258	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hebron	6	4	-	-	22	17	3	12	1	85	595	1	-	3	07	547	316	-	863	848	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hiram	11	6	7	7	30	75	4	75	1	85	1,500	385	-	3	50	1,955	697	-	2,652	2,317	335	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Lovell	12	6	-	-	23	00	3	32	1	37	900	86	-	2	84	1,160	495	-	1,655	1,438	217	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mason	1	-	-	-	21	00	3	50	1	75	76	-	18	2	24	76	49	-	125	125	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mexico	4	2	-	-	20	67	2	43	1	43	366	-	-	2	69	436	231	-	667	647	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Newry	6	4	-	-	21	33	3	25	1	68	333	-	-	3	17	353	176	40	569	543	26	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Norway	19	13	1	1	33	00	4	17	1	33	2,050	486	-	2	95	2,583	1,206	-	3,789	3,861	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Oxford	13	7	1	1	-	-	-	-	-	-	1,500	194	-	2	98	1,475	886	-	2,361	2,377	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Paris	22	8	2	2	27	50	3	33	2	15	2,344	131	-	2	69	2,281	1,381	218	3,880	3,690	190	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Peru	10	4	3	3	20	00	3	00	1	52	746	-	-	2	61	782	438	34	1,254	1,191	63	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Porter.....	12	-	1	24 00	3 26	1 54	876	-	82 47	1,109	575	100	1,784	1,679	105	-	-	44
Roxbury .....	4	3	-	-	2 02	1 27	150	20	2 94	162	81	-	243	231	12	-	35	9
Rumford .....	12	6	-	22 71	3 04	1 60	805	-	165 2 45	987	529	166	1,682	1,550	132	-	-	40
Stow .....	6	4	-	19 00	3 38	1 20	No Fiscal Return.			-	-	-	-	-	-	-	60	21
Stoneham .....	6	4	-	23 00	3 20	1 54	380	40	2 39	510	270	-	780	655	125	-	-	20
Sumner .....	15	8	-	24 45	2 76	1 53	811	-	140 2 27	873	549	10	1,432	1,391	41	-	270	57
Sweden .....	7	4	2	18 22	3 63	1 44	650	211	4 78	602	210	101	913	864	49	-	-	25
Upton .....	4	3	-	22 00	3 13	1 80	196	48	2 25	196	122	124	442	448	-	6	-	10
Waterford .....	12	8	2	26 00	3 55	1 59	1,000	-	30 2 91	1,253	515	40	1,808	1,651	157	-	10	73
Woodstock .....	9	3	-	21 00	2 55	1 67	800	4	2 36	800	548	-	1,348	1,277	71	-	21	45
Franklin pl .....	3	1	-	19 66	2 18	1 15	127	-	15 2 12	224	106	-	330	300	30	-	-	10
Lincoln pl .....	1	1	-	-	3 25	1 00	80	56	3 33	172	32	-	204	91	113	-	-	-
Milton pl .....	2	1	-	-	4 13	1 50	210	36	2 19	210	165	-	375	375	-	-	-	3
	342	179	34	23 01	3 16	1 43	27,510	2,627	626 2 68	30,399	15,172	1358	46,929	44,211	2,812	94	1706	1554

PENOBSCOT COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered		Per centage of average attendance.		Average length of Summer Schools of $\frac{3}{4}$ days per week.		Average length of Winter Schools of $\frac{3}{4}$ days per week.		Number of districts in town.		Number of parts of districts in town.		Number of school houses in town.		Number in good condition		Number of school houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of Male Teachers employed in Summer.		Number of Male Teachers employed in Winter.			
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.				
Alton	144		86		67		117		88		122	.54	12		12		6		6		-		4		-		-		-		\$1,000		-		5			
Argyle	82		64		50		58		49		71	.60	8		9		4		4		3		4		3		-		-		500		-		2			
Bangor	5,353		2,901		2,321		2,898		2,246		2,901	.43	18		18		1		1		35		35		35		-		-		91,000		-		3			
Bradford	494		245		220		315		256		395	.48	8		5		10		4		15		14		13		-		-		6,700		-		9			
Bradley	302		144		120		150		124		169	.40	17		9		1		3		4		4		1		-		-		1,000		-		2			
Brewer	911		531		419		530		439		703	.47	9		4		10		4		7		11		6		1		\$4,160		16,150		-		4			
Burlington	No sch		ool retu		rn.		-		-		-		-		-		-		-		-		-		-		-		-		-		-		-			
Carmel	427		263		216		266		220		300	.51	9		2		10		5		11		11		8		-		-		5,000		-		8			
Carroll	243		175		130		125		98		202	.47	9		3		10		7		1		7		7		-		-		1,600		-		4			
Charleston	396		235		195		248		210		273	.51	10		4		11		5		10		1		1		1		-		5,000		-		7			
Chester	130		88		70		79		65		120	.52	8		3		7		6		6		6		2		-		-		400		-		-			
Clifton	128		63		55		74		60		89	.45	9		14		5		5		5		5		5		-		-		2,500		-		1			
Corinna	451		273		230		330		288		361	.57	8		2		10		1		14		3		15		10		-		10,000		-		1			
Corinth	412		246		200		276		222		330	.51	10		12		13		13		1		12		9		-		-		5,500		-		1			
Dexter	830		377		320		506		380		788	.42	7		19		12		1		16		16		16		-		-		12,830		-		4			
Dixmont	361		216		176		268		212		306	.53	11		12		14		2		13		13		12		-		-		6,000		-		8			
Eddington	222		234		182		151		126		196	.69	8		10		2		7		7		7		6		-		-		2,000		-		4			
Edinburg	20		16		14		-		-		16	.70	16		2		2		-		2		2		2		-		-		1,700		-		-			
Enfield	205		139		109		89		70		120	.44	10		3		13		7		7		7		6		-		-		1,000		-		1			
Etna	288		182		136		227		180		227	.55	9		3		11		8		-		8		6		-		-		3,000		-		5			
Exeter	420		204		155		265		220		303	.45	9		10		5		12		2		13		13		-		-		3,200		-		9			
Garland	368		186		136		233		187		269	.44	8		3		10		4		11		2		11		-		-		4,000		-		4			
Glenburn	239		157		129		149		114		185	.51	8		4		10		3		7		7		6		-		-		1,400		-		2			
Greenbush	254		157		128		155		117		157	.48	10		12		8		-		8		8		8		-		-		2,400		-		-			
Greenfield	135		100		70		35		30		105	.37	12		10		5		-		5		5		5		1		300		1,500		-		2			
Hampden	856		453		364		516		438		702	.47	11		1		11		-		18		1		18		9		1	225	8,000		-		1		15	

Hermon	442	284	241	297	253	374	.469	10	13	-	13	8	-	-	2,750	1	10	
Holden	234	141	120	137	116	180	.507	3 10	1	8	-	8	6	-	3,000	-	3	
Howland	42	29	26	-	-	29	.627	3	-	5	-	2	1	-	209	-	-	
Hudson	218	143	107	173	127	190	.548	12	7	7	-	7	7	-	1,500	-	3	
Kenduskeag	174	107	88	116	100	146	.548	9	2	1	-	4	3	-	1,700	-	2	
Kingman	158	149	94	103	72	149	.53 15	3 12	3	2	-	2	2	-	800	-	1	
Lagrange	250	147	107	147	111	191	.44 15	12	5	-	4	4	-	-	1,500	-	5	
Lee	371	357	300	229	185	309	.658	5 9	1	8	1	9	9	1	2,200	-	6	
Levant	380	229	193	268	214	284	.549	2 10	12	1	12	10	-	-	3,500	-	7	
Lincoln	576	606	477	227	181	376	.579	9	3	9	1	9	8	-	5,000	1	2	
Lowell	160	102	82	102	86	115	.537	3 9	2	8	-	8	3	-	500	1	-	
Mattamiscontis	22	19	14	-	-	19	.64 13	-	-	1	-	1	1	-	400	-	-	
Mattawamkeag	165	112	91	109	75	139	.508	3 9	5	5	-	3	2	-	850	-	-	
Maxfield	40	33	29	11	10	37	.49 12	10	5	4	-	2	2	-	250	-	1	
Medway	213	167	143	56	35	177	.42 14	14	7	-	6	6	-	-	4,000	-	1	
Milford	186	133	114	132	109	164	.609	10	3	4	-	4	4	-	6,000	-	1	
Mt Chase	118	68	49	19	14	79	.23 10	1 8	3	7	-	4	1	-	925	-	-	
Newburg	333	207	167	233	175	309	.518	9	2	10	1	11	7	-	2,400	-	7	
Newport	417	255	226	291	253	349	.578	11	3	10	3	10	9	-	7,000	1	5	
Oldtown	1,941	621	515	583	476	708	.48 17	3 10	9	-	13	9	-	-	10,000	3	6	
Orono	701	387	345	354	304	503	.46 10	23	1	-	10	10	-	-	13,000	1	4	
Orrington	489	326	270	359	306	381	.608	3 11	11	-	12	10	-	-	4,200	-	6	
Passadumkeag	89	59	44	62	46	63	.51 11	8	4	-	4	1	-	-	500	-	-	
Patten	219	114	90	125	87	149	.40 11	12	3	6	1	6	3	-	1,200	-	2	
Plymouth	317	163	125	182	111	186	.429	2 10	4	9	1	9	6	-	3,000	-	4	
Prentiss	173	103	97	121	110	137	.609	4 9	5	1	5	4	-	-	2,500	-	3	
Springfield	357	201	173	204	177	293	.49 12	14	7	7	3	7	7	-	2,000	-	6	
Stetson	255	161	123	181	140	181	.528	2 8	5	7	-	7	7	-	1,800	-	5	
Veazie	205	110	88	140	116	170	.508	2 12	3	1	-	2	2	-	1,600	-	1	
Winn	313	228	150	158	131	247	.459	1 9	3	4	3	4	4	-	2,000	-	2	
Drew pl	54	23	20	32	27	32	.44 10	13	2	1	2	2	-	-	450	-	2	
Lakeville pl	57	41	33	38	29	41	.54 10	8	4	2	1	2	2	-	700	-	2	
No. 1 North Division pl	44	16	16	-	-	16	.36 12	-	-	2	-	2	1	-	150	-	-	
No. 2 Grand Falls pl	33	18	12	-	-	18	.36 12	2	-	1	-	1	-	-	25	-	-	
Staceyville pl	No sch	ool	retu	rn.	-	-	-	-	-	-	-	-	-	-	-	-	-	
Webster pl	57	30	24	10	10	40	.308	2 10	4	-	1	1	-	-	110	-	-	
Woodville pl	83	49	39	26	20	56	.36 18	14	4	1	2	1	-	-	175	-	-	
	22,651	13,673	11,035	13,204	10,678	16,238	.48 10	2 11	1	418	32	461	368	4	4,835	281,565	18	206

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 1882.	Not less than 30 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	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.																		
Alton.....	5	1	-	-	\$22 16	2 75	1 78	369	-	37	2 56	548	239	-	787	691	96	-	30	
Argyle.....	4	2	1	-	21 00	3 04	1 88	279	33	-	3 40	303	149	-	452	427	25	-	8	
Bangor.....	77	78	2	-	-	-	-	25,000	10,369	-	4 67	24,007	8,507	176	32,690	31,716	974	-	1060	
Bradford.....	13	3	2	-	23 71	2 95	1 62	1,200	10	-	2 43	1,740	806	199	2,745	2,254	491	-	86	
Bradley.....	5	3	-	-	38 00	4 26	1 94	663	-	31	2 20	677	435	49	1,161	1,166	-	5	13	
Brewer.....	15	10	-	-	43 50	6 87	-	2,600	64	-	2 85	3,390	1,489	53	4,932	4,677	255	-	151	
Burlington.....	-	-	-	-	-	-	-	429	-	13	-	487	331	233	1,051	1,043	8	-	-	
Carmel.....	12	4	-	-	25 33	3 13	1 47	976	-	104	2 29	1,169	620	96	1,885	1,797	88	-	70	
Carroll.....	6	2	1	-	23 00	3 20	1 54	500	-	62	06	541	383	72	996	938	58	-	21	
Charleston.....	10	3	-	-	24 53	2 94	1 55	890	-	59	25	1,033	622	79	1,734	1,536	198	-	50	
Chester.....	6	4	-	-	-	3 56	1 36	290	10	-	2 23	349	207	24	580	555	25	-	20	
Clifton.....	5	4	2	-	35 00	3 14	1 16	280	2	-	2 19	287	202	155	644	644	-	-	21	
Corinna.....	15	12	-	-	33 50	3 29	1 39	1,271	61	-	2 82	1,570	706	-	2,276	2,103	173	-	108	
Corinth.....	12	6	-	-	27 75	3 17	1 83	1,065	-	105	2 58	1,323	651	78	2,052	1,912	140	-	60	
Dexter.....	15	12	4	-	30 00	6 00	2 00	2,450	150	-	2 95	2,889	1,226	180	4,295	4,052	243	-	161	
Dixmont.....	14	6	-	-	20 50	2 75	1 56	1,050	2	-	2 88	1,160	575	154	1,889	1,763	126	-	47	
Eddington.....	11	2	1	-	28 00	3 25	1 62	625	3	-	2 81	647	361	-	1,008	978	30	-	28	
Edinburg.....	2	-	-	-	-	3 00	2 00	50	6	-	2 50	50	31	14	95	95	-	-	3	
Enfield.....	7	2	3	-	14 00	3 25	2 00	450	116	-	2 20	457	276	55	788	762	26	-	20	
Htna.....	8	5	-	-	24 00	4 00	1 50	716	41	-	2 49	743	444	52	1,239	1,201	38	-	30	
Exeter.....	13	5	-	-	28 00	3 25	1 59	1,025	-	113	2 44	1,431	640	156	2,227	1,748	479	-	50	
Garland.....	10	6	1	-	27 88	3 29	1 85	1,065	20	-	2 89	1,181	576	92	1,849	1,705	144	-	58	
Glenburn.....	8	5	-	-	23 00	3 75	1 63	524	-	52	2 19	597	323	178	1,100	1,027	73	-	29	
Greenbush.....	7	3	-	-	-	3 34	2 00	525	28	-	2 07	538	385	28	951	909	42	-	35	
Greenfield.....	5	-	-	-	30 00	3 00	1 50	300	45	-	2 22	396	184	-	580	381	199	-	14	
Hampden.....	18	3	-	-	27 08	3 17	1 98	2,330	-	124	2 72	3,045	1,312	63	4,420	3,867	553	-	100	



Hermon	10	3	-	26 55	3 06	1 56	1,200	6	-	2 71	1,415	708	-	2,123	2,054	69	-	-	-	71
Holden	14	4	1	29 33	3 40	1 52	675	66	-	2 88	778	369	51	1,198	1,141	57	-	-	-	45
Holland	4	-	-	-	2 10	1 43	300	159	-	7 14	223	66	-	289	170	119	-	-	-	6
Hudson	6	4	-	26 67	3 15	1 65	530	3	-	2 43	848	356	111	1,315	990	325	-	-	-	32
Kenduskeag	5	3	-	42 00	4 50	2 00	600	-	-	16 3 45	789	317	54	1,160	1,139	21	-	-	-	24
Kingman	3	2	-	2 33 00	3 92	2 67	450	302	-	2 85	439	242	60	741	672	69	-	-	-	15
Lagrange	5	1	2	24 80	3 70	1 75	600	102	-	2 40	712	400	54	1,166	1,053	113	-	-	-	20
Lee	13	4	3	25 00	3 57	1 72	716	-	-	52 1 93	746	576	60	1,382	1,346	36	-	-	-	45
Levant	10	4	2	37 14	3 10	1 75	1,161	234	-	3 06	1,571	611	85	2,267	1,751	516	-	-	-	97
Lincoln	12	7	-	29 00	4 78	2 05	No Fis	cal Return.	-	-	-	-	-	-	-	-	-	-	-	84
Lowell	7	7	1	16 00	3 00	1 54	400	42	-	2 50	483	222	-	705	645	60	-	-	-	24
Mattamiscontis	1	-	-	-	4 00	1 35	40	-	-	1 1 82	63	38	-	101	69	32	-	-	-	2
Mattawamkeag	7	3	1	-	3 72	2 12	365	80	-	2 21	375	240	133	748	743	5	-	-	-	27
Maxfield	3	-	-	14 00	1 88	1 12	125	32	-	3 13	151	78	23	252	227	25	-	-	-	7
Medway	7	6	-	26 00	5 00	3 00	500	243	-	2 35	1,132	293	-	1,425	996	429	-	-	-	-
Milford	6	4	1	50 60	3 63	2 50	667	-	-	3 58	2,759	265	180	3,204	1,358	1,846	-	-	-	44
Mt. Chase	7	1	-	-	2 21	1 47	250	40	-	2 12	272	170	39	481	341	140	-	-	-	10
Newburg	12	2	-	26 15	2 77	1 72	900	6	-	2 70	1,432	538	-	1,970	1,699	271	-	-	-	40
Newport	11	8	1	25 20	3 25	2 50	1,250	3	-	3 00	1,461	662	144	2,267	2,077	190	-	-	-	83
Oldtown	15	12	2	49 99	4 31	2 34	2,456	-	-	802 2 36	2,299	1,600	-	3,899	3,832	67	-	-	-	150
Orono	11	7	2	40 00	4 00	3 00	2,000	-	-	311 2 85	2,296	1,172	15	3,483	3,356	127	-	-	-	85
Orrington	11	5	-	39 40	4 43	2 25	1,500	89	-	3 13	1,664	777	69	2,510	2,190	320	-	-	-	67
Passadumkeag	5	4	1	-	3 03	1 68	300	106	-	3 37	308	136	-	444	429	15	-	-	-	-
Patten	7	5	-	22 00	2 83	1 70	600	37	-	2 74	712	342	70	1,124	991	133	-	-	-	40
Plymouth	9	5	1	27 25	2 80	1 60	700	-	-	53 2 21	727	403	-	1,130	1,108	22	-	-	-	30
Prentiss	5	1	-	27 33	3 42	1 47	400	90	-	2 31	491	289	119	899	702	197	-	-	-	5
Springfield	7	1	-	30 00	3 50	3 00	800	97	-	2 24	822	447	75	1,344	1,247	97	-	-	-	50
Stetson	7	3	-	31 07	2 92	1 89	600	-	-	150 2 35	615	420	162	1,197	1,171	26	-	-	-	60
Veazie	3	2	-	40 00	5 33	2 58	500	-	-	148 2 44	760	343	-	1,103	1,035	68	-	-	-	40
Winn	9	3	4	35 00	3 00	1 62	No Fis	cal Return.	-	-	-	-	-	-	-	-	-	-	-	35
Drew pl.	2	-	-	23 00	2 63	1 63	300	232	-	5 56	273	151	-	424	300	124	-	-	-	15
Lakeville pl.	1	-	-	18 00	3 00	1 50	100	14	-	1 75	100	642	-	742	295	447	-	-	-	8
No. 1, North Division pl.	2	-	-	-	2 00	1 50	55	2	-	1 25	55	58	-	113	77	36	-	-	-	77
No. 2, Grand Falls pl.	-	-	-	16 00	-	2 00	74	8	-	2 24	128	58	-	186	68	118	-	-	-	-
Staceyville pl.	-	-	-	-	-	-	200	90	-	-	386	124	-	510	304	206	-	-	-	-
Webster pl.	3	1	-	-	3 00	2 00	120	98	-	2 11	263	127	-	390	205	185	-	-	-	7
Woodville pl.	4	1	-	-	3 38	1 75	300	100	-	3 61	377	138	-	515	509	6	-	-	-	6
	547	294	41	28 57	3 32	1 83	68,656	13,241	2,177	3 15	78,483	35,060	3690	117,233	106,237	11,001	5	-	-	3628

PISCATAQUIS COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		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.	P.	W.	P.	W.	P.									
Abbot	212	124	101	156	128	150	.54	6	4	9	3	8	2	8	8	-	-	\$2,850	-	2	
Atkinson	293	190	167	218	213	232	.65	9	4	10	2	10	1	10	10	-	-	3,000	-	6	
Blanchard	54	26	23	29	26	41	.45	18	19	1	1	1	-	1	1	-	-	1,100	-	1	
Brownville	269	192	156	182	147	225	.56	9	3	10	1	1	-	9	5	-	-	3,500	-	1	
Dover	530	359	283	324	251	341	.50	9	3	10	3	14	2	16	13	-	-	5,000	1	7	
Foxcroft	410	205	180	245	206	297	.47	10	11	11	8	8	-	8	6	-	-	3,000	-	1	
Greenville	182	134	111	147	115	159	.62	10	19	9	4	4	-	4	2	-	-	2,200	-	2	
Guilford	284	201	165	212	184	230	.62	8	10	8	8	8	-	8	6	2	\$3,400	5,000	-	3	
Howard	103	16	12	66	51	68	.31	10	11	2	3	3	-	3	2	2	300	505	-	1	
Kingsbury	90	70	60	54	42	83	.57	10	12	2	3	3	-	3	2	1	350	600	-	-	
Medford	167	119	93	108	87	125	.54	8	17	3	6	6	-	6	4	-	-	1,000	1	2	
Milo	329	244	205	188	141	232	.53	8	3	8	2	9	-	9	4	-	-	2,400	1	1	
Monson	243	105	83	197	167	160	.51	8	9	4	7	7	1	7	4	-	-	2,500	1	3	
Orneville	208	111	89	106	78	138	.40	9	9	5	8	2	2	6	2	-	-	1,500	-	3	
Parkman	344	248	171	232	189	242	.52	8	39	3	14	12	-	14	12	-	-	1,000	-	2	
Sangerville	329	197	156	219	164	283	.49	8	49	9	2	9	2	9	9	-	-	3,000	-	3	
Sebec	267	163	126	185	140	223	.50	10	3	11	5	9	-	9	8	-	-	3,300	-	5	
Shirley	87	62	46	64	69	75	.61	8	4	12	3	3	-	3	3	-	-	1,000	-	2	
Wellington	248	150	116	160	130	175	.50	7	39	1	9	9	1	8	6	-	-	1,050	-	5	
Williamsburg	76	41	19	56	24	60	.28	8	19	3	3	3	-	3	2	-	-	300	-	2	
	4,725	2,918	2,362	3,144	2,543	3,579	.52	9	2	10	137	11	144	109	5	4,050	43,805		4	52	

PISCATAQUIS COUNTY—CONCLUDED.

8

TOWNS.	No. of Female Teachers employed in Summer.		No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1882.	Excess above amt't required by law	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to prolong public schools.	Amount paid for school supervision.
	No. of Female Teachers employed in Winter.	No. of Female Teachers employed in Summer.							Less than the amt't required by law.	Amount raised per scholar.										
Abbot.....	8	6	1	27 50	3 35	1 41	556	-	14	2 62	657	342	60	1,059	960	99	-	-	44	
Atkinson.....	10	4	-	20 00	2 90	1 90	650	15	-	2 22	670	477	105	1,252	1,191	61	-	-	36	
Blanchard.....	2	-	-	20 00	3 25	2 15	133	1	-	2 46	163	92	41	296	246	50	-	-	3	
Brownville.....	9	9	2	45 00	2 87	1 87	800	108	-	2 97	675	440	6	1,121	1,123	-	-	-	60	
Dover.....	18	10	-	26 00	3 00	1 75	1,400	-	186	2 64	1,638	775	84	2,497	2,338	159	-	-	86	
Foxcroft.....	12	10	2	20 00	4 50	2 25	1,150	206	-	2 80	1,215	584	72	1,871	1,762	109	-	-	51	
Greenville.....	5	1	-	40 00	3 33	2 39	460	165	-	2 53	463	279	50	792	772	20	-	-	12	
Guilford.....	8	6	1	24 00	3 50	1 83	725	71	-	2 55	725	423	-	1,148	1,145	3	-	-	29	
Howard.....	3	2	-	32 00	2 41	1 89	201	63	-	1 95	206	150	-	356	337	19	-	-	10	
Kingsbury.....	3	2	-	-	3 00	2 00	158	16	-	1 76	198	118	-	316	306	10	-	-	10	
Medford.....	5	2	-	19 00	2 55	1 33	320	85	-	1 91	367	235	-	602	527	75	-	-	25	
Milo.....	11	8	-	32 00	3 19	1 58	750	-	-	2 28	1,197	480	79	1,756	1,458	298	-	-	38	
Monson.....	7	4	-	26 00	3 60	1 86	660	172	-	2 71	552	377	51	980	1,008	-	-	-	38	
Orneville.....	8	5	-	18 33	2 86	1 50	401	-	59	1 93	401	325	40	766	784	-	-	-	17	
Parkman.....	14	12	-	27 50	2 74	1 30	804	-	80	2 34	1,021	545	-	1,566	1,388	178	-	-	45	
Sangerville.....	9	6	-	30 67	3 50	1 75	837	-	75	2 54	1,178	506	50	1,734	1,596	138	-	-	15	
Sebec.....	8	3	-	29 00	3 40	1 53	900	137	-	3 37	1,187	444	100	1,731	1,481	250	-	-	39	
Shirley.....	3	1	1	28 33	3 33	2 00	164	-	1	1 89	164	150	134	448	448	-	-	-	4	
Wellington.....	9	3	-	23 00	2 50	1 25	550	5	-	2 22	575	357	-	932	868	64	-	-	15	
Williamsburg.....	2	-	-	26 50	3 25	2 22	200	59	-	2 63	246	127	-	373	326	47	-	-	6	
	154	94	9	27 10	3 15	1 79	11,819	1,106	415	2 50	13,498	7,226	872	21,596	20,064	1,580	48	100	583	

APPENDIX.

33

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 5¼ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
							W.	S.	W.	S.											
Arrowsic.....	69	37	30	41	33	41	.46	9	12			2	-	-	2	2	-	-	\$400	-	1
Bath.....	3,117	1,875	1,645	1,875	1,645	1,915	.53	18	3	18	3	1	-	-	14	13	-	-	59,300	-	8
Bowdoin.....	386	219	165	256	214	275	.49	8	1	11		14	-	-	14	7	-	-	3,850	-	12
Bowdoinham.....	480	386	337	257	213	423	.57	11	9	2	15	14	-	-	14	14	-	-	5,000	1	8
Georgetown.....	369	226	175	231	191	263	.50	8	3	10	1	10	-	-	9	8	-	-	2,200	-	4
Perkins.....	20	14	11	15	12	20	.58	9	16		1	1	-	-	1	1	-	-	500	-	1
Phippsburg.....	516	293	235	358	273	412	.49	9	4	4	13	-	-	-	13	10	-	-	2,500	-	8
Richmond.....	855	492	412	509	425	656	.49	9	2	2	11	-	-	-	14	12	-	-	8,750	1	10
Topsham.....	393	204	176	199	174	273	.45	7	2	8	1	1	-	-	11	10	-	-	6,050	-	3
West Bath.....	76	65	59	62	51	61	.72	9	12	3	4	-	-	-	4	4	-	-	1,200	-	1
Woolwich.....	377	221	175	261	214	308	.52	7	4	4	8	-	-	-	7	7	-	-	3,600	-	4
	6,658	4,032	3,420	4,064	3,445	4,647	.52	9	4	11	2	80	-	-	103	88	-	-	91,350	10	60

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 1882.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to prolong public schools.	Amount paid for school supervision.	
	No.	Female	No.	Female	No.	Teachers	Average	Average	Average	Excess above	Less than the	Amount	Amount	Excess above	Less than the												
Arrowsic.....	2	-	2	-	20	00	4	50	2	50	2	50	250	48	-	3	62	264	109	-	64	373	322	51	-	-	10
Bath.....	30	30	4	4	60	00	6	60	4	00	13,250	7,346	4	25	13,250	4,345	64	17,659	17,397	262	-	-	400				
Bowdoin.....	14	2	-	-	22	25	3	11	1	37	1,080	-	-	80	1,235	651	21	1,907	1,746	161	-	126	57				
Bowdoinham.....	12	4	-	-	24	00	3	35	2	39	1,600	158	-	33	1,406	775	-	2,181	2,156	25	-	-	75				
Georgetown.....	10	4	1	1	32	00	3	79	2	73	950	42	-	57	1,354	575	-	1,929	1,486	443	-	-	40				
Perkins.....	1	1	-	-	20	00	3	00	2	02	100	43	-	00	104	35	-	139	140	-	1	9	-				
Phippsburg.....	12	4	1	1	29	00	3	50	2	50	1,250	175	-	42	1,298	831	-	2,129	1,949	180	-	110	66				
Richmond.....	17	8	2	3	31	17	4	11	2	06	2,500	546	-	92	2,686	1,246	9	3,941	3,984	-	43	-	120				
Topsham.....	11	8	-	-	31	00	5	11	1	93	1,800	599	-	58	1,869	645	38	2,552	2,025	527	-	-	163				
West Bath.....	3	3	2	2	25	00	3	50	1	94	300	1	-	95	359	146	-	505	381	124	-	85	10				
Woolwich.....	8	3	2	2	29	50	5	13	2	51	925	1	-	45	978	539	-	1,517	1,467	50	-	-	51				
	120	69	12	29	45	4	15	2	36	24,005	8,959	-	3	61	24,803	9,897	132	34,832	33,053	1,823	44	330	992				

SOMERSET COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.	Average length of Summer Schools of 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.	P.							W.	P.											
Anson	513	183	147	300	261	378	.40	10	1	11	2	15	2	19	6	-	-	\$6,500	-	4	
Athens	460	252	207	278	198	276	.44	8	3	11	1	12	1	13	7	-	-	3,500	-	6	
Bingham	235	133	116	177	135	190	.53	8	3	11	3	11	1	9	3	-	-	3,500	-	3	
Brighton	245	175	150	180	150	240	.61	8	8	8	-	9	9	8	7	-	-	1,000	-	5	
Cambridge	153	101	79	108	80	122	.51	8	9	9	-	5	5	5	4	-	-	1,500	1	3	
Canaan	418	241	202	249	202	287	.48	10	10	5	12	1	12	11	11	-	-	5,000	1	7	
Concord	141	72	57	68	58	109	.41	7	3	9	-	11	2	9	5	-	-	1,800	-	3	
Cornville	269	169	134	211	178	241	.58	9	11	2	12	10	12	10	1	-	\$300	3,000	7	7	
Detroit	217	142	110	156	127	173	.55	8	5	13	5	6	-	6	2	-	-	1,500	-	2	
Embden	236	145	113	172	138	178	.53	7	3	11	1	11	3	11	2	-	-	2,400	-	4	
Fairfield	942	565	497	559	470	608	.51	9	1	10	4	16	2	19	14	-	-	25,000	3	6	
Harmony	249	121	86	165	119	198	.41	9	3	11	3	11	-	11	4	1	400	2,000	-	2	
Hartland	379	198	161	230	207	209	.62	10	10	7	3	11	5	11	5	-	-	6,700	-	2	
Lexington	107	51	45	100	92	107	.64	7	10	3	7	1	7	2	-	-	-	600	-	-	
Madison	409	168	153	170	163	282	.39	8	12	2	-	20	-	20	15	1	200	5,000	-	11	
Mercer	237	147	121	163	121	149	.51	8	1	9	4	10	-	1	10	3	-	2,425	-	7	
Moscow	204	144	100	134	117	178	.53	7	2	10	-	8	-	7	5	-	-	2,000	-	1	
New Portland	414	275	225	304	250	364	.57	7	4	9	3	17	1	16	8	-	-	3,500	-	8	
Norridgewock	468	221	181	254	215	334	.42	9	9	4	15	6	16	13	-	-	-	4,600	1	4	
Palmyra	367	232	164	223	197	242	.49	8	4	9	5	15	1	15	12	-	-	5,000	-	6	
Pittsfield	585	330	270	349	293	462	.48	11	2	12	2	11	4	11	5	-	-	4,000	-	8	
Ripley	166	90	80	102	75	105	.47	12	2	11	-	5	-	5	4	-	-	-	-	7	
St. Albans	444	227	176	407	335	360	.58	8	10	1	17	1	16	13	-	-	-	4,500	-	6	
Solon	328	161	126	235	182	289	.47	9	12	5	13	-	13	5	-	-	-	2,800	-	3	
Skowhegan	1,307	699	585	712	598	887	.45	12	3	10	-	18	1	24	22	-	-	28,900	2	9	

Smithfield .....	168	113	92	130	94	135	.557	9	3	7	-	7	4	-	-	-	1,800	-	1	6
Starks .....	319	201	175	222	200	229	.597	8	5	14	2	14	10	-	-	-	2,500	-	-	8
Carratunk pl. ....	71	60	55	65	60	70	.818	8	-	4	4	4	4	-	-	-	1,000	-	-	-
Dead River pl. ....	31	18	16	14	10	23	.426	12	-	2	2	2	1	-	-	-	400	-	1	-
Dennistown pl. ....	30	25	16	-	-	25	.5320	-	-	1	1	1	1	-	-	-	250	-	-	-
Flagstaff pl. ....	31	25	25	25	25	25	.8110	14	-	1	1	1	1	-	-	-	400	-	-	-
Highland pl. ....	44	35	32	31	29	39	.696	7	-	3	3	3	1	-	-	-	250	-	-	-
Jackmantown pl. ....	38	22	16	23	17	25	.438	10	-	1	1	1	1	-	-	-	300	-	-	-
Moose River pl. ....	38	25	20	30	20	35	.5312	12	-	1	1	1	1	-	-	-	600	-	-	-
No. 1, R. 2, W. K. R. pl.	44	11	9	37	31	37	.455	3	9	4	1	3	3	-	-	-	250	-	-	-
The Forks pl. ....	73	72	69	4	4	73	.5012	6	-	4	4	3	2	-	-	-	1,300	-	-	-
West Forks pl. ....	43	35	21	-	-	35	.4910	-	-	2	-	1	1	-	-	-	500	-	-	-
	10,423	5,884	4,831	6,587	5,451	7,719	.499	10	1	338	38	346	217	3	-	900	136,275	12	138	

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 1882.		Not less than 80 cts. for each inhabitant.		Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	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.	Excess above am't required by law.	Less than the am't required by law.	Amount raised per scholar.																			
Anson .....	17	3	-	-	\$19 75	2 93	1 38	1,544	147	-	3 01	2,051	745	-	2,796	2,488	308	-	-	-	-	-	-	-	70
Athens .....	14	7	-	-	26 00	3 45	1 45	1,114	-	118	2 42	1,290	706	146	2,142	2,051	91	-	-	-	-	-	-	-	55
Bingham .....	7	9	2	-	15 00	3 25	1 43	663	2	-	2 82	721	424	63	1,208	1,138	70	-	-	-	-	-	-	-	24
Brighton .....	8	3	-	-	20 00	2 50	1 50	480	-	22	1 96	586	372	-	958	886	72	-	-	-	-	-	-	-	32
Cambridge .....	4	2	-	-	25 00	3 04	1 52	378	-	2	2 44	396	242	30	668	627	41	-	-	-	-	-	-	-	17
Canaan .....	12	6	-	-	25 71	3 33	1 52	1,067	-	111	2 55	1,193	622	96	1,911	1,782	129	-	-	-	-	-	-	-	65
Concord .....	7	4	-	-	18 33	2 38	68	324	-	36	2 30	361	229	-	590	512	78	-	-	-	-	-	-	-	19

SOMERSET COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Teachers Graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount of school money voted in 1882.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to prolong public schools.	Amount paid for school supervision.
	No. of Female Teachers employed in Winter.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.	Excess above amt required by law.	Less than the amt required by law.																
Cornville	12	7	2	\$23 00	3 00	1 41	746	-	21	2 77	896	449	126	1,471	1,342	129	-	-	-	95		
Detroit	6	5	-	20 50	2 80	1 71	530	-	22	2 44	665	341	60	1,066	817	24	-	-	-	41		
Embsden	9	7	1	22 00	2 75	1 03	539	-	103	2 28	600	367	-	967	931	36	-	-	-	25		
Fairfield	20	16	6	33 14	4 15	2 48	3,000	60	-	3 18	3,439	1,453	-	4,892	4,640	252	-	-	-	158		
Harmony	10	9	1	24 00	3 19	1 30	705	-	77	2 83	877	434	100	1,411	1,348	63	-	-	-	33		
Hartland	9	7	-	30 00	3 00	2 50	850	-	46	2 24	1,128	571	18	1,717	1,619	98	-	-	-	60		
Lexington	3	7	1	24 00	3 25	1 10	260	-	62	2 43	328	164	-	492	487	5	-	-	-	6		
Madison	22	9	2	24 00	2 75	2 00	1,052	-	74	2 57	1,166	613	78	1,857	1,713	144	-	-	-	75		
Mercer	10	3	1	21 25	2 15	1 52	604	-	78	2 55	687	352	-	1,039	1,028	11	-	-	55	29		
Moscow	7	6	1	27 50	3 34	1 27	425	3	-	2 08	511	319	21	851	745	106	-	-	-	18		
New Portland	12	8	1	28 50	2 75	1 30	1,200	32	-	2 90	1,305	637	45	1,987	1,763	224	-	-	25	84		
Norridgewock	12	11	2	19 00	3 50	1 55	1,200	-	210	2 56	1,484	667	-	2,151	1,896	255	-	-	-	65		
Palmyra	15	5	2	23 67	2 56	1 48	1,058	-	-	2 88	1,289	621	74	1,984	1,771	213	-	-	-	54		
Pittsfield	14	4	2	25 04	3 52	1 55	1,530	80	-	2 62	2,203	930	-	3,133	2,502	631	-	-	-	107		
Kipley	7	2	2	23 33	3 31	1 24	440	-	27	2 65	517	262	32	811	717	94	-	-	-	15		
St. Albans	13	15	2	24 55	3 38	1 40	1,340	-	-	3 03	1,449	625	71	2,145	2,024	121	-	-	-	67		
Solon	11	10	-	29 00	3 12	1 45	810	-	115	2 47	899	500	80	1,479	1,359	120	-	-	-	30		
Skowhegan	30	19	4	23 93	4 16	1 58	3,700	506	-	2 83	4,527	2,043	-	6,570	6,089	481	-	-	-	156		
Smithfield	6	1	-	19 42	3 00	1 35	451	-	114	2 68	522	268	-	790	756	34	-	-	-	30		
Starks	14	6	1	20 33	2 91	1 37	743	-	124	2 33	772	523	-	1,295	1,256	39	-	-	75	53		
Carratunk pl.	8	8	1	-	2 75	1 75	140	-	31	1 97	140	133	78	351	351	-	-	-	78	-		
Dead River pl.	-	1	-	12 00	4 00	1 50	80	19	-	2 58	80	49	-	129	129	-	-	-	-	3		
Dennistown pl.	1	-	-	-	2 75	1 78	46	16	-	1 53	46	45	-	91	91	-	-	-	-	-	-	
Flagstaff pl.	1	1	-	-	5 00	2 12	57	1	1	1 84	57	121	-	178	146	32	-	-	-	-	-	



Highland pl . . . . .	3	3	-	-	2 88 1 18	169	67	-	3 84	97	72	-	169	169	-	-	19	5
Jackmantown pl . . . . .	1	1	-	-	4 50 2 00	56	4	-	1 47	50	61	-	111	139	-	28	-	-
Moose River pl . . . . .	1	1	-	-	4 00 1 70	83	-	-	2 18	104	58	-	162	151	11	-	-	3
No. 1, R. 2, W. K. R. pl.	2	5	-	-	2 68 1 00	97	1	-	2 20	207	68	-	275	229	46	-	-	5
The Forks pl . . . . .	4	1	-	-	3 50 3 00	No Fiscal Return.	-	-	-	-	-	-	-	-	-	-	125	-
West Forks pl . . . . .	4	-	-	-	3 50 2 50	68	10	-	1 58	153	78	-	231	172	59	-	68	3
	336	213	36	23 11	3 24 1 58	27,549	1,489	1,391	2 66	32,796	16,164	1118	50,078	45,864	4,242	28	459	1502

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		Average length of Winter Schools of		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 . . . . .	1,437	862	736	960	808	1,019	.54	15	2	14	1	14	-	1	18	-	-	-	-	12
Belmont . . . . .	190	121	102	160	134	170	.62	8	4	9	4	5	-	5	5	-	-	-	-	4
Brooks . . . . .	286	129	129	221	158	230	.50	9	2	12	5	7	-	7	4	-	-	-	-	6
Burnham . . . . .	365	260	200	270	210	203	.56	12	13	10	-	10	-	9	-	-	-	-	-	6
Frankfort . . . . .	406	225	170	293	250	300	.52	9	10	7	-	7	2	8	5	-	-	-	-	6
Freedom . . . . .	210	127	94	145	114	143	.50	8	28	3	8	1	9	9	-	-	-	1	-	3
Islesborough . . . . .	394	218	175	255	219	332	.50	11	1	12	4	8	-	8	5	-	-	-	-	8
Jackson . . . . .	225	125	95	196	150	203	.54	7	3	12	9	1	10	5	-	-	-	-	-	8
Knox . . . . .	306	216	156	210	171	294	.53	9	2	10	9	3	9	5	-	-	-	-	-	5
Liberty . . . . .	332	225	150	226	175	23	.49	10	1	12	9	3	9	9	-	-	-	-	-	2
Lincolnville . . . . .	596	384	309	501	403	547	.60	10	2	11	1	17	-	17	14	-	-	-	-	15
Monroe . . . . .	406	261	213	312	247	300	.57	9	4	10	13	3	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 5 ½ days per week.		Average length of Winter Schools of 5 ½ days per week.		Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
								W.	D.	W.	D.									
Montville.....	468	292	240	321	276	417	.55	11	2	10	15	2	15	12	-	-	\$4,600	2	9	
Morrill.....	172	116	92	132	98	138	.55	3	4	13	3	5	5	5	-	-	2,000	-	5	
Northport.....	248	143	117	166	131	179	.50	9	10	1	9	-	9	9	-	-	2,500	-	6	
Palermo.....	390	253	186	288	207	328	.50	8	10	3	13	2	13	9	-	-	1,500	-	10	
Prospect.....	255	165	128	168	141	223	.53	10	10	1	7	2	6	6	-	-	4,800	-	7	
Searsmont.....	450	291	280	303	246	357	.58	12	13	3	12	3	12	7	-	-	4,000	-	7	
Searsport.....	647	692	602	401	338	390	.73	3	2	3	3	12	1	11	8	-	15,000	3	8	
Stockton.....	429	266	229	303	238	337	.54	16	10	4	9	-	9	8	-	-	6,000	1	6	
Swanville.....	254	114	88	158	138	165	.44	8	10	6	6	1	6	5	-	-	3,000	-	5	
Thorndike.....	211	164	141	198	154	215	.70	7	4	9	10	-	9	8	1	\$850	3,000	-	9	
Troy.....	334	213	168	255	211	298	.57	9	1	11	11	4	11	10	-	-	3,300	-	5	
Unity.....	335	210	146	265	203	298	.52	3	1	10	12	-	12	12	-	-	4,000	-	8	
Waldo.....	282	188	148	226	176	277	.57	9	10	3	7	1	7	7	1	400	1,800	-	7	
Winterport.....	794	428	362	418	354	517	.45	9	2	11	1	16	-	16	-	-	9,500	1	6	
	10,422	6,688	5,456	7,351	5,950	8,160	.55	9	5	11	259	33	264	189	2	1,250	119,400	12	183	

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 1882.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.		Amount available from State Treasury from April 1, 1881, to April 1, 1882.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.		Balance unexpended April 1, 1882.		Balance over-expended April 1, 1882.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.		No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Belfast	27	16	4	4	\$47	95	4	12	2	33	5,000	778	-	3	48	5,730	2,289	2899	10,918	11,051	-	-	133	2000	150	-	-	-	-	-	-	-	-		
Belmont	5	1	-	-	25	00	2	70	1	83	410	-	87	2	19	578	297	-	875	876	-	-	1	-	-	-	-	-	-	-	-	-	-	-	
Brooks	7	1	-	-	29	71	3	38	1	28	700	5	-	2	45	1,042	457	-	1,499	1,433	66	-	10	30	30	-	-	-	-	-	-	-	-	-	
Burnham	11	3	-	-	30	00	2	85	2	25	774	-	126	2	12	853	579	-	1,432	1,369	63	-	-	34	34	-	-	-	-	-	-	-	-	-	
Frankfort	8	5	-	1	35	00	3	62	3	00	926	4	-	2	28	1,250	653	-	1,903	1,734	169	-	-	45	45	-	-	-	-	-	-	-	-	-	
Freedom	2	-	-	-	22	25	2	46	1	36	525	-	49	2	50	698	345	-	953	875	78	-	-	14	14	-	-	-	-	-	-	-	-	-	
Islesborough	9	1	5	-	29	25	3	50	2	60	966	-	20	2	45	985	659	-	1,644	1,595	49	-	-	4	4	-	-	-	-	-	-	-	-	-	
Jackson	9	5	1	-	25	60	2	58	1	25	566	-	-	2	51	579	360	-	939	949	-	10	-	35	35	-	-	-	-	-	-	-	-	-	
Knox	9	1	-	-	25	87	2	64	1	37	700	-	12	2	29	734	512	-	1,246	1,083	163	-	-	37	37	-	-	-	-	-	-	-	-	-	
Liberty	9	7	-	-	32	50	2	77	1	58	776	50	-	2	34	814	437	-	1,251	1,175	76	-	-	45	45	-	-	-	-	-	-	-	-	-	
Lincolnton	16	2	2	-	24	42	2	85	1	82	1,382	-	138	2	32	1,613	872	-	2,485	2,481	4	-	-	47	47	-	-	-	-	-	-	-	-	-	
Monroe	13	5	2	-	16	24	4	00	3	72	1,100	-	-	2	71	1,277	682	-	1,959	1,825	134	-	-	35	35	-	-	-	-	-	-	-	-	-	
Montville	12	4	1	-	24	67	2	47	1	34	1,015	-	119	2	17	1,439	722	6	2,167	2,009	158	-	-	49	49	-	-	-	-	-	-	-	-	-	
Morrill	5	-	-	-	28	00	3	00	1	75	395	-	23	2	30	505	285	-	790	659	131	-	-	25	13	-	-	-	-	-	-	-	-	-	-
Northport	9	3	-	-	24	30	2	73	1	80	698	-	24	2	81	795	383	-	1,178	1,119	59	-	-	29	29	-	-	-	-	-	-	-	-	-	-
Palermo	13	2	-	-	23	90	2	66	1	48	894	-	85	2	29	975	614	-	1,589	1,509	80	-	-	40	40	-	-	-	-	-	-	-	-	-	-
Prospect	7	-	-	-	28	50	3	39	1	51	616	-	93	2	42	768	408	36	1,212	1,083	129	-	-	20	20	-	-	-	-	-	-	-	-	-	-
Searsmont	12	4	2	-	26	57	2	97	1	60	1,064	-	70	2	36	1,101	723	-	1,824	1,706	118	-	-	33	33	-	-	-	-	-	-	-	-	-	-
Searsport	16	6	5	-	45	00	3	85	2	80	2,500	649	-	3	86	2,466	1,044	-	3,510	3,241	269	-	-	103	103	-	-	-	-	-	-	-	-	-	-
Stockton	11	5	2	-	41	00	3	53	2	14	1,237	-	434	2	88	1,776	700	-	2,476	2,358	118	-	-	58	58	-	-	-	-	-	-	-	-	-	-
Swanville	6	1	-	-	25	00	2	33	2	00	600	-	16	2	36	781	395	-	1,176	835	341	-	-	24	24	-	-	-	-	-	-	-	-	-	-
Thorndike	11	2	2	-	25	25	2	46	1	15	614	30	-	2	91	791	351	-	1,142	1,077	65	-	-	24	24	-	-	-	-	-	-	-	-	-	-
Troy	11	6	-	-	27	60	2	50	1	41	1,000	39	-	2	99	1,089	510	49	1,648	1,405	243	-	-	25	25	-	-	-	-	-	-	-	-	-	-
Unity	12	5	-	-	23	00	2	56	1	60	874	-	87	2	61	1,045	549	-	1,594	1,473	121	-	-	57	57	-	-	-	-	-	-	-	-	-	-

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 1882.	Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Waldo .....	7	-	-	\$ 28 00	2 28 1 43	532	14	-	1 89	594	429	32	1,055	928	127	-	-	24
Winterport .....	17	12	5	30 2	3 88 1 97	2,200	5	-	2 77	2,439	1,371	-	3,810	3,595	215	-	-	93	
	280	97	34	28 62	3 00 1 86	28,070	1,574	1,383	2 69	32,627	16,626	3022	52,275	49,443	2,976	144	2073	1080	

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 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.
	Addison .....	409	273	236	300	260	349	.618	19	1	12	-	12	3	-	-	\$3,600	-
Alexander .....	194	82	62	116	87	148	.381	11	1	3	3	4	2	-	-	2,000	-	4
Baileyville .....	162	102	81	23	20	112	.311	10	1	5	1	6	2	1	-	1,200	1	1

Baring.....	124	79	61	71	52	89	.46	12	4	12	3	1	2	2	1	-	-	4,000	-	1
Beddington.....	51	39	33	35	29	38	.61	9	10		1	-	-	2	2	-	-	1,500	-	1
Calais.....	2,468	1,470	1,224	1,548	1,276	1,562	.51	18	18		1	-	17	12	-	-	-	50,000	-	4
Centerville.....	55	42	38	35	31	40	.63	10	10		1	1	2	1	-	-	-	800	-	1
Charlotte.....	209	125	102	115	103	154	.49	11	29	3	5	-	-	5	5	-	-	1,750	-	2
Cherryfield.....	674	453	395	219	190	503	.43	20	39	3	9	-	-	10	7	-	-	11,000	-	1
Columbia.....	250	168	149	173	145	197	.59	10	11	2	8	-	-	6	3	-	-	2,100	-	1
Columbia Falls.....	267	154	134	171	146	174	.52	9	3	12	3	3	-	4	4	-	-	2,800	-	2
Cooper.....	138	86	74	78	66	104	.51	7	59	2	5	-	-	4	2	-	-	2,400	-	3
Crawford.....	95	60	40	56	35	53	.39	14	11		2	2	-	2	2	-	-	1,400	-	1
Cutler.....	329	271	277	237	189	296	.71	7	38	3	9	1	-	8	4	-	-	2,975	-	6
Danforth.....	242	167	139	176	151	200	.60	12	12	3	5	-	-	5	3	-	-	3,500	-	5
Deblois.....	42	26	22	28	27	30	.58	6	10		1	-	-	1	1	-	-	400	-	-
Dennysville.....	238	114	94	115	87	152	.38	13	3	13	2	1	-	2	2	-	-	4,000	-	1
East Machias.....	695	679	586	299	264	471	.61	10	2	10	7	-	-	10	8	-	-	6,000	-	2
Eastport.....	1,451	581	368	616	399	721	.26	18	1	18	1	1	-	6	6	-	-	10,000	-	2
Eaton.....	132	108	94	-	-	108	.71	17			3	-	-	3	-	-	-	1,600	-	1
Edmunds.....	162	113	99	74	61	110	.49	10	3	11	4	4	-	4	4	-	-	600	-	1
Harrington.....	452	278	248	290	249	331	.55	11	11		9	1	9	5	-	-	-	3,500	-	1
Jonesborough.....	217	134	127	69	58	157	.43	8	11		7	-	-	6	2	-	-	500	-	3
Jonesport.....	713	321	240	463	372	499	.43	8	1	11	1	14	-	9	6	1	\$250	6,750	-	1
Kosuth.....	47	40	30	38	27	40	.61	20	18		2	1	2	1	-	-	-	200	-	2
Lubec.....	751	442	332	392	279	449	.41	9	13		14	-	-	14	-	-	-	1,850	-	8
Machias.....	892	578	489	571	523	709	.57	9	20		1	-	-	9	9	-	-	18,000	-	2
Machiasport.....	577	382	298	297	212	460	.44	14	12	3	9	1	8	8	1	-	3,000	6,000	-	1
Marion.....	76	39	30	30	23	45	.35	7	58	4	4	-	-	3	2	-	-	650	-	2
Marshfield.....	131	97	83	79	41	91	.47	10	9	3	2	-	-	2	2	-	-	550	-	2
Meddybemps.....	62	38	33	67	53	55	.69	4	12	1	2	-	-	2	2	-	-	600	-	1
Milbridge.....	663	360	303	396	328	563	.48	10	4	10	2	9	2	9	6	-	-	4,675	-	6
Northfield.....	73	40	30	62	50	62	.55	12	12		3	-	-	3	1	-	-	500	-	2
Pembroke.....	900	561	489	556	495	600	.55	10	20		12	-	-	13	10	-	-	8,000	-	2
Perry.....	450	216	214	238	197	245	.46	11	5	11	3	11	-	11	3	-	-	2,200	-	1
Princeton.....	384	208	136	175	142	268	.36	9	5	11	4	-	-	4	3	-	-	4,300	-	1
Robbinston.....	289	171	134	191	134	222	.46	9	5	15	6	-	-	6	5	-	-	2,500	-	1
Steuben.....	389	231	187	252	212	314	.51	8	59	3	12	1	11	6	6	-	-	3,000	-	4
Talmadge.....	44	31	25	13	8	44	.38	10	36		2	-	-	2	2	-	-	1,100	-	1
Topsfield.....	158	97	76	69	56	112	.42	10	9	1	4	-	-	4	-	-	-	400	-	1
Trescott.....	228	134	102	118	92	132	.42	7	28	2	9	-	-	9	6	-	-	1,000	-	1
Vanceboro.....	179	92	73	78	72	50	.40	9	4	10	5	1	1	2	2	-	-	230	-	-

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.		w.	d.	w.	d.											
Waite.....	80	50	40	26	20	60	.43	13	3	12				3			2	2			\$2,500	-	-
Wesley.....	106	65	54	80	70	84	.58	8	4	7		4		4			4	4			2,800	-	2
Whiting.....	161	115	98	103	93	136	.59	8	2	11		6		5			4	1		\$855	2,500	1	3
Whitneyville.....	175	121	115	141	123	187	.68	18		12		2		2			2	2			2,500	-	-
Codyville pl.....	23	19	16	19	15	19	.67	12		10		1		1			1	1			500	-	-
Jackson Brook pl.....	123	76	60	92	81	96	.57	10		12		3		2			2	1			2,000	-	1
No. 14 pl.....	72	44	36	40	31	49	.46	7		2		8		3			3	2			600	3	2
No. 18 pl.....	18	15	14	-	-	15	.78	14						1			1	1			110	-	-
No. 21 pl.....	43	20	13	20	18	28	.36	8		8				1			2	-			150	1	1
	16,863	10,207	8,433	9,450	7,692	11,733	.48	11		11	3	247		15			275	170	4	4,380	192,290	38	137

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 1882.		Not less than 80cts for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to prolong public schools.	Amount paid for school supervision.	
	No.	1881	No.	1882	No.	1881	Average	1882	Average	1881	1882	Excess above amt't required by law.	Less than the amt't required by law.														
Addison ..	11	12	-	-	-	-	\$26 75	3 78	1 65	No Fiscal	Return.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45
Alexander ..	3	-	-	-	-	-	27 50	3 25	1 65	351	-	13	1 81	-	427	308	108	-	843	774	69	-	-	-	-	-	22
Baileyville ..	6	-	-	-	-	-	21 50	3 00	1 65	303	1	-	1 87	-	409	253	-	-	662	559	103	-	-	-	-	-	15
Baring ..	4	1	-	-	-	-	38 00	3 75	2 25	250	-	-	2 02	-	272	185	64	-	521	485	36	-	-	-	-	-	18
Beddington ..	2	1	1	-	-	-	40 00	4 08	2 06	155	48	-	3 04	-	207	77	108	-	392	355	37	-	-	-	28	-	12
Calais ..	24	23	5	-	-	-	60 00	5 00	3 00	5,800	1,044	-	2 35	-	5,800	3,770	300	-	9,870	9,870	-	-	-	-	-	-	400
Centerville ..	-	-	-	-	-	-	35 00	-	2 50	135	19	-	2 45	-	120	81	40	-	241	276	-	35	-	-	-	-	6
Charlotte ..	4	-	-	-	-	-	24 50	3 55	1 67	400	26	-	2 91	-	413	314	50	-	777	711	66	-	-	-	-	-	27
Cherryfield ..	11	3	2	-	-	-	47 00	4 46	2 50	1,400	-	11	2 08	-	1,601	1,014	43	-	2,658	2,548	110	-	-	-	-	-	100
Columbia ..	7	5	-	-	-	-	25 00	3 32	1 54	550	13	-	2 20	-	614	382	80	-	1,076	991	85	-	-	-	-	-	16
Columbia Falls ..	2	2	-	-	-	-	30 00	5 00	3 00	560	74	-	2 10	-	591	405	82	-	1,078	1,070	8	-	-	-	-	-	33
Cooper ..	5	1	-	-	-	-	27 00	3 13	1 58	280	-	10	2 03	-	352	153	75	-	580	541	39	-	-	-	-	-	15
Crawford ..	2	-	-	-	-	-	25 50	4 00	1 68	175	7	-	1 84	-	200	146	-	-	346	371	-	-	-	-	-	-	10
Cutler ..	13	2	-	-	-	-	32 20	3 19	2 04	750	8	-	2 28	-	813	501	-	-	1,314	1,300	14	-	-	40	-	-	25
Danforth ..	5	-	-	-	-	-	25 60	3 00	1 87	300	50	-	1 24	-	315	377	27	-	719	676	43	-	-	-	-	-	6
Deblois ..	1	1	-	-	-	-	-	5 00	1 75	112	1	-	2 67	-	110	74	34	-	218	209	9	-	-	-	-	-	8
Dennysville ..	2	1	3	-	-	-	37 30	5 57	3 13	418	28	-	1 76	-	452	374	-	-	826	736	90	-	-	-	-	-	24
East Machias ..	13	4	2	-	-	-	33 00	4 67	2 11	1,500	-	116	2 16	-	2,011	1,069	-	-	3,080	2,644	436	-	-	-	-	-	65
Eastport ..	9	8	-	-	-	-	50 00	2 00	5 00	3,200	210	-	2 21	-	3,794	2,079	5	-	5,878	5,443	435	-	-	-	-	-	25
Eaton ..	4	-	1	-	-	-	20 00	4 00	2 25	244	187	-	1 85	-	179	188	55	-	422	417	5	-	-	-	-	-	10
Edmunds ..	3	1	2	-	-	-	28 50	5 25	3 00	356	-	32	2 20	-	406	242	133	-	781	796	-	15	-	-	-	-	31
Harrington ..	9	7	-	-	-	-	1 25	4 07	1 89	1,050	136	-	2 32	-	1,177	654	-	-	1,831	1,768	63	-	-	-	-	-	30
Jonesborough ..	7	-	-	-	-	-	1 30	2 75	1 75	465	46	-	2 14	-	618	310	-	-	928	871	57	-	-	-	-	-	27
Jonesport ..	9	-	3	-	-	-	31 83	4 51	2 56	1,250	174	-	1 75	-	1,680	1,059	-	-	2,739	2,457	282	-	-	-	23	-	10

WASHINGTON COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1882.	Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to pro-long public schools.	Amount paid for school supervision.
Kossuth	2	-	4	24 00	3 00	2 25	129	3	-	2 74	167	104	-	271	280	-	9	-	8
Lubec	13	5	-	34 63	4 26	2 60	1,800	91	-	2 40	2,049	1,256	-	3,305	3,060	245	-	-	25
Machias	12	12	2	81 17	4 00	3 00	2,175	151	-	2 44	2,232	1,626	86	3,944	3,175	769	-	-	100
Machiasport	8	-	1	33 50	3 95	2 52	1,216	-	10	2 11	1,515	929	-	2,444	2,162	282	-	-	70
Marion	3	1	-	20 25	2 00	1 71	146	40	-	1 92	282	112	13	407	368	39	-	-	14
Marshfield	2	-	-	36 00	4 00	2 40	281	-	-	2 15	418	212	-	630	617	13	-	-	6
Meddybemps	-	-	-	35 00	-	1 92	160	-	-	2 58	210	100	-	310	314	-	4	-	7
Milbridge	11	4	2	40 00	3 00	2 75	1,442	198	-	2 17	1,468	932	-	2,400	2,386	14	-	-	50
Northfield	3	-	-	28 00	3 00	1 50	206	48	-	2 74	182	122	22	326	284	42	-	-	7
Pembroke	14	8	-	37 00	3 60	2 13	1,859	-	183	2 07	1,966	1,387	159	3,512	3,504	8	-	-	75
Perry	10	6	3	25 50	4 00	1 50	838	-	-	81 18	979	677	92	1,748	1,751	-	3	-	60
Princeton	4	2	-	30 20	3 82	2 44	850	-	11	2 21	1,060	651	-	1,711	1,340	371	-	-	25
Robbinston	6	2	5	24 00	4 00	2 10	745	4	-	2 54	1,005	523	97	1,625	1,415	210	-	-	35
Steuben	12	8	-	30 50	3 48	1 79	932	82	-	2 40	978	608	28	1,614	1,571	43	-	-	33
Talmadge	3	1	-	12 00	3 13	1 97	100	36	-	2 27	264	58	128	450	259	191	-	100	10
Topsfield	4	-	2	26 00	3 16	2 38	460	29	-	2 53	532	258	150	940	724	216	-	-	39
Trescott	7	2	-	25 17	3 31	1 77	442	-	43	1 94	463	369	-	832	786	46	-	-	20
Vanceboro	3	3	1	-	4 33	3 00	600	337	-	3 35	600	247	126	973	796	177	-	-	5
Waite	3	1	-	-	3 35	1 75	150	52	-	1 88	180	129	141	450	363	87	-	-	10
Wesley	2	1	4	24 00	4 00	1 46	230	-	7	2 17	375	161	78	614	473	141	-	-	7
Whiting	5	2	-	24 00	3 00	1 72	350	17	-	2 17	494	262	147	903	821	82	-	-	22
Whitneyville	3	2	-	-	6 44	3 00	394	-	62	2 25	446	290	-	736	719	17	-	-	25
Codyville pl.	1	1	-	-	4 00	1 25	100	50	-	4 35	167	38	-	205	129	76	-	-	2
Jackson Brook pl.	1	2	-	26 00	4 00	3 00	300	135	-	2 44	458	176	69	703	703	-	-	-	2
No. 14 pl.	-	-	-	22 60	-	2 17	-	-	-	-	-	-	-	-	-	-	-	-	8

No Fiscal Return.



No. 18 pl.....	1	-	-	-	3 00	2 25	34	-	-	1 89	64	65	-	129	116	13	-	-	-
No. 21 pl.....	1	-	-	20 00	3 00	1 57	100	-	34	2 33	132	75	-	207	192	15	-	-	6
	290	144	47	31 14	3 77	2 20	35,977	2,345	626	2 13	41,247	25,382	2540	69,169	64,176	5,084	91	191	1641

YORK COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Per centage of average attendance.		Average length of Summer Schools of 5 1/2 days per week.			Average length of Winter Schools of 15 1/2 days per week.			Number of districts in town.	Number of parts of districts in town.	Number of school houses in town.	Number in good condition.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of Male Teachers employed in Summer.	Number of Male Teachers employed in Winter.
	No. registered in Summer Schools.	Average number attending Summer Schools.					w.	d.	w.	d.	w.	d.											
Acton	318	128	120	208	180	224	.47	7	3	12	2	14	-	-	14	7	-	-	-	\$4,000	1	2	
Alfred	325	187	153	221	159	251	.48	9	2	16	3	7	-	1	7	7	-	-	-	5,300	1	2	
Berwick	650	379	319	374	296	454	.47	7	4	11	4	12	4	15	15	15	-	-	-	17,500	2	2	
Biddeford	4,212	1,728	1,520	1,839	1,580	2,798	.37	13	3	16	2	12	2	25	18	-	-	-	-	95,000	4	2	
Buxton	652	371	286	463	361	510	.50	11	1	13	-	15	1	16	16	-	-	-	-	5,500	1	13	
Cornish	365	183	150	163	124	196	.38	8	2	7	4	8	1	8	3	-	-	2	\$1,300	2,000	1	5	
Dayton	179	99	74	123	96	123	.47	10	11	3	4	2	4	4	2	-	-	-	-	1,100	-	4	
Eliot	483	319	245	311	261	399	.52	12	4	15	-	8	-	8	6	-	-	-	-	9,000	3	7	
Hollis	442	268	211	414	317	421	.60	8	2	9	4	14	-	-	14	12	-	-	-	5,400	1	14	
Kennebunk	829	275	234	287	243	337	.29	8	5	9	3	11	-	14	11	-	1	2,700	-	8,065	1	2	
Kennebunkport	712	407	339	432	347	467	.48	9	3	11	3	12	1	12	12	-	-	-	-	9,500	1	7	
Kittery	984	525	431	520	425	602	.44	11	12	10	-	10	-	11	10	-	-	-	-	15,000	3	7	
Lebanon	518	312	258	293	241	340	.48	7	9	18	-	18	2	19	14	-	-	-	-	4,000	-	5	
Limerick	338	163	126	211	174	230	.44	7	3	11	3	10	-	-	10	7	-	-	-	4,000	-	5	
Limington	421	255	234	302	238	396	.56	8	5	9	4	15	-	16	6	-	-	-	-	2,500	1	10	
Lyman	302	158	135	204	165	208	.50	8	1	10	-	10	1	9	7	-	-	-	-	5,000	-	1	
Newfield	268	180	142	160	131	250	.51	10	3	11	4	7	-	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		Average length of Winter Schools of		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.											
North Berwick .....	614	375	280	357	264	477	.44	18	19	1	1	-	-	15	15	1	\$700	\$9,250	1	2	
Parsonsfield .....	455	231	193	186	148	326	.37	7	5	3	16	-	4	17	11	-	-	2,200	1	6	
Saco .....	2,019	1,076	854	1,047	840	1,257	.42	14	3	11	5	9	-	16	15	1	3,860	40,000	5	11	
Sanford .....	943	594	468	409	351	642	.43	10	11	2	14	-	2	14	14	-	-	11,500	1	2	
Shapleigh .....	355	180	146	217	168	260	.44	7	5	10	10	2	9	9	9	-	-	6,000	1	5	
South Berwick .....	1,033	458	374	443	337	564	.34	9	11	14	14	2	14	12	14	-	-	8,000	3	4	
Waterborough .....	416	255	213	274	245	304	.55	7	3	9	4	13	1	13	11	-	-	3,000	-	9	
Wells .....	837	475	387	495	400	601	.47	8	3	9	4	17	-	17	10	-	-	8,000	-	11	
York .....	771	532	423	462	336	472	.49	13	-	12	-	14	-	14	14	-	-	6,800	-	13	
	19,441	10,113	8,315	10,435	8,427	13,109	.43	9	5	11	1	295	24	338	271	5	8,560	292,615	32	164	

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 1882.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to prolong public schools.	Amount paid for school supervision.		
	No.	2	No.	2	No.	2	Average	2	Average	2	Amount	2	Excess above	Less than the														
Acton.....	6	10	-	-	5	20	66	3	83	1	86	840	34	-	-	2	64	939	400	-	-	1,339	1,321	18	-	-	30	
Alfred.....	8	7	-	2	5	2	00	4	31	2	12	1,150	171	-	-	3	54	1,686	526	-	-	2,212	2,071	141	-	-	60	
Berwick.....	13	10	-	-	3	4	20	4	16	2	11	2,500	667	-	-	3	85	2,434	1,070	-	-	3,504	2,926	578	-	-	128	
Biddeford.....	42	33	-	-	7	0	00	7	00	4	50	15,000	6,772	6	-	3	56	13,005	5,544	1	-	18,550	21,604	-	3054	-	1163	
Buxton.....	15	3	9	-	2	5	69	4	05	2	12	2,100	934	-	-	3	22	2,711	1,007	-	-	3,718	3,069	649	-	-	92	
Cornish.....	8	2	3	3	3	3	20	3	50	2	25	934	53	-	-	2	56	1,196	460	41	-	1,697	1,474	223	-	-	4	
Dayton.....	4	-	-	-	4	5	0	4	50	3	00	500	10	-	-	2	79	549	282	-	-	831	824	7	-	-	23	
Eliot.....	7	2	-	-	5	5	0	5	50	2	75	1,800	385	-	-	3	73	2,241	765	-	-	3,006	2,980	26	-	-	60	
Hollis.....	13	4	2	2	3	2	04	3	25	1	87	1,250	17	-	-	2	83	1,596	668	100	-	2,364	2,208	156	-	-	35	
Kennebunk.....	12	10	3	-	5	1	6	5	16	2	18	2,600	516	-	-	3	14	3,390	1,213	-	-	4,503	4,005	498	-	-	141	
Kennebunkport.....	14	7	-	2	6	7	3	00	6	75	3	00	2,000	109	-	-	2	81	2,346	1,094	-	-	3,440	3,074	366	-	-	85
Kittery.....	10	9	-	-	5	2	7	3	60	3	00	2,709	30	-	-	2	74	2,829	1,520	-	-	4,349	4,182	167	-	-	107	
Lebanon.....	18	13	-	2	4	0	2	25	4	00	2	25	1,283	-	-	2	48	1,397	797	-	-	2,194	2,157	37	-	-	95	
Limerick.....	10	5	-	-	3	7	3	1	77	1,002	-	-	-	-	-	1	39	2,996	571	-	-	1,783	1,613	170	-	-	70	
Limington.....	15	5	-	-	3	0	0	1	74	1,200	-	-	-	-	-	1	04	2,850	2,158	-	-	2,864	2,090	774	-	-	55	
Lyman.....	9	8	-	2	4	0	0	2	00	1,304	462	-	-	-	-	4	32	859	429	-	-	1,288	1,232	56	-	-	48	
Newfield.....	5	3	-	-	4	6	0	2	20	797	-	-	-	-	-	1	61	2,970	395	4	-	1,301	1,267	34	-	-	50	
North Berwick.....	15	14	4	-	4	0	0	0	0	1,500	-	-	204	-	-	2	44	2,048	948	92	-	3,088	2,825	265	-	-	65	
Parsonsfield.....	14	10	3	-	3	1	2	10	1,500	-	-	-	-	-	-	1	8	3,300	720	60	-	2,577	2,074	503	-	-	96	
Saco.....	24	15	1	-	4	4	3	0	0	7,500	-	-	2,894	-	-	3	71	8,609	3,058	183	-	11,850	10,722	1,128	-	-	250	
Sanford.....	16	10	1	4	4	6	2	33	2,200	-	-	-	-	-	-	2	33	2,302	1,425	-	-	3,727	3,477	250	-	-	98	
Shapleigh.....	8	5	-	-	3	8	0	2	00	902	32	-	-	-	-	2	54	1,127	559	53	-	1,739	1,548	191	-	-	58	
South Berwick.....	13	12	-	-	5	3	5	2	32	2,650	-	-	637	-	-	2	57	3,145	1,633	-	-	4,778	4,038	740	-	-	50	
Waterborough.....	13	3	-	1	2	2	00	3	20	2	10	1,186	-	-	-	5	2	2,850	663	-	-	3,010	1,793	1,217	-	-	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 1882.		Excess above am't required by law.		Not less than 80 cts. for each inhabitant.		Less than the am't required by law.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1881, to April 1, 1882.		Amount available from State Treasury from April 1, 1881, to April 1, 1882.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.		Balance unexpended April 1, 1882.		Balance over-expended April 1, 1882.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	Wells	York																																						
	17	6	2	5	3	2	45	5	29	2	00	3,460	242	-	2	94	2,442	1,289	-	36	3,767	3,651	-	116	-	-	-	-	-	-	-	-	-	-	-	-	-	134		
	15	2	-	35	59	6	03	2	00	1,970	-	153	2	56	1,970	1,244	28,886	570	96,693	91,494	8,253	3054	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3164		

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 ½ days per week.		Average length of Winter Schools of 5 ½ 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.				
Androscoggin.....	14,513	6,881	5,693	6,989	5,924	7,988	.40	10	13	1	115	17	196	164	
Aroostook.....	16,427	8,795	6,470	6,759	5,121	10,443	.35	12	3	11	5	347	14	299	167
Cumberland.....	27,350	14,363	11,977	14,497	12,007	18,503	.44	10	3	12	2	269	18	335	247
Franklin.....	5,645	3,450	2,857	3,944	3,235	4,513	.54	8	3	10	4	200	29	195	119
Hancock.....	13,326	8,007	6,600	8,027	6,616	9,900	.50	10	3	9	5	280	17	273	198
Kennebec.....	15,385	8,874	7,307	9,479	7,803	9,645	.49	9	3	11	2	305	20	355	233
Knox.....	10,329	6,571	5,491	6,998	5,894	7,993	.55	11	4	11	2	148	12	166	122
Lincoln.....	8,108	4,896	3,907	5,421	4,448	5,862	.52	9	2	10	4	183	6	182	126
Oxford.....	10,255	6,061	4,996	6,612	5,243	7,665	.50	8	5	10	3	363	29	354	240
Penobscot.....	22,651	13,673	11,035	13,204	10,678	16,238	.48	10	2	11	1	418	32	461	368
Piscataquis.....	4,725	2,918	2,362	3,144	2,543	3,579	.52	9	2	10	1	137	11	144	109
Sagadahoc.....	6,658	4,032	3,420	4,064	3,445	4,647	.52	9	4	11	2	80	-	103	88
Somerset.....	10,423	5,884	4,831	6,587	5,451	7,719	.49	9	10	1	1	338	38	346	217
Waldo.....	10,422	6,688	5,456	7,351	5,950	8,160	.55	9	5	11	1	259	33	264	189
Washington.....	16,863	10,207	8,433	9,450	7,692	11,733	.48	11	11	3	247	15	275	170	
York.....	19,441	10,113	8,315	10,435	8,427	13,109	.43	9	5	11	1	295	24	338	271
	212,521	121,413	99,150	122,961	100,477	147,697	.47	10	11	1	3,984	315	4,286	3,028	

SUMMARY—CONTINUED.

COUNTIES.	Number of school houses built last year.	Cost of the same.	Estimated value of all school property in county.	Number of Male Teachers employed in Summer.	Number 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 1882.	Not less than 80 cts. for each inhabitant.	
													Excess above am't required by law.	Less than the am't required by law.
Androscoggin.....	2	\$550	337,550	14	84	252	181	30	40 90	4 22	2 20	43,483	17,031	196
Aroostook.....	7	1,567	90,549	27	119	354	149	15	21 20	3 27	1 60	23,613	4,858	5
Cumberland.....	6	29,495	632,725	42	161	449	318	79	35 46	4 44	2 29	137,749	73,338	69
Franklin.....	-	-	74,373	5	86	191	117	50	22 73	2 93	1 44	15,762	1,327	351
Hancock.....	5	8,340	164,115	18	163	292	120	19	31 34	3 56	1 91	30,838	2,379	386
Kennebec.....	5	28,555	260,062	17	151	377	237	33	30 28	3 95	1 84	47,569	7,339	937
Knox.....	-	-	134,980	13	92	195	106	36	35 24	3 83	2 22	26,089	3,384	610
Lincoln.....	4	3,250	92,520	11	133	173	61	16	30 18	4 00	2 24	21,260	1,357	452
Oxford.....	5	3,790	126,150	13	184	342	179	34	23 01	3 16	1 43	27,510	2,627	626
Penobscot.....	4	4,835	281,565	18	206	547	294	41	28 57	3 32	1 83	68,656	13,241	2,177
Piscataquis.....	5	4,050	43,805	4	52	154	94	9	27 10	3 15	1 79	11,819	1,106	415
Sagadahoc.....	-	-	91,350	10	60	120	69	12	29 45	4 15	2 36	24,005	8,959	-
Somerset.....	3	900	136,275	12	138	336	213	36	23 11	3 24	1 58	27,549	1,489	1,391
Waldo.....	2	1,250	119,400	12	183	280	97	34	28 62	3 00	1 86	28,070	1,574	1,383
Washington.....	4	4,380	192,290	38	137	290	144	47	31 14	3 77	2 20	35,977	2,345	626
York.....	5	8,560	292,615	32	164	346	208	40	35 05	4 48	2 33	60,830	13,584	905
	57	93,522	3,070,326	286	2,113	4,698	2,587	531	29 59	3 65	1 95	630,779	155,938	10,529

SUMMARY—CONCLUDED.

COUNTIES:	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1881, to April 1, 1882.	Amount available from State Treasury from April 1, 1881, to April 1, 1882.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1881, to April 1, 1882.	Balance unexpended April 1, 1882.	Balance over-expended April 1, 1882.	Amount raised to pro-long public schools, in money, fuel, board, &c.	Amount paid for school supervision.
Androscoggin.....	\$3 17	47,650	21,202	1,849	70,701	67,860	2,841	-	115	2,677
Aroostook.....	1 58	30,261	22,303	1,818	54,382	46,277	8,186	81	184	1,237
Cumberland.....	5 11	109,096	41,284	2,797	153,177	141,679	12,079	581	875	4,546
Franklin.....	2 80	17,606	8,771	571	26,948	23,943	3,038	33	408	878
Hancock.....	2 31	36,582	20,099	918	57,599	51,654	5,955	10	197	1,370
Kennebec.....	3 14	52,350	23,811	352	76,513	69,257	7,262	6	216	2,704
Knox.....	2 53	29,260	15,700	1,115	46,075	43,796	2,279	-	1,090	886
Lincoln.....	2 62	25,448	12,606	33	38,087	34,821	3,333	67	202	980
Oxford.....	2 68	30,399	15,172	1,358	46,929	44,211	2,812	94	1,706	1,554
Penobscot.....	3 15	78,483	35,060	3,690	117,233	106,237	11,001	5	-	3,628
Piscataquis.....	2 50	13,498	7,226	872	21,596	20,064	1,580	48	100	583
Sagadahoc.....	3 61	24,803	9,897	132	34,832	33,053	1,823	44	330	992
Somerset.....	2 66	32,796	16,164	1,118	50,078	45,864	4,242	28	459	1,502
Waldo.....	2 69	32,627	16,626	3,022	52,275	49,443	2,976	144	2,073	1,080
Washington.....	2 13	41,247	25,382	2,540	69,169	64,176	5,084	91	191	1,641
York.....	3 13	67,237	28,886	570	96,693	91,494	8,253	3,054	-	3,164
	2 97	669,343	320,189	22,755	1,012,287	933,829	82,744	4,286	8,146	29,422

# Special Common School Statistics,

*Compiled from Annual Returns of S. S. Committees, for the year ending April 1, 1882.*

COUNTIES.	No. of towns reporting.	No. of different schools in county.	No. of graded schools.	No. of ungraded schools.	Percentage of graded schools to whole number.	No. of ungraded schools in which U. S. History is taught.	No. of ungraded schools in which Physiology is taught.	No. of ungraded schools in which Book-keeping is taught.	No. of ungraded schools in which branches, other than those named in the statute, are taught.	No. of towns in which schools are well supplied with text-books.	No. of towns in which schools are not well supplied with text-books.
Androscoggin.....	13	286	91	195	.32	112	62	56	43	13	-
Aroostook.....	60	446	18	428	.04	207	88	84	118	37	23
Cumberland.....	26	356	66	290	.19	142	97	106	108	25	1
Franklin.....	24	222	17	205	.08	89	68	54	58	24	-
Hancock.....	33	335	26	309	.08	179	79	74	92	31	2
Kennebec.....	29	410	82	328	.20	146	90	113	127	26	3
Knox.....	16	198	60	138	.30	49	27	41	35	15	1
Lincoln.....	17	192	22	170	.11	72	54	66	35	17	-
Oxford.....	38	374	24	350	.06	186	86	100	153	34	4
Penobscot.....	61	523	96	427	.18	189	111	122	117	58	3
Piscataquis.....	20	153	15	138	.10	67	33	31	31	18	2
Sagadahoc.....	11	99	10	89	.10	43	22	29	33	11	-
Somerset.....	37	375	46	329	.12	149	85	103	95	35	2
Waldo.....	26	279	23	256	.08	146	76	105	107	26	-
Washington.....	51	319	76	243	.24	103	35	56	31	45	6
York.....	26	388	97	291	.25	158	64	111	99	25	1
	488	4,955	769	4,186	.16	2,037	1,059	1,251	1,282	440	48



SPECIAL COMMON SCHOOL STATISTICS—*Concluded.*

COUNTIES.	No. of towns having uniformity of text-books.	No. of towns not having uniformity of text-books.	No. of ungraded schools supplied with globes.	No. of ungraded schools supplied with wall maps.	No. of ungraded schools supplied with charts.	No. of different teachers employed.	No. who had had previous experience.	No. who had had no previous experience.	Percentage of experienced teachers to whole number.	No. of teachers who failed to return register as required by law.	No. of schools not visited by committee at least twice each term.
Androscoggin.....	11	2	21	95	29	368	326	42	.89	1	11
Aroostook.....	40	20	32	143	31	535	429	106	.82	15	118
Cumberland.....	22	4	58	117	20	692	583	109	.84	9	44
Franklin.....	21	3	23	109	13	371	316	55	.85	28	50
Hancock.....	28	5	23	129	15	498	438	60	.88	9	105
Kennebec.....	20	9	19	124	26	603	497	106	.82	20	59
Knox.....	14	2	9	48	5	313	271	42	.87	18	56
Lincoln.....	16	1	10	66	6	310	265	45	.85	52	62
Oxford.....	27	11	21	157	16	604	486	118	.80	26	93
Penobscot.....	49	12	40	123	19	914	773	141	.85	27	63
Piscataquis.....	17	3	5	47	1	235	199	36	.85	5	25
Sagadahoc.....	8	3	7	31	3	205	171	34	.83	1	14
Somerset.....	28	9	6	88	19	590	490	100	.83	23	90
Waldo.....	24	2	11	61	11	496	410	86	.83	23	65
Washington.....	42	9	20	144	24	486	392	94	.81	25	79
York.....	19	7	53	101	13	577	477	100	.83	9	54
	386	102	358	1,583	251	7,797	6,523	1,274	.84	290	988

## COMPARATIVE STATEMENT—I.

ITEMS.	1882.	1881.	Increase.	
Whole number of scholars between four and twenty-one.....	212,521	212,857	dec.	336
Number registered in summer schools.....	121,413	120,539		874
Average attendance.....	99,150	98,312		838
Number registered in winter schools.....	122,961	122,541		420
Average attendance.....	100,477	99,444		1,033
Percentage of average attendance to whole number of scholars.....	.47	.47	-	
Percentage of average attendance to number registered in summer schools.....	.82	.81		.01
Percentage of average attendance to number registered in winter schools.....	.81	.81	-	
Percentage of average attendance to number registered during the year.....	.82	.81		.01
Whole number of different scholars registered in schools during year.....	147,697	149,181	dec.	1,484
Average length of summer schools in weeks and days, at 5½ days per week.....	10w.	10w. 2d.	dec.	2d.
Average length of winter schools.....	11w. 1d.	11w. 1d.		1d.
Average length of schools for year.....	21w. 1d.	21w. 2d.	dec.	1d.
Number of districts in State.....	3,984	4,033	dec.	49
Number of parts of districts.....	315	349	dec.	34
Number of school-houses.....	4,286	4,278		8
Number reported in good condition.....	3,028	3,019		9
Number built during the year.....	57	56		1
Cost of same.....	99,522	95,247		5,275
Estimated value of all school property.....	3,070,326	2,930,498		139,828
Number of male teachers employed in summer.....	286	305	dec.	19
Number employed in winter.....	2,113	2,243	dec.	130
Number of female teachers employed in summer.....	4,698	4,651		47
Number employed in winter.....	2,587	2,417		170
Number of teachers graduates of normal schools.....	531	450		81
Average wages of male teachers per month, excluding board.....	\$29 59	\$28 19		\$1 40
Average wages of female teachers per week, excluding board.....	3 65	3 63		.02
Average cost per week of teacher's board...	1 95	1 94		.01
Amount of money voted by towns for common schools.....	630,779	611,804		18,975
Excess above amount required by law.....	145,409	124,298		21,111
Average amount per scholar.....	2 97	2 87		.10
Amount available from town treasuries for year ending April 1.....	669,343	687,442	dec.	18,099
Amount available from State treasury.....	320,189	308,008		12,181
Amount derived from local funds.....	22,755	24,059		1,304
Total school resources.....	1,012,287	1,019,509	dec.	7,222
Amount expended for common schools.....	933,829	940,390	dec.	6,561
Balance unexpended.....	78,458	79,119	dec.	661
Amount contributed to prolong schools, in money, fuel, &c.....	8,146	14,635	dec.	6,489
Amount paid for school supervision.....	29,422	28,223		1,199

## COMPARATIVE STATEMENT—II.

ITEMS.	1882.	1872.	Increase.
Number of scholars between four and twenty-one.....	212,521	226,751	dec. 14,230
Number registered in summer schools.....	121,413	118,222	3,191
Average attendance.....	99,150	92,750	6,400
Number registered in winter schools.....	122,961	126,311	dec. 3,191
Average attendance.....	100,477	102,443	dec. 1,966
Percentage of average attendance to whole number of scholars.....	.47	.43	.04
Average length of summer schools.....	10w.	9w. 2d.	3½d.
Average length of winter schools.....	11w. 1d.	10w.	1d.
Average length of schools for year.....	21w. 1d.	19w. 2d.	1w. 4½d.
Number of school districts in State.....	3,984	3,861	123
Number of parts of districts.....	315	310	5
Number of school-houses in State.....	4,286	3,868	418
Number reported in good condition.....	3,028	2,279	749
Number built last year.....	57	121	dec. 64
Cost of same.....	99,522	\$131,799	dec. 32,277
Estimated value of all school property.....	3,070,326	2,644,264	426,062
Number of male teachers employed in summer.....	286	145	141
Number employed in winter.....	2,113	1,870	243
Number of female teachers employed in summer.....	4,698	3,959	739
Number employed in winter.....	2,587	2,213	374
Wages of male teachers per-month, excluding board.....	\$29 59	\$33 17	dec. \$3 58
Wages of female teachers per week, excluding board.....	3 65	3 60	.05
Average cost of teacher's board.....	1 95	2 32	dec. .37
Amount of school money raised by taxation.....	630,779	717,719	dec. 86,940
Excess above amount required by law.....	145,409	232,406	dec. 86,997
Average amount raised per scholar.....	2 97	2 87	.10
Amount available from State treasury.....	320,189	15,537	304,652
Amount derived from local funds.....	22,755	14,408	8,347
Amount contributed to prolong schools.....	8,146	13,164	dec. 5,018
Amount paid for school supervision.....	29,422	24,139	5,283

## 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, 1883.*

### COUNTY OF ANDROSCOGGIN.

TOWNS.	Number of Scholars.	Amount.	TOWNS.	Number of Scholars.	Amount.
Auburn .....	3,055	\$4,813 22	Livermore.....	358	\$564 03
Durham .....	410	645 97	Minot.....	473	745 23
East Livermore.....	321	505 75	Poland .....	780	1,228 92
Greene .....	317	499 45	Turner .....	664	1,046 15
Leeds .....	372	586 13	Wales.....	144	226 87
Lewiston.....	6,408	10,095 99	Webster.....	320	504 17
Lisbon.....	891	1,403 79			

### COUNTY OF AROOSTOOK.

Amity .....	146	230 02	Van Buren.....	569	853 71
Ashland .....	207	326 14	Washburn .....	374	589 25
Benedicta.....	123	193 79	Weston .....	160	252 08
Blaine .....	263	414 37	Woodland.....	294	463 20
Bridgewater.....	304	478 96	Bancroft plantation	112	176 46
Caribou .....	1,097	1,728 35	Castle Hill "	173	272 57
Easton.....	340	535 68	Caswell "	119	187 49
Fort Fairfield .....	1,062	1,673 22	Chapman "	75	118 16
Fort Kent.....	845	1,234 68	Crystal "	93	146 52
Frenchville .....	1,130	1,651 12	Cyr "	243	355 08
Grand Isle.....	394	575 60	Dyer Brook "	69	108 71
Haynesville .....	80	126 05	Eagle Lake "	100	146 12
Hersey .....	72	113 44	Glenwood "	56	88 22
Hodgdon .....	387	609 74	Hamlin "	279	407 68
Houlton .....	978	1,540 87	Macwahoc "	67	105 56
Island Falls.....	94	148 09	Merrill "	89	140 23
Limestone .....	244	384 43	Moro "	64	100 83
Linneus .....	423	666 45	New Sweden "	225	354 49
Littleton .....	425	669 59	No. 11, R. 1 "	157	247 35
Ludlow .....	197	310 37	Oakfield "	294	463 20
Madawaska.....	558	815 34	Oxbow "	69	108 71
Mapleton .....	240	378 13	Perham "	145	228 44
Mars Hill.....	378	595 55	Portage Lake "	52	81 92
Masardis.....	90	141 79	Reed "	54	85 07
Maysville.....	428	674 32	St. Francis "	140	204 57
Monticello .....	379	597 23	St. John "	84	122 75
New Limerick .....	231	363 95	Silver Ridge "	64	100 83
Orient.....	88	138 65	Wade "	41	64 60
Presque Isle .....	491	773 58	Wallagrass "	225	328 77
Sherman .....	326	513 62	Westfield "	51	80 35
Smyrna .....	83	130 78			

COUNTY OF CUMBERLAND.

TOWNS.	Number of Scholars.	Amount	TOWNS.	Number of Scholars.	Amount.
Baldwin .....	333	\$524 65	Naples .....	300	\$472 66
Bridgton .....	849	1,337 62	New Gloucester .....	417	657 00
Brunswick .....	1,771	2,790 27	North Yarmouth .....	257	404 91
Cape Elizabeth .....	1,836	2,892 66	Otisfield .....	274	431 70
Casco .....	307	483 69	Portland .....	10,936	17,230 00
Cumberland .....	557	877 57	Pownal .....	273	430 13
Deering .....	1,196	1,884 32	Raymond .....	404	636 51
Falmouth .....	488	768 86	Scarborough .....	599	943 74
Freeport .....	680	1,071 37	Sebago .....	273	430 13
Gorham .....	923	1,454 22	Standish .....	632	995 73
Gray .....	557	877 57	Westbrook .....	1,301	2,049 77
Harpswell .....	566	891 74	Windham .....	706	1,112 32
Harrison .....	323	508 90	Yarmouth .....	592	932 71

COUNTY OF FRANKLIN.

Avon .....	197	310 37	Rangely .....	222	349 77
Carthage .....	156	245 77	Salem .....	87	137 08
Chesterville .....	299	471 08	Strong .....	180	283 60
Eustis .....	111	174 45	Temple .....	165	259 95
Farmington .....	975	1,536 64	Weld .....	327	515 20
Freeman .....	206	324 56	Wilton .....	584	920 12
Industry .....	224	352 92	Coplin plantation ..	33	51 99
Jay .....	392	617 60	Dallas .....	68	107 13
Kingfield .....	150	236 32	Greenville .....	12	18 91
Madrid .....	123	193 79	Letter E .....	8	12 60
New Sharon .....	358	564 03	Perkins .....	52	81 92
New Vineyard .....	237	373 40	Rangely .....	20	31 51
Phillips .....	456	718 43			

COUNTY OF HANCOCK.

Amherst .....	160	252 08	Mariaville .....	123	193 79
Aurora .....	82	129 20	Mount Desert .....	370	582 95
Bluchill .....	745	1,173 76	Orland .....	538	847 63
Brooklin .....	352	554 58	Otis .....	114	179 61
Brooksville .....	549	864 97	Penobscot .....	460	724 74
Bucksport .....	952	1,499 90	Sedgwick .....	374	589 25
Castine .....	400	630 21	Sullivan .....	331	521 50
Cranberry Isles .....	137	215 84	Surry .....	405	638 08
Deer Isle .....	1,340	2,111 21	Tremont .....	749	1,180 07
Dedham .....	146	230 02	Trenton .....	217	341 90
Eastbrook .....	119	187 49	Verona .....	127	200 09
Eden .....	569	896 48	Waltham .....	77	121 32
Ellsworth .....	1,744	2,747 72	Long Island plantation	49	67 20
Franklin .....	415	653 84	Swan's Island .....	216	340 35
Gouldsborough .....	667	1,050 88	No. 7 .....	18	28 36
Hancock .....	411	647 55	No. 21 .....	24	37 81
Isle-au-Haut .....	97	152 85	No. 33 .....	63	99 26
Lamoine .....	235	370 24			

## COUNTY OF KENNEBEC.

TOWNS.	Number of Scholars.	Amount.	TOWNS.	Number of Scholars.	Amount.
Albion .....	369	\$581 37	Pittston .....	695	\$1,094 98
Augusta .....	2,060	3,245 59	Readfield .....	298	469 50
Belgrade .....	453	713 70	Rome .....	192	302 49
Benton .....	344	541 98	Sidney .....	410	645 97
Chelsea .....	243	382 86	Vassalborough .....	787	1,239 95
China .....	524	825 58	Vienna .....	206	324 56
Clinton .....	578	910 66	Waterville .....	1,810	2,851 71
Farmingdale .....	217	341 90	Wayne .....	288	453 76
Fayette .....	266	419 09	West Gardiner .....	301	474 24
Gardiner .....	1,261	1,986 75	West Waterville .....	565	890 17
Hallowell .....	914	1,440 04	Windsor .....	337	530 95
Litchfield .....	346	545 13	Winslow .....	407	641 24
Manchester .....	212	334 08	Winthrop .....	583	918 55
Monmouth .....	380	598 70	Unity plantation .....	22	34 66
Mt. Vernon .....	317	499 37			

## COUNTY OF KNOX.

Appleton .....	436	686 92	St. George .....	1,019	1,605 47
Camden .....	1,355	2,134 83	Thomaston .....	889	1,400 65
Cushing .....	274	431 70	Union .....	490	772 00
Friendship .....	335	527 79	Vinalhaven .....	997	1,570 80
Hope .....	250	393 88	Warren .....	707	1,113 93
Hurricane Isle .....	46	72 47	Washington .....	371	584 53
North Haven .....	254	400 18	Matineus pl .....	80	126 05
Rockland .....	2,186	3,444 11	Muscle Ridge pl .....	31	48 84
South Thomaston .....	618	973 68			

## COUNTY OF LINCOLN.

Alna .....	224	352 92	Nobleborough .....	351	552 95
Boothbay .....	1,236	1,947 35	Somerville .....	218	343 49
Bremen .....	298	469 50	Southport .....	255	401 75
Bristol .....	1,013	1,596 02	Waldoborough .....	1,208	1,903 24
Damariscotta .....	340	535 68	Westport .....	194	305 64
Dresden .....	318	501 02	Whitefield .....	486	765 78
Edgecomb .....	316	497 87	Wiscasset .....	597	940 59
Jefferson .....	546	860 24	Monhegan pl .....	46	72 47
Newcastle .....	462	727 89			

## COUNTY OF OXFORD.

TOWNS.	Number of Scholars.	Amount.	TOWNS.	Number of Scholars.	Amount.
Albany.....	238	\$374 97	Mexico.....	136	\$214 26
Andover.....	245	386 00	Newry.....	105	165 42
Bethel.....	670	1,055 61	Norway.....	694	1,093 41
Brownfield.....	409	644 39	Oxford.....	504	794 07
Buckfield.....	416	655 42	Paris.....	872	1,373 86
Byron.....	74	116 59	Peru.....	286	450 61
Canton.....	377	593 98	Porter.....	355	559 30
Denmark.....	299	471 08	Roxbury.....	51	80 35
Dixfield.....	276	434 85	Rumford.....	329	518 35
Fryeburg.....	530	835 03	Stow.....	107	168 58
Gilead.....	72	113 44	Stoneham.....	159	250 50
Grafton.....	46	72 57	Sumner.....	357	562 46
Greenwood.....	282	444 31	Sweden.....	136	214 26
Hanover.....	48	75 62	Upton.....	87	137 08
Hartford.....	259	408 06	Waterford.....	344	541 98
Hebron.....	194	305 64	Woodstock.....	339	534 10
Hiram.....	428	674 32	Franklin plantation..	60	94 53
Lovell.....	317	499 45	Lincoln ".....	24	37 81
Mason.....	34	53 56	Milton ".....	96	151 24

## COUNTY OF PENOBSCOT.

Alton.....	144	226 87	Lagrange.....	250	393 88
Argyle.....	82	129 20	Lee.....	371	584 53
Bangor.....	5,353	8,433 81	Levant.....	380	598 71
Bradford.....	494	778 30	Lincoln.....	576	907 51
Bradley.....	302	475 81	Lowell.....	160	252 08
Brewer.....	911	1,435 52	Mattamiscontis.....	22	34 66
Burlington.....	194	305 64	Mattawamkeag.....	165	259 95
Carmel.....	427	672 75	Maxfield.....	40	63 02
Carroll.....	243	382 86	Medway.....	187	294 63
Charleston.....	396	623 90	Milford.....	186	293 05
Chester.....	123	193 79	Mt. Chase.....	118	185 90
Clifton.....	128	201 66	Newburg.....	333	524 65
Corinna.....	451	710 56	Newport.....	417	657 00
Corinth.....	412	649 12	Oldtown.....	1,041	1,640 13
Dexter.....	830	1,307 68	Orono.....	701	1,104 45
Dixmont.....	364	573 49	Orrington.....	480	756 26
Eddington.....	222	349 77	Passadumkeag.....	89	140 23
Edinburg.....	20	31 51	Patten.....	219	345 05
Enfield.....	205	322 98	Plymouth.....	317	499 45
Etna.....	288	453 76	Prentiss.....	173	272 57
Exeter.....	420	661 72	Springfield.....	357	562 46
Garland.....	368	579 79	Stetson.....	255	401 75
Glenburn.....	239	376 55	Veazie.....	205	332 98
Greenbush.....	254	400 08	Winn.....	313	493 15
Greenfield.....	135	212 68	Drew plantation.....	54	85 07
Hampden.....	856	1,348 64	Lakeville plantation..	57	89 80
Heron.....	442	696 38	No. 1, N. Division pl.	44	69 32
Holden.....	234	368 67	No. 2, Grand Falls pl.	33	51 99
Howland.....	42	66 17	Staceyville plantation.	77	121 32
Hudson.....	218	343 47	Webster plantation..	57	89 80
Kenduskeag.....	174	274 14	Woodville plantation.	83	130 78
Kingman.....	168	248 92			

## COUNTY OF PISCATAQUIS.

TOWNS.	Number of Scholars.	Amount.	TOWNS.	Number of Scholars.	Amount.
Abbot .....	212	\$334 10	Medford .....	167	\$263 11
Atkinson .....	293	461 63	Milo .....	329	518 35
Blanchard.....	54	85 07	Monson .....	243	382 86
Brownville.....	269	423 82	Orneville .....	208	327 71
Dover .....	530	835 03	Parkman .....	344	541 98
Foxcroft.....	410	645 97	Sangerville .....	329	518 35
Greenville .....	182	286 75	Sebec.....	267	420 67
Guilford.....	284	447 46	Shirley .....	87	137 08
Howard.....	103	162 28	Wellington.....	248	390 73
Kingsbury.....	90	141 79	Williamsburg.....	76	119 74

## COUNTY OF SAGADAHOC.

Arrowsic.....	69	108 71	Phippsburg.....	516	812 98
Bath.....	3,117	4,910 92	Richmond .....	855	1,347 06
Bowdoin.....	386	608 16	Topsham.....	393	619 18
Bowdoinham.....	480	756 26	West Bath.....	76	119 75
Georgetown .....	369	581 37	Woolwich.....	377	593 98
Perkins.....	20	31 51			

## COUNTY OF SOMERSET.

Anson.....	513	808 26	Palmyra.....	367	578 22
Athens.....	460	724 74	Pittsfield .....	585	921 69
Bingham .....	235	370 24	Ripley .....	166	261 53
Brighton .....	245	386 00	St. Albans.....	442	696 38
Cambridge.....	155	244 19	Solon.....	328	516 77
Canaan.....	418	658 57	Skowhegan.....	1,307	2,059 22
Concord .....	141	222 15	Smithfield.....	168	264 68
Cornville .....	269	423 82	Starks.....	319	502 60
Detroit.....	217	341 90	Carratunk plantation..	71	111 87
Embden.....	236	371 82	Carrying Place pl .....	13	20 49
Fairfield.....	942	1,484 15	Dead River plantation	31	48 84
Harmony .....	249	392 34	Dennistown .....	30	47 26
Hartland .....	379	597 13	Flagstaff .....	28	44 11
Lexington .....	107	168 58	Highland .....	44	69 32
Madisen.....	409	644 39	Jacknantown .....	38	59 86
Mayfield.....	41	64 60	Moose River .....	38	59 86
Mercer.....	237	373 40	No. 1, R. 2, W. K. R. pl	33	52 00
Moscow.....	204	321 41	The Forks plantation.	73	115 02
New Portland.....	414	652 27	West Forks .....	43	67 75
Norridgewock.....	468	737 34			

## COUNTY OF WALDO.

Belfast.....	1,437	2,264 03	Morrill.....	172	270 99
Belmont.....	190	299 34	Northport .....	248	390 73
Brooks.....	286	450 61	Palermo .....	390	614 45
Burnham .....	365	575 06	Prospect .....	255	401 75
Frankfort.....	406	639 66	Searsmont .....	450	708 98
Freedom .....	210	330 87	Searsport .....	647	1,019 37
Islesborough .....	394	620 75	Stockton.....	429	675 90
Jackson.....	225	354 49	Swanville .....	254	400 18
Knox.....	306	482 11	Thorndike.....	211	332 45
Liberty.....	332	523 07	Troy .....	334	526 22
Lincolntonville.....	596	939 10	Unity.....	335	527 79
Monroe.....	406	639 66	Waldo.....	282	444 31
Montville.....	468	737 34	Winterport .....	794	1,250 96



## COUNTY OF WASHINGTON.

TOWNS.	Number of Scholars.	Amount.	TOWNS.	Number of Scholars.	Amount.
Addison.....	409	\$644 39	Machias.....	892	\$1,405 36
Alexander.....	194	305 64	Machiasport.....	577	909 09
Baileyville.....	162	255 23	Marion.....	76	119 74
Baring.....	124	195 36	Marshfield.....	131	206 39
Beddington.....	51	80 35	Meddybemps.....	62	97 68
Calais.....	2,468	3,888 40	Milbridge.....	663	1,044 58
Centerville.....	55	86 64	Northfield.....	73	115 02
Charlotte.....	209	329 29	Pembroke.....	900	1,417 98
Cherryfield.....	674	1,061 91	Perry.....	450	708 98
Columbia.....	250	393 88	Princeton.....	384	605 01
Columbia Falls.....	267	420 67	Robbinston.....	289	455 34
Cooper.....	138	217 41	Steuben.....	389	612 89
Crawford.....	95	149 66	Talmadge.....	44	69 32
Cutler.....	329	518 35	Topsfield.....	158	248 92
Danforth.....	242	381 28	Trescott.....	228	359 22
Deblois.....	42	66 17	Vanceboro.....	179	282 02
Dennysville.....	238	374 97	Waite.....	80	126 05
East Machias.....	695	1,094 98	Wesley.....	106	167 00
Eastport.....	1,451	2,286 09	Whiting.....	161	253 66
Eaton.....	132	207 96	Whitneyville.....	175	275 71
Edmunds.....	162	255 23	Codyville plantation	23	36 24
Harrington.....	452	712 23	Jackson Brook "	123	193 79
Jonesborough.....	217	341 90	No. 14 "	72	113 44
Jonesport.....	713	1,123 36	No. 18 "	18	28 36
Kossuth.....	47	74 05	No. 21 "	43	67 75
Lubec.....	751	1,183 22			

## COUNTY OF YORK.

Acton.....	318	501 02	Limerick.....	338	532 52
Alfred.....	325	512 04	Limington.....	421	663 30
Berwick.....	650	1,024 09	Lyman.....	302	475 81
Biddeford.....	4,212	6,636 13	Newfield.....	268	422 24
Buxton.....	652	1,027 24	North Berwick.....	614	967 38
Cornish.....	365	575 06	Parsonsfield.....	455	716 85
Dayton.....	179	282 02	Saco.....	2,019	3,181 00
Elliot.....	483	760 99	Sanford.....	943	1,485 73
Hollis.....	442	696 38	Shapleigh.....	355	559 30
Kennebunk.....	829	1,306 11	South Berwick.....	1,033	1,627 52
Kennebunkport.....	712	1,121 78	Waterborough.....	416	655 42
Kittery.....	984	1,550 33	Wells.....	837	1,318 74
Lebanon.....	510	803 53	York.....	771	1,214 74

## RECAPITULATION.

COUNTIES.	Number of Scholars.	Amount.	COUNTIES.	Number of Scholars.	Amount.
Androscoggin.....	14,513	\$22,865 67	Oxford .....	10,255	\$16,157 06
Arcostook .....	16,640	26,216 82	Penobscot.....	22,889	36,062 32
Cumberland .....	27,350	43,090 75	Piscataquis .....	4,725	7,444 38
Franklin .....	5,642	8,889 14	Sagadahoc .....	6,658	10,489 88
Hancock .....	13,518	21,298 02	Somerset.....	10,463	16,484 77
Kennebec .....	15,385	24,239 53	Waldo .....	10,422	16,420 17
Knox .....	10,338	16,287 83	Washington.....	16,863	26,568 16
Lincoln .....	8,108	12,774 40	York .....	19,433	30,617 27
				213,202	335,906 17



# FREE HIGH SCHOOL STATISTICS.

*Returns for Year ending December 1, 1882.*

TOWNS.	Whole number. Whole amount expended.	Amount furnished 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 Sciences.	No. in Higher Mathematics.	No. in Book-keeping.	No. who taught or in- tend teach. during yr.
Alfred	\$661 66	\$411 66	\$250 00	3	30	55	32	20	14	8	6	21	16	9	9	-	-	3
Andover, District No. 1	270 00	137 37	132 63	2	20	114	89	40	55	12	26	3	4	8	18	-	-	3
Anson, District No. 1	1,085 00	835 00	250 00	3	31	150	75	40	45	32	20	15	15	27	14	20	-	3
Ashland	100 00	50 00	50 00	1	10	42	32	40	36	30	24	-	4	8	1	30	-	3
Atkinson, District No. 5	250 00	125 00	125 00	2	16	80	50	47	40	54	41	-	-	16	6	9	-	3
Auburn	3,516 00	3,266 00	250 00	3	36	99	88	-	9	19	-	-	80	12	60	42	12	3
Augusta	2,041 67	1,791 67	250 00	3	36	75	59	45	20	31	4	-	54	18	57	71	-	3
Bangor	2,975 00	2,725 00	250 00	3	36	169	156	-	67	-	-	-	135	54	86	90	-	3
Bath	3,600 00	3,350 00	250 00	2	38	285	186	75	165	75	-	-	118	131	192	217	76	3
Belfast, Center District	1,700 00	1,450 00	250 00	4	37	108	65	104	52	36	20	-	43	18	68	36	18	2
Berwick, Sullivan District	531 66	281 66	250 00	2	20	53	36	53	53	41	41	-	-	19	36	20	3	3
Biddeford	2,450 00	2,200 00	250 00	4	38	101	61	-	-	-	-	-	48	17	94	72	24	6
Boothbay	387 75	193 88	193 87	3	30	103	77	103	103	58	46	31	2	12	20	6	-	3
Bowdoin, District No. 11	125 00	62 50	62 50	1	10	29	26	29	17	12	6	9	5	9	11	10	3	3
Bowdoinham	426 75	213 75	213 00	3	31	50	35	35	35	35	15	8	12	10	18	7	20	3
Brewer	210 00	105 00	105 00	1	12	28	23	28	28	28	23	8	-	18	1	25	-	3
Bridgton, Union District	1,323 00	1,073 00	250 00	3	36	235	228	30	68	20	32	-	60	12	54	33	13	3
Brownville	142 50	71 25	71 25	1	10	45	37	45	40	30	22	11	4	-	20	12	4	4

Brunswick, Village District.....	1,841 00	1,591 00	250 00	3	36	58	50	-	-	-	-	-	-	58	16	23	30	10	-
Bucksport, District No. 1.....	486 00	243 00	243 00	3	39	31	39	12	12	12	12	12	12	20	13	12	12	9	-
Calais.....	1,360 00	1,110 00	250 00	3	36	85	59	45	33	35	38	60	31	23	57	35	22	10	-
Cape Elizabeth.....	1,212 50	962 50	250 00	3	33	105	99	-	32	22	22	37	44	10	79	56	40	-	-
Carmel, District No. 10.....	125 00	70 20	54 80	1	10	38	32	38	28	37	4	16	5	2	-	15	-	10	-
Casco, District No. 1.....	110 00	55 00	55 00	1	10	23	21	19	18	17	13	2	2	2	11	9	-	4	-
Castine.....	1,000 60	750 00	250 00	3	35	46	38	11	27	27	-	-	-	-	24	29	12	-	-
Charleston, Districts No's 2 and 10.....	171 87	101 87	70 00	1	10	28	23	28	23	20	14	4	2	-	8	13	10	3	-
Cherryfield.....	1,005 75	755 75	250 00	3	34	96	78	90	72	57	31	31	48	10	80	44	15	6	-
China, District No. 13.....	263 00	144 00	119 00	1	10	70	55	70	68	30	25	2	1	-	4	20	10	10	-
Cornville.....	203 50	105 88	97 62	1	11	53	43	52	50	31	12	6	3	-	4	12	11	4	-
Cumberland.....	1,104 93	854 93	250 00	3	31	73	50	22	30	40	5	4	27	5	66	19	28	8	-
Dedham.....	155 00	77 50	77 50	1	10	25	22	25	20	22	13	3	-	-	8	17	11	7	-
Deering.....	933 33	683 33	250 00	3	34	156	102	-	12	-	81	80	79	48	81	113	34	-	-
Dennysville.....	520 00	270 00	250 00	3	33	47	33	37	45	40	44	22	-	-	9	26	3	-	-
Dexter.....	1,050 00	800 00	250 00	3	30	177	163	16	14	18	18	-	22	3	50	30	16	13	-
Dixmont, District No. 7.....	120 00	68 00	52 00	1	10	47	38	29	35	18	11	5	4	-	-	10	-	8	-
Dresden, District No. 8.....	180 00	91 80	88 20	1	12	28	27	21	25	11	10	-	-	-	6	3	7	-	-
East Livermore, District No. 3.....	100 00	50 00	50 00	1	10	33	28	30	30	25	27	14	-	-	-	12	9	3	-
East Machias.....	414 00	207 00	207 00	3	39	44	34	44	38	28	-	17	-	-	44	20	19	1	-
Eastport.....	1,500 00	1,250 00	250 00	4	40	138	85	30	64	52	52	39	14	37	26	-	-	-	-
Eden.....	315 00	157 50	157 50	3	24	95	89	95	79	75	71	15	-	-	15	25	35	8	-
Edgecomb.....	156 46	78 23	78 23	1	13	29	27	8	29	7	14	2	-	-	1	2	10	2	-
Ellsworth.....	1,200 00	950 00	250 00	3	36	94	65	-	-	-	-	-	90	17	24	74	15	1	-
Exeter, Districts No's 5 and 6.....	220 00	135 75	84 25	1	10	57	50	50	34	36	24	3	9	-	3	23	8	24	-
Farmington, District No. 4.....	428 00	227 00	201 00	1	16	34	31	34	5	8	-	8	23	4	32	23	7	4	-
Fort Fairfield.....	291 50	151 47	140 03	1	11	45	40	45	40	45	42	12	-	-	5	14	8	14	-
Fayette.....	225 00	118 00	107 00	2	20	32	26	26	28	28	8	5	1	-	15	18	-	2	-
Foxcroft.....	466 66	233 33	233 33	2	23	50	40	4	9	15	-	2	8	5	23	27	2	6	-
Freeman, District No. 1.....	100 00	50 00	50 00	1	10	20	18	16	13	9	5	-	1	-	1	5	2	1	-
Freeport.....	732 00	482 00	250 00	3	36	80	62	-	45	15	-	-	45	12	50	60	15	1	-
Frenchville.....	444 00	194 00	250 00	2	52	35	18	14	35	35	35	25	-	-	-	-	10	9	-
Gardiner.....	1,750 00	1,500 00	250 00	3	36	110	69	-	27	10	27	-	42	-	75	32	-	-	-
Georgetown.....	150 00	75 00	75 00	1	10	21	17	21	18	12	9	-	-	-	3	5	1	2	-
Gorham, Districts No's 1 and 9.....	525 00	282 50	242 50	2	20	81	70	60	62	44	34	16	21	-	36	11	14	8	-
Greenville.....	172 50	86 25	86 25	1	10	36	26	36	30	11	24	14	4	-	11	11	1	5	-
Hallowell.....	1,200 00	950 00	250 00	3	39	67	44	-	25	6	-	3	39	17	19	26	9	-	-
Industry, District No. 9.....	80 00	40 00	40 00	1	10	24	19	19	20	13	6	8	-	-	1	4	11	2	-
Islesboro'.....	500 00	250 00	250 00	2	20	136	118	102	123	52	72	6	-	-	8	14	10	5	-

Returns for Year ending December 1, 1882—Concluded.

TOWNS.	Whole number. Whole amount expended.	Amount furnished by town or district.	Amount paid from State Treasury.	Number of terms.		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 Sciences.	No. in Higher Mathematics.	No. in Book-keeping	No. who taught or in- tend teach. during yr.
				Whole number of weeks.														
Jackson	\$150 00	\$75 00	\$75 00	1	10	24	22	22	23	13	11	10	-	-	5	8	4	4
Kennebunk, Districts No's 5 and 9	880 00	630 00	250 00	4	49	77	64	76	44	58	12	13	29	-	8	23	7	1
Kittery	750 00	500 00	250 00	3	36	65	37	65	64	65	25	40	3	-	35	48	20	3
Leeds, Districts No's 6 and 8.	182 50	91 25	91 25	2	20	55	46	43	37	43	14	24	14	1	7	24	11	6
Lewiston	4,010 00	3,760 00	250 00	2	37½	166	150	166	-	-	-	-	85	43	68	76	50	-
Lisbon	513 00	263 00	250 00	4	38	117	110	110	81	80	26	17	63	16	-	69	-	8
Livermore	276 05	138 03	138 02	2	20	64	51	58	33	55	23	6	21	4	44	47	14	20
Machias	1,054 00	804 00	250 00	3	34	153	134	-	118	78	45	42	57	-	137	140	29	8
Milo	209 00	109 00	100 00	1	10	84	72	84	77	34	43	12	6	-	3	12	3	5
Monson	643 75	393 75	250 00	3	30	55	38	30	40	26	29	-	5	-	-	17	3	5
Monticello	129 38	64 69	64 69	2	11½	27	16	20	20	11	17	4	-	4	3	2	1	1
Newburgh, Districts No's 1, 7 and 10.	300 00	157 50	142 50	3	30	83	67	52	80	46	35	11	1	-	14	2	19	8
Newport, District No. 2.	146 00	73 00	73 00	1	10	44	40	30	30	30	4	11	-	-	10	22	-	2
Norridgewock	432 00	216 00	216 00	1	13	57	50	38	40	32	7	10	19	11	21	41	23	9
Norway, District No. 7.	550 00	300 00	250 00	2	20	217	197	172	165	90	138	44	49	11	17	43	40	22
Oldtown, District No. 2.	1,226 00	976 00	250 00	3	36	77	67	77	31	18	-	18	38	16	35	29	8	3
Orono	1,200 00	950 00	250 00	3	35	65	60	65	49	55	-	20	7	4	16	20	14	10
Oxford	500 00	250 00	250 00	2	21	74	61	74	62	45	12	17	20	2	-	31	19	-
Palermo, District No. 10.	243 75	133 75	110 00	1	10	63	50	35	50	40	20	35	-	-	26	12	8	-
Parsonsfield	790 00	540 00	250 00	3	30	155	140	55	35	40	18	8	25	-	15	20	5	15
Patten	510 00	262 00	248 00	3	30	51	35	30	20	25	15	18	5	8	15	20	6	12
Peru, District No. 8.	58 00	29 00	29 00	1	10	23	19	11	17	2	12	-	-	-	1	1	-	-
Pembroke	620 00	370 00	250 00	3	31	55	44	55	41	41	41	16	8	7	28	45	19	7
Phippsburg	183 00	91 50	91 50	1	12	19	13	19	19	19	-	19	-	-	5	5	9	-
Portland	9,600 00	9,350 00	250 00	4	40	368	343	-	118	-	-	-	75	150	328	180	-	10

Princeton.....	444 05	222 03	222 02	3	32	85	63	65	67	67	22	-	17	5	-	-	19	8
Prospect, Districts No's 3, 5 and 7.....	103 00	51 50	51 50	1	10	27	21	20	27	17	22	-	-	-	-	5	-	4
Richmond.....	615 25	365 25	250 00	2	23	56	43	56	16	16	16	-	18	-	45	23	12	1
Rockland.....	1,780 00	1,530 00	250 00	3	30	133	84	-	-	94	-	-	49	12	91	99	39	-
Rumford, District No. 9.....	120 00	60 00	60 00	1	10	22	15	21	19	20	15	4	-	-	3	3	2	-
Saco.....	1,937 50	1,687 50	250 00	3	38	112	102	112	12	112	36	20	84	37	50	51	-	4
Shapleigh.....	590 00	340 00	250 00	2	21	46	40	31	39	29	14	3	14	-	22	10	13	6
Skowhegan.....	2,664 00	2,414 00	250 00	3	36	230	142	90	130	95	40	28	59	7	108	43	34	15
South Thomaston ..	157 50	78 88	78 87	1	10	32	27	31	31	19	14	-	-	-	10	12	12	4
Stetson.....	239 10	119 60	119 50	2	14.7	110	90	35	34	25	19	-	5	-	7	-	7	8
Steuben, Union District ..	157 75	78 88	78 87	1	10	32	27	31	31	19	14	-	-	-	10	12	12	4
Thomaston.....	1,252 62	1,002 62	250 00	3	36	170	148	48	21	21	21	40	30	8	30	27	8	-
Topsham.....	750 00	500 00	250 00	3	34	84	74	25	34	20	-	15	20	20	24	20	13	2
Turner.....	375 00	191 50	183 50	4	37	130	111	105	70	65	40	48	33	-	11	41	13	11
Vassalboro', District No. 7.....	291 00	153 09	138 00	1	10	61	55	40	45	35	22	1	-	-	2	15	16	10
Waldoboro', District No. 6.....	500 00	250 00	250 00	3	36	52	33	52	45	37	44	15	8	-	9	5	3	-
Warren.....	431 25	217 82	213 43	2	40	50	36	50	49	35	-	-	-	-	8	15	26	1
Waterville.....	1,708 00	1,458 00	250 00	4	38	102	73	18	25	20	35	15	45	7	56	46	12	6
West Waterville.....	664 80	414 80	250 00	3	34	75	44	75	48	47	10	36	22	7	33	30	19	3
Weld, District No. 1.....	74 50	37 25	37 25	1	10	28	20	28	26	21	17	-	1	-	4	6	6	4
Westbrook.....	1,200 00	950 00	250 00	3	35	80	48	40	70	70	60	50	10	-	15	35	10	1
Wilton, District No. 9.....	1,150 95	900 95	250 00	2	24	130	67 1/2	53	46	109	9	-	46	2	36	76	14	40
Windsor, District No. 1.....	151 50	91 50	60 00	1	10	43	37	35	37	20	31	-	-	-	7	6	6	2
Yarmouth.....	1,250 00	1,000 00	250 00	3	36	70	65	-	35	30	30	12	22	2	30	27	-	-
Totals.....	88,372 19	69,121 70	19,250 49	236	2625	10374	6703	4362	4401	3393	2213	1288	2337	853	3070	3229	1334	571

# SELECTIONS FROM PAPERS

Presented and discussed in the

TEACHERS' MEETINGS HELD DURING THE YEAR 1882.

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## LANGUAGE IN OUR PUBLIC SCHOOLS.

MISS ADDIE N. OWEN. Augusta.

That a child must be taught the use of language, as early as, and in conjunction with, his reading and spelling, is an acknowledged fact; but just how this instruction should be imparted, is still an open question.

An ordinary child just entering school, is really nothing more nor less than an interrogation point. He sees everything and wants to know all about it. This power of observation and the curiosity displayed are the foundation on which the teacher is to build. Whenever a child acquires any information, his first impulse is to impart his knowledge to others. The teacher must carefully cultivate and train this characteristic of nearly every child. Of course a small child's vocabulary is not very extended, but even with his limited stock of words, he can learn to express his ideas easily and accurately.

During the first school year, the work should be very simple and nearly all oral. Nothing should be given this year but what the child has some knowledge of, as the teacher has enough to accomplish faithfully in one year, in training the child to express his ideas fully, to see every point about the subject under consideration and to remember what he has seen.

As his reading lessons are always illustrated, he can describe the pictures and tell the story of the lesson. Have this done before the lesson is read by the class. For other drill encourage him to tell you all about his pets, his playthings and his books. You can then have talks about the furniture of the school room, and of their homes. Toward the close of this year, the children begin to write or print on their slates. Have them copy part of their reading lesson, or some short, interesting sentence from the board.

The second year's course should have about two-thirds oral, one-third written work. For oral work, have them tell the story of the reading lesson, describe pictures, and their walk to school. Give object lessons in form and color and on some of the domestic animals. The simplest forms should be taught: the straight and curved lines, the rectangle, square, triangle, circle, sphere, hemisphere, cube and cone. Teach the child to describe and draw them as they are taught. In color, teach all the common ones, as the reds, blues, grays, browns, greens; and the distinction between the light and dark shades; but don't confuse the child by compelling him to learn the name of each distinct shade. For written work, have them copy the reading lesson, write out the story of it from memory, copy sentences with one or more words left out, filling up the blank spaces. During this year, you are to teach the use of capitals; first that every sentence begins with a capital; second, that the name of every person, of every street, every city, etc., begins with a capital. Never attempt to teach a child about a proper noun, as he will not understand it.



Much the same plan of work and drill may be pursued in the third year as in the second. For additional work, the child may now be led to notice that, in conversing, we use sentences in different forms. These may be presented to him as the telling, asking, commanding, and exclaiming sentences. Different methods of drill on these will readily suggest themselves to the teacher. Also this year, the child may be taught the naming words or nouns. The teacher must always be careful not to crowd the child's mind. A child receives a great deal readily, and appears for the time to remember, but test him a few days after, and, behold, he retains but a very confused idea of the subject. A child should always be trained to express his ideas, either orally or in writing, as soon as he acquires them, and thus his thoughts lose their confused state and become clear and fixed.

The fourth year's course should consist of a review of the different kind of sentences, nouns, etc. Take pronouns, verbs or action words, adjectives, adverbs. Various forms of drill must be employed that the pupil may not weary of repetition;—as, writing sentences containing these words, naming all the nouns, pronouns or verbs in a simple story, changing interrogative sentences to declarative; declarative to interrogative; exclamatory to declarative, etc ; writing stories containing so many nouns, as, write ten lines containing five nouns about a bear.

In the fifth year, take up articles in addition to the other parts of speech; read stories, requiring them to give them back in their own language; have them write a description of pictures, stories from a few words, go to the window and tell what they see. In this year, letter writing should be introduced. First, write a letter on the board, have the children copy it carefully, noting the different parts; next, have them write a short letter of their own composition. After drill on their slates, they should be required to hand in letters, written neatly on paper, in ink, and folded properly. For the sake of variety in these exercises, have them occasionally hand in stories.

In the sixth year teach the remaining parts of speech and give a great deal of drill on all. Have stories or letters handed in at least twice a term.

In the seventh year, much the same drill as in preceding years. Teach the classes of nouns, something of person, number, gender and case of nouns and pronouns; comparison, the parts of a sentence, that is, the subject and predicate.

In our school, not until the eighth year do we put a text book on language into the hands of the scholars. Then we review in this grammar all we have previously given in oral lessons. Take the classes of nouns, pronouns, adjectives, declension of nouns, comparison, forms of verbs, learn to analyze simple sentences, to parse all the parts of speech. Compositions are written every week.

In the ninth year, continue forms of verbs, analyze and parse simple and compound sentences. Towards the last of the year take up complex sentences. Tenth year, drill on previous work, especially analyzing. Take up false syntax.

In the work of the last three or four years I have not spoken of any drill outside of the grammar. A language lesson is not to be confined to the twenty or thirty minutes devoted to that recitation, but, in a certain sense, every lesson is a drill in language. Train the scholars to be quick in noting grammatical errors. In every reading lesson, have the story of the lesson told before it is read. Supplementary reading adapted to the capacity of the pupil should be used throughout the course. I have, sometimes, taken a good, interesting story, numbered the paragraphs, cut it up into slips and passed them to each member of the class. The reading of this story gives them practise in reading at sight, and they are afterwards required to write it out from memory and pass it in as a composition. In your geography class, have the pupils give complete answers to the map questions and the text in their own words. In addition to

the text, give each scholar some special subject to hunt up, as a city, a river, a mountain or a country, about which he can find comparatively little in his text book. He is thus forced to have recourse to his own words to express his ideas. In arithmetic, explanations should be given clearly and logically. Children should be taught to write a clear, concise business letter.

Language is embraced in, and is the foundation of all studies. How many children have a perfect horror of writing a composition. If they are trained rightly, it will never be hard for them to express their thoughts, either orally or in writing. Pupils should be taught to express their ideas naturally. One chief trouble is, they try to write like some one else and fail. Each pupil should have an individual way of expressing himself, and the teacher should encourage and train the individuality of each pupil as much as lies in her power.

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## REVIEWS.

### MISS M. E. AVERILL. DOVER.

Although the tone of the following paper may seem didactic, the author only means to present her views and some of the results of her experience, hoping that they may excite a discussion by which she as well as others may be benefitted by hearing the subject treated more wisely and thoroughly.

#### PURPOSES.

Among the purposes which we seek to attain in reviews are the following: 1st—To fix knowledge in the mind. 2d—To enable pupils to grasp as *wholes*, subjects that have been learned in parts. 3d—To give fuller comprehension by comparison of the different topics which have been studied.

First, because most important to *fix knowledge* in the *mind*. The mind when concentrated upon a task may easily grasp the ideas it contains and seem at the time to comprehend clearly the principles involved; but if asked to grapple with many new ones in rapid succession, is apt to become confused and lose its hold upon the first. A child may be introduced to a new principle or fact and seem to have learned it thoroughly at the close of the first recitation; teach him another and the impression made by the first is perceptibly dimmed, and it will continue to fade or become confused with others in proportion to the number of new impressions received. Hence the necessity of returning after a proper interval to strike the metal of his mind again in the same place, that the impression may be deepened, and *again* and *again* that it may be lasting. The most thorough and exhaustive treatment of a topic at *first*, will not fix it in the mind as will frequent recurrences to it after certain intervals of time.

Second, to enable pupils to grasp as *wholes*, subjects that have been learned in *parts*. Few subjects can be treated exhaustively in one lesson. It is necessary that *most* subjects should be learned in *parts*, and without the aid of reviews in which these fragments may be united and regarded as *wholes*, the knowledge gained is very imperfect. If a picture should be dissected, and we were given the parts to study separately, we might get a very good idea of the different objects represented in it, but how poor a conception should we form of the effect of the *whole*. So unless the mind of the learner is continually sent back in review, unless these separate parts are united and he sees them as a *unit*, the effect is distorted and the best results missed.

Third, to give fuller comprehension by comparison of the different topics or principles studied. A much fuller comprehension of a topic or principle may be gained by comparing it with others, noting similarities and dissimilarities and thus more clearly defining each. But this can only be done by retrospection. In fact, in acquiring knowledge, the mind must review consciously or unconsciously, and the more we cause our pupils to review, the surer is the knowledge, which we seek to impart, grounded in their minds, and the clearer becomes their perception of it.

#### FREQUENCY.

Reviews should be as frequent as possible without interfering with the steady advance of the pupils. Let the advance be *sure* if it is *slow*. Nothing is gained by hurrying a child beyond its capabilities to retain; feeding it with more mental food than it can readily assimilate. General reviews at the close of each week's work are surely necessary, and I think each lesson should include a review of the preceding one. This has been objected to by some for the reason that it requires too much time in recitation. Then shorten the advance. But does it require so much time as we think? Does not the difficulty lie rather in our method of conducting the recitation? At least, let each pupil *expect* to recite both in review and in advance. If no inattention is allowed, if the recitation is conducted so that *any* pupil may expect at *any moment* to assist in the work, then each pupil will have recited the whole lesson although but few may have been called upon by the teacher. In giving test questions in arithmetic let the pupil decide whether the example given illustrates a principle in review or in the advance. In this way, I think the teacher of *mixed schools* can find time for daily reviews.

#### METHODS.

I have found written reviews or examinations alternating with oral ones, at the close of each week, very efficient aids in arousing the zeal of scholars, at the same time that they disclose weak points in the knowledge acquired. The questions in such examinations should be comprehensive ones, containing no hint of the required answer, and, when possible, of such a nature as to show how much knowledge the pupil has assimilated. In written examinations there is, to be sure, opportunity for pupils to borrow from the papers of others and thus seem to rank better than they deserve; and unless great care is exercised there may be danger of fostering deceit. The papers received from the pupils at such times will convey many useful hints to the teacher for instruction in spelling, syntax, the use of capital letters, &c. Note all the errors made and write them upon the board for the scholars to correct.

I think it necessary to alternate oral with written examinations, for the reason that a child may learn to express his ideas clearly on paper and yet fail to express them correctly in speaking. Hence the need of oral practice. But in using either method, unless rules or definitions are required, the teacher should insist that the pupil express his knowledge of the subject in words of his own instead of those of the text book.

The topical method seems to me better adapted to oral than to written reviews. Because a written exposition of all the topics to be reviewed, generally consumes too much time. I have got good results from requiring pupils to write compositions on some topic which they have studied, but I have found it impracticable in any other way. Therefore, as reviews by topics are of the greatest importance, I make use of them *orally*, whenever a topic is to be completed, and also in alternate weekly reviews between the written examinations. In such reviews a member of the class may be called upon to tell all that he knows of a given topic in as concise a manner as possi-

ble, and the class may be required to supply anything of interest which he may have omitted. Let the other members of the class expect to be called upon to take up the subject at *any* point and go on with it. In ranking at such times, I hold each member of the class responsible for all errors made that are not corrected.

Where lessons have been assigned in topics at first, I use the catechetical method in review. Sometimes it is well to call upon some member of the class to rise and be questioned by the others, requiring each of his classmates to ask him a question upon the given topic, in return. Scholars love to ask questions, and the prospect of finding something with which to puzzle a classmate, will often cause them to unearth knowledge that would not otherwise be obtained. It requires familiar acquaintance with a subject to be able to ask pertinent questions. In reviews in history some pupil may be required to prepare a paper on the topics reviewed, introducing a few errors among his facts, and the paper may be read before the class for correction. This generally awakens intense interest, each pupil striving to be the first to give the signal that he has detected an error.

In reviews in geography if the pupils are advanced enough, let one prepare a paper describing a journey through the country studied. Let him describe the animals and products of the region through which he is supposed to pass, mentioning the important cities on his route and the objects of interest seen. Have it understood when it is read before the class, that it contains a few errors which the others are expected to correct. With younger pupils the teacher can read a story containing such errors. I have never known this to fail to interest scholars, and it will cause them to seek for information outside of their school books.

One form of review that generally pleases, and is especially applicable to reviews in geography, is the following: When the study of map or a country has been finished, let the teacher write upon the board the names of the various cities, rivers, bays, mountains, capes, &c., and call upon the class, as he writes, to tell where each is situated, which are cities, mountains, &c. Let him introduce occasionally the name of a city or river from some other country, which has been studied, to see how quick the class will detect the error. Afterwards let him call upon different members of the class to tell what has been learned of the different places.

Teachers often find a reluctance on the part of their pupils to review. They think that having learned the lessons once, they should not be hindered in their advance by going over the same ground again. But a few test questions, judiciously put, will soon convince them that their knowledge of certain subjects is not as thorough as it should be. Then, if the reviews are rightly conducted, they will soon be looked forward to with pleasure by pupils and teachers alike.

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## SCHOOL GOVERNMENT.

### MISS ELIZABETH CHANDLER, FRYEBURG.

Throughout the length and breadth of this gray old world, which has so greatly changed since the early days of creation, children alone remain fresh and fair. During all the centuries, poets have sung of them, philosophers wondered at them and statesmen watched in them the hope of the future, yet the subject has never become stale or unprofitable.

Each one opens his eyes wide upon the world with eager, questioning gaze, and reaches out his hand for bread or stone; the young mind is hungry for knowledge and

receives truth and falsehood as may chance—and still the novelty remains. In his birth that has been, in his life that is, in his death that shall be, the child stands alone a new creation, weak and inexperienced, sent out amid grinding and crushing laws of whose operations he is ignorant, and yet whose penalties are inexorable, to live, labor and wait, casting a ray of light that shall stream down through time, or a shadow black as night and broad as eternity. How to deal with these atoms of humanity, how to develop their various physical, intellectual and moral faculties, how “to make every preparation in youth for the sequel of life,” has always been one of the most interesting and important questions in social science, the solution of which would bring morality and wealth to a maximum and poverty to a minimum.

In the earliest times the influence of public instruction was recognized, and among the most civilized nations the young men were placed under the guidance of carefully selected teachers, who kept them constantly under their surveillance. Herodotus relates that among the Persians they were trained “to ride, to draw the bow and speak the truth,” while in Greece literature and art, love of country and gymnastic exercises were taught, so that Athens became the mother of intellectual and æsthetic culture as well as physical beauty and strength, high courage and a sense of honor that chose death rather than disgrace. The thoroughness of the Spartan discipline has been illustrated by a hundred rather apocryphal anecdotes, but its effects are exemplified by the valor that never permitted the back to be turned on the foe, and the patriotism that left three hundred of her noblest sons dead at Thermopylæ. But in these nations all the advantages accrued to the few, not the many. To the patricians and such of the plebians as possessed money were added all the power that comes from knowledge, while the poor, the weak and the women, were fettered and enslaved by ignorance. It was among the New England hills, amid almost incessant dangers and conflicts, that common schools were born, nurtured and tended as an object of universal solicitude, since from them were to spring liberal culture, morality and liberty, for the poorest as well as the richest. When the great principle of free instruction for every child in the community was planted, the idea of individual responsibility, of social obligations, of moral conduct, of habits of obedience to rightful authority, of “free government for the people and by the people” sprang up and attained such gigantic size that all kingly powers and rights divine will never be able to uproot it.

Then the objects of universal education are to elevate the individual, add to the prosperity of the country and drive crime from society. Carlyle says: “The devil is less a devil knowing three times three are nine. If he knew facts enough he would understand what this universe is, how it conducts itself and cease to be a devil.” In other words the more knowledge we can manage to communicate to a man the more light will dawn upon him of his duty to himself and his fellows, the higher will his nature become and the greater will be the increase to his humanity and divinity.

Again, statistics say common schools have added fifty per cent. to the laborer as a mere machine of production and four times that amount to his average capacity for observation, experiment and invention—facts that are well illustrated by the difference between our State and any of the late slave States. Maine with her four thousand school-houses nestling in the valleys or rising on the hillsides, has increased her wealth fifteen per cent. in the last ten years, notwithstanding her cold climate and barren soil, while the south rejoicing in amazing fertility but burdened with illiterate adults, has diminished twenty per cent. Again, the wholly uneducated in this country, as shown by the criminal register, according to their numbers, commit fifty times as many crimes as those who have received even the rudiments of a common

education. And hence, it seems, since figures will not lie unless we make them, that from reasons of economy alone, compulsory education should be enforced and the money expended for prisons and penitentiaries saved for nobler purposes.

These being the objects of public schools, experience has shown they can be attained by two means—government and instruction. Government in the school-room is to enable the teacher to conduct the exercises uninterruptedly, the pupils to study, to train them to habits of obedience and self-control, to develop self-respect, love of good and hatred of evil, courtesy, morality, in short to produce the highest type of character and the attainment of qualities indispensable to true manhood and womanhood and safe citizenship.

It is vastly easy for one who understands the child-nature and can reproduce in imagination the wants, ambitions, antipathies and possibilities of childhood, to picture one of these dreary school-rooms, where the children sit with expressionless faces, motionless limbs, required to conform to rules intolerable to an adult, to give instant and unhesitating obedience to a stranger, personally repellant to them, to commit to memory unintelligible words and sentences, and to have the fear of a dreadful and frequently an undeserved punishment in their hearts. It is not wrong to suppose such a school would be a hot-bed where sly tricks, malicious cunning, evasions, deceit and all manner of hypocrisies would grow rank and gross. The teacher, it must be concluded, has not a shadow of knowledge of the methods of good instruction, no sympathy with the needs and purposes of the pupils, and no appreciation of the responsibilities of the work. He has perhaps succeeded in having a still school, in establishing and maintaining a discipline that would not be allowed in a prison or madhouse, in legislating all good manners and morals out and all meanness and disrespect in, and so the days have dragged their slow length away, each bringing irksome duties, until the term is ended, the money wasted, time lost, energies misdirected, all intellectual thirst, so strong in childhood, quenched, and every object of education defeated. Such dreadful failures are less frequently seen and felt than in the good old times of a generation or two ago. The zealous efforts of some intelligent men, the organization of teachers' institutes and associations, the founding of normal schools, the establishment of periodicals, are driving them from the land as barbarians retreat before civilization. And yet those who are experienced will offer testimony that even now here and there may be found such a school and such a teacher.

But it is an easy matter to lay bare sores and open wounds. The difficulty is in applying proper lotions to heal the ulcer, or graft in new flesh to make strong and healthy tissue. How, then, shall the mistakes in the common school system be corrected, and upon what conditions does the success of government depend?

First, the teacher must possess patience. As Demosthenes, by his thrice repeated action, declared the secret of oratory, so the discipline of the school depends on patience—the patience that enables the husbandman to wait months to gather the harvest from the seed placed in deep ground; the patience that induces the astronomer to sweep the heavens through the long nights for a gleam of light that shall make him wiser about the wonders of creation. The pupils are young; their memories are weak like their bodies; their powers of resistance are feeble, and temptations overcome them, and oftentimes they disobey simply because they misunderstand. What is required should be told them plainly and patiently, until they not only comprehend what they are expected to do, but why they are expected to do it. Disobedience implies a knowledge of right and wrong—in other words, as a child becomes a rational, responsible being with freedom of will to direct his actions, then crime or infringement of law becomes possible; therefore, since he is a rational being and not a dumb

beast, all rules should be adapted to his intellectual capacity, and he should fully understand their force and application, for it is an established maxim in all legislation that laws should never be in advance of conscience and intelligence. Hence, all absolute laws should be the result of thoughtful consideration, and never be made in moments of anger or annoyance. They should be few, bounded by a wise moderation, and seldom, if ever, have an expressed punishment attached. But when the rules are laid down, when the points of obedience are determined, then another important qualification of the teacher appears, and that is firmness. The offender must receive immediate, proportionate, impartial punishment—receive it at the hands of the teacher as the inevitable result of wrong doing, exactly as he would expect to be burned if he walked into the fire. When this idea of cause and effect can be implanted in the minds of scholars, cases of disobedience will diminish, and all the rankling sense of injustice, so fatal to a successful school, will not exist.

Again, the child should have perfect confidence in the ability of the instructor. The boy most inclined to rebellion will seldom resist the authority of that person whose knowledge he has never measured, whose answers are always prompt, exact and reliable, and whose acquaintance with bellelettres, biography, history, and especially with the world in which we live and the objects with which we are surrounded can entrap his attention, arouse his interest and charm away his unruly spirit. Fortunate indeed is the teacher who has facts at hand and the ability to clothe them in simple, appropriate language, bright, clear, accurate, and "spoken trippingly on the tongue," for it will prove the touch that turns all to gold. Children are born hero worshippers, ready to admire and imitate what is put before them in a gentle way with a loving spirit. Their little brain cylinders are blank, and receive all the impressions of the stylus to retain them forever, and all the statements should be made to them without exaggeration, caricature, lest habits of inaccuracy and untruthfulness be developed in the young minds. It should be the aim of each instructor to cultivate an acquaintance with general as well as particular subjects, and a habit of expression that shall be the measure of his thoughts.

After knowledge, the next in effect upon scholars is manners, that indescribable something in the appearance of a man or woman "to the manor born," that quells a disturbance, hushes vulgarity, stops undue familiarity, and brings order out of chaos by mere presence. The individual who possesses this will have little need of instruments of torture or laws to be broken and vindicated, to maintain the highest type of order.

Executive ability and will power are also needed to hold the pupils to the desired line of obedience and instruction. The classification must be systematic, and the class movements conducted decently and in order. Children are sensitive to irregularities, and notice lack of precision and promptness as straws quickly catch change of air, and therefore all the appliances and conveniences of the school-room should be as well arranged as possible. If the assistance of the pupil can be utilized in cleaning and repairing the house, and manufacturing such articles as erasers, pointers and adornments for the walls, so much will be the increase of influence over them and of their interest and proprietorship in their surroundings, while perhaps at the same time they have received their first lesson in economy and the accumulation of property.

The co-operation of the parents is a great desideratum in maintaining order, not only while the scholars are under the immediate control of the instructor, but in going to and from the school-house, when, by the combined influence all rudeness and improprieties will be banished from the streets. Their assistance can be secured by tact and social culture, by interest in themselves and their children, and it will prove of

incalculable value. They will aid in securing prompt attendance, will provide necessary books, visit the school, examine the rank and add the might of their voice and admonition in favor of obedience to the rules and of courtesy to the teacher.

Of course those who have taught and have trained themselves by reading and study for this work, readily devise methods to insure the results enumerated. Their own experience, or a knowledge of the experience of others, will suggest modes of restraint and incentives by which to guide that wonderfully intricate organ, the mind of a child. The inventive genius of a teacher must be ready and inexhaustible. Like the skilled physician, who is able to meet disease in its various forms with an immediate remedy, so must a teacher be ever prepared to subdue mischief and insubordination.

All systems of ranking, precedence in seating, of rewards and punishments, must be adapted to the age and maturity of the child, and calculated to arouse the spirit of emulation, the pride of superiority, the consciousness of power, the sense of justice, the appreciation of impartial judgment, the necessity of thoughtful kindness towards associates, the habit of deferential attention to superiors and the deepest convictions of the value of veracity and honor. When the teacher realizes this and will overcome fits of temper, moods of irritability and moroseness, will pay nice attention to the details of his daily apparel and personal appearance, will protect his health by attention to hygeian laws and his character by the observance of moral principles and the avoidance of evil associates, when he will observe towards the pupils the same courtesies and attention to their wants and queries that he expects from them, when he will carry into their presence a sunny face that shall reflect genuine kindness of heart, a pleasant voice that shall draw forth happy tones in reply, a restfulness of manner, which shall smooth the thorny path so rough to the little feet, and share the burdens so heavy for the little shoulders, then the school-room will be filled by the hum of work, the whole community will be moved by every genial, enlivening, ennobling impulse of the teacher's soul, and no longer will "sweet bells jangle out of tune."

When the teacher realizes how great a thing it is to hold the future of individuals and the weal and woe of society in his grasp, how difficult to guide the speck of humanity brightened by the spark of divinity from the incomprehensible whence to the unknown whither, to train the atom that brings nothing into this world except possibilities, and, as many say, carries nothing out into the "dream beyond," unless the germ that was planted in the youthful mind should grow into a tree whose leaves shall prove for the healing of the nations while its roots may take hold of eternity, when he lays the thought close to his heart that ripe fruit must not be expected at once, but the seed sown in patience and trust, after long years, like the grain found in the caves of Her Hor, may spring into life and beauty, then the work of education shall be one of progress and entirety.

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## OBJECT LESSONS: THEIR VALUE AND PLACE.

PROF. GEORGE O. HOPKINS, NORRIDGEWOCK.

Few educational terms are now more frequently on the lips of teachers, and to none, perhaps, are attached more diverse meanings.

First, negatively. By an object lesson I do not mean a series of statements or questions and answers, or facts arranged in any form or read to a class. I think it a not uncommon practice for untrained teachers to read to their schools, day by day,



lessons from one of the several manuals of object lessons, requiring their pupils to listen and possibly to reproduce orally, or in writing, the substance of what is read. Of course I need not say to you that all this, considered as lessons, is mere nonsense. Neither is the case improved if the teacher commit the lesson of the book and recite it to the pupils. There is none of the soul of object teaching in such an exercise, and that being absent, it is better to allow the dead form an undisturbed repose.

Nor is a talk or lecture by the teacher alone, however interesting or profitable, properly an object lesson; for the object lesson presupposes the children to discover for themselves, and state to the teacher the result of their investigations. She is merely to serve as guide over this territory *new* to them, *entirely familiar* to her. She is to know what they ought to see while passing on, and to lead them by such routes as shall enable them certainly to discover what she has planned; but so adroitly does she do her work that they suppose they are finding out independently, and so are not only inspired with confidence in their own ability to get knowledge from things, but they find that peculiar pleasure which, for incitement to investigation, the Creator was inseparably linked to discovery. Those who attempt object lessons by merely reading or rehearsing, certainly fail to understand that the end of such school exercise is found decidedly more in the *how* than in the *what*.

Again, it is quite common, especially in the higher grades, to confound object lessons, and objective or illustrative teaching. One teacher imagines he has given an object lesson when he has cut an apple to illustrate the value of or the mode of operating on common fractions; another when he has brought out his tellurian to illustrate the relations of the earth and sun. These are not object lessons. The former is an arithmetic lesson, the latter a lesson in geography. The teacher illustrates the fact to be memorized; and so his teaching may very properly be called "illustrative teaching." All *good* teaching is such and ever has been.

Neither are object lessons to be confounded with oral teaching. That object lessons are oral, is true; but all oral teaching is by no means an object lesson. Grammar, geography, or any other subject may be taught without putting text books into the hands of the pupils. Even spelling may be taught orally, but be removed the farthest possible from an object lesson. Some have indicated their own misunderstanding and have confused others by confounding the two. They have objected to object lessons because they were incompatible with the use of books. The advocate of object lessons does not, by this advocacy, at all indicate his opinion in regard to the use of text-books.

Second, positively. What is an object lesson?

It is a conversational lesson in which an object, or its representation, is studied by the pupils in the use of their various senses, under the guidance of a teacher.

Such a lesson is given principally for the purpose of encouraging children to investigate for themselves, and, secondarily, for the knowledge of the facts to be discovered—*i. e.*, first, for discipline; second, for instruction. We will consider some points in this definition: 1st. An object, or its representation, is present for study. Some one inquires, "Would you never give a lesson upon an object not present?" I answer, rarely; and only when the members of the class have such familiarity with it as that their conception of the thing shall be to them as real an object of study as the object itself. Such conditions would almost never be met. A leading object of these lessons being to cultivate accurate observation, they should be so given as to allow the exercise of this power under the supervision of the teacher. 2d. It is conversational. Children must not only be encouraged to see, but be allowed to *tell* what they see, or soon they will cease to look. There is so much delight in telling that half

the world will search long and laboriously for something to tell, for the one reward of communicating it to the other half when found. This desire is innate, and its qualification necessary to the world's progress. Only conversational lessons afford the children this stimulus to effort. 3d. It is under the guidance of the teacher. She should hold the children to a point which she herself determines—only thus will she be able to make her work methodical. Each lesson should have a beginning, a progression and a conclusion, containing a summary of events conclusively stated—a confused and aimless talk is not worthy the name—and reference should be had in this summary to the order of importance and dependence of the facts observed. So each lesson becomes complete in itself. This does not mean that it is exhaustive. No teacher is under obligations to tell the whole truth to her pupils. Children are not competent to learn everything in regard to any object. It requires great skill in the teacher to select such facts for them as are adapted to their mental condition, and can be attached at most points to those already in possession. Each lesson should be given with reference to other lessons, oral or otherwise, so that by association it may be fastened in its place, and be made in its turn serviceable as a basis upon which to build future knowledge.

II. Having stated what I understand by an object lesson, I propose to consider the value of such lessons.

1st. As before remarked, one of the important ends they are adapted to secure, is the cultivation of power and accuracy of observation. It is an undeniable fact that men do not get the knowledge that is most worth to them from books, but from contact with men and things; and it is marvelous how people can go through a world containing so much and see so little.

2d. Object lessons cultivate ease and exactness of expression. It is a universal complaint among thoughtful teachers, that our children talk badly and write worse. There are two causes producing this state of things. First, a confusion and haziness of ideas and, second, a lack of command of language. It is claimed that object lessons properly given, and their spirit prevailing in all the other school work, tend to the correction of both these evils—that is, they lead to definiteness of ideas and teach clearness and propriety of expression. The children are led to talk, and, because deeply interested, lose their constraint and talk naturally. Nothing is more true than that talking is alone learned by talking. Before the conclusion of each lesson the children are encouraged, and assisted, if need be, to give a connected and logical statement of what has been discovered in its development. A teacher cannot afford to esteem lightly such an opportunity for the culture of language. No reading, spelling, or grammar lesson, as those subjects are usually taught, furnishes an occasion for so much culture in this direction as does an object lesson.

3d. Object lessons lead children into fields of inquiry to which their attention might not otherwise be called. So special abilities are discovered and a broader basis of possibilities in life afforded. Men are often blacksmiths or clergymen, sailors or shopkeepers, not because they have special adaptation to these callings rather than to others, but because circumstances have drifted them into these channels. A starving minister is often a shoemaker, a gardner or a livery keeper and does not know it. He only knows he loves a good horse, enjoys his garden or his cow more than he does his commentaries or his pulpit. That even children have special tastes and abilities, the careful observer has noted. It may be laid down as a principle, that schools should have the power of discovering and developing special abilities. We talk of symmetrical mental development. There is no such thing, and, if there were, it would be comparatively valueless. The theory of symmetrical development is well expressed

in the old adage, "Jack at all trades, good at none." The world has no great need of symmetrically developed men unless it be as lay-figures. It wants men with strong specialties, unbalanced men—insane men (if you please), if all unbalanced men are insane. Men are born with different adaptations. God has designed them for different work. Happy are they if they succeed in finding each his own. Do not understand me to say that a child's strong aptitudes should be developed at the expense of everything else in his mentality. All I ask is that the apple-tree shall not be so pruned as to keep at the size of the shrub at its side, because from their very germination the one is a tree, the other is a shrub. If you spoil your apple-tree, this much is certain, you will have no tree. The shrub will not grow to one, and you must remain satisfied with shrubs. Object lessons help a boy to discover his tastes. I know a case in point. A lad who had been the terror of his teachers for years, and seemed to lack all power of application, by a change of administration, came under the charge of a teacher who gave oral lessons in geology. This was entirely new to him. He became so interested in his investigations in this direction that the time formerly spent in hectoring cats and dogs, and stoning horses and cattle in the lots by the roadside on his way to school, was devoted eagerly to searching for specimens for the day's discussion. He now ranks high as a lecturer and professor of geology in a literary institution of considerable note. I doubt if there are any "good-for-nothing" children. They are only not good for the use we attempt to put them to.

4th. Object lessons afford variety in school work. Little children are driven in a flock to the school-room, leaving behind them every precious thing they know—dolls, carts and drums, whistles and strings, and all their freedom to laugh and shout. All these for six weary hours and five days in a week. Who of us would be willing to endure such a privation? And what do they get by way of compensation? In the morning a few minutes A B C before recess. In the afternoon the same programme, with a few hundred minutes thrown in for sitting perfectly still with folded hands; not a whisper—if such a naughty thing is done, the appropriate penalty is "staying after school" awhile. I ask, can there not be something done? Can no way be devised to give these children something to amuse, and at the same time instruct them? Can no plan be adopted by which these prattling ones (when at home) shall have an opportunity to talk, and learn to talk correctly? Object lessons, judiciously conducted, will relieve the difficulty.

5th. Object lessons in the lower grades prepare for books, and in the higher they supplement them. To do without text-books and reference books is utterly impracticable. I think, however, we might, without loss, well spare about nine hundred and ninety-nine out of every thousand of them.

6th. Object lessons supply the elements from which science must be constructed. They cultivate the judgment and understanding of pupils. The chief difference in men is, perhaps, most concisely expressed in their different abilities quickly to grasp facts, correlate them, discover relations and promptly to come to correct conclusions. The best way to teach a child to do this for himself when out of school, is to set him at it in school. He should be led then to the apprehension of facts, and to compare and decide concerning them; his erroneous conclusions being pointed out, and the cause of his error noted. He does not know he is studying the logic of his future practical life. Nevertheless he is. Cautious and correct judgments would save men mountains of crushing care and make them better citizens, better business men, and happier and freer. There is little opportunity for this culture if books alone are relied upon. If the child is borne in the arms of tenderness over every difficulty; if what

cost the world centuries of patient investigation is told him in a breath, he gets none of the benefits arising from the investigation itself, in which after all is the chief profit. Object lessons afford an opportunity for a unification of knowledge. Our pupils often have a little knowledge in this direction and a little in that; a side-wall is built up here and a corner-wall there; a pillar planted firmly upon this base and a column set yonder; but the child does not remain in school long enough for his books to take him (if indeed they ever would, which I doubt) to a point where the walls are united, the roof added, and the temple so enclosed round about that it becomes, at once, his cheerful home and his impregnable fortress. Object lessons afford an opportunity for bringing together the facts of the reading, the arithmetic and the geography lessons, and so gathering all the feeble threads of thought, easily broken, and unbroken of little worth alone, into a strong intertangled cord of ideas, each serving to fasten the others, and all strong by association.

It is hardly practicable to do this work in any special lessons, as it diverts from the point of the exercise, but it should be made a part of each day's order. I need not speak of the accession of real enjoyment which the lessons produce, both in school days and in future life, as this has been implied under each head of this discussion. The value of such exercises to teachers themselves, is of no mean importance. The mass of lower grade teachers have no necessity for intellectual effort in the performance of their duties and the consequence is not only no intellectual growth, but actual retrogression and decay. Every teacher holding such a position should hail with delight any necessity for investigation and study. The giving of object lessons makes such a necessity, and brings abundant reward for all her efforts. The ability to talk extempore to a class, and the power to control a school of fifty children so as to have each one perfectly interested and free from uncomfortable restraint, and eager to listen attentively to the teacher, if she desire it, is an accomplishment to be coveted by every primary teacher in the land. Necessity is the goad of progress to us as to others, for we are subject to all the human infirmities, indolence not excepted.

III. Permit me to consider briefly the place of object lessons in a course of study. Wherever observation needs to be cultivated; wherever clearness, accuracy, and fluency of expression is not already perfect; wherever variety is required to give sharpness and vigor to mental activity; wherever there is need for making children acquainted with some of the facts of science before introducing them to the science as such; wherever books lack in completeness or clearness, there object lessons may with profit be given. In the primary schools I regard them as indispensable. The conceptive faculty is still weak and has but little material upon which to exercise itself. The reasoning faculty is not yet developed. In the primary schools *things* must precede thought.

Object lessons are valuable in the intermediate schools, as children are constantly leaving them, to whom both the culture secured and information imparted would be of greater than money value, both in suggesting means of livelihood and in discovering sources of enjoyment. Even in the high schools the skillful teacher could find abundant use for an occasional object lesson.

I am aware that many teachers will raise a host of objections to giving object lessons. Allow me to state a few; but still I will not weary your patience by attempting to answer them in detail.

1st. Lack of time. If we give object lessons, we must neglect reading, spelling, &c., &c. Our classes will fall below the standard, and our committees and patrons charge us with incompetency. Let me assure any one who has any misgivings on this

point, that you can teach more of everything and better with object lessons than without them.

2d. Such lessons make hard work for teachers. Yes, any earnest teaching is hard work.

3d. Object lessons are mechanical. There is no school exercise that cannot be made mechanical in the hands of the unskillful. Unfortunately there are some persons in the teacher's profession who have little originality or independence of thought. This is partly owing to bad training, and partly to lack of training.

4th. Teachers are incompetent. This is a summary of all the preceding objections. It means that our work is trying to exalt us, the workers, to its own dignity. Our inertia makes us move slowly, but we shall rise in time to the stature of our profession. One thing may be certain, that any teacher, whether a Normal graduate or not, who has a thorough knowledge of the philosophy of mind and the principles of education, tact and earnestness in the work, can learn to give object lessons successfully.

In concluding, let me congratulate myself in having a part with a class of the world's workers, who believe they cannot afford to be dogmatic; to whom *truth* is of greater value than any opinions they may hold as the result of the circumstances into which they may have been thrown. I believe myself to be one with you in this respect. When the disciple of Truth is willing to be even crucified in all the opinions he holds dear, those in which he most glories, even then, and then only need he hope to be raised by her power in the likeness of her own image.

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## COMPOSITION IN MIXED SCHOOLS.

MRS. SARA A. HAMMATT, BANGOR.

What a dread composition writing is to most children. How little interest teachers take in writing it. How few comparatively know of any particular way to do it by which satisfactory results may be obtained. And yet how much may be said of the importance of attention to this subject of composition. There are very few individuals in any station of life to whom ease and fluency in writing are not valuable acquisitions. All who are engaged in professional or commercial pursuits, and even the hardier sons of toil, whose "bread is procured by the sweat of their brows," must have correspondence of some kind to manage, or written statements to furnish, requiring at the same time, perhaps, accuracy and dispatch; and therefore the facility which much practice only can impart in the arrangement of their thoughts and a ready and correct expression of them, is an attainment exceedingly desirable. Locke says "He that begins with the calf may carry the ox; but he that will go first to take the ox may so disable himself as not to be able to take the calf after that." It is upon the same principle that an attention to the subject of composition should be commenced early in life, with exercises of the most simple character. Those prepare the mind for higher and more extended exertion, and if one acquires readiness and facility in the lower departments of writing, he applies himself with less reluctance to those more difficult branches by which the progress of intellectual culture is most rapidly advanced.

All objects of real worth are only to be obtained with some degree of difficulty. No teacher can expect to achieve satisfactory results in any branch of study without much faithful and patient labor. As a general thing nothing in our common mixed schools is so poorly taught as composition. The hapless pupil, upon reaching a cer-

tain age, or particular class, is ordered, all at once, without any preliminary training or preparation to "write a composition" on some particular subject, either assigned by the teacher or selected by the pupil himself. What an Herculean task it seems to him. He might quite as well be told to build a steam engine, for he would feel it to be certainly no greater task.

In every other branch of study the pupil is carried through a regular progressive course of study, and why should it not be the same in composition? Teachers of mixed schools have a golden field of opportunity before them. I am well aware of all the obstacles and all the disadvantages with which they have to contend, but also know, on the other hand, how much greater is their opportunity to exercise their own individuality than that of the teachers of graded schools. I have in my mind now a little mixed school of twenty or twenty-five pupils in the outskirts of a little country town in Massachusetts. The teacher, nine years ago, "a sweet girl graduate," as the papers say, commenced her labors in her chosen calling in this school. Each year she sends a little class to the High School, and it is said that her pupils, in comparison with those sent from the three graded grammar schools of the town, take the highest rank. She accounts for this by the fact that she is at liberty to follow her own particular methods in teaching, from the time the child enters her room—a primary pupil—until he leaves it, half a dozen or more years later, fitted for the High School.

Persons at all familiar with country school work, know that there is a vigor and vitality about it which is exceedingly favorable. Too frequently, those who speak most narrowly of rural education are least familiar with it, the horizon of their experience being limited by the walls of a college, or the boundary line of some city or village. Severe opinions, coming from such persons, do not carry much weight with intelligent people, who, though not specialists in educational matters perhaps, have a wide familiarity with practices of the country, through their reading. They also may have a clear idea of what is practicable in their own neighborhood from personal experience in managing their own schools. When we think of the grinding, cast-iron work, which is common in too many of the graded schools; when we consider how little opportunity for the individuality of the pupil to develop is given by reason of inflexible gradation and rigorous examination demands; when we reflect upon the number of bright pupils who are taught stupidity by being kept back to the tedious drill and low level of the average of the classes, we cannot be so sanguine as to the superiority of the machine training of the graded school to the "go-as-you-please" method of the country districts.

My own experience in mixed schools has taught me what may be done in the way of teaching composition. We may begin with pupils at a very early age, and in the construction of the simplest sentences we make a beginning of the study. The first step to be taken is to obtain ideas, and the second is to obtain the proper expression of the ideas. To acquire ideas it is necessary to cultivate the habit of observation; to use the eyes not only in noticing entire objects, but also their different parts; to consider their uses, qualities, effects, operations, together with their relation to other objects. My experience has shown me that it is much easier to interest even very young pupils in composition than in most other subjects taught in country schools. Hang up a picture in the school room and let the "A B C scholars" mention the objects they see in it. Let the next class make sentences about these objects, and the next class enlarge these sentences. In a little while they will be able to write quite freely in this way. The mind employed in such processes acquires materials for its own operations, and thoughts and ideas arise, as it were, spontaneously. Young peo-

ple are seldom at a loss for topics of conversation, and the teacher must endeavor to get the idea firmly implanted in their minds, that the art of writing is merely expressing upon paper that which, with the voice, they are constantly conveying to the ears of others. In other words, that in their early attempts at written composition they may write down just what they would say to their companions in common conversation.

I have before me a little book called "Pretty Stories," a composition book, designed to interest and help young children to write their thoughts upon familiar things. There are twenty-four pages of letter paper and at the top of each page are printed the following rules:

"When I write I must be sure to

- 1—Begin every sentence with a capital letter.
- 2—Begin every name of a person or a place with a capital letter.
- 3—Put a period at the end of every sentence."

Then there is a picture of some familiar object or scene at the top of each page, and the little pupil is expected to write a few sentences on the subject the picture represents.

There are other books of the same kind and for the same purpose, such as the "Child's Book of Language," consisting of graded lessons and blanks for the natural development of language. There are four numbers: 1, Studies in Pictures; 2, Studies in Plants; 3, Studies in Animals; 4, Studies in Words. I have never used any of these aids in school work, and am well aware that the majority of teachers in country schools would find difficulty in introducing any accessories of this kind. But from them I have obtained many ideas which I have found practicable. I had nearly four years actual experience in mixed country schools in the West, where I was allowed to follow my own methods and devices in teaching without hindrance or interference, always provided, of course, that the results obtained were satisfactory. I had pupils under my charge all the way from six to twenty-two years of age, and composition was a regular exercise among all who were able to write at all. At first I found it almost impossible to obtain work of the kind from the older scholars. This arose from no inability to form ideas, nor from any want of words to express them, but rather from a vague apprehension that something was required of them which they had never done before, and to which they knew not how to address themselves. The younger pupils were far more ready and willing to write, but it was only by the exercise of all the tact and ingenuity of which I was capable that I conquered the reluctance of my "parsing class" to take part in any exercise in written composition. They had "been through" the grammar and could all parse and analyze with more or less fluency. In a word, they could "pull down," but could not "build up." But when I at last succeeded in arousing their interest and ambition, I was surprised, myself, at the rapid improvement made, and daily exercises in composition succeeded the old-fashioned parsing lesson. There is always a pious regard for whatever has been handed down from a former generation; and in an old community like that of New England, reforms are much more slowly effected than in the newer States of the West. Indeed, it is not improbable that this problem of what is the education for the children of to-day, and how shall it be given to them, will be solved first beyond the Alleghanies. We surely cannot hope to proceed far in the way of improvement if we are not willing to step aside from the old paths and essay the new. Not many years since a person was called heretical who ventured to question the propriety or necessity of parsing and grammatical analysis; now the person who recommends much of such work below the High School, or the last year of the Grammar School,

can hardly be regarded as abreast of the best opinions on this subject. It is now almost universally conceded that the time spent below the High School on technical grammar is time absolutely wasted. This learning of definitions, this parsing and analyzing, have no result commensurate with the time and pains expended. Many of our best teachers have seen this for years; have put it in print; have proved it at Teachers' Institutes. Why, then, do we keep on in the same ruts? Why not teach our pupils to speak by speaking, to write by writing? Why not apply the common sense axiom, that the way to do a thing is to go ahead and do it?

I wish I had retained in my possession some of the compositions written by pupils of mine in mixed schools, that I might practically illustrate the results of a regular, progressive system of teaching the subject in the manner the teacher of the ungraded school alone has it in her power to do. However, I have here the production of a boy just eight years old, who had spent about two years in the school-room under my instruction. The spelling, capitalization and grammar are all faulty, but the composition, taken as a whole, is a fair sample of what a child of ordinary ability can do if taught how to do it. The subject, "The Clothes We Wear," was assigned by me. No outline was given, but the class was simply instructed to write what they knew of the different materials of which clothing was made. Some of the older scholars wrote more elaborately, giving descriptions of various kinds of furs, leather, etc., but this is the only one of the compositions I chanced to retain.

#### "THE CLOTHES WE WEAR.

We wear many different kinds of clothes and many different things help to make them. Cotton, Wool, Linen and Silk are the principal kinds and they all come in different ways. Cotton and Linen come from a plant, wool from the back of a sheep and silk is made by worms. Cotton grows on a plant in warm climates. It grows on a pod which bursts and shows the cotton like down. After it is picked it is put into a presser and pressed. Once I heard of a press that cost \$6,000 and saw the picture of it. The cotton is spun into thread and woven into cloth, such as muslin, calico, gingham, etc.

Wool is sheared from the sheep in summer and from it is made yarn and flannel and woolen cloth which is much worn in the winter as it is warmer than cotton. Linen is made from the flax plant which all of us have seen growing about here but there is not much linen made about here. Silk is spun by a worm called the silk worm. It feeds on the leaves of the mulberry tree. The worm winds itself all up in the silk and I should think it would have to be watched closely and unbound at just the right time or the worm might eat its way out and spoil all the silk.

In the place where I used to live in Massachusetts, there are cotton factories and woolen factories and flax mills and when I go there this winter I am going to see them. If I come back again next winter perhaps I will tell you about them."

Perhaps it might be well to state here that this composition, as well as the others on the subject, was not written at home, but in the school-room.

In contrast with this I will now give a composition written by a boy lately promoted to a city grammar school, after having spent three years each in the primary and the intermediate departments. He might have heard the word composition before, but certainly had no adequate conception of its meaning. The directions given were simple: "Write a composition of ten lines on Cats." This is the result, *verbatim et literatim*:

"A cat  
My cat  
his cat  
the cat  
her cat  
your cat  
i  
had  
a  
cat."



Perhaps it would be but fair to state that this boy could hardly be called one of average ability.

No rules except a very few simple ones can be given for the successful teaching of composition, but possibly a few hints, which have been service to me in the past, may also prove serviceable to others. Teachers should remember that the object of this exercise is not to add to the pupil's knowledge, or even to test it, but simply to train him in the art of hunting up and setting in order the thoughts he may have on any subject, and in expressing these thoughts easily, fluently and grammatically. Beginners should not be allowed to write on abstract subjects such as "Hope," "Patience," "Contentment," "Procrastination," "Temperance," and the like, but upon some concrete visible object with which they are familiar, and upon which they may exercise their powers of observation. In assigning subjects to a class it is well at first to help them in preparing an outline of the things to be said about it. After this has been done for them a few times, they will find little difficulty in doing it for themselves, and finally in writing out their ideas at once without making the preliminary outline. Try to make the pupils understand from the very first that what they have to do is simply to express in words what they know or what they think of the subject proposed. Encourage them not only to state facts on the subject of which they write, but to mix up their own personality in the matter. Let them write for some time upon natural objects with which they are perfectly familiar, but stimulate them constantly to do something more than merely give a dry, semi-scientific enumeration of the qualities and properties of the object described. Let them, on the contrary, freely mix in their own notions and feelings, telling what particular kind of sleds, or skates, or dolls, or dogs they like and they will find no difficulty in having something to write when once they have made the discovery that they are only required to put down upon paper their knowledge of such things as they are already familiar with, and to tell what they think about them. Exercises of this nature, if persistently followed, can hardly fail to beget in the pupil some readiness of invention as well as considerable facility of expression. It is well, at first to aim principally at copiousness, and let the pupils write freely whatever thoughts occur to them about the subject, and in whatever order they occur. In making corrections it is better to take only one class of faults at a time and correct no fault except this until the pupils have become familiar with it. Then it will do to take up another class of errors, and proceed with it in like manner. Of course there are a few simple rules, such as those given in the little book to which I have already called attention, that should be impressed upon the minds of the youngest pupils, but it is apt to beget discouragement in beginners to criticise too freely at first. When the class begin to write freely and find no difficulty in filling a page or two with their loose remarks, it is time enough to criticise and correct.

After a time, unreal subjects may be assigned, in which the pupil has no resource but to make up something out of his own head. This stirs the imagination which, in the young, is almost always capable of great activity if properly appealed to. When children are at their sports they almost always show a dramatic and creative talent which may be cultivated in this exercise of composition. Of course, in assigning these imaginary subjects no preliminary outline is needed; nor, indeed, is one possible, as the whole thing is left designedly to the caprice of the imagination, working according to its "own sweet will."

I have said nothing of letter writing, which, being an important branch of composition, should, of course, be carefully considered. Directions are found in all the modern grammars, and the only suggestion I make upon the subject is, do not wait till the scholar has reached that particular spot in the book where letter writing is

first mentioned. A real teacher who has that sort of inborn tact so necessary to success in her calling, will find it easy to arouse an interest in even very young pupils in writing, and instructions in all the different branches of letter writing will follow in their natural order. In one school that I taught, I tried the plan of having a little paper gotten up by the scholars and read in school once a fortnight. A box on the desk collected the contributions each week, which were then carefully copied by some of the older scholars upon foolscap paper, ruled in columns and with the name of the paper (chosen by the pupils) printed at the top. We devoted one page to "Natural History," and the children wrote for it simple descriptions of different animals and birds, and little anecdotes of their own pets. And one column was devoted to news items, which often proved quite interesting. Even the youngest scholars had a column devoted to their own especial productions, and were as interested and enthusiastic as possible. Here is a specimen of their contributions, written by a boy of six years:

"GOOD MEN.

Good boys will make good men, but they must not swear, or smoke or tell lies."

I think I may say that more "right down practical good" was done in that school by that little paper than twice the time would have accomplished if spent on the ordinary grammar lesson. The ostensible object of the study of English grammar is to learn to speak and write the English language correctly; and if nine-tenths of the time now spent in some of our schools by the pupils in memorizing lists of verbs and conjugations and definitions of modes, tenses, gerunds and infinitives and so on, were spent in composition exercises, this object would be more quickly, more thoroughly and more surely attained.

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READING; HINTS FROM EXPERIENCE, ITS IMPORTANCE,  
WHAT TO TEACH, HOW TO TEACH.

GEORGE H. GOULD, LIVERMORE.

I propose to present here a few ideas gleaned from my experience with reading. I trust there may be a free, full, and profitable discussion, for the benefit of all who may have occasion to deal with this, the most important subject connected with the school-room.

I fully concur with the sentiment that good reading is as much an accomplishment as good singing, and firmly believe that elocution is as much a fine art as sculpture, painting, or music; and that the one should be as much studied, practiced, and taught as the other; and that a teacher is morally and legally bound to arouse a love for and an appreciation of good reading, and that if he does not teach a correct use and practice of it, he so far fails in the great mission upon which he has entered; for the modulations and intonations of the voice rival in beauty of finish and expression the stroke of brush or chisel, or note of reed or wire.

Were this all, the subject would demand, and rightfully, more than the attention it now receives; but this is the least of its importance. It is the avenue of approach to all other studies, the lever by which a pupil obtains control of all other knowledge, the medium through which a great part of earthly or divine wisdom is imparted. How important, then, that pupils be taught to love and appreciate it, and to devote to it an enthusiastic attention.

Reading, therefore, should be taught as a fine art, and with the distinct purpose of making a pupil understand the language used, the thought expressed, so that when he employs reading to acquire knowledge, he may readily comprehend the language employed and the ideas which gave it birth.

He should at once be forcibly and correctly impressed by the words before him. It is a matter of regret that so few scholars have a correct idea of what they read; and teachers who have never examined the matter would hardly credit the experience of those who have. If the teachers here will go back to their schools and ask their two highest classes the meaning of the first five sentences they may read they will be much surprised at the result.

Not long since I was much surprised at a school exercise to which my attention was directed. A class in composition, having Longfellow's "Village Blacksmith" to transfer to prose, had rendered "smithy," of the first line, into blacksmith. At another time, after trying in vain to get a class in arithmetic to commit a rule, I had the curiosity to try if they could read it, and was much surprised to find they could not read it so either *they* or *I* could understand it, and I have often found it one of the greatest obstacles to the progress of a class, that they could not read well enough to understand the lesson they were trying to commit.

Allow me then to assert that, in our district schools, reading is the most important branch taught. It is necessary to the culture and development of a pupil; it is necessary as an accomplishment, and absolutely necessary as the key with which to unlock the accumulated treasures of the world's wisdom.

#### WHAT TO TEACH.

Every teacher, who goes into the school-room as an enthusiast upon this subject, is met by the query: What shall I teach? How far towards the sphere of the professed elocutionist shall I carry my instructions?

A general statement would be: Teach a clear, distinct articulation, a full, well-modulated tone, not an artificial one, a correct and intelligible accent; a comprehensible and expressive emphasis; a knowledge of and correct rendering of the spirit of the piece, its force as loud or soft, its movement as quick or slow, its volume as light and airy or deep and full; its quality as pure or aspirated; its slides as rising, falling or circumflex; cadence not omitted; an understanding of the sentiment of the piece and the play of lights and shadows within the language used; the character and emotions of the speaker and the circumstances and surroundings which promoted the language or gave pith to the ideas. All theatrical or tragic may well be left to others.

An average scholar in the higher classes of our district schools should be able to judge with a good degree of accuracy of the moods and feelings in harmony with the language used; he should have a love for and appreciation of choice literature, and delight in oral reading of fine extracts from prose or poetry, and be able to render them in an intelligent, forcible and expressive manner.

#### HOW TO TEACH.

I shall follow the classes as they commonly exist in our district schools; but most emphatically assert that we have too many reading classes, and that two at least, the second and fourth, can well be dropped; and the sixth need never be known. With the Primer the teacher's first question is: Shall I use the word system or not? Undoubtedly this is the most successful and expeditious method of teaching reading,

but whether it will prove successful or not depends much on circumstances. One need go but a few miles from here to find districts in which, if it were known that a teacher was trying to teach reading without first teaching the alphabet, every aunt and grandmother would rise up in open rebellion, and it would require a teacher of more than ordinary independence and ability to make such a school a success; where public opinion sanctions its use, and other things are favorable, by all means use it. Yet, even where public opinion is against such *new fangled notions*, a teacher of tact can still use it, if he thinks best, for it is not difficult to call Johnnie or Susie into the floor and have them say from A to &c., without breath, then if complaints arise, "Why, I do hear your boys and girls say their letters *every day*." Make the exercise short as possible, teach them but one letter a day, better still, one a week. Then turn to easy words of one syllable with attendant pictures; talk up, explain, and tell stories about the pictures, until your class can hardly keep their feet, and stretch up on tiptoe like chickens reaching for a worm, then explain to them the relation between pictures and words, tell them the key word to remember and tell you next time. It won't be long before your class will be so impatient to get to their reading, they can hardly wait to come out in an orderly manner, and in a few weeks they will have quite a vocabulary of words of one syllable, be able to read short sentences with ease, have a love for and ideas about pictures, and have their perceptive faculties well aroused—one of the first things to be sought for in education. I remember having, in New Hampshire, a little boy whom I tried to teach his letters, for a number of days without success, then learned that that was the third term of school he had attended without learning his letters; here was an enigma which I set myself to solve, for he was a very smart boy. The next day when he came to school he was accompanied by a noble Newfoundland dog; it needed but a glance to see that his whole soul was wrapped up in that dog. Reading time came, I called him to my side, took his book, shut it, and *we just talked dog*, I telling him stories, till the little fellow fairly danced in the floor; just when he was most interested his book fell open, *accidentally, of course*, right upon the picture of a large, noble looking dog, carrying in his mouth a basket for a little boy; his eye caught the picture, "that's my dog, my dog carries baskets," then he had to tell me all about his dog; finally I began to mourn that we had no way to tell about dogs except by pictures; he soon was in sympathy with me, then—"How nice it would be if some one would tell *us* how, because *we* can't draw pictures." "Do you see those little marks there? that little word up at the top of the page? What do you suppose it tells me?" "Don't know." "Oh! if I should tell you wouldn't you ever, ever tell anybody, except me and your mother, and will you be sure to tell your mother and come back to school to-morrow and tell me!" By this time I had my arm round him and had him hugged up close. "Well, then," looking him full in the eye and speaking confidentially, "that is the way they tell dog when they can't make pictures. That says dog to me every time I see it. Now what does it tell you?" "Dog." "That's right; now you be sure to tell your mother to-night what that is, and how they make books tell dog when they can't make pictures, and see if you can tell me to-morrow." To-morrow came, and *he knew dog*, and never forgot it. One word led to another, one picture to another, and in eight weeks he could read any piece in his primer with ease. Yet there is a class of infantile minds slow in action, very methodic and limited in observation; such often learn best letter by letter, building up their words slowly. But for an average child with good perceptive faculties, the alphabet method is too monotonous and irksome, and words better satisfy and more successfully educate.

The First Reader now demands our attention—a class I would like to dispense with, but tolerate for this reason, our modern text-books are so shabbily made that a Primer or First Reader usually lasts but one term, and as an extra one is necessary a new one adds variety and helps out the interest. It is supposed that this class has quite a vocabulary of words of one syllable, and reads sentences of five or six such words with ease. When this class appears before you, the first thing to be impressed upon them is the fact that “somebody has a new book, a nice book, a splendid book, and so full of such pretty pictures, and nice stories; and somebody’s going to have a nice time reading them, and we shouldn’t wonder if it was *us*. And it’s too bad to dirty such a nice book, and let’s see whose will look the best at the end of the term.”

It will be well to notice a few of the odd marks we often see, and which an observing pupil will soon be asking about. “That round dot is a period, the longest pause in reading, a full stop, that is, the place to stop and rest. That round dot there with a tail is a comma, the shortest pause in reading—stop just long enough to get steady. That big, crooked mark with a dot under it is an interrogation point, and shows that there is a question there.” If the class be bright and observing, all the marks can be mastered in this manner, but it is best to go slowly and thoroughly else they will get confused and discouraged; for it is better that they have perfect knowledge of a few, rather than a faint idea of many. It will be necessary to guard against a stiff, mechanical, puffing reading. Small scholars sometimes get the idea, where no one knows, that the one who concentrates the most effort on a single word is the best reader; in consequence they acquire a strained, unnatural style of reading. Therefore, impress upon your class that reading is only book talking, that a laughing piece requires laughing reading, a sober, sad piece should be read just as they would talk if they felt sad or sober; any little girl will know how they would feel and talk if they should lose their little pet birdie; while Johnnie, Harry or Dick knows just what he would say and how he would say it, if he should wake up Fourth of July and find a little brass cannon side of his bed, or if he should find a pair of skates under his Christmas pillow.

We’ve arrived now at the dignity of the Second Reader. “I guess you don’t know what smart boys and girls we have in our class. I guess you don’t know what nice pieces we have in *our* book about little pussy, the raindrop, and such stories about the little girl who went to Boston, and the boy who had a pony.” These, and many other points, a live teacher will find to lay hold of and magnify.

It is an excellent plan with this class to allow them to choose their pieces, either by turns or the one who makes the fewest mistakes. It is quite easy, when you wish to have particular pieces read, to make them appear so interesting that some one will choose them. Such a plan helps break up the idea so prejudicial to good reading, that our books must be read through in course, beginning at page one, ending at page *finis*—“Reading by the rod.” It reminds me of Mrs. Stowe’s “Uncle Able” going through his singing book.

It is now time to finish or review the punctuation marks, learning also the more prominent reference marks. Inflections must now be combined with the punctuation marks, but at present can best be taught by imitation. Easy questions should now be asked about the more common words, and scholars often called upon to give their ideas of the last piece read, and encouraged to express them in words of their own. Scholars in this class take great delight in reading easy poetry in concert; judiciously encouraged, this helps to keep alive the interest, but often leads to a singsong, especially with an inexperienced teacher; it can generally be avoided if scholars are encouraged to read naturally. But this subject will be alluded to in connection with the Fourth Reader.

But the Third Reader is getting impatient. Our real work now begins. It is time we knew something about vowels and consonants, their sounds and combinations; drill exercises must often be resorted to to bring out a correct pronunciation and distinct articulation. Let them still select their pieces and often read in concert. Cultivate assiduously the habit of observant reading. Call upon them often to give the meaning of certain words and sentences, encouraging them to look up the meaning of new or uncommon words in the dictionary; (by the way, insist that every scholar shall own a dictionary and bring it to school) a little judicious praise or the loan of a pictorial dictionary will accomplish wonders in this respect, and arouse quite a spirit of emulation. In concert reading, drill them carefully on time; concert reading is a most excellent exercise for bringing order, harmony and time out from the chaos that exists in so many district schools; select a piece adapted to the general average of the class, arrange your class so as to have it well balanced, drill them till they work well together; then change positions and drill till they learn, *each* to depend upon himself and *all* upon the teacher. Read your selection to the class, call upon one or two of the leading voices to read it after you, drill them till you get satisfactory results; then all read it in concert, watch closely for mistakes, when made correct each one separately, nor cease until it is corrected. Let all read again in concert; correct as before; let the girls read; correct as before; let the boys read, changing divisions often to give them a chance to rest and observe. Read yourself, sometimes a verse, sometimes a line, often but one word; show how you wish it read and *drill* till you get it read as you wish; but don't try to correct too much at a time or be too exacting at first. Such a plan I have found very successful in my own work; but its application will require all the tact, patience, and magnetism of a teacher. Scholars and classes will often get impatient or discouraged; if so, keep your own patience, change pieces, try another time when they are fresh and full of courage. Yield anything, *everything*, rather than destroy the interest. You must expect to work weeks before you obtain the desired result. Many pupils are so diffident that little can be done at a time; speak kindly, praise judiciously, and encourage at all times; on such pupils time and patience work astonishing changes. In all your work strive for correct time, and never expect to make concert reading a success without it. When the lips of your class, like the feet of well trained soldiery, rise and fall together, you may hope to make progress, not before.

The Fourth Reader is now ready. Our work increases; heretofore all has been accomplished by imitation—following the teacher. The work must now be thrown upon the perception and judgment of the pupils. We will continue the subject of time, explaining the different kinds and their applications to different styles of reading, so that the class readily see that light, joyous pieces require quick time and short pauses; sad, mournful, solemn, or grand pieces, slow time, long pauses, with vowels well lengthened. Refer often to the text-book on articulation, accent and emphasis, and drill upon a sharp, clear, well-rounded articulation, especially on final syllables. Explain to them that they are reading to express, to the best of their ability, the thoughts of another; and if they are unwilling to do this they have no right to be heard, and had better keep still. On accent, require that the accented syllables be pointed out and read accordingly; explain carefully the change of word by change of accent. On emphasis, drill carefully, requiring the proper words to be appropriately emphasized, explaining carefully the change of meaning produced by a change of emphasis. But we have borne too long with singsong; this may best be described as a cantering style, which must require a certain momentum to be effective; deficient in falling slides, lacking in expressive accent or emphasis, and generally delivered in a rapid, monotonous manner.

To correct it, insist upon full, firm, and clear-cut falling slides, wherever required, and if the sense allows, at the end of every line require an accent in harmony with the language as well as the poetry, an emphasis according to the senses as well as the merit; obtain these three points, retain the movement, and little difficulty will come from singsong.

The Fifth Reader now demands attention—our last class—there is no need of a sixth, if there were the drill would not vary, materially, from the fifth. Our work will consist of reviews and drill on articulation, accent, emphasis, and time, with careful attention to spirit, expression, slides, and quality, and an earnest effort to beget a love for choice prose and poetry; a taste for good literature, and an understanding of what is read. It may be the lot of some teacher to enter a school where scholars have never had a drill in reading, where they follow the “funeral style” which has shrouded so many reading books in gloom, entombed so many school days in despair; where the teacher, in a lifeless, monotonous tone, would call “Fourth, Fifth,” or any other “reader,” and we, I speak from experience, with long faces and mournful pace, would file into the recitation seats, and the one at the head would commence: page —, lesson X—“Benedict Arnold,” and start off like an old cart-horse past labor, reading to the end of the verse, when, with a sigh of relief, he would resign his task to the next; and he, with a due sense of the melancholy of the occasion, would continue the mournful strain; after him the next would lift up his voice; so on to the end of the piece, when the teacher, if what we then called smart, would correct a few mistakes and assign the next piece, and we would file back to our seats, some like the boy who liked to be whipped he was so glad when it was over with. In such a school a teacher would be looked upon with wonder who should attempt to infuse a little life into the exercise. In such a school I once labored three weeks with a class before I could get them out of the ruts; reading and re-reading for them piece after piece, having them read it after me singly and in concert. The fourth week came; no improvement.

Professor Knight of New London, N. H., won a wide reputation as professor of mathematics by his sharpshooting “Why’s?” in his Algebra and Geometry classes. What’s? sharply shot, are often effectual in bringing out correct slides and expression in a reading class. I had been shooting three weeks without success. The next day the class came as usual. “Read the first verse as usual;” they read it. “James may read it;” the same old funeral. “Next;” ditto. “Whole class;” no change. “Clara, the first two lines;” much the same. “Next, the same;” no variation. “Whole class, the whole verse;” no improvement. “What?” They repeated. “What?” Again they returned to the task. “What?” Repeated. “What?” By this time they began to grow red in the face, a wink ran down the class; now was my time; a sharp, exasperating “What?” was followed by an explosion that would have done credit to the Crimea, but behind it was every tone, intonation, and inflection correct. As pleasantly as possible I told them what I had been trying for, and that we had now succeeded to perfection, and dismissed them. After that their progress was rapid. They were so vexed at my “What’s?” that in their effort to get even with me they gave their voice its liberty, and every intonation and inflection was natural—that for which I had been striving three weeks.

Another time I had been drilling a boy nearly as long on Warren’s address. One morning, while going to school, I heard the boys riotously declaiming through the woods, and above the rest could hear this boy launching forth, “Stand! the ground is your own, my braves; will ye give it up to slaves?” I soon found that they had started a skunk from his lair, and were pursuing him with a little elocution. When

reading came, that boy *had* "Warren's address" to read. He read it as usual. "Oh, fie! Herbert, you can read that better than that; read it again, and let us have it just as you did that skunk this forenoon." He was cornered, but imagining that he was again on the war path, he let loose, and the battle was won, the piece rendered correctly. From that time his progress was rapid; cornering him threw him off his guard, drove him out of the ruts, his tones were natural, and *this* is the great secret in reading; keeping pupils on their natural voice—nature's expression.

But in reading, the slides are the hardest things to get correct. Having no ear, or having never been drilled, scholars often have no knowledge of rising, falling, circumflex slides, or cadence.

Not long since a teacher punished a scholar severely because, as she said, he wouldn't give a falling slide, when in fact he couldn't, the teacher not being able to make him understand what was wanted, and had punished him for a fault that was clearly her own.

If a teacher knows what slides are needed and when they are correctly given, it is not a difficult task to teach scholars to render them correctly. For example, a scholar fails on a certain slide. "Now tell me just what you meant to say?" "Let me say it." "Now tell me *just what* you mean to say." Insist that it shall be *told*, not *read*, and you will find no difficulty; or, ask questions about the piece, so framed that the pupil must answer them in the words of the author. When the author's thought becomes his thought, you will get the correct slide; for who ever knew children to use incorrect slides in asking for what they wanted, or telling their little troubles. In this respect nature is usually correct; and if you can get a scholar to read or speak naturally, you will have few slides to correct.

Of our class work, quality remains. This can easily be taught by explaining to your pupils, that when they feel well, are pleased, they use a pure, clear tone; when vexed, or angry, they hiss their words—aspirate them. Get them into the spirit of the piece, and they will read accordingly.

If, in addition to the above exercises and drills, teachers will often read to their schools interesting pieces of prose and poetry, and encourage their pupils to bring to school to have read, pieces that are interesting to them, and talk to them about our choice prose writers and poets, and call attention to some of their most interesting characters and selections, they will be surprised at the interest they can awaken in good literature.

I have often heard by the road-side, little boys and girls declaiming or reciting pieces that their teachers had read to them, or been drilling them on at school; and frequently have been amused and astonished, while making an evening call, to hear some little tot correctly declaim or recite some piece on which I had been drilling a bigger brother or sister; and children in the Primer often surprise father or mother by going home and correctly repeating verse after verse of pieces on which the upper classes had been drilling.

In conclusion, allow me to hope that teachers here assembled, will return to their schools with the conviction that reading is the most important study connected with our district schools; that to be a good reader is as much an accomplishment as to be a good singer; and that to teach reading requires as much time and skill, labor and devotion, as any other branch of study.



## WHAT SHALL WE SEEK TO ACCOMPLISH IN THE READING EXERCISE.

MISS M. C. HUNTER, CHERRYFIELD.

1st. To train the pupils to read *aloud*, correctly, fluently and expressively; to give without hesitation or mistake, in natural and expressive tones, the *sense* of what is read,—not of a few select pieces learned by rote or imitation, but of any ordinary article, from any book or paper, which may come in their way to read, and which is fairly within the reach of their understanding. That most of our scholars are *not* able to do this, a trial of the average boy or girl with a newspaper or magazine article, will soon satisfy you; or a half hour's tedious listening to many an older reader, will cause you to enquire why our public schools make such dismal failures in this direction. Nor are we alone in this. Lord Sherbrook of England, while suffering from weak eyesight, had a number of boys from the Sixth Standard, (which is the limit of obligatory education there) read to him, and says that he did not find one of that grade who could read properly or agreeably, or who was not staggered by a three-syllabled word. Would our own schools show better results?

Correctness comes from careful and persistent training; fluency, from much practice; natural expression, only from thorough understanding and vivid feeling. Correct reading requires a proper position of body and book, so that lungs, eyes, and vocal organs may do their work without obstruction; a degree of force suited to the size of the room and audience; distinct articulation and proper pronunciation. But pronouncing words, however correctly, and with whatever accuracy of enunciation, and purity of tone, *does not* constitute good reading; of this, *thought* and *emotion* are the very soul; without them, vocal utterance, whether beautiful or repulsive, is but a lifeless form. What is *not* in the mind and heart cannot be expressed in the voice or action—hence, the expressive utterance of a sentence requires not only a careful training of the organs or speech, but a knowledge both of the meanings of the words and the force of their combinations.

Vocal reading is an art rather than a science, and proficiency comes from practice rather than study; and here Ovid's advice, "Look well to the beginnings," should be followed, for if a certain part of this work is not done in the *primary* schools, the deficiency *cannot* be made up elsewhere, and if the grammar schools or lower grades fail even partially, you may well pity the teachers of reading in the high schools. Habits of correct and distinct enunciation should be formed while the muscles are plastic, and the vocal organs work with prompt obedience, or it is forever too late.

No amount of after-training can accomplish the work that should have been done then, as many of us teachers find, to our humiliation, when we try to do for our pupils what was *not* done for us; and we rarely attempt to give them practical examples of sounds and combinations of sounds, and are able to do so properly. We find ourselves dropping our final consonants, and stumbling over words of several syllables, simply because the proper muscles have not been exercised, or trained to glide easily and gracefully from syllable to syllable, or from sound to sound. As well expect the untrained hands to glide over the keys of the piano, with strength, precision, and delicacy of touch, as to expect words to drop from untrained lips, clearly and accurately stamped, like new coin from the mint. "Our cold New England's icy fetters" may "clip the native freedom of the Saxon life," but I doubt not that exercising and strengthening the proper organs, at an age when correct habits are as easily formed as wrong ones, would do much to set at defiance these fetters.

Careful drill in the position of the vocal organs, enunciation, force and quality of the voice should begin, then, with a child's first lessons, and be continued, with definite purpose and determination on the part of all teachers, until right habits are firmly established, if we have the object, of making correct and fluent readers steadily before us. One of the best means of eradicating faults of utterance and training the vocal organs to precise and definite action, is phonic analysis, or spelling by sound; hence, it should be made prominent in connection with reading lessons, especially in the earlier years, when it will be most efficient. But, as control of the *instrument* of expression is of no great value, unless one has something to express, the *thought* of the reading lesson should be the first thing to be brought before the pupil.

The great problem in all schools is *how* to make Tommy read in the class, or at the centre table at home, as he is now *talking* to that group of boys and girls at recess; what flashing eyes, what ringing, natural tones, what grace of gesture. He knows and feels just what he is talking about, and, what is more, he means every one else shall do the same.

We are met here by the difficulty that much of the reading matter in our text-books is beyond the capacity of the pupils to understand, or consists of fragments which present no complete thought; but this fact will not account for *all* the meaningless, mechanical drawling, which passes for reading, and we must throw the blame somewhere else.

Look at the average reading exercise: First, the boy is called upon to read a lesson previously given out, and conned to disgust by all his hearers; second, every member of the class has a copy of the lesson, and is required to keep eyes fixed on it as it is being read; third, every auditor is expected to be an eager critic, watch diligently for a mistake, and be ready to shoot up the hand at the first slip of the tongue; fourth, and most absurd of all, the teacher stands with one eye on the printed page, the other wandering restlessly over the class, warning back all inattention to the work in hand, stopping the boy occasionally in the middle of a sentence to explain a word or ask its meaning, or to pronounce words which he *sometimes* repeats after her—but oftener *does not*—and so on to the end. Do you wonder that he sits down disgusted, and looks at you with a vacant stare when you ask him *what* he has been reading about, when everything has been done, that could possibly be done, to distract his mind from the *thought* of the lesson and the best way of presenting that thought?

Now take this method out of the school-room, and carry it into our churches, lecture rooms, legislative halls—anywhere else—furnish each person with a printed copy of the sermon or speech, let fault-finding criticism be the ruling spirit of the hour, and how long, think you, would the ministers, lawyers and orators endure such a performance, or become eloquent and effective speakers in any such absurd way? All naturalness, flexibility of the organs of speech, and adaptation of words to the sentiment are lost sight of by such a process; and the object of oral reading, which is an attempt to instruct, awaken, inspire, bring into sympathy an audience large or small, is entirely defeated.

That the most thorough knowledge of the meaning of words, the force of their combinations, and the structure of sentences is essential, I have before said; but instruction in this direction should take no part of the time for *oral* reading, which should consist of pieces on which all necessary instruction has previously been given, or of fresh stories, extracts and anecdotes, suitable, and within the reach of the pupil's ready comprehension. Bring before your class, as often as may be possible, one of their number who has something to read of his own selection, from the story book, newspaper, or anywhere—change the teacher and children to an expectant audience. The test of success is to make every one hear, to keep the attention of all, to read the

selection so that every hearer can give an intelligent account of it, and to awaken his interest or sympathy. The result is, you change the listless drawler into an eager child orator watching for the most interesting themes to bring before the class; you concentrate the attention of all upon the reader, direct the critical faculties to the important points, and make every child a judge, not of minor matters, but of the general effect of the reading; you train the children to habits of accurate listening, and change the reading lesson from a dreary, monotonous exercise, to one interesting, and, therefore, agreeable.

I might condense what I have said on *oral* reading, into the following plan, or outline, for the reading exercise:

1. Give from one-sixth to one-third of the time allowed for the lesson, to class and individual drill on some one or more of the points usually grouped under the head of vocal culture.

2. Give from one-third to one-half the entire time to the study of a new or advance lesson.

3. Fill the remainder of the time with individual reading of review lessons, or easy pieces of the pupil's own selection.

But, after all, the common error is to devote too much time to oral reading. The ability to read for others should not be more sought after than the power to read understandingly for ourselves—indeed, is not the latter of the most importance? Does not the scholarship of the student, and the intelligence of mature years, depend upon the ability to glean *silently* from the printed page the knowledge there found, and make it his own? I shall make as my second answer, then: To train the pupils to read silently, with the greatest profit, to take in the meaning of the printed page at sight, rapidly and *thoroughly*.

My experience is, that many or most of the failures in lessons, comes from the inability of the pupils to do this. They fail, because they *cannot read intelligently*; the words awaken no thoughts, suggest no pictures, arouse no feeling.

The culture of the understanding, imagination and feelings, in connection with lessons in reading, is vital and central, not only because it is essential to good vocal reading, but because it is the only way to cultivate the power of silent reading, which is vastly more important to the pupils than fine elocution. Here, if anywhere, the most generous instruction and careful training are necessary. Much of it must be done by a slow, laborious process of dealing with separate words as the child learns them, until each becomes alive with meaning and presents a vivid picture to his mind. Not by repeated definitions from the dictionary, or a prompt synonym, which may not be applicable in many places where the word is used, but by questions, variations and objective illustrations, shall we seek to plant words in the child's memory and consciousness, "not as dead sticks in barren sand, but as plants in fertile soil, to bear blossoms and fruit as the years go on, in beauty and wealth of derived meanings, allusions and suggestions."

Every effort made by a teacher in this direction will repay a thousand fold, in better lessons in all other studies, and in keeping alert and responsive the minds of our pupils, as well as in laying surely and firmly the foundation stones on which the future structure of knowledge shall be built. Reading may be an art, but it must touch the soul

But, having done all that we may in these directions, we may have done an injury rather than a good. Half a century ago, perhaps a love of reading could hardly have proved an evil; to-day, with the floods of impure, corrupt, debasing literature,

pouring in torrents from the press, and openly sold, it may be a curse; and the greater in proportion, as we have done our work on the cultivation of the feelings and imagination, well. I would make as my third point, then: Seek in the reading exercise to create an appetite for wholesome books, and to cultivate a taste for the best literature. A writer has recently said: "A school that turns a pupil into the work of life, without a well established habit of reading the best things from a love of them, has failed of its mission." Whether we fully agree with this statement or not, it is certainly true that much can be done by teachers to encourage the pupils to read the best authors, and implant in their minds the gems of the best literature. Often a single apt quotation, will create a desire to read the entire book, and a slight sketch of an author's life will awaken their interest and enthusiasm, and lead them to know more, thus instructing the mind and elevating the tastes. But in this paper I was to speak not of *how* the work should be done, or the *methods* used to accomplish the objects, but of the *objects* themselves. As long as the latter are kept in view, the former may be almost infinite in variety; and to be successful, every active, earnest teacher, must hammer out her own individual methods on the anvil of the day's routine, and shape and fashion them to meet the needs of her own class of pupils; but in the reading exercises, as in every other recitation there should be some prominent thought running through the whole, some object clearly in view whither all work is tending, some fixed principle of action, from which all methods spring; for aimless recitations, like random shooting, seldom hit the mark; and the most ardent enthusiasm, the most carefully prepared methods, the most persevering efforts, will end in failure and the blackness of disappointment if they are directed to no end and the accomplishment of no object. Seeking then to have before us, every term, every day, every recitation, higher ideals of what reading is, or may be, to our pupils, its influence on their lives, characters and future usefulness, may we not hope to accomplish more than we have hitherto done in this exercise, and though we fail to accomplish *all* we would, "not *failure* but low aim is crime."

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### THE ESSENTIALS IN ARITHMETIC.

BY FRANK A. HART, FOXCROFT.

Number is the mathematical concept which answers to the question, How many? and is of two kinds—(1) continuous, which passes from one value to another by passing through all intermediate values, and increases by infinitesimal increments; and (2) discontinuous, which is made up of finite or distinct parts. Arithmetic is the science of discontinuous number, and is divided into two parts, *literal* and *numerical*. In literal arithmetic number is represented by letters, and in numerical arithmetic by the arbitrary characters invented by the Arabs. If we consider, as many mathematicians do, algebra to be the science of the equation, the processes of addition, subtraction, multiplication and division cannot be a part of the science. The differences between these fundamental processes as usually given in our text books on arithmetic and algebra, grow entirely out of the two methods of representing number. The same principles, propositions, methods of analysis and rules apply in both cases. The distinctions of positive and negative as applied to number, belong to it under all circumstances, whether represented by letters or figures; but the practical application of numerical arithmetic rarely calls for the use of negative number. Therefore the matter usually in the text-books on algebra, which does not come within the

domain of the equation, constitutes literal arithmetic. I have not the time to demonstrate these propositions, but any one doing so will establish their truth.

The Arabic characters are so connected in our minds with number that we now call them number; but they are no more number than the characters used in forming words. Any other system of marks, were it as firmly established, would be just as well. All number might, perhaps, be expressed in words, but it would not be practicable; so the genius of man has invented this system of signs by which to represent, in small space, any number and all arithmetical operations. It is the first essential to be able to read and write this technical language of numbers integral and fractional. It is not within the province of my topic to say how or when this shall be taught. It is, however, an absolute necessity that it be fully understood, so that the characters, 1, 3, 5, etc., singly or combined, will present as clear a thought-picture as the words boy, cat, box, etc.

Number is capable of only two changes, increase and decrease. Its conception admits only this: How many? The answer must be a number more or less. Therefore the essential processes in arithmetic are addition, including multiplication, which is only an abridged method of adding like quantities, and its converse, subtraction, including division. *The addition, multiplication, subtraction and division of integers and fractions, including common and decimal, is the whole of the science of pure abstract arithmetic.* The many applications of arithmetic to business problems, and in algebra, geometry, etc., are no part of the science, no more than the measurement of the distance from the earth to the sun is a part of the science of trigonometry, or the calculation of the area of the surface of the earth, a part of geometry. They involve, oftentimes, difficult questions in logic, analysis, algebra, geometry and calculus, calling for many special processes and rules, in which the fundamental processes of the science of arithmetic should engage no more thought than the speaking of sentences in conversation does of their construction. This view leaves the science simple and easy. Addition is the foundation, the *essential of essentials*, with subtraction resting directly upon it. This essential must be a component part of the mind, so that it cannot be taken away so long as that mind may exist. The facts, the principles and the art connected therewith, must be so firmly fixed in the mind that their application will take place without a thought of the source. A sure foundation here insures success in the practical applications. Persons do not usually fail in the use of arithmetic from a lack of the knowledge of the special processes of percentage, mensuration, etc., but from the want of an unfailing knowledge of addition. Teachers know that too much of their time has to be spent in correcting mistakes in the fundamental rules, where no mistakes ought to be tolerated; and the child who makes them should be compelled to correct them for himself. Mathematical knowledge to be of any practical benefit must be completely acquired; partial knowledge is no knowledge.

Addition, subtraction, multiplication and division are made up of essential elements that must be taught. These elements also belong to the many special processes in the applications of arithmetic, and what follows applies to both. We will consider these elements in the order in which they should be taught:

1. The facts; that is, the tables, the signs, the definitions, the mechanical arrangements, etc. These are matters of memory purely, and as the memory is the first faculty of the mind to be developed, these facts can first be acquired.
2. The art. The mechanical operations of these processes are mostly acts depending upon the memory and observation. Under the direction of a good teacher, the child can learn to add, multiply, subtract and divide, with accuracy and despatch, months before he can understand the underlying science. When the child has a good fund of

facts and skill in the use of numbers, he is prepared to draw from them the principles that have been lying just under the surface. The natural way is for the facts and art to precede the knowledge of the principles. The English language was known and used years before its science was studied. The child now spends years in the art of speaking and writing before it occurs to him to look at the science of grammar. The materials and art of chemistry existed centuries before any one thought of developing the science. No science has or can be built up without a mass of material from which to draw the principles. The child can find no better way to develop a subject than that in which the ablest minds have travelled. But he has one advantage; for the teacher, understanding the whole subject, can clear out the rubbish, only leaving for him the matters necessary to bring out the principles.

3. Principles. The child now has acquired a large number of facts; he always performs certain acts in precisely the same manner; he discovers similarities in his work; that when certain things are done, certain results follow. He looks at his work closer, and that which he has done upon the *dictum* of his instructor, he discovers to depend upon a principle. So, gradually, he is able to systematize the knowledge which he has, and classify it under principles, thereby relieving his memory of much of its work. The comprehension of these principles, depending as it does upon the reason, must necessarily come later in the school life than the acquiring of the facts and art.

4. Analysis. When the pupil can analyze a process or a problem and explain it in all its parts; when he can state a principle or a rule correctly and demonstrate the same, he then fully understands it; they have become a part of himself. Whenever he may wish, he brings them into use without a thought of when or where he learned them. With an analytical knowledge of the principles and processes, the rules under them become useless rubbish. It is absolutely necessary, if we wish to free the pupil from the text-book, from the slavery of rules and blind processes, which certainly ought to be the aim, to teach him to analyze and prove everything, and carry it back even to first principles. It is essential that one be able to take each problem and analyze it completely, and determine the principles and processes upon which its solution depends. He will then know that he is right, because he can prove the result to be mathematically correct by his own reasoning.

Analysis and demonstration are the most difficult parts of arithmetic, and can only be taught after the pupil has matured somewhat in his knowledge of the principles and arts; but if it is intended to fix the matter firmly and practically in the mind, they are of such essential importance that they must be most thoroughly taught. From the day when he can comprehend the simplest analysis until he quits the study, the pupil should be required, by analysis and demonstration, to go to the bottom of every process, every principle, every problem. This must necessitate slow advancement; but better slow and intellectual than rapid and mechanical. The great neglect of this essential is producing among our scholars mechanical work by rules of memory. I have been astonished sometimes to see how little thought some students put into their work. But a pupil, to analyze or demonstrate in mathematics, must think.

The last essential is the complete acquirement of the before named essentials. By this is not meant that all there is involved in them must be known, but that to whatever extent the pupil's knowledge may go, there shall be no flaw, no missing link, no ambiguity. We will consider the means which may lead to such a result:

1. Thoroughness. Every fact must be *stamped* upon the memory; every art fixed in the tips of the fingers and the brain ready for rapid action; every principle rooted in the depth of the intellect; every process and typical problem held in the unyielding clasp of

analysis and demonstration, bound within the walls of reason and judgment. A lack of thoroughness in this study defeats its whole object; for only thoroughness can lead to accuracy, and a mathematical result is good for nothing unless it is accurate. The thorough scholar knows when he has added a ledger column; when he has computed the interest upon a note, the commission upon a sale; when he has determined the number of acres in a field, that the result is right, because the elements of arithmetic are so firmly fixed with him that he would no sooner make a mistake in their use than in spelling his name. Comparatively few can add a column of figures and feel sure that it is correct. But few men trust themselves to reckon the interest upon their own notes. This lack of accuracy, resulting from want of thoroughness in teaching, runs through all of our business transactions losing many a good position to our young men, feeding lawyers and causing discord. Thoroughness is the door which admits to rapidity. It allows of quick thinking; for hardly any time has to be spent in recalling. He who is right the first time can do more than he who is not right until the third or fourth time. The accurate, rapid worker succeeds in commerce, in business, in mechanics, in the professions, in art, in everything. As the aim of life is success, let advancement, ambition, show, stand aside for thoroughness. Teachers, have printed in large, bold type and placed where you and your pupils may read every hour in the day—Thoroughness.

2. Simplicity. Do not drown the pupil in a sea of redundancy of words and of large numbers. Clothe every explanation in simple words within the comprehension of the pupil. In many of our text-books the problems given involve too large numbers, and require too much of the effort of the pupil to comprehend them. When a subject is first presented to the pupil, the very simplest numbers possible should be introduced, that he may lose sight of the mere figures and look at the process and principles involved. And during his whole school life he should be required to perform only problems in which the numbers are fully within his comprehension, the processes easy and the principles simple. Never allow the young pupil to waste time upon an intricate, complex problem. Such may do for the mature student; but to allow the child to spend time uselessly, which might be given to the simple elements of something else, is morally wrong. Every teacher should constantly seek to present the simplest explanations, forms of analysis and statements of principles. The teaching of all of our most successful teachers has been remarkable for its simple cast. Teachers, whatever you find in the text-book, be it a number, problem, process, principle or subject, not required in business, or that is complex, intricate or foreign, reject. Simplicity is an element of childhood. Simplicity in the manner of a person, in the language of a book, in the plot of a story, in the rules of a game, ever wins and pleases the child. The same thing in teaching will win his attention, hold his consideration and bring the matter within the grasp of his mind. The mature student also enjoys and profits most from instruction given in a plain, simple style. It is not within the power of the child-mind to comprehend an intricate analysis, the profound demonstration of a principle or the logical dissection of a mathematical puzzle. If such matter is crowded upon him, it falls as a dead weight upon the memory, buries the simpler parts of the science, which he might have completely acquired so that they would have been an intelligent part of himself, beneath what is to him a load of rubbish, makes him a mere store-room of another's words and work, and, unless he has the mighty power to raise the load, leaves him helpless and discouraged.

3. Singleness. School life, at the most, is short; there is very much that the pupil must know; no time ought to be spent in the common school on non-essentials. For complete acquirement, time must be spent on each topic taught. There are various

ways in which to present the same topic. Study to know the best way; become complete master of it; present this to your pupils, and you have used the least time possible. At most, teach each pupil only one method, and that the one he can most easily understand through your teaching. If a pupil is taught three or four ways in which to do the same work, he is very likely to fail to acquire rapidity and accuracy in any one of them. *Complete acquirement of one method* should be the motto of all common school teachers. The pupils may discover the others for themselves. Only teach a subject or principle once, and then so completely that there will be no occasion to repeat. As, for instance, when the matter of notation and numeration is presented scientifically to the pupil, he should be taught the principles of the whole, including decimals and common fractions. Of course, the numbers used should be small, but as the pupil advances he will be able, unaided, to see their application to larger numbers. In accordance with this principle of teaching a subject only once, all topics which will necessarily come into the range of the higher mathematics, as arithmetical and geometrical series, cube root, and the larger part of mensuration, etc., should be omitted until they can be treated most completely. In case of a class who will not study the higher mathematics, an exception must be made as to those parts of such subjects as are necessary in business.

4. Directness. Very many problems and principles in our text-books that require long and difficult explanations and modes of analysis in arithmetic, seem very simple when viewed in the light of algebra and geometry. Some of the most important applications of arithmetic to business, I would not teach until I had made the pupils familiar with the simple equation. Any child of ten to twelve can understand its elements. A few hours spent in acquiring these will greatly facilitate progress in percentage and other applications of mathematics to business, in which the methods of analysis and of working come really within the province of algebra. To undertake to clothe these methods in the language of arithmetic, and palm them off upon the pupil as a part of arithmetic, is a fraud; and to expect him to fully comprehend them is unjust. Some pupils will be able to discover the hidden knowledge and use algebraic analysis without the aid of the algebraic language, while most of them will only stumble along in darkness. Throw away this roundabout shell, and go directly to the meat of the matter; let the pupil see and understand the simple principles which have enabled you to foist upon him such a humbug. I never understood percentage until I could look at it through the eyes of algebra, and I have had the best results in teaching it by the algebraic formulæ. It is the most direct method and best adapted to business.

A large number of problems, usually given in percentage, general analysis, and elsewhere in arithmetic, requiring long and difficult methods of analysis and solution, come within the range of the simplest forms of the equation. They may be a good source of amusement to a lover of mathematics, but the lack of directness in their solution should keep them out of common school work. Another class of problems which can be solved in an indirect manner by arithmetic, involving very difficult, and in some cases, without a knowledge of the elements of geometry and algebra, unintelligible explanations, should for the same reason be omitted. Plenty of problems exist whose solution requires only the direct application of the plain processes, to occupy all the time of the pupils; problems which will contain enough of discipline and be of real utility. This test of directness cuts off a class of matter which usually occupies a large part of the time of teacher and pupils, leaving time for the complete acquirement of the essential matters. And what is true of problems in the text-books, applies with equal force to many topics found in them. In methods and solu-



tions, much may be gained in time and comprehension by looking for the most direct way. I have seen pupils, in order to reach a simple result, go through a long process, which they only partially understood. when a slight change in the beginning would have saved two-thirds of the work and left the matter much clearer. As the traveller may take in, in his vision, the whole of a straight road, so the pupil can understand a direct method of work; and as the straight road, other things being the same, saves time, so also the direct method.

5. Drill. Drill is the branding iron which is to stamp the matter taught into the mind; the mordant which is to fix the coloring. Blow after blow brings out of the blank marble the thought of the artist in an angel's face; so blow upon blow changes the intellect of the child into the mathematical mind of the mature student. Drop after drop, drop after drop wears the hardest rock away; drill upon drill, drill after drill will fix knowledge in the dullest mind. That workman, whose skill is always in demand, learned his craft through drill; that artist, whose paintings are admired by the whole world, sat patiently working day after day upon their details; that lawyer, who knows the law and wins his cases, has sat day after day and hour after hour delving in his law books, reading and reading. Drill in arithmetic is to most teachers and pupils dry, uninteresting drudgery, which they are glad to escape from; but without it even the gentlest winds of time and of other thoughts will sweep what has been done into oblivion, leaving the mind a waste with here and there a stray tree standing. The fundamental processes require the most drill. No collateral circumstances or facts are connected with them to act as side shoots to hold them. The only way is to drive them deep by repetition. The pupil never has these processes so well that drill will not be useful. While he remains in school, he should be continually drilled in addition and multiplication. If the pupil is thoroughly drilled in the abstract science, there will be need of comparatively little drill in the applications. But upon every essential principle, process, analysis and art, drill, drill, until you and your pupil are fully satisfied, and even then drill. Drill the first, drill the last, drill every day. Drill.

We will now consider briefly the essential applications of arithmetic to be taught in the common school course.

1. Weights and measures confined to those actually in use. I would teach the metric system in anticipation of the time when it will be the only one in use. Under measures include such parts of mensuration as the pupil will need in ordinary business, presenting them in the simplest manner. Anything like a scientific treatment is out of the question until the pupil has some knowledge of geometry. Much of the obsolete and non-practical matter usually found under the head of compound numbers should be entirely omitted, and simple, practical matter substituted.

2. Percentage, including commission, taxes, profit and loss, and interest. Teach one set of principles and processes that will apply to all its branches and then discard all special rules and processes as mere bosh. The special branches mentioned are all the pupil really needs to know. Interest should include simple and some knowledge of compound interest and discount. On page 219 of Greenleaf's *New Practical Arithmetic*, under the topic, "Annual Interest," is the statement, "Each year's interest, not paid when due, draws interest until paid;" which, however, is not law in this State. Consequently there is no reason for teaching annual interest in this State. The payee may collect or sue for the interest separate from the principal, but if he allows such interest to remain unpaid, he cannot collect interest on it. In interest, teach as few methods as possible, but never be afraid that you will teach it too thoroughly.

3. Simple proportion should be taught for its great utility in many problems, and in its applications to partnership, and the simpler forms of equation of payments.

4. So much of involution as is needed to explain evolution.

5. Square root, because it is needed to work certain necessary problems in mensuration.

All the rest usually found in the text-books on arithmetic had better be deferred until the pupil has mastered the elements of algebra and geometry; then he can, if he have the time and desire, take them up intelligently as applications of arithmetic, algebra and geometry to the affairs of life.

# SCHOOL LAWS.

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The following, printed last year from the advance sheets of the revision of the Statutes of the State, prepared by HON. C. W. GODDARD of Portland, has been revised by incorporating changes made by the Legislature of 1883, and is inserted here to answer a very general call for copies of the school laws, from school officers and teachers.

## CHAPTER 11.

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### 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-appraisalment.
  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, Castino 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. Inn-holders, 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.

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

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 appor-

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

tioned 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)

How part of money may be used.

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

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.

Towns may abolish school districts.

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

(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.



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 vote, and there shall be remitted to the tax payers of each district the said appraised value of its property thus taken, in the same proportion annually as the tax theretofore 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.

Property to be appraised.

Tax therefor to be levied on town. 1875, c. 14. 64 Me., 46.

—to be remitted to district for property taken.

Certain powers and liabilities of districts continue.

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)

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

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.

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

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-

Towns to raise for schools 80 cents per inhabitant. 1878, c. 20. 68 Me., 584.

tatives to the legislature were last apportioned, under penalty —penalty. of forfeiting not less than twice nor more than four 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, 113, 119; c. 5, §§ 18, 19; c. 12, §

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

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

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.

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

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.

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

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

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.

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.

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

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.

Apportionment of school money among the smaller districts in the several towns, &c. 1875, c. 8.

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 :

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

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

Amount voted by town.

*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.

—payable from state.

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

—expended for schools.

—unexpended. *Fourth.* The amount of school moneys unexpended, 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.

**Blanks furnished to town.** SEC. 14. It shall be the duty of the state superintendent of common schools to prepare and 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 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 treasurer to any town, so long as it neglects to make such fiscal returns.

**Supt. to make return to state treasurer.**

**Money withheld from delinquent towns.**

**Duties of assessors when agent fails to return scholars.** SEC. 15. When any school agent fails to return in the month of April, the number of persons in his district between four and twenty-one years of 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 apportion to each district, and to any inhabitants not 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.

**Their duty in apportioning money.**

R. S., c. 11, § 8.

**Excess, how appropriated.** SEC. 16. A town raising more money than is 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.

R. S., c. 11, § 9.

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

1877, c. 196.

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

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 be ineligible to the office of supervisor of schools, or of superintending school committee, on account of sex.

Towns to choose superintending school committee or supervisor.  
R. S., c. 11, § 10.

Sex no test of eligibility.  
1881, c. 27.

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.

Committees may appoint one of their number.  
R. S., c. 11, § 11.

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.

Neglect to choose committee or supervisor.  
R. S., c. 11, § 12.

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 twenty dollars, for any breach thereof; but said by-laws must be first approved by a judge of the supreme judicial court.

Towns to make by-laws concerning truants.

Penalty.  
R. S., c. 11, § 13.

SEC. 22. Such towns shall appoint at their annual meeting, one or more persons, who alone shall make complaints for violations of said by-

Who shall complain of violation of by-laws.  
R. S., c. 11, § 14.  
65 Me., 130.

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

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

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.

#### COMPULSORY EDUCATION.

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

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.

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

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

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 offence was committed, and shall be by him accounted for, the same as money raised for school purposes.

SEC. 26. Every boy in this state between the <sup>Delinquent</sup> ages of nine and fifteen years, who shall neglect or <sup>boy fined.</sup> 1875, c. 24, § 3. 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.

SEC. 27. It shall be the duty of the school <sup>Foregoing</sup> committee or town supervisor to enforce the sev- <sup>enforced.</sup> 1879, c. 24, § 4. eral provisions of the three preceding sections.

#### FREE HIGH SCHOOLS.

SEC. 28. When any town shall have established <sup>State aid to free</sup> and maintained a free high school as provided by <sup>high school.</sup> 1880, c. 229, § 1. 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 one-half the amount actually expended for instruc- <sup>—amount.</sup> tion 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 <sup>Proviso.</sup> 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 <sup>How paid.</sup> 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*, <sup>Proviso.</sup> 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.

Free high schools, any town may establish two. 1873, c. 52 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

—adjoining towns may maintain school.

—school districts may establish.

—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.

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.

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,

Penalty for  
misapplying  
money appro-  
priated by  
state.

Location.  
1873. c. 124, § 3.

School rooms,  
&c. how supplied  
and furnished.

Proviso.

Course of study,  
what it shall  
embrace  
1880, c. 229, § 2.

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 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 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.

Schools to be free to youth in town or district.

S. S. committees may admit pupils from without town on payment of tuition.

Free high schools subject to the school laws, except in certain cases.

—established by towns, how managed. 1875, c. 33.

—established by union of towns.

SEC. 32. Free high schools, established and 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 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 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. When established and maintained by any district —established by districts. 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 —established by districts in different towns. 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.

SEC. 33. Towns and school districts may raise Towns may raise money to maintain free high schools. money for the purpose of establishing and maintaining free high schools, and erecting buildings 1873, c. 124, § 6. and providing equipments for the same, in the same manner as is provided by law for supporting common schools and erecting school-houses.

SEC. 34. Any town may from year to year Towns may contract with and pay academies for tuition of scholars. authorize its superintending school committee to contract with and pay the trustees of any academy 1873, c. 124, § 7. 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 —entitled to state aid for expenditure. such town to the same aid from the state as if said town had made such expenditure for a free high school.

SEC. 35. The superintending school committee Superintending school committee to make annual return to state supt. or committees having the supervision of any free 1880, c. 229, § 3. high school or schools, shall annually before the

first day of June, 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

State superintendent to certify amounts to which towns are entitled. 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

—appeal. common schools, such town or district may appeal to the governor and council. The governor and council shall

Governor and council to certify amt. to treasurer. 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

Penalty for defrauding state. 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.

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

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 <sup>Trustees of free high schools, duties of.</sup> 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.

SEC. 37. It shall be the duty of the treasurer <sup>Property, how conveyed.</sup> of said trustees, when such vote is passed as pro- 1874, c. 2 § 2. vided 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.

SEC. 38. It shall be the duty of the municipality accepting the property in trust, as named in <sup>Income of property, how applied.</sup> section thirty-six, to apply the income of said 1874, c. 216, § 3. 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 <sup>Qualification of pupils, how determined.</sup> 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.

SEC. 39. All scholars residing within the <sup>Tuition to be paid by non-residents.</sup> municipality aforesaid, having the certificate named 1874, c. 216, § 4. 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.

School districts  
are corporations. 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)

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 meet-  
ings, how given.  
R. S., c. 11, § 8. 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)

(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.

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.

Meetings of school districts made valid. R. S., c. 11, § 20

SEC. 45. The district, at a legal meeting, may determine the manner of notifying its future meetings. (a)

How notified. R. S., c. 11, § 21.

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.

Moderator to be chosen. R. S., c. 11, § 22. See c. 3, § 23.

Clerk sworn. 4 Me. 46; 28 Me., 203; 38 Me., 170; 39 Me., 558; 44 Me., 384; 65 Me., 556.

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.

Choose agents. R. S., c. 11, § 23. See §§ 74, 93, 94, 95.

SEC. 48. A school district at any legal meeting called for the purpose, shall have power:

Powers of a district. R. S., c. 11, § 24.

*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.

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.

Locate school-houses.

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

Sell them.  
22 Me., 569.

*Third*—To sell and dispose of any school-house or other property, if necessary.

Regulate admissions to schools.

*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.

Instruct committee or supervisor when schools shall commence, &c.  
1881, c. 24.

*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. But in towns

In towns with no districts.  
1883, c. 187, item fifth.

or cities that have abolished the district system, the school committee or supervisor shall determine the time of commencement, and duration of the schools in said towns or cities.

Use of school-house.

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

Graded district schools  
R. S., c. 11, § 25.  
See § 6.

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.

Committee to superintend money affairs.  
R. S., c. 11, § 26.

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*)

Minority dissatisfied, may appeal to town.  
R. S., c. 11, § 27.  
39 Me., 186.

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

(*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.

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.

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.

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.

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

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

Provision, if one-fourth object.

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

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

Districts maintaining schools, may raise money

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

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, <sup>Proceedings,</sup> and give such notice as is required for a district <sup>65 Me., 188-9,</sup> meeting ; and after such hearing, they may decide where the <sup>191.</sup> 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. In towns which have abolished the school <sup>In towns with</sup> districts therein, the location for the erection or <sup>no districts.</sup> removal of school-houses and necessary buildings, and for necessary play grounds, shall be designated by vote of said town at any town meeting called for that purpose.

SEC. 57. When a location for the erection or <sup>Towns may lay</sup> removal of a school-house and necessary buildings <sup>out school house</sup> has been legally designated, and the owner thereof <sup>lots in certain</sup> refuses to sell, or asks an unreasonable price for <sup>cases</sup> it, in the opinion of the municipal officers, or resides without <sup>1873, c. 100.</sup> the limits of this state, and has no authorized agent or attorney <sup>52 Me., 146; 60</sup> within the same, they may lay out a school-house lot, <sup>Me., 405, 542-5.</sup> not exceeding one hundred square rods, and appraise the <sup>67 Me., 233-6.</sup> damages, as is provided for laying out town ways and appraising the damages therefor ; and on payment <sup>Damages, how</sup> or tender of such damages, or if such owner shall <sup>appraised.</sup>

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.

How paid.

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.

Owners aggrieved, issue may be tried by jury.

R. S., c. 11, § 34. See § 72, 60, &c., 335, 542-4; 63 Me., 192.

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

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.

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.

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

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

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.

SEC. 61. The sum fixed as the value of said lot shall be assessed, collected and paid over as provided in section fifty-eight. Sum, how assessed and collected. 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. Tender to be allowed in payment 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, either party 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. Land owners may appeal. 1873, c. 144, § 5.

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

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

Plan to be approved by S. S. committee.  
R. S., c. 11, § 35.  
1883, c. 99, § 1.

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

Summer schools.  
R. S., c. 11, § 36.

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.

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

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.

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

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

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.

#### SCHOOL DISTRICTS FORMED FROM TWO OR MORE TOWNS.

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

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

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.

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.

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.

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.

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

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

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

Powers of its officers.

ASSESSMENT AND COLLECTION OF MONEY RAISED OR  
BORROWED BY DISTRICTS.

School district  
taxes, how  
assessed and  
collected  
1874, c. 163.  
12 Me., 258; 15  
Me., 260; 28 Me.,  
203; 31 Me., 284;  
33 Me., 241; 35  
Me., 397; 38 Me.,  
169; 39 Me., 187;  
41 Me., 505, 51;  
Me., 102; 63 Me.  
280.

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.

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

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.

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

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.

District taxes  
assessed with-  
out authority.  
R. S., c. 11, § 45.

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.



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.

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

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

Money at disposal of district committee.  
R. S., c. 11, § 47.

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

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.

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

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.

Duties of assessors in such cases.  
R. S., c. 11, § 50.

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

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.

#### POWERS AND DUTIES OF SUPERINTENDING SCHOOL COMMITTEES.

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

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

Supt. school committees when first chosen shall arrange terms of office. 1886, c. 171.

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 duorum; 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.

Vacancies, how filled.

Duties. R. S., c. 11, § 54.

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

*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 days shall constitute the school week, and four weeks shall constitute a school month.

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

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

*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.

Instructors of youth, examination of.  
1873, c. 120.

*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.

Certificate to teachers.  
1870, c. 215; 20 Me., 40, 155; 26 Me., 59; 27 Me., 277 See § 98.

*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

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

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 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.

Purchase and sale of books, how regulated.

Examine schools.

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

May dismiss teachers for sufficient cause. 3 Me., 453; 16 Me., 185.

*Sixth*—After due notice and investigation, they 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.

Expel scholars. 38 Me., 391.

*Seventh*—Expel from a school any obstinately 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.

—exclude scholars not vaccinated.

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

—direct expenditures. See § 2.

*Ninth*—Direct or approve in writing the expenditure of school money apportioned to inhabitants not included in any district.

*Tenth*—Prescribe the sum, on the payment of —prescribe sums to be paid in certain cases. 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.

*Eleventh*—Determine what description of scholars shall attend each school, —classify scholars. classify them, and See §§ 68, 69. 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.

*Twelfth*—At the annual town meeting, they shall —shall make annual report. 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.

SEC. 88. They shall annually make out a state- Annual state-  
ment.  
R. S., c. 11, § 55. ment containing the following particulars:

*First*—The amount of money raised and expended for the support of schools, designating what part is raised Particulars. 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.

*Fifth*—The whole number and the average number of scholars attending the summer schools; the —return of scholars.  
1873, c. 134. 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.

—returns to  
supt. of common  
schools.

*Ninth*—They shall give in their returns, the 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.

If agent neglects  
to make return  
of scholars, S. S.  
committee must.  
R. S., c. 11, § 56.  
1876, c. 142.

SEC. 89. If any school agent neglects to return under oath made before a justice of the peace, the number of 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.

Committee to re-  
turn list of schol-  
ars in each dis-  
trict to assessors.  
R. S., c. 11, § 57.  
1876, c. 142.

SEC. 90. They shall return under oath made 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.

Committee to  
furnish books if  
parents or guar-  
dians neglect.  
R. S., c. 11, § 58.

SEC. 91. If any parent, master or guardian, 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.

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.

Compensation of S. S. committee. R. S., c. 11, § 59.

#### POWERS AND DUTIES OF SCHOOL AGENTS.

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:

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.

*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.

—to call school meetings. See §§ 42, 43.

*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.

—provide fuel, &c. 24 Me., 350. See § 95.

*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,

If agent neglects, special agent may be appointed.

who shall be duly sworn, have all the powers and perform all the duties of school agent for the district.

To account for expenditures.  
See § 95.

*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 return certified lists of children to assessors.  
See § 15,  
1876, c. 142.

*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 notify committee or supervisor about schools.  
1872, c. 87, § 1.  
See § 6.

*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.

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. 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.

S. S. committee may perform duties of agent.  
R. S., c. 11, § 62  
See § 53.

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.



## DUTIES AND QUALIFICATIONS OF INSTRUCTORS.

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. 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.

Teachers to keep school register.  
R. S., c. 11, § 63.

Not to be paid till register is completed.

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.

Instructors of colleges, &c., to inculcate morality, justice and patriotism.  
R. S., c. 11, § 64.

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

Forfeitures for teaching without certificate.  
R. S., c. 11, § 65.  
See § 87, item 5.  
20 Me., 155; 37 Me., 363.

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.

Powers of plantations to form school districts. R. S., c. 11 § 66 61 Me., 449

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.

District meeting, how called. R. S., c. 11, § 67.

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.

School districts may raise money and choose committee to provide school-houses. R. S., c. 11, § 68. See §§ 6, 48, item 1.

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.

## STATE SUPERINTENDENT OF COMMON SCHOOLS.

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.

Appointment and term of office.  
R. S., c. 11, § 69.  
1879, c. 150, § 10.

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.

To have an office at the capitol.  
R. S., c. 11, § 70.

SEC. 104. The duties of the state superintendent shall be as follows :

Duties.  
R. S., c. 11, § 71.

*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 general supervision of schools.

*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.

—obtain and disseminate information relating to school systems, &c.

—take necessary measures for holding state educational conventions.

*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 purpose of consultation with reference to the interest of common schools and the most approved method of instruction.

—may hold county institutes

*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.

—to publish abstract of proceedings of such conventions.

*Fifth*—To prepare and cause to be printed and distributed such portions of the proceedings of county and state institutes or teachers' conventions as he may deem important in the furtherance of the interests of education.

—prescribe studies to be taught.

*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.

—to be superintendent of normal schools.

*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.

—make report to governor and council, annually.  
1880, c. 239, § 28.

*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.

Salary \$1100;  
clerk hire \$700.  
1879, c. 150, § 10.

**SEC. 105.** The annual salary of the state superintendent shall be eleven hundred dollars, together with clerk hire not to exceed the sum of seven hundred dollars per annum, to be paid quarterly, on the first days of April, July, October and January.

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.

Superintendent to prepare and forward to town clerk blanks for school returns. R. S., c. 11, § 73.

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.

To notify delinquent school committees; also to return to state treasurer number of children between 4 and 21. R. S., c. 11, § 74.

### NORMAL SCHOOLS.

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.

Three normal schools, where located. R. S., c. 11, § 83. 1878, c. 44.

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

Their objects.

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

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

*Fourth*—Said normal schools, while teaching the fundamental truths of Christianity, and the great

Christianity and morality to be taught.

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.

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.

*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.

Course of study arranged by superintendent.  
R. S., c. 11, § 84.

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.

Trustees may extend it  
1874, c. 190.

Diplomas provided for.  
R. S., c. 11, § 85.

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.

Applicants for admission, qualifications of.  
R. S., c. 11, § 86.

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,

two years after they shall have graduated ; and on these conditions shall be received without charge for tuition ; Tuition.  
each pupil shall pay one dollar and fifty cents for incidental expenses of the school.

SEC. 112. The normal schools established by Trustees of normal schools, appointment of, &c. 1873, c. 114.  
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 —term.  
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 —compensation.  
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 —powers and duties of.  
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 —report of.  
the legislature, a financial statement, furnishing an accurate detailed account of the receipts and expenditures for the school-year preceding.

SEC. 113. For the support of the three normal Annual appropriation of \$19,000. 1881, c. 96, § 1.  
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 Treasurer to deduct same from school moneys. 1881, c. 96, § 2.  
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, Governor, &c., may draw warrants in favor of trustees. 1873, c. 114.  
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.

Forfeitures,  
how recovered  
and appropri-  
ated.  
R. S., c. 11, § 88.

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.

Penalty of  
town for neg-  
lect to expend  
money.

Penalty for  
disturbing  
schools.

R. S., c. 11, § 89,  
27 Me., 278.  
35 Me., 197.

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.

Parents or  
guardians  
liable.

R. S., c. 11, § 90.

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.

Penalty for  
defacing school-  
houses, out-  
buildings, &c.  
1874, c. 165.  
See c. 124, § 13.

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



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.

SEC. 118. The treasurer of state shall keep a <sup>Permanent school fund.</sup> separate account of all moneys received from the <sup>R. S., c. 11, § 91.</sup> 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.

SEC. 119. The treasurer shall, immediately <sup>Treasurer to apportion school funds.</sup> after the first day of July, apportion to the towns <sup>R. S., c. 11, § 92.</sup> all state school funds for the year, according to <sup>See §§ 6, 88, item 9.</sup> 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 <sup>Basis when returns are not received.</sup> which either the school committee or the municipal <sup>1883, c. 129, § 2.</sup> authorities thereof have failed to make the returns required by law, 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 <sup>Not to be paid until return is made.</sup> not be paid to any town until its return is made to the superintendent of common schools.

Mill tax for support of schools.  
1872, c. 43, § 1.

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.

How assessed and collected.  
1872, c. 43, § 2.

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.

To be distributed in January annually.  
1872, c. 77.

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.

Any portion unexpended to be added to permanent school fund.  
1872, c. 43, § 4.

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.

#### PROVISIONS RESPECTING LITERARY INSTITUTIONS.

Presidents of colleges, tenure of office.  
R. S., c. 11, § 93.

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.

Fees for degrees conferred.  
R. S., c. 11, § 94.

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.

Innholders, stable keepers, and certain others not to give credit to students.  
R. S., c. 11, § 95.

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,

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.

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 and council may send deaf persons to Hartford Asylum or to Portland school for deaf. 1879, c. 110, § 1.

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.

Governor to pay for instruction, &c., by warrant. 1879, c. 110, § 2. Not over \$175 a year per pupil.

SEC. 129. The following blank forms shall be used in all applications:

Form of application. 1879, c. 110, § 2.

, 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 Hartford, or to the Portland School for the Deaf at Portland, Maine.

(Signed)

\_\_\_\_\_.

1, 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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