

# 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

1885

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VOLUME II.

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AUGUSTA:

SPRAGUE & SON, PRINTERS TO THE STATE.

1885.

THIRTY-FIRST ANNUAL REPORT  
OF THE  
STATE SUPERINTENDENT  
OF  
COMMON SCHOOLS.

STATE OF MAINE.

1884.

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AUGUSTA :  
SPRAGUE & SON, PRINTERS TO THE STATE.  
1885.





# State of Maine.

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EDUCATIONAL DEPARTMENT, }  
Augusta, Dec. 31, 1884. }

*To Governor FREDERICK ROBIE, and the Honorable Executive Council:*

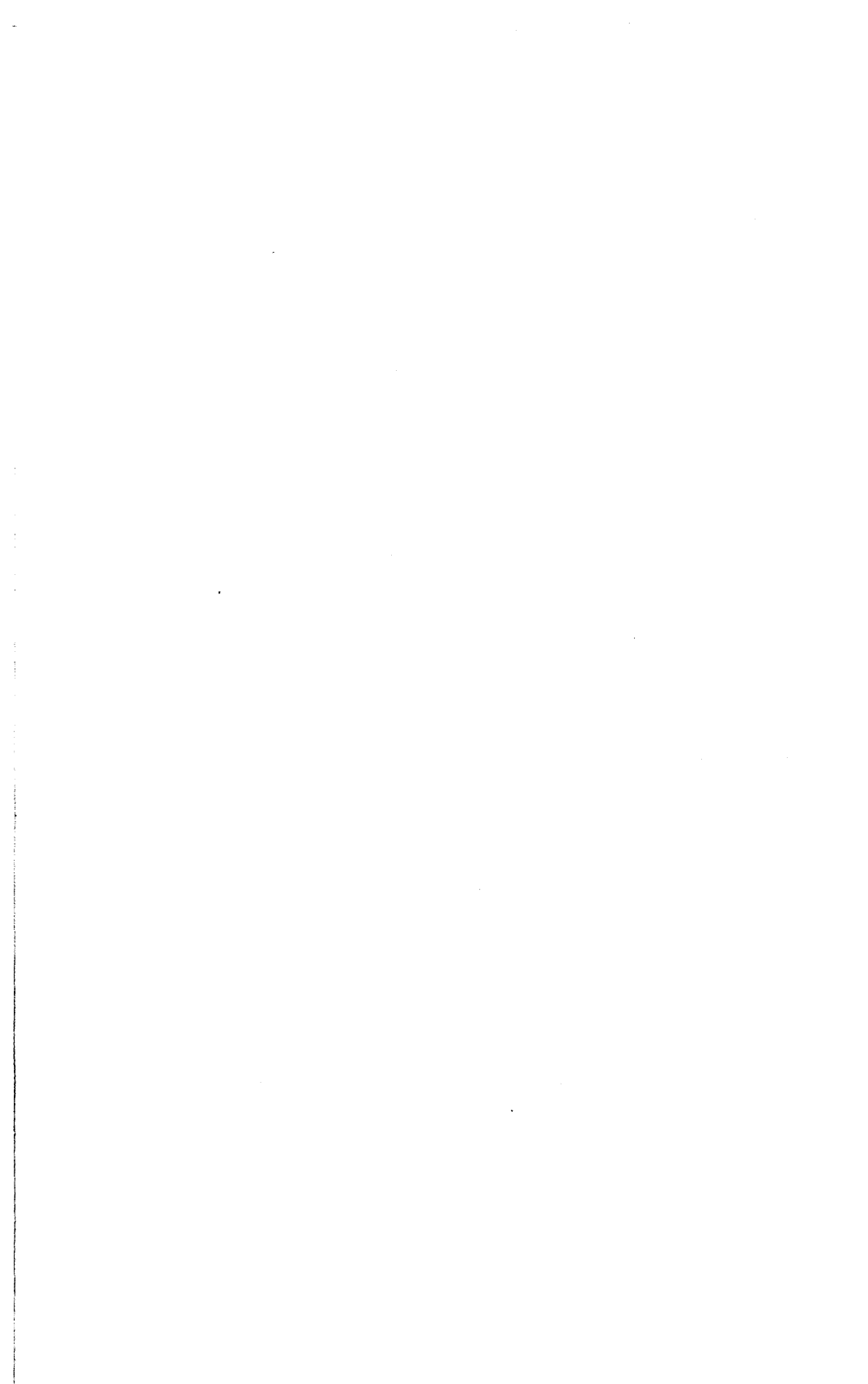
GENTLEMEN:—As required by law, I respectfully submit the following Report of the condition, progress and needs of the Public Schools of Maine.

Very respectfully,

Your obedient servant,

N. A. LUCE,

*State Supt. of Common Schools.*



# REPORT.

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## COMMON SCHOOLS.

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### RETURNS.

The school committees of twelve towns and plantations and the municipal officers of eleven, have failed, during the year, to make their returns as required by law. In case of two plantations neither of these two parties performed their duties in the making of required returns. The following is a list of the municipalities whose officers have been thus delinquent, and which have, in consequence, severally forfeited a tenth of their State school moneys for the current school year, viz: Auburn, Aurora, Bath, Belmont, Chester, Carrying Place pl., Frankfort, Greenvale pl., Greenfield, Howland, Kossuth, Montville, No. 21 pl., Prospect, Rockland, Staceyville pl., Stetson, Webster, Wesley, West Bath, Wiscasset. Here are losses to the schools in twenty-one municipalities, ranging in amount from \$2 to \$550.

And these losses are worse than needless, because resulting from inexcusable neglect of duty. On the first day of April, when the officers whose duty it is to make these returns have been selected, the necessary blanks are forwarded directly to them by mail. Those blanks, on their face, plainly state that they are to be filled and sent in on or before the first day of May. On the first day of June special notice is sent in like manner to every town from which returns have not been already received, in which notice is made specially prominent the fact that forfeiture will accrue, if the required returns are not

made before the first day of July. There would seem, therefore, to be not the shadow of an excuse for failure to make these returns. Such failure is a criminal neglect of duty, and the penalty therefor should fall in some way upon those responsible for it.

### STATISTICS.

The usual statistics, showing in detail the condition of the schools in every town and county in the State, will be found as usual in the appendix to this report. They have been corrected to date, and so summarized and classified in the following comparative statements as to indicate in brief, both the absolute general condition of the schools, and their condition as compared with that of the preceding year.

#### I. RESOURCES AND EXPENDITURES.

	1883-4	1882-3
Amounts available from town treasuries...	\$725,862	\$706,843
Increase .....	\$19,019	
Amounts available from State treasury...	337,890	338,618
Decrease .....	728	
Amounts derived from local funds.....	27,312	33,554
Decrease .....	6,242	
Total school resources—current..	1,091,064	1,079,015
Increase .....	12,049	
Amounts expended—current .....	1,020,082	1,001,470
Increase .....	18,612	
Balances unexpended.....	70,982	77,545
Decrease .....	6,563	
Amounts paid for supervision.....	31,095	30,591
Increase .....	504	
Amounts paid for new school-houses. ...	82,873	75,664
Increase .....	7,209	
Total expenditures—current and general.	1,134,050	1,107,725
Increase .....	26,325	
Average expenditures per scholar—whole number in State .....	5.31	5.19
Increase .....	0.12	

	1883-4.	1882-3.
Average expenditures per scholar—whole number attending.....	7.75	7.54
Increase .....	0.21	
Amount of school money voted for ensuing year.....	667,970	645,935
Increase .....	22,035	

II. SCHOLARS AND SCHOOL ATTENDANCE.

Whole number of scholars in State.....	213,524	213,877
Decrease .....	353	
Number of different scholars attending school,	146,345	146,916
Decrease .....	571	
Number registered in summer schools..	118,020	118,354
Decrease .....	334	
Average number attending summer schools,	97,414	99,707
Decrease .....	2,293	
Number registered in winter schools .....	120,655	119,663
Increase .....	992	
Average number attending winter schools..	100,630	99,561
Increase .....	1,069	
Percentage of whole number of different scholars attending to whole number in State,	.69	.69
Percentage of average number attending summer schools to whole number in State ...	.46	.47
Decrease .....	.01	
Percentage of average number attending winter schools to whole number in State..	.47	.46
Increase .....	.01	
Percentage of average attendance for year to whole number in State .....	.47	.47
Percentage of average to registered attendance in summer schools .....	.82	.82
Percentage of average to registered attendance in winter schools .....	.83	.83

III. LENGTH OF SCHOOLS.

Average length of summer schools .....	10w. 0d.	10w. 0d.
Average length of winter schools ....	10w. 4d.	11w. 0d.
Decrease.....	1 day	

	1883-4.	1882-3.
Average length of schools for year.....	20w. 4d.	21w. 0d.
Decrease.....	1 day	
Aggregate number of weeks of summer schools taught in State.....	49,820	49,680
Increase.....	140	
Aggregate number of weeks of winter schools taught in State.....	51,840	51,216
Increase.....	624	
Aggregate number of weeks of school per year.....	101,660	100,896
Increase.....	764	

## IV. CHARACTER OF SCHOOLS.

Whole number of different schools.....	4,767	4,797
Decrease ..	30	
Whole number of graded schools ..	768	777
Decrease ..	9	
Whole number of ungraded schools.....	3,994	4,020
Decrease ..	26	
Number of ungraded schools having classes in history.....	2,151	2,061
Increase ..	90	
Number having classes in physiology.....	1,211	1,088
Increase ..	123	
Number having classes in book-keeping ...	1,430	1,351
Increase ..	79	
Number having classes in studies other than those prescribed by law ..	1,205	1,180
Increase ..	25	

## V. TEACHERS.

Number of male teachers employed in summer schools.....	272	257
Increase ..	15	
Number of male teachers employed in winter schools.....	1,816	1,868
Decrease..	52	
Number of female teachers employed in summer schools.....	4,710	4,711
Decrease ..	1	

	1883-4.	1882-3.
Number of female teachers employed in winter schools .....	2,948	2,788
Increase .....	160	
Total number of teachers in summer schools	4,982	4,968
Increase .....	14	
Total number of teachers in winter schools	4,800	4,656
Increase .....	144	
Number of different teachers employed during year .....	7,448	7,599
Decrease .....	151	
Number who had had previous experience..	6,374	6,402
Decrease .....	28	
Number who had graduated from Normal Schools .....	587	601
Decrease .....	14	
Average wages of male teachers per month	\$32.59	\$31.87
Increase .....	0.72	
Average wages of female teachers per month	16.28	15.36
Increase .....	0.92	

VI. TEXT-BOOKS AND SCHOOL APPLIANCES.

Number of towns reporting "Schools well supplied with text-books".....	434	431
Increase .....	3	
Number of towns reporting "Schools not well supplied with text-books" .....	51	55
Decrease .....	4	
Number of towns reporting "Schools supplied with uniform text-books" .....	360	363
Decrease .....	3	
Number of towns reporting "Schools not supplied with uniform text-books" .....	125	123
Increase .....	2	
Number of ungraded schools furnished with globes .....	382	350
Increase .....	32	
Number of ungraded schools furnished with wall maps .....	1,580	1,455
Increase .....	125	

	1883-4.	1882-3.
Number of ungraded schools furnished with charts of any sort . . . . .	271	205
Increase . . . . .	66	

## VII. SCHOOL DISTRICTS AND SCHOOL-HOUSES.

Number of towns in State not having school districts . . . . .	54	49
Increase . . . . .	5	
Number of school districts in State . . . . .	3,865	3,969
Decrease . . . . .	104	
Number of parts of districts . . . . .	329	321
Increase . . . . .	8	
Number of school-houses . . . . .	4,312	4,292
Increase . . . . .	20	
Number of school-houses reported in good condition . . . . .	3,046	3,022
Increase . . . . .	24	
Number built during the year . . . . .	73	71
Increase . . . . .	2	
Cost of same . . . . .	\$82,873	\$75,664
Increase . . . . .	\$7,209	
Estimated value of all school property . . . . .	3,045,822	2,970,956
Increase . . . . .	74,866	

## VIII. SCHOOL SUPERVISION.

Number of towns electing supervisors . . . . .	291	281
Increase . . . . .	10	
Number of towns electing school committees . . . . .	204	216
Decrease . . . . .	12	
Number of committees and supervisors failing to make returns as required by law, . . . . .	12	19
Decrease . . . . .	7	
Number of terms of school not visited as required by law . . . . .	983	1,026
Decrease . . . . .	43	
Amount paid by towns for supervision . . . . .	\$31,095	\$30,591
Increase . . . . .	\$504	



## ANALYSIS OF STATISTICS.

Even a cursory examination of the foregoing statistics reveals an improved condition of the schools as compared with that of the preceding year. They indicate, generally, zealous and wise efforts on the part of all directly concerned in public school work to lift these nurseries of intelligent citizenship and of well ordered living to larger effectiveness. In them may be found, therefore, encouragement to continued effort along the same lines of activity which have led to the results shown, and to the seeking of other lines of improvement. Teachers, school officers, all engaged or interested in the common schools, should study them carefully, then, with a heedful interest, not alone in what they show of the comparative condition, but also of the absolute condition of these schools. Thus effort for their further improvement will be wisely directed, whether such improvement be sought under the system as it exists, or in changes of system by legislation.

To aid in such study the following analysis is attempted. It will seek to find answers to the following questions: What specific improvements have been made? What forces have availed in producing them? In what other directions should improvements be sought? What new forces should be brought into activity in order to their attainment? What forces, if any, acting to the detriment of the schools must cease to be operative in order to bring them to their fullest possible efficiency? In brief, considering the comparative and absolute conditions of the schools as shown by these statistics fairly interpreted, what in their management should be continued, and what changed? In such analysis the statistics will be examined under two points of view, viz: 1, as to improvement shown; 2, as to needs indicated.

## 1. IMPROVEMENTS SHOWN.

First, In resources and expenditures.—As compared with the preceding year, larger amounts were expended, both for current and general purposes. For such increased expenditures, resources were provided by increase of local appropriations and by a more careful husbanding of all resources. Back of these results, as prime cause of them, must have been a larger and more intelligent popular interest in the schools, manifesting itself in a demand for better teachers, better supervision, and increased appliances. Indeed, such demand is proved by the statistics grouped under those heads. Financially, then, the conditions are those of improvement.

Second, In scholars and school attendance.—The small increase of 870 in the number of persons of school age in the State, shown by the statistics of last year, is this year followed by the still smaller decrease of 353. The hope expressed in last year's report, that the increase then appearing, the first, with one exception, for thirteen years, was the beginning of a series of increases as constant as the series of decreases had been, has proved deceptive. The decrease this year, however, is so small, when compared with the averages for the decade past, aggregating over 12,000, that there is still hope of future improvement in this regard. Should there not be a change in this practically constant diminution in our school population, the time is not distant when many school-houses in the rural sections of our older farming towns, must be closed from want of scholars to occupy them. Indeed, even now the number of schools registering less than ten scholars is very considerable, and the wastage of school moneys expended for their support is large.

The decrease in the whole number of different pupils attending the schools is somewhat larger than that in the number of persons of school age. In the registered attendance upon summer schools, the decrease corresponds very nearly with that in school population, while that in average attendance is very marked, and evidently points to the existence of some

condition or conditions of exceptional character, such as, perhaps, the prevalence of epidemics peculiar to childhood. That it is not due to a general diminution of parental interest or to poor teaching, is evident from the marked increase in both registered and average attendance upon winter schools.

Taken as a whole, the statistics now under consideration are least satisfactory of any, because least indicative of progress.

Third, In length of schools.—There was a loss of one day in the average annual length of all the schools in the State, but an increase, nevertheless, in the aggregate amount of services rendered by teachers. The diminution in length was of ungraded schools, and the increase in amount of service was because of the employment of an increased number of teachers in the graded schools. The larger expenditures already noted must, therefore, have been incurred for better instruction, and under this view these statistics are indications of progress; for our schools need improvement in quality more than in quantity of instruction.

Fourth, In character of schools.—There is indicated by the statistics grouped under this head, a movement, or rather the continuance of a movement, toward a much needed reduction in the number of schools by consolidation. During the last two years this movement has been specially marked, resulting in a decrease of 188 in the whole number of different schools, and of 192 in the number of ungraded schools.

Another movement in the right direction, equally as marked, is shown in that part of these statistics which relates to the scope of the work done, the course of study pursued. With the employment of better teachers, and under more careful and better directed supervision, evidenced by statistics elsewhere considered, there has been a broadening of instruction toward the practical. This is shown in the increased and increasing number of schools having classes in history, physiology and book-keeping. In order to this enlargement of work which the schools have taken on, there must have been

also an elimination of much of the useless and impractical in the teaching of the more common branches, and a general systematizing of the instruction in all lines of work.

In short, these statistics indicate very encouraging improvement in our ungraded schools, by the reduction of the number of needless small schools, and in the introduction of a broader, more practical and systematic course of instruction.

Fifth, In teachers.—Three things are especially noticeable in the statistics under this head, viz: (1) a large increase in the number of female teachers employed in winter schools; (2) a corresponding decrease in the number of different teachers employed during the year; and (3) a noticeable increase in wages paid, especially to female teachers. The same things were noticeable in the statistics of the preceding year, which fact indicates the operation of forces likely to be permanent in action.

The increase first named is evidence of a general effort to secure better qualified teachers for the smaller schools, by taking advantage of the fact that females of higher qualifications, because of the difference in compensation commanded by the two sexes, can be secured for the same pay as inferior teachers of the other sex. The decrease second named, is evidence of a growing tendency to more permanency in the teachers' tenure of office—a tendency to continue teachers in the same schools term after term, instead of changing them every term, as has been too much the practice. The increase third named—in wages of teachers—is evidently the result of the same force that manifested itself in increased expenditures, in the broadening of the scope of ungraded school work, and in the increased number of female teachers employed—a growing demand for better instruction and better qualified teachers.

Sixth, In text-books and school appliances.—The statistics under this head show little change in the condition of the schools as to supply and uniformity of text-books. That so little change is manifest, is evidence of care on the part of school committees and supervisors, since the conditions of

supply under our present system are favorable to change, and not for the better.

In the matter of appliances for teaching, other than text-books, improvement is evident, though small in amount. When considered, however, with regard to the limitations of our laws governing in this regard, which are such, in towns having the district system, as to be almost a veto upon the furnishing of anything beyond the barest necessities in the line of school appurtenances, and often hardly those, the showing here made becomes more significant. It is in unison with other indications of improvement in popular opinion in the line of a more intelligent appreciation of the needs of the schools, and more earnest and general effort to supply those needs in despite of the difficulties in the way.

Seventh, In school districts and school-houses.—The movement toward the abolition of that educational iniquity, the school district system, still continues. Milo, Parkman, Pittston, Washburn, and Reed Plantation are the towns which this year have entered upon the better town system of school management. There are now 54 towns in which all children have equal school privileges afforded them, and all tax-payers bear equal burdens, in proportion to their taxable rating, for the maintenance of the schools. In addition to the five towns this year voting abolition, several others failed to do so by small margins. All indications point to a rapidly growing public opinion favoring the ridding of our school system from this outworn outgrowth of social conditions which have long since ceased to exist, and the substituting for it of something more in consonance with present conditions—a public opinion that will ere long make itself manifest in legislation.

In the same line with the abolition of the district system, and resulting in part from it, is the noticeable decrease in the number of school districts. But about half of this decrease, however, is due to the cause named, since the towns discarding the system contained only 54 districts. Of the 500 districts reported by school committees a year ago as in their

opinion superfluous, about ten per cent appear to have passed during the year out of being by consolidation.

In the matter of school-houses, conditions have but slightly changed, but such slight change is for the better. Evidently districts without houses, and there are such in the newer parts of the State, have furnished themselves with them, repairs have been kept fairly up, and old and ill-conditioned houses have given place to new. The improving conditions indicated in other directions, in short, are indicated here also.

Eighth, In school supervision.—There has been evident, for several years, a gradual change from the committee to the supervisor plan of school supervision. If but one plan can be had, the latter is the better, because more efficient. The statistics under this head indicate that the tendency toward the general adoption of this plan still continues and that as a result the schools have been more carefully watched over and directed in the work, as evidenced by the figures, showing decrease in the number of schools not visited as required by law, and increase in the amount paid for supervision.

Ninth, As a whole.—The statistics for the year, fairly analyzed and interpreted, indicate—more than indicate—give positive evidence of improvement in the condition of the common schools. They show a more active, effective and intelligent public interest in them, manifest in larger appropriations and expenditures for their maintenance; in securing better instruction by the employment of better qualified teachers, more permanently employed, and furnished with better appliances for work; in broadening, and yet making more practical and systematic, the lines of study taught in them; in improving school-houses, and in demanding a more careful, vigilant and efficient supervision of them. They thus considered answer in part the questions raised in the outset of this analysis, and encourage to continued and more earnest effort on the part of all having to do with the management of these schools, along the same lines of activity which have led to the results attained.

## 2. ACTUAL CONDITION.

As already stated, the statistics for the year are to be studied not only as to the relative, but, also, as to the actual condition of the schools which they show. While they prove an encouraging progress in excellence, do they indicate progress to such an extent, and along such lines as to be fully satisfactory, or are there existing in the present system of management conditions such that they cannot be pushed forward to a satisfactory state of efficiency without change of system? In other words, granting, as all will, that there is need of further improvement—and large improvement—in order for our schools to reach the standard of excellence which they ought to attain, what changes in system are needed; and to make such changes what legislation, if any, is necessary?

First, As to finances.—School revenues should be so raised as to be certainly and constantly available; as to bear equitably upon the property made contributory to them; as to be sufficient for all regular demands upon them; and the method of raising should be such that, while affording always a fixed minimum of resources, it shall leave the maximum to adapt itself to varying wants and needs. They should be so apportioned and expended as to give equal privileges and benefits to all concerned, by methods such as shall be as little wasteful as practicable, and under conditions such as shall render them most efficient for all educational ends. And in both the raising and expending, there should be responsibility and accountability to some authority competent to see that honesty and efficiency characterize the whole process. Under our present system the conditions here outlined obtain only in part.

Our method of raising school moneys is in principle and practice as well adapted to all our needs as any that could be adopted. Consisting in a combination of local and State taxation, the former by law fixed as to minimum, but under local control as to maximum amounts, the latter practically constant

in both regards, it gives us a revenue always sure, fairly equitable in its imposition, and sufficiently flexible to be easily adjusted to changing local needs. Were the schools under a different system of management, so that the large waste now compelled by unnecessary small schools could be stopped, the method would give enough for all practical needs. In regard to method of raising, therefore, no change of system is needed—indeed any change is to be deprecated.

Our plan of apportioning to the schools and expending for them, the revenues so wisely raised, is open to several and serious objections. Parcelling out the funds to school districts varying widely in school population in proportion to that population, it of necessity compels a glaring inequality of school privileges. Expending them through the agency of the school district system as it exists to-day, with its many small and useless districts, it necessarily compels large waste through needless expenditures for the support of needless schools; and so, solely because of the school district system and its iniquities, the children for whom our property is taxed are deprived of the equal benefits that ought to accrue to them from the proceeds of such taxation, and we as tax-payers are compelled to see our substance wasted.

Accountability to the State for the raising of the legally required local funds, and for the lawful expenditure of all school revenues, is secured, so far as towns are concerned, by the returns required of the municipal officers. Were it not for the intervention of the district agents in the handling of these revenues, and the opportunities which the district system in its practical workings gives for the diversion of portions of them to illegal uses, such accountability would be sufficient to prevent dishonest practices. With the system as it is, however, petty stealing from the school funds is not uncommon, and cannot well be prevented.

In order, then, to an equitable, economical and honest use of our school revenues, the district system must be got rid of



either by the voluntary action of towns, or by the legislative fiat of the State.

Second, As to school attendance.—In this regard statistics show a condition of affairs needing remedy. Of the 213,524 persons of school age in the State, 67,179, or one in every three, failed to attend the schools at all during the year. Making all due allowances for that part of our school population less than six and more than seventeen years of age, there was still evidently too large a number of those of the intervening age not in the schools. Children somewhere in the State are being wronged of their birth-right, and the State is suffering detriment by having foisted upon her a body of ignorant citizens. Parental indifference often, oftener parental cupidity, in rural towns to some extent, to larger extent in manufacturing centers, is working this evil. Something should be done to correct it. The general compulsory law, now as a dead letter cumbering our statutes, should be so amended as to make it effective; and those provisions of law which are intended to regulate the employment of children in manufactories, should be made operative. The conditions here shown by statistics are a wrong alike to the tax-payer, to the children and to society. The State as the conservator of the rights of all these, should see to it that this wrong is righted by further and more effective legislation.

Third, As to length of schools.—Five months is the average length of all the schools—graded and ungraded—in the State. The average length of the former class is seven and a half, and of the latter, four and a half months. Quite a large percentage of the latter class, moreover, do not exceed three months in length. This striking disparity in amount of school privileges afforded, a disparity found in more or less marked degree in every town where the district system prevails, is a wrong that should be early corrected, and with the correction of this wrong should go correction of the other fault here manifest, the too small average length of schools. We raise money enough annually to give, if expended properly

and wisely, every child in the State school privileges for six months in the year. Let us but remove the cause of this existing disparity, by the abolition of its cause, the district system, with its wasteful and needless expenditures for small and needless schools, and we shall need no larger resources than our present system of providing for the support of the schools would furnish, to give every child the privileges of six months of better school even than a majority of them now enjoy. Until such abolition is secured, the condition of our schools in this regard will continue to give the lie to our claim that ours is a government affording equal privileges to all.

Fourth, As to character of schools.—The common schools have for their end the education of the masses. They are to fit them for the common activities and duties of life, as citizens, as workers, as constituent elements of society, as right living men and women. Intelligence, physical health, mental power, integrity of character, and the habit of obedience to authority, whether of law or of the well ordered customs of social life—these are essential to right living in every station, whether high or low. The scope of common school instruction should be, therefore, so wide as to include those branches of knowledge essential to intelligent citizenship, to intelligent labor, to intelligent business management, to intelligent and healthful living and doing in the common walks of life. Every child should find in every school opportunity to gain such intelligence. Because of the end for which the common school is established, and of the conditions under which it exists, it must give such opportunity or fail of its full purpose.

Do our common schools answer these requirements? Do they offer to all the children within our borders such a culture that they may enter upon life's business and life's duties, not alone able to read intelligently and intelligibly, to write legibly and with facility, to use numbers accurately and readily in the every-day affairs of life, and in the simpler forms of ac-

counts applicable to ordinary business, but able, also, to think clearly and to express thought with a fair degree of correctness and facility in both oral and written form; fairly intelligent about the world in which they live, its peoples and their government, social condition and businesses, and especially intelligent regarding the geography and resources of their own State and nation; knowing the outlines of their country's history, and so imbued with a pride in its grand march to the forefront of the nations through the toils and sacrifices of its founders and builders; having sufficient knowledge of the spirit and form of the government under which they live to enable them to use rightly and intelligently the high privileges of citizenship; and so far versed in the laws of health that they may not ignorantly sin against their physical being and waste the powers upon which happy living and productive living depends? To these questions the statistics give answer in part, and that answer is not satisfactory. In not half of the ungraded schools is history taught; from less than one third do the pupils graduate with any knowledge of accounts; in only a fourth do any of them learn anything of their physical being and of the laws governing its growth into symmetry and sturdy health; and in still fewer is there any systematic, real instruction in the principles and practices of our government, even in its simplest and commonest details. Surely these schools are but illy preparing their pupils for the duties and activities of the life of to-day.

There is evident need, then, of lifting the ungraded schools—the common schools of the common people, the rural schools in which are found the brawn—and brain as well—of our State—to a higher plane. There is need of something that shall broaden their work, and, especially, bring the great majority of them up to the present level of the minority. But in order to this, that disparity in length to which attention has already been directed, and that disparity in quality of instruction which co-exists with disparity in length, must be

made to disappear. The district system must be abolished, and with its abolition must be inaugurated a system of local oversight and supervision, that shall be strong, and wise and vigilant enough to bring system, and definite order, and symmetry and economy of time and force into the courses of study pursued in these schools, in place of the hap-hazard, indefinite, formless and wasteful work now done in them. It is no idle theory that a system of ungraded schools of varying size can be brought to do uniform work, and work broad and complete enough to fulfil all the demands of fit preparation for all the somewhat exacting calls of the common life of to-day. It is a fact demonstrated otherwheres than in our State, and in process of demonstration here; but a condition precedent to its accomplishment is that such a system must be managed under a plan widely different from that obtaining in most of our towns.

Fifth, As to teachers.—While statistics for the past year, and for several years, have shown a constant and very satisfactory improvement in the teachers employed, both as to literary and professional qualifications, and as to permanency of tenure, yet they at the same time show conditions in both regards which demand more radical and speedy amendment than can be secured by any forces now operative.

While 7,448 different teachers are required to teach 4,767 schools, there must be changes in teachers from term to term to such extent as must result in large waste of time and force. And these changes and the consequent waste must be of and in the work of the ungraded schools; for the graded schools very wisely continue, as a rule, the same teachers in office term after term, and year after year. They recognize the fact that education is a continuous process, like the building of a house, and that it is about as absurd to employ a new educational workman at the beginning of every term, as it would be to employ a new builder once a month. There is a similar waste of time in the former as in the latter case. In both cases the new worker must waste time and force in ascertaining

what has been done, and what must be done to carry the work forward. And, hence, in the school, the value of at least two weeks' work is lost by every such change. Such waste occurs in at least three-fourths of our ungraded schools every year, and will continue so to occur, in large measure, so long as the district system continues, and school agents have the selection of teachers.

Again, of the 7,448 teachers employed during the year, 1,074, or one in every seven, was new to the work. It is safe to say that of this latter number not more than fifty, at most, had ever received any training for their work other than that gained incidentally while pursuing their school studies. They entered upon the work of teaching more or less fully prepared in knowledge of the subjects to be taught—possessing therein the tools to be used in their work, but with no skill in using them, and with but very indistinct ideas as to the manner of using them to the best advantage. Of professional qualifications they had little or none. Of any knowledge of the nature of the human mind and the laws governing its development, knowledge fundamental in the work they had to do, they were wholly innocent. To the ends of education as a preparation for life by the acquiring of practical and usable knowledge, and by the forming of correct habits of thinking and doing, they had given little or no thought, and in their work gave little or no heed. So their work must have been largely machine-work—imitative work, and not work alive with definite purposes,—and hence must have been the work of apprentices rather than fully-equipped workmen. Of such work the waste is large. It cannot be measured numerically, and so be made to appear in statistics; but it is not the less to be deprecated and guarded against. Anything, therefore, in our system of school management which tends to perpetuate this condition of things, which may seem to make necessary the employment of inexperienced teachers who have not received special training preparatory to their work, should be eradicated from the system.

In short, while teachers are selected as they now are ; while the conditions are such that every third school must, perforce, secure a cheap teacher, and hence a poor teacher ; in a word, while the school district system stands, little can be done to secure a better class of teachers for our ungraded schools. That system stands here, as in other directions, straight across the path to better things. How long must this monument to our educational stupidity exist?

Sixth, As to text-books and school appliances.—In preceding reports I have discussed somewhat at length the condition of the schools as regards the selection and supply of text-books, and the furnishing of school appliances. The conclusions reached in those discussions, and which nothing in existing conditions would seem to modify, are as follows :

As regards text-books, there is needed some method of selection and of supply other than that now prescribed by law. Such a method should be one which should give uniformity in any particular school, with a full supply for every pupil of the best books at the least possible cost. Under our present methods uniformity in any school presupposes uniformity in all schools in the same town, a condition which, as the statistics show, does not exist in one-third of the towns in the State. The conditions as regards supply are somewhat more satisfactory, though in about one-eighth of the schools there is lack in this regard. As to character and quality of books used, we have no exact statistics showing present conditions. It is a matter of general knowledge, however, that a very considerable number of different series is to be found in the schools of the State,—in some subjects as many as twenty,—and all of these can not be “the best.” As to cost no statistics are needed. Every individual who has to supply books for the use of his children has learned at the expense of his purse that they cost too much. Indeed, they come to the consumer through so many hands that the accumulated profits are often more than the original cost of production. To remedy these evils—and they are evils of

no little moment — several plans have been suggested, such as State uniformity in some one of its several forms; State publication; county uniformity; the town's becoming the agent for furnishing at cost, etc., etc. No one of these plans has proved, when tested in practice, a practicable remedy. The only complete remedy for evils such as grow out of our present method — the only plan which has proved itself invariably to answer to all the conditions of the text-book problem, is the "free text-book" plan. Wherever tested in our State and others, by towns and cities, it has been found so advantageous to parent, pupil and school that it has never been discarded. In Massachusetts, where it was last year adopted for the whole commonwealth by legislative action, it has already proved of such signal benefit as to have come into general favor. We in Maine would act wisely if we should follow the example set by our mother State in this regard, and settle this perplexing text-book problem once for all, by an enactment compelling all towns to furnish all necessary books free of all expense to all pupils attending the schools. We should thus make common school education free in reality, as well as in name.

As to other appliances for assisting in instruction, such as globes, outline maps, charts, etc., our methods of supply are still more defective than those for furnishing text-books, and in consequence the schools are in this regard in worse condition. The law leaving supply to district action, requiring vote in district meeting to provide therefor either by taxation or by use of school funds, practically negatives supply. As a result, the schools are largely bare of these important adjuncts to instruction, which, in view of the larger demands made upon the school of to-day by the broader courses of study pursued and the shorter time in which pupils are compelled to secure their education, are almost absolutely necessary to meet such demands. How illy furnished our ungraded schools are in this regard the statistics show. The fact that not one in ten of them is supplied with a globe,

that not half of them possess even a single wall map, and that hardly one in fifteen has a chart for teaching reading, arithmetic, penmanship, physiology, or anything of the kind, is sufficient evidence that some change is needed in our methods of supply. The only change that will reach the root of the evil is to make the town, instead of the school district, responsible for the furnishing of these appliances, by the abolition of the district system.

Seventh, As to school-houses.—The condition of the school-house is not only an important factor in the success of the school, but is, also, to a considerable extent, an index to and the creator of the educational sentiment of the community. In both regards it should be in situation and surroundings, in architecture and exterior appearance, and in interior finish and furnishing, not only adapted to the special purposes for which it is intended, but of such character as to be in itself a source of pride to, and a silent but potent teacher of pupils and people.

As a school-house—as the daily home of the school—it should be spacious enough, and so ventilated that the conditions of health and continued mental activity shall be secured; so arranged as to aisles and seating that necessary class movements may be conducted with system and without confusion; so warmed as to secure an even and uniform temperature for head and feet, and in every part of it; so lighted as not only to work no harm to the eye-sight of pupils, but to be cheerful and pleasant; and so finished as to be not only neat and tasty, but beautiful to the eye. In situation it should be healthful and attractive, not surrounded by unsightly rocks and brambles, not squat upon the borders of a swamp or waste common, not perched upon some bleak hill top, nor crowded into the angle of some cross-road. Nor, on the other hand, if in a village or city, should it be in the very midst of the bustle and noisy activity of business. It should be so situated, in short, even if such situation should bring it a little aside from the exact geographical center of the dis-



trict to be accommodated by it, that it can be surrounded by sufficiently spacious grounds to set it apart from other buildings without isolating it, and that its site can be adorned and beautified. Connected with it, but not pushed obtrusively into sight, should be suitable out-houses for the storage of fuel, and for the decent observance of the decencies of life. Such a school-house, so situated and surrounded, will make school work easy and pleasant to teacher and pupil. It will be in itself an educational force, making the children more refined, more gentle and more beauty-loving; and, an object of pride, as it will be to the community, it will be a constant inspiration to intelligent and effective interest in school concerns. That few of our school-houses even approach the not over-drawn ideal here presented, it needs no citing of statistics to show; for it is a matter of common knowledge. On the other hand, it is equally a matter of common knowledge that too many of them, instead of being in any regard fit for the purposes for which they have been erected, either in size, arrangement or surroundings, are wholly unfit—are unhealthy, unsightly, unattractive, repulsive even. They are nurseries of a disregard and dislike for school work, of rudeness and of indecency of thought and act in the pupils housed in them; and are not only monuments of, but promoters of educational carelessness and indifference in the communities where they exist. They are a shame and a disgrace to the very name of school-house.

That these strictures are not too severe, that our school-houses are far, very far from what they should be, a careful study of the statistics will show. Of the 4,312 in the State, 1,276, or more than one fourth, are not in good condition even according to the popular estimate of what constitutes good condition. Classified according to locally estimated value, more than three-fifths of them are worth less than \$500 apiece; more than half, less than \$400; and almost a third, less than \$300. Could we eliminate from these estimates the costly school buildings in the cities and larger villages, the

showing would be much worse than is here made. Evidently we need better school-houses, but we shall hardly get them under the same system which has produced existing conditions. While the school districts are held responsible for them, while the cost of building or repairing is constantly measured by the standard of district instead of town ability to provide therefor, such cost will deter from expenditures liberal enough to secure needed improvement. Not till the district system is abolished and the towns come to bear the burdens of building, can we hope to find in rural communities as a whole, and especially in the poorer of them, such edifices provided for the schools as they are worthy of—as shall in themselves be sources of culture and things of public pride.

Eighth, As to supervision.—Effective supervision is a very important factor in school work. In its entirety, exercising all its functions effectively, it controls the selection of teachers, sees that they are supplied with all the appliances necessary to efficiency, directs them in that work in its processes, and inspects and examines into results. In order to its highest efficiency all these functions must be combined, unified,—centralized in one—instead of being disconnected, and exercised independently one of the other. To be efficient it must be wholly responsible. If one authority selects the teacher, and another determines his fitness, and especially if selection be prior to determination of fitness or unfitness, neither will feel responsible for results; and, even if each be uninfluenced by the action of the other, the chances will not favor the best selection. If the authority which directs the work can not select the worker, direction loses its force in part, becomes weakened to suggestion. And so with all these functions: combined in one authority, responsibility results, and effective supervision follows; disunited, responsibility is destroyed, and supervision degenerates into mere ineffective formalism.

Again, to be most efficient the supervisory authority must be so organized as to have somewhat of permanency. If it is liable to change from year to year at the whim of public

prejudices, it will cater to those prejudices, instead of acting for the best good of the schools, when such action may seem counter to unreasonable conservatism. It will keep in the ruts of formalism and old established custom, instead of striking into new ways leading to improvement. Few of our committees and supervisors to-day, because, under the law as it is, the one form of supervision may supersede the other at the annual election, act up to the promptings of their intelligence and their perceptions of the needs of the schools. And not only must it have this element of permanence, but it should be so organized that, while in the exercise of what may be termed its legislative functions, it plans and makes provision for the general needs of the schools with full knowledge of all local conditions, in the exercise of its executive functions in the carrying out of such plans, it shall be independent of local influences, and shall act solely with reference to the securing of prompt, uniform results. Such an organization can not be found in the committee of three or more alone, nor in the single supervisor, but in a combination of the two forms—a committee to legislate for the general interests of the schools, and a superintendent to execute their will.

To bring our supervisory machinery into perfect working order, then, so that it shall plan wisely and execute with promptness and decision, there is needed such a change in organization as shall make the school committee a permanent and compulsory body in every town. It should be a board of general oversight, serving without pay. It should be compelled to elect, either from its own membership or outside of it, an executive officer whose business it should be to visit and inspect the schools, conduct examinations, keep a record of its doings, and make all returns and reports required of it, and who should be paid for his services. Such executive officer should be, or should have been within a brief time, a practical and well-qualified teacher. So organized, into its control should be put the entire management of the schools

by the abolition of the district system. It would thus become permanent, responsible, unified and yet representative of all the local interests and needs of the town, and would be able to plan wisely, and execute promptly and fearlessly, whatsoever the interests of the schools might require. With the district system abolished, supervision so organized will be almost a necessity; while that system exists, and where it exists, it would be far more efficient than in its present form.

### 3. NEEDS OF LEGISLATION.

The foregoing analysis of the actual condition and needs of the schools leads logically to these conclusions :

First, That, in order to stop waste of school resources; to secure greater average length of schools, to equalize school privileges and the burdens of school taxation, to obtain a better class of teachers more permanently employed, to broaden and make more generally practical the instruction given, to improve the character of our school-houses and furnish them with needed appliances for the best teaching, and to make supervision more efficient in any form, the school district system must be abolished. In order thereto, legislation is needed either in form to make speedy its abolition by the voluntary action of towns, or in the more radical form of an act at once and peremptorily wiping it out of being.

Second, To secure larger and more regular attendance upon the schools in order to reduce illiteracy to its lowest possible terms, the existing compulsory law should be so amended as to make its enforcement practicable and certain; and the laws relating to the employment of minors in manufactories should be made more stringent.

Third, To obviate the evils of non-supply and non-uniformity of text books, and to secure them at least cost, towns should, by law, be compelled to furnish them, free of cost to pupils, at the public expense, as they are now compelled to provide teachers and school-houses.

Fourth, To secure a vigilant, prompt, intelligent, fearless and effective supervision of the schools, towns should be compelled to elect school committees consisting of three, six or nine members as they may desire, instead of being allowed to choose supervisors as they now may do, which committees should serve without pay. These committees should be compelled to elect annually an inspector of schools, who should perform the regular routine duties of supervision, and who should be paid for his services a reasonable compensation from the regular school revenues.

Legislation, in all these directions, seems to be more and more pressingly needed as I more carefully study the condition of the schools, in order to bring them to that state of efficiency to which they should be brought. Until such legislation is had, only comparatively small improvements in their condition can be made, labor however wisely and zealously we may. Whether or not such legislation is expedient at once — whether or not, as regards some of these needed changes, public opinion may need to be wrought into a more favorable state before change is attempted, are questions for legislators to investigate. While I believe that legislation in all these regards is a pressing need of our public schools, and that the abolition of the district system is almost a vital need to their improvement, in that upon it there is more depending than upon any other change that could be made, I yet would not favor too hasty changes. Any legislation that has not behind it such a body of favoring public opinion as will make it fast and sure against the assaults of those opposed, is unwise legislation. Any advance that has to be retraced is generally worse than no advance. While, therefore, I most earnestly urge upon legislators the importance and necessity of the changes here advocated, I would not urge that such changes be made till public opinion is ripe for them, and of such condition of public opinion they must be the judges.

## FREE HIGH SCHOOLS.

The Free High Schools are year by year growing more and more into public favor, and more and more acting for good upon other grades, both below and above them. They have passed through the experimental stage of being, have stood the test of public discussion as to their utility, and have now become fully and permanently fixed in our system of public education beyond question of abolition. The attack made upon them by the sham reformers of 1879, which succeeded in suspending their operation for one year, was the crucial test of their right to be. From that attack they have now very nearly fully recovered, and are in process of healthy and strong growth toward larger effectiveness than ever before. As indicating the uniform and steady growth of these schools since their re-establishment in 1880, attention is called to the following

## COMPARATIVE STATEMENT. I.

YEARS .	No. of towns in which schools were had.	No. of terms of school.	Aggreg'te number of weeks.	Total attendance upon.	Average attendance.	Total expense of.	Expense to State.
1882 .....	86	173	1,874	6,215	5,192	\$59,059	\$13,813
1884 .....	123	285	3,140	9,757	7,733	99,373	21,888
GAINS .....	37	112	1,366	3,542	2,541	\$40,314	\$8,075

In the appendix will be found the full statistics, by towns, of these schools for the year. The following comparative table will show the condition of them as a whole for the year, and also their condition as compared with that of 1882 :

## COMPARATIVE STATEMENT. II.

	1883-4	1882-3
Number of towns in which free high schools have been supported .....	123	109
Increase .....	14	
Whole amount expended for same .....	\$99,373	\$88,372
Increase .....	\$11,001	
Amount contributed by towns and districts,	\$77,485	\$69,121
Increase .....	\$8,364	
Amount contributed by State .....	\$21,888	\$19,250
Increase .....	\$2,638	
Number terms of schools .....	285	236
Increase .....	49	
Aggregate number of weeks.....	3,140	2,625
Increase .....	515	
Number of pupils registered.....	9,757	10,374
Decrease.....	517	
Average attendance .....	7,733	6,703
Increase .....	1,030	
Number in reading. ....	6,042	4,362
Increase .....	1,680	
Number in arithmetic .....	5,687	4,401
Increase .....	1,286	
Number in English Grammar.....	4,543	3,393
Increase .....	1,150	
Number United States History .....	1,783	1,288
Increase .....	495	
Number in geography .....	3,007	2,213
Increase .....	794	
Number in ancient languages.....	2,212	2,337
Decrease.....	125	
Number in modern languages.....	637	853
Decrease .....	216	
Number in Natural Science.....	3,286	3,070
Increase .....	216	
Number in higher mathematics.....	3,432	3,229

	1883-4.	1882-3.
Increase .....	203	
Number in book-keeping. ....	1,621	1,334
Increase .....	287	
Number who taught or intend teaching during the year. ....	782	571
Increase .....	211	

The gains shown in the above table are rather in excess of the average annual gains for the years since the schools were re-established. They indicate, therefore, not only an increase in their popularity, but that that increase is becoming more and more marked. Careful study of these statistics will show, moreover, that not only are their benefits becoming more generally diffused by increase in the number of schools, but that their work is becoming more systematic and practical. In this regard the figures showing decrease in numbers of those studying the languages, and corresponding increases in numbers of those pursuing the more practical, higher mathematical and scientific branches, are especially noticeable. Quite as noticeable, also, and indicative of the valuable work done by these for the upbuilding of the common schools, is the increase in the number of teachers attending.

On the whole, our system of High Schools seems to be moving forward toward the place which they are destined eventually to hold in our general system of free schools—a permanent and general element in public instruction. With the district system abolished, as it must eventually be, thus giving every child in the State an equal chance with every other for that general preparation for life due to and needed by all, and with the Free High School established in every town, as in time it will be, supplementing the common schools, and thus giving to every child whose taste and capacity will allow it, opportunity for that larger culture which fits for the higher duties and activities of life, our system will be one of the best, one in which we may honestly pride ourselves.



## NORMAL SCHOOLS.

## I. ATTENDANCE.

As showing concisely and at a glance the condition of our three State Normal Schools in respect to attendance for the years 1882-3 and 1883-4, the following table is submitted :

SCHOOL.	Year Ending	Numbers Entering.	Numbers Graduating.
Castine .....	May 24, 1883.	100	35
Farmington .....	July 6, "	39	20
Gorham .....	June 28, "	51	28
Totals .....	.....	190	83
Castine .....	June 5, 1884.	106	19
Farmington .....	" 12, "	59	30
Gorham .....	July 2, "	53	30
Totals .....	.....	208	79

While the above figures show in the increase in attendance that these schools are having healthy growth in usefulness and favor, they do not show that growth in full. The statistics of attendance for the terms just closed at the date of this report, which will not appear till the next report is issued, would, in much more marked a degree, show such growth.

Considering all the conditions affecting their interests, as found in the public school system of the State of which they form a part, especially the conditions affecting the selection, employment and wages of teachers in the common schools, the growth shown is probably as great as could be expected. Were the common schools managed under the town plan, so securing more permanence of position; and were they more wisely supervised, so that the demand for teachers fully equipped for their work by special preparation therefor would be more felt, the normal schools would be very quickly filled to their full capacity with candidates for the teacher's

position. Were the free high school system made, as eventually it will be, an integral and general part of the public school system in every town, thus creating a more general demand for male teachers of thorough training, the normal schools would soon be called upon to enlarge their facilities for advanced work such as is done in only one of them at present, by an increased attendance upon the three years' course. And finally, were the diplomas now granted made, as they ought to be made, something more than mere certificates of attendance upon the full course in these schools—were they made professional licenses to teach in primary and grammar grades even, the result would be a larger patronage of the schools, and fuller graduating classes.

There is needed, then, to bring our Normal Schools up to the full measure of usefulness and efficiency which they ought to reach, the general reforms in systems advocated for the interests of the common and Free High Schools and a special reform in their interest in giving to their diplomas, by law, full authority as licenses to teach.

## 2. FINANCES.

The revenues and expenditures for these schools for the year have been from two sources and for two purposes. A special appropriation of \$2,500 for repairs and improvements upon buildings and grounds, made by resolve of the Legislature of 1883, was divided by the Trustees in such manner as to give to the Gorham school \$1,500, and to each of the other two, \$500 apiece. The amount assigned to Gorham was expended in carrying forward the work of grading, leveling, and ornamenting of the school grounds, according to the plans of the preceding year. The sums apportioned to Farmington and Castine were expended upon the buildings in making repairs most needed. There is needed, at least, as much for continuing and completing these repairs and improvements during the coming year, as has been expended during this year past.

The regular appropriations for current expenses, made under provisions of law, of \$1,300 for Madawaska Training School and \$19,000 for the three regular Normal Schools, have been fully expended for the purposes for which made. By careful husbanding and the strictest economy these amounts have been made to serve. These appropriations are too small, however, since they make no allowance and afford no margin for extraordinary calls such as are liable to occur, and do not allow of the making of any additions to the libraries or apparatus of the schools. The regular appropriations for the Normal Schools proper should be increased to at least \$20,000. Unless this is done, special appropriations, which are even now sorely needed, will soon have to be made for such purposes.

As showing briefly and succinctly the revenues and expenditures for these schools, attention is called to the following:

## FISCAL STATEMENT.

*Year Ending December 31, 1884.*

## RESOURCES.

Regular annual appropriation.....	\$19,000 00
Special appropriations for repairs .....	2,500 00
Appropriation for Madawaska Training School...	1,300 00
	\$22,800 00

## EXPENDITURES.

For repairs and improvements .....	\$2,500 00
“ salaries—Madawaska Training School.....	1,300 00
“ “ —Normal Schools .....	17,142 77
“ fuel .....	802 35
“ advertising .....	36 75
“ diplomas .....	21 00
“ repairs, general.....	187 55

For trustees.....	\$280 66
“ incidentals.....	30 00
“ bills accrued and unsettled .....	498 92
	\$22,800 00

### 3. REPORTS OF PRINCIPALS.

For more particular and definite statements of the work, condition and needs of the several schools, and for specific recommendations of such changes and improvements as experience has shown to be desirable, attention is called to the following reports of Messrs. Woodbury, Purington, Corthell and Cyr, the Principals of these several schools.

EASTERN STATE NORMAL SCHOOL, }  
Castine, Me., June 5, 1884. }

*To the Trustees of Normal Schools:*

GENTLEMEN—In compliance with article 10 of your By-Laws, I respectfully submit the report of the Eastern State Normal School for the year 1883-4, the same being my 5th annual report, and the report of the school for its seventeenth year.

This report will be very similar to its predecessors, as the school has moved on from term to term this year as it has in years past; the teachers working with the utmost faithfulness, and the pupils, with very rare exceptions, cheerfully responding.

There have been the same teachers employed as for the past two years. Principal, Roliston Woodbury; Assistants, Mary E. Hughes, Fred W. Foster, Jefferson R. Potter, Fannie A. Comstock, Lucia Haskell (Model Training School), and Lizzie B. Plummer (Teacher of Elocution, spring term.)

The attendance this year averages nearly the same as for the preceding three years.

Fall term, 96 ; 25 young men, 71 young women. Winter term, 86 ; 18 young men, 68 young women. Spring term, 136 ; 44 young men, 92 young women. Total attendance, 318 ; 87 young men, 231 young women. Total attendance, 1882-3, 324 ; 1881-2, 323 ; 1880-1, 305.

There has been some falling off in the number of young men, and a corresponding increase in the number of young women.

The graduating class numbers 19 ; 8 young men and 11 young women. Every member of this class has taught in the public schools of our State, and has thus had some experience in the organization and government of schools as well as instruction. The average number of terms taught is 4.6 ; the average number of weeks taught is 46.7 ; the average age of the class is 21.5 years.

During the summer vacation, the building was repaired, with the exception of the teachers' room, and a fence built on the south side of the lot. I renew the suggestion I made a year ago, that the rear projection of the building be carried back to High street to furnish a suitable room down stairs, away from the rest of the school, for the Training School, and on the second floor, needed additions to the alcoves, and a suitable room for the classes in Physics and Chemistry. The school needs the increased facilities such an addition would give, in order that it may meet the requirements of the State without the loss which must result from insufficient accommodations. This is the one thing which is imperatively demanded.

Some addition has been made to the library, and also to the physical apparatus. New maps have also been obtained, but it is quite an effort to merely keep good the ordinary wear and tear of a school as large as this, without making those additions which should be made to keep us abreast of the times. The text-books are the same as last year in the most of the studies. We have introduced during the year

Gage's Physics, Martin's Physiology and Newcomb's Astronomy. In all cases we try and get the best books attainable, always keeping in mind the pupils who are to use the books, and the objects of the school.

The work in the Model School has been better than ever before, and graduates and others not connected with the Normal School have availed themselves of the privileges offered there this year the same as last. One young man, who graduated a year ago, spent nearly all the winter term with us, in part to receive an extra drill there. The course of study pursued there is given in the catalogue. The teacher of this school gives the B class special lessons in principles as applied to primary work.

The pressure on us for teachers this term has been phenomenal. Thirty-four, who have done the work of from one-half of the term to the full term, are now teaching. We shall get nearly all of them back in due time. The State is the gainer by this condition of things, but the school suffers in appearance.

There has been very little sickness in the school during the year. Some is inevitable among so many, but the record of the school for the past five years is exceptionally favorable.

Respectfully submitted.

R. WOODBURY,

*Principal.*

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STATE NORMAL SCHOOL, }  
FARMINGTON, ME., July 12, 1884. }

*To the Trustees of the Normal Schools:*

GENTLEMEN—In accordance with your By-Laws I have the honor to submit the following report of the Farmington State Normal School for the year 1883-4:

The teachers for the year have been: Principal, Geo. C. Purington; Assistants, Chas. F. Warner, A. B., Helen B.

C. Beedy, Elizabeth G. Bell, Annie M. Pinkham and Viola A. Johnson.

The attendance for the fall term was 45, winter term 65, and spring term 81. Number of different pupils attending 105. Number entering 59. The number of graduates for the year is thirty-two; thirty from the regular course and two from the advanced course. Twenty-four of them have had experience in teaching, and all, I feel sure, will prove a valuable addition to the teaching force of the State.

The change in terms inaugurated by your honorable body, I believe, will prove advantageous to the school.

The attendance upon the Model School has been larger than usual.

The health of teachers and pupils has been good. Only three scholars have been unable to complete their terms from ill health, and they were not strong when they came here.

The relations of all connected with the school have been harmonious. To me, personally, it has been a very pleasant, though at times an anxious year. I have to thank the pupils of the school for the very kind and generous way in which they have received the new corps of teachers, and the citizens of Farmington for their cordial interest in the success of the school. It has never been my good fortune to find a class of scholars more earnest and devoted to their work than those who have been in attendance here this year.

During the summer vacation of '83, the legislative appropriation of \$1,000 was very judiciously expended by the local Trustee. The cellar was cemented, walls and ceilings throughout the building calcimined, the outside woodwork painted, new floors laid in the lower part of the main building and also in the upper story of the ell, a brick walk laid from the rear door to the street, and the steam piping repaired as much as it was possible. As a matter of economy as well as of convenience the heating apparatus needs thorough overhauling. The boiler and furnace are good enough, but the piping has outlived its usefulness, having been in

active use for fifteen years or more. The radiators, as well as the connecting pipes, have become so rusted that new leaks are of frequent occurrence, thereby subjecting us to constant annoyance and an added expense for fuel. The main room above needs a new floor. A small outlay for the above purposes would put the building in excellent shape.

The quality and condition of the chemical and physical apparatus is excellent, and has received some valuable additions during the year, mainly through the ingenuity and mechanical skill of the teacher in charge of those departments—Mr. C. F. Warner. The library is also in good condition.

A few changes have been made in text-books. Swinton's English Composition, Jones's Latin Lessons, Harper's Geography and Swett's Methods of Teaching have been introduced.

In order to adapt the work to the new arrangement of terms, several changes were found necessary in the course of study. These changes, together with a few additions to the course, have been made by the State Superintendent.

Much interest is felt by the graduates of this year in the advanced course, and several have signified their intention of returning and availing themselves of its benefits. It is to be hoped that the course will receive the recognition it deserves, and finally be extended, so as to place the school on the same foundation with the Massachusetts Normal Schools, by the addition of a fourth year.

In conclusion permit me to say that in point of numbers, at least, the future of the school seems very promising, as a large number have already signified their intention of entering the school another year.

Respectfully submitted.

GEO. C. PURINGTON.



STATE NORMAL SCHOOL,        }  
 GORHAM, June 30, 1884. }

*To the Trustees of State Normal Schools.*

GENTLEMEN :—In accordance with law and custom, I submit a report of the "State Normal School" at Gorham for the year ending June 30, 1884.

Whole number of pupils beginning the school course during the year, 55 (fifty-five).

Whole number of pupils graduating during the year, 30 (thirty).

Whole number connected with the school as pupils during the year, 108 (one hundred and eight).

Number of teachers employed regularly, 6.

Number of volumes in the library (other than professional books, text-books and books of reference), 527.

Number added during the year, 59.

Number of volumes of professional books, 160.

Number of volumes of text-books for classes, 400.

Number of volumes of reference books, 63.

Amount expended for apparatus, \$45.

Amount expended for salary of teacher in elocution, \$120.

NEEDS.

1. New blackboard on all the blackboard space throughout the school building.

2. Additional books, especially in history, biography, travel and exploration, description of countries and cities, and reference books.

3. Additional maps and charts for studies in history and geography.

4. Additional apparatus for experiments in physics, chemistry and physiology.

5. A teacher to give special instruction in elocution and reading.

## TEACHERS.

The teachers at the close of the year are :

Mr. W. J. Corthell,  
 Mr. H. M. Estabook,  
 Miss V. M. White,  
 Miss Grace J. Haynes,  
 Miss Bessie A. Read, } Model Schools.  
 Miss Rosie Chute, }  
 Mr. W. L. Fitch, Music.  
 Miss Sarah Laughton, Elocution and Reading.

The teachers have worked together harmoniously and pleasantly, and apparently with a fair degree of efficiency.

## ORDER, DISCIPLINE AND WORK.

The pupils during the year have shown the same faithfulness in work, carefulness in order, and readiness to maintain good discipline, which have characterized them in the past. No case of disorder, negligence, or wrong, flagrant enough to demand a personal reprimand has occurred during the year. Very few of the pupils have needed any stimulus to work. Many here rather needed restraint from overwork.

## DIPLOMAS AS CERTIFICATES.

I would again suggest the propriety of giving additional value to the diplomas of the normal schools, by making them certificates to teach in any school in the State for which the holder may be hired by the employing officer. A rigid and exhaustive examination should be held near the close of the pupils' course, by the State Superintendent, or some one designated by State authority, and then the diploma should confer the right to teach. Such value given to the diplomas would induce larger numbers to avail themselves of the advantages of the normal schools, and thus greatly benefit the common schools of the State. The various tests of the school during the pupils' course, and an additional examination at

the end of the same, would be a far better criterion of qualification, than the examination of the town committee. The change would therefore serve to elevate the character of the teaching force of the State.

#### ADVANCED COURSES.

Many pupils having taken the regular normal course of two years, find, by experience in teaching, that they need broader culture, wider range of knowledge. They desire to take an advanced course of two years. This cannot be had without some change in the law. It seems to be for the interest of the normal schools and of the State that such opportunities be given, by the permission of the Trustees, to the teachers of each school to establish such advanced course whenever a sufficient number of pupils, graduates from the regular course in some normal school, shall manifest a desire to enter such a course; but that no pupil be allowed to enter the advanced course, who is not a graduate from a regular course of a normal school.

#### ORDER OF STUDIES.

The order of studies remains the same as at previous reports. Experience seems to indicate, that with some very slight modifications, lately made, and with some little flexibility in application, according to such circumstances as may be peculiar to any pupil, it is very well suited to the pupils and ends of the school.

#### TEXT-BOOKS.

Monroe's readers, White's arithmetics, Berard's histories, Warren's geographies, Green's grammars, Norton's physics, Norton and Appleton's chemistries, Hutchinson's physiologies, Brook's geometries, Wentworth's algebras, Hill's rhetorics, Martin's civil government, are the regular text-books in the elementary English studies. In the more advanced work

various text-books are used, and in all the studies and all grades of each study various text-books are used by the pupils for reference and comparison.

#### TERMS.

Experience and inquiry seem to indicate that we suffer less in this school from pupils leaving in the midst of a term, than we should with the three term arrangement. The quarterly recess completes a definite portion of the work, and marks a definite place of beginning, and in no case has any pupil who intended to return at any time, left his class, save at the quarterly recess, except when sent home on account of sickness.

#### CALL FOR THE GRADUATES.

During the year there has been a call for teachers in excess of the number of graduates fitted to fill the places. The calls for male teachers, for desirable places, have been very many more than could besupplied. This increasing demand shows an increasing appreciation on the part of school officers and the public, of the value of normal school training. Is it not, manifestly, for the interest of the State to enable these schools by liberal support and full supply of needed appliances, to do much better work.

Respectfully submitted,

W. J. CORTHELL

MADAWASKA TRAINING SCHOOL, }  
 GRAND ISLE, July 3, 1884. }

*To the Board of Trustees of State Normal Schools.*

GENTLEMEN:—I respectfully submit the following report of Madawaska Training School for the year ending this day :

The school year has been one of forty weeks. Two terms of twelve weeks each have been held at Fort Kent, and one term of sixteen weeks at Grand Isle.

Attendance has been as follows: Whole attendance for year, 92—sixty-four of whom were ladies and twenty-eight gentlemen. Whole attendance at Fort Kent was 57—forty-two ladies and fifteen gentlemen. At Grand Isle the whole attendance was 35—twenty-two ladies and thirteen gentlemen.

A class of twelve—nine ladies and three gentlemen, graduated at the close of the second term at Fort Kent, in the presence of a large gathering of the people coming from every town in the territory above Van Buren, and under the supervision of the State Superintendent. There have so far graduated from the school since its establishment, twenty-eight, of which number twenty are ladies, and eight, gentlemen. All but three of these have graduated from the Fort Kent school.

The change in location of the school for the lower section of the territory, from Van Buren to Grand Isle, made under the direction of the State Superintendent acting for the Trustees, promises to increase its usefulness. The people of Grand Isle are showing a warm interest in its success, and stand ready to furnish every facility for its work. They have already expended a considerable sum in fitting up the school-house for its reception, and can they be sure of its continuance among them, will cheerfully do more in the same direction. The attendance of pupils here has been larger than was expected, larger than the last term at Van Buren, and promises to be even larger in the future. There

seem to be here no influences unfavorable to the school, unlike the conditions at Van Buren during its last term there, where certain hostile influences affected it in a marked degree, which fact, I presume, was the cause of its removal from that place.

Under the direction of the State Superintendent, and to answer what seems to be a local need, the course of study has been so modified as to allow the teaching of the rudiments of French as written and spoken by the cultivated. At Grand Isle, where the change was inaugurated, I have devoted one hour each day to French, having my class translate their English reading lessons into French, from which written translations I have explained and illustrated the principles of French grammar. The class did excellent work, not only to the end of learning the French, but also of getting a fuller knowledge of the English by the method. In other respects the work has been the same as during the previous year. The following text-books have been used: French and English Royal Readers, Kerl's English Grammar, Monteith's and Harper's Geographies, Robinson's and Hagar's Arithmetics, Barnes' and Harper's Histories, Greenleaf's Algebra, Cornell's Physical Geography, Hutchinson's Physiology, Steele's Physics, Payson and Dunton's Book-Keeping, Townsend's Civil Government, Webster's and Worcester's Dictionaries. While these text-books have formed the basis of the instruction given, constant and much oral teaching has been given.

On the whole, I am pleased to be able to report that the school for the year has been, in all respects, successful up to the full measure to be expected. Its students have been of the best material in the territory; have been earnest and zealous in work, remarkably prompt and regular in attendance, and in deportment all that could be desired. It has grown in usefulness and popularity, and the outlook for the future is bright with promise of still better things.

Very respectfully,

VETAL CYR, *Principal.*

MAINE CENTRAL INSTITUTE, }  
 PITTSFIELD, Dec. 11, 1884. }

HON. N. A. LUCE,

*State Superintendent of Common Schools.*

DEAR SIR—I submit the report of the Normal Department of Maine Central Institute for the year ending November 21, 1884. During this time there have been three terms of ten weeks each, and one term of twelve weeks. I am happy to report a considerable increase in the attendance over that of the previous year. The number of pupils in the winter term was 12; in the spring term, 32; in the summer term, 13, and in the fall term, 28, making a total of 85 for the year. Seven graduated from this department last June. In accordance with a change lately made, our school year now consists of three terms of twelve weeks each, instead of four terms as formerly, an arrangement that promises to be an improvement upon the old plan.

The following is a list of the text-books in use: Fish's Robinson's Arithmetic, Wentworth's Algebra, Wentworth's Geometry, Norton's Physics, Hutchinson's Physiology, Youman's Chemistry, Wood's Botany, Townsend's Civil Government, Swinton's Geography, Houston's Physical Geography, Smith's Drawing, Meservey's Book-Keeping, Hill's Rhetoric, Kerl's English Grammar, Franklin Sixth Reader, Barnes' General History, Higginson's History of the United States, Lockyer's Astronomy, Dana's Geological Story, Hopkin's Outline Study of Man, Fairchild's Moral Philosophy, Kellogg's English Literature.

Respectfully submitted,

O. H. DRAKE, *Principal.*

## 4. REPAIRS AND IMPROVEMENTS.

As will have been seen from the fiscal statement on a preceding page, the \$2,500 appropriated for making repairs and improvements upon the grounds and buildings belonging to these schools, has been fully applied during the year to its legitimate purposes. That it has been economically expended and as most needed, its expenditure under the direction of the several local Trustees is warrant.

It was hoped, when the appropriations were made, that the sums provided would be sufficient to put the three buildings and their grounds into perfect condition. As repairs progressed, however, new needs disclosed themselves. Through failure to make repairs year by year for four years, because of lack of means in the greatly reduced appropriations for current expenses, the buildings were found in worse condition than they appeared to cursory view. And owing to the condition of the grounds at Gorham, the cost of putting them into shape was more than had been estimated. There are, therefore, further repairs and improvements absolutely necessary, and of such character that if not made, the State will suffer loss from the neglect. The following communications from the several local Trustees contain definite and carefully considered estimates of the needs of the respective schools.

FARMINGTON, February 2, 1885.

HON. N. A. LUCE,

*Secretary Board of Trustees State Normal Schools.*

DEAR SIR—I send you the following estimates for repairs upon Normal School building, at Farmington, for years 1885-1886:

Heating apparatus and ventilation . . . . .	\$600 00
New floor in main school-room (spruce) . . . . .	150 00
Replastering library room and black-boards . . . . .	50 00
Repairing roof . . . . .	25 00



15 double seats for main school-room at \$4 each.	\$ 60 00
20 " " Model " " \$3 " .	60 00
	<hr/>
	\$945 00

No estimate is made for anything that I do not consider *absolutely necessary*, and I have placed the expense as low as the repairs can be made, in my opinion, in a substantial and economical manner.

Yours very truly,

I. WARREN MERRILL.

CASTINE, February 9, 1885.

HON. N. A. LUCE,

*Secretary Board of Trustees State Normal Schools.*

DEAR SIR—There will be needed, for improvements on the building of the Eastern State Normal School, at this place, so far as I can judge, the following repairs, etc. :

1. Carpets for the rostrum and teachers' room, 45 yds.,	\$50
2. For painting walls and ceiling, shellacing and varnishing wood-work . . . . .	25
3. For one hair-cloth lounge for teachers' room . . . . .	16
4. " curtains and fixtures for recitation in the attic,	7
5. " plumbing to bring water to the second floor of the building for drinking purposes, and water from the cistern for toilet purposes . . . . .	55
6. " arranging for better ventilation of water closets,	15
7. " fixtures to tighten windows . . . . .	2
8. " repairing leaks in roof of building . . . . .	30
	<hr/>
	\$200

All of which is respectfully submitted,

L. G. PHILBROOK,

*Local Trustee.*

GORHAM, February 9, 1885.

HON. N. A. LUCE,

*Secretary Board of Trustees State Normal Schools.*

DEAR SIR—I find, after consulting with Mr. Corthell, and looking over the ground carefully myself, that we need here during the next two years, to be expended on the grounds and for repairs for buildings, etc., at least \$2500, as follows :

AT NORMAL SCHOOL BUILDING.

Outstanding bills .....	\$800 00
To finish grading grounds.....	1000 00
Plastering .....	100 00
Covering steam pipes .....	100 00
	<hr/> \$2000 00

AT BOARDING HOUSE.

Drainage (new drain) .....	\$250 00
Repairs on rooms, painting, papering and plastering .....	200 00
Pumps and heating pipes .....	25 00
Repairs on gutters (and supply of cistern),	25 00
	<hr/> 500 00
	<hr/> \$2500 00

Yours very truly,

STEPHEN HINKLEY.

5. LEGISLATION RECOMMENDED.

The foregoing discussions, statements and the reports of the condition and needs of our State Normal Schools, may be summarized as follows :

In order to render them more efficient for good to the State, there should be secured a larger attendance of students; their work should be brought nearer to the present and prospective needs of the common and free high schools of the State, by enlarging its scope, by extending the course of study over a longer period of time and wider extent of

ground ; their libraries and apparatus need replenishing and enlarging ; and the grounds and buildings need further repairs and improvements. I, therefore, in order to these ends recommend legislation as follows :

1. That their diplomas be made legal evidence of fitness for teaching, and licenses to teach in any school in the State below the high school grade.

2. That the Board of Trustees be authorized to arrange for, and establish in any one or all of them, courses of study of not less than two nor more than four years.

3. That the regular appropriations for current expenses be increased to not less than \$20,000 per annum.

4. That special appropriations of at least \$1,500 per year be made for the next two years, to be expended in making repairs and improvements upon buildings and grounds.

## EDUCATIONAL ASSOCIATIONS.

Experience in our own and in other States has proved that in order to secure fit teachers for the common schools, some form of institute work is necessary. The conditions with us are such that there is annually needed between one and two thousand new and inexperienced teachers to supply the demands, and that the great majority of them must enter upon their work without special professional training. To bring these to efficiency without subjecting them to the expensive school of experience, their lack of preliminary training must be remedied by furnishing them means for learning from others what they have acquired either in training schools, or through experience. Such means are found in Educational Associations among other agencies, so managed that there shall be a mutual giving and taking of methods of work through free discussion of questions vital to good teaching.

During the three years past, our teachers in large numbers have come together,—in some counties twice, in others once a year in teachers' conventions under the auspices of County Educational Associations, for the purpose of learning from one another more of the art of teaching. To the meetings so held, is due in large measure, the improvements made in the work of the common schools, as shown in a preceding part of this report. Their results have been so valuable; they have so grown in attendance and in excellence of work done, as is shown by the selection in the appendix from papers presented this year; our best teachers have entered into their work with so much zeal and devotion, that they would seem to have passed the experimental stage, and to have fully proved their right to be a permanent element in our educational system. I therefore recommend that an act be passed providing for the support by the State of County Educational Associations, and that in that act be incorporated a provision

authorizing teachers to suspend their schools, under ordinary circumstances, for the purpose of attending their meetings, without loss of pay for the time of such attendance. Such act should give the State, through its Superintendent, a voice in management of these associations, at least so far as to confer upon him authority to fix the time of meeting, and to direct generally the work to be done. It should guard the privilege conferred upon teachers from abuse, by giving school authorities power to interpose their veto upon the suspension of schools under certain conditions, and by providing for forfeiture of pay in the case of teachers suspending their schools ostensibly for the purpose of attending these meetings, who used the time for other purposes.

Such an act would enable the Superintendent to bring all the annual meetings of these associations within the months of September and October, and to attend them all with considerably less expense to the State. It would also largely increase attendance upon them and so largely increase their efficiency. It would make permanent the associations which have been built up during the three years past, would make their work systematic and uniform throughout the State, and would make general the practice that has come into prevalence in most parts of the State, of giving all teachers the opportunity to better the work of the schools by attending these meetings. I can but think that such an act would meet the general approval of intelligent citizens, as I know it would meet the wishes of thousands of the best and most devoted of our teachers.

## CONCLUSION.

The contents of this brief report may be generalized broadly as follows :

1. Our system of public instruction in all its departments is manifestly growing slowly but surely more efficient ; but,

2. In order to its highest efficiency there is needed such changes in its administration as can be reached only by legislation in the following particulars :

First—In the abolition of the school district system ;

Second—In establishing a more efficient system of local supervision ;

Third—In making it the duty of towns to furnish free text-books ;

Fourth—In making efficient the laws compelling attendance ;

Fifth—In making the support of free high schools obligatory upon all towns of certain population ;

Sixth—In making the diplomas of normal schools legal certificates of qualification for teaching ;

Seventh—In authorizing a more extended course of study in normal schools ;

Eighth—In making larger the appropriation for current expenses of normal schools, and making special appropriations for repair and improvement of buildings ;

Ninth—In making permanent and more efficient the system of County Educational Associations as developed during the three years past.

Whether or not, the time is ripe for any or all these changes, and in what order they shall be made if not made all at once, is for legislators to determine from their more intimate knowledge of the condition of public opinion in their several localities.

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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, 1884.

## ANDROSCOGGIN COUNTY.

TOWNS.	No of Children belong- ing in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attend- ing Summer Schools.	Number registered in Winter Schools.	Average number attend- ing Winter Schools.	Number of different pupils registered.	Percentage of average attendance.	Average length of Summer Schools of 3½ days per week.			Average length of Winter Schools of 3½ days per week.			Number of districts in town.	Number of parts of districts in town.	Number of school- houses in town.	Number in good con- dition.	Number of school-houses built last year.	Cost of the same.	Estimated value of all school property in town.	No. of Male Teachers employed in Summer	No. of Male Teachers employed in Winter.
								7.	11.	15.	7.	11.	15.									
Auburn .....	3,061	1,523	1,323	1,586	1,425	1,586	.45	15	2	15	3	-	-	-	32	32	-	-	\$250	\$75,000	2	3
Durham .....	390	237	181	235	192	286	.48	11	10	4	11	2	-	2	11	10	-	-	-	4,600	2	6
East Livermore .....	321	189	150	239	196	266	.54	7	3	10	2	7	-	7	6	6	1	3,500	6,000	-	3	
Greene .....	303	150	123	178	157	191	.47	8	3	10	11	-	3	10	10	10	-	-	3,000	-	5	
Leeds .....	368	229	196	184	141	282	.46	9	4	10	2	12	-	12	9	-	-	-	4,900	-	7	
Lewiston .....	6,672	2,121	1,762	2,512	1,794	2,500	.35	17	2	17	3	-	-	28	28	-	-	-	179,000	4	4	
Lisbon .....	876	453	380	436	368	604	.43	8	4	10	-	-	-	14	14	-	-	-	18,000	2	3	
Livermore .....	329	215	180	260	220	300	.61	10	-	10	-	17	2	17	7	-	-	-	7,000	-	12	
Minot .....	434	250	215	315	275	345	.56	9	3	11	7	4	9	8	8	-	-	-	9,500	1	5	
Poland .....	680	424	399	464	449	501	.62	9	-	10	-	14	6	20	14	-	-	-	10,000	-	10	
Turner .....	654	396	351	475	447	535	.61	15	3	8	-	-	-	18	10	-	-	-	5,500	-	11	
Wales .....	138	99	89	104	90	107	.65	8	3	9	4	8	-	8	6	-	-	-	2,200	-	4	
Webster .....	No Returns.																					
	14,226	6,286	5,354	6,988	5,754	7,503	.52	10	5	11	1	87	17	186	134	2	3,750	324,700	11	73		



ANDROSCOGGIN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1884.	Excess above amt't required by law.	Not less than 80 cts. for each inhabitant.	Less than the amt't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1883, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Auburn	51	49	7	5116 33	7 36 3 50	14,500	6,856	-	-	4 77	10,000	4,774	-	14,774	14,406	368	-	-	1,250 00
Durham	10	6	-	26 00	3 18 1 90	1,200	175	-	-	3 08	1,262	603	-	1,865	1,558	307	-	55	92 00	
East Livermore	8	6	-	30 54	4 62 2 07	864	-	-	-	2 70	1,241	517	110	1,868	1,176	692	-	-	41 00	
Greene	8	6	-	22 00	3 46 1 61	799	-	-	-	2 64	942	481	-	1,423	1,330	93	-	20	50 00	
Leeds	12	8	-	20 75	3 21 1 63	1,000	45	-	-	2 72	1,113	601	-	1,714	1,572	142	-	-	59 75	
Lewiston	59	59	10	133 90	8 54 3 50	23,500	8,234	-	-	3 54	19,932	10,625	89	30,646	30,878	-	212	-	1,500 00	
Lisbon	17	15	1	30 34	4 50 3 16	2,800	687	-	-	3 19	2,568	1,428	37	4,033	3,944	89	-	-	159 35	
Livermore	17	5	-	25 00	3 00 2 00	1,200	190	-	-	3 65	1,554	511	108	2,173	1,932	241	-	-	61 00	
Minot	12	8	-	35 00	4 50 2 25	1,410	-	-	-	3 25	1,524	674	-	2,198	2,025	173	-	-	85 00	
Poland	18	9	-	22 70	3 69 2 16	2,000	46	-	-	2 94	2,201	1,074	-	3,275	3,546	-	271	-	100 00	
Turner	20	8	5	36 06	5 75 2 00	2,000	172	-	-	3 06	3,069	996	35	4,100	3,988	112	-	-	152 00	
Wales	8	4	-	25 50	3 59 1 65	600	196	-	-	4 35	670	232	5	907	782	125	-	-	29 25	
Webster	-	-	-	-	-	-	-	-	-	-	836	509	-	1,345	1,351	-	6	-	-	
	240	178	23	43 67	4 61 2 29	51,873	16,601	-	-	3 32	46,912	23,025	384	70,321	68,488	2,342	509	73	3,579 35	

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.		Percentage 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.		No. of Male Teachers employed in Summer.		No. 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.		
Amity	159	146	106	77	58	146	52	10	3	10	1	4	-	4	-	3	2	-	-	-	-	-	-	-	-	-	-	-	-	\$1,100	-	2	-	2		
Ashland	212	106	65	105	76	146	34	11	12	5	-	-	-	5	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	2,000	-	1	-	1		
Benedicta	136	68	53	70	68	73	45	12	2	14	3	3	-	3	-	3	3	-	-	-	-	-	-	-	-	-	-	-	1,400	-	1	-	2			
Blaine	280	164	125	170	116	195	43	9	13	5	-	-	-	5	-	5	1	-	-	-	-	-	-	-	-	-	-	-	2,000	-	3	-	3			
Bridgewater	330	181	134	188	137	206	41	12	14	6	1	6	5	6	5	6	5	1	-	-	-	-	-	-	-	-	-	-	\$575	2,775	-	2	3			
Caribou	1,187	507	404	596	474	742	37	10	12	19	2	18	11	11	2	18	11	2	18	11	2	18	11	2	18	11	2	700	6,700	-	2	7				
Easton	360	178	146	225	189	295	47	8	4	9	10	10	10	10	5	10	5	-	-	-	-	-	-	-	-	-	-	-	3,125	-	4	-	4			
Fort Fairfield	1,056	549	437	576	464	743	43	10	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6,500	-	1	-	5			
Fort Kent	761	321	253	-	-	321	33	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000	-	1	-	1			
Frenchville	1,169	493	355	-	-	493	30	22	2	-	-	23	12	2	23	12	2	1	30	500	2	-	-	-	-	-	-	500	-	2	-	2				
Grand Isle	425	184	106	41	32	200	16	21	2	12	2	6	1	5	-	5	-	-	-	-	-	-	-	-	-	-	-	700	-	1	-	1				
Haynesville	85	48	32	52	37	70	41	14	13	3	2	3	2	2	2	2	2	1	-	800	-	-	-	-	-	-	-	800	-	-	-	1				
Hersey	82	47	44	57	55	58	60	14	10	3	1	1	1	1	1	1	1	-	-	500	-	-	-	-	-	-	-	500	-	-	-	-				
Hodgdon	399	200	150	153	123	213	34	14	12	10	3	10	9	1	10	9	1	1	566	3,350	2	-	-	-	-	-	-	3,350	-	2	-	4				
Houlton	1,045	643	509	706	551	699	51	11	12	9	-	9	9	7	9	7	1	-	-	6,600	-	-	-	-	-	-	-	6,600	-	2	-	7				
Island Falls	97	58	48	67	55	78	64	7	9	5	1	3	3	-	3	3	-	-	2,800	-	-	-	-	-	-	-	2,800	-	-	-	3	3				
Limestone	256	181	138	198	163	204	59	10	4	10	2	-	-	8	7	1	1	175	3,100	1	-	-	-	-	-	-	3,100	-	1	-	1	1				
Linneus	386	216	169	187	146	239	41	11	11	4	9	2	7	6	6	6	1	-	2,200	1,100	1	-	-	-	-	-	2,200	-	1	-	5	5				
Littleton	402	243	158	145	104	288	33	14	3	12	2	9	-	9	9	5	1	160	2,160	1	-	-	-	-	-	-	2,160	-	1	-	3	3				
Ludlow	209	150	111	107	80	169	46	12	11	-	-	6	-	6	4	3	-	-	2,000	-	-	-	-	-	-	-	2,000	-	-	-	2	2				
Madawaska	576	267	182	-	-	267	32	20	-	-	-	14	-	14	5	5	2	300	1,000	-	-	-	-	-	-	-	1,000	-	3	-	3	3				

COMMON SCHOOLS.

Mapleton	247	191	140	168	134	317	.55	14	1	15	9	-	-	8	-	-	-	1,700	-	3
Mars Hill	338	193	150	201	162	252	.46	10	1	11	3	9	-	9	8	-	-	1,600	-	5
Masardis	94	50	45	72	55	79	.70	11	12	3	-	3	-	2	1	-	-	900	1	2
Monticello	350	261	200	231	180	285	.54	14	13	3	8	-	-	7	3	-	-	1,200	1	7
New Limerick	230	124	91	101	79	161	.37	13	12	1	5	-	-	5	2	-	-	800	-	1
Orient	96	65	59	18	14	67	.38	10	2	10	3	-	-	3	2	-	-	1,200	1	1
Presque Isle	930	516	400	563	428	747	.45	10	10	10	-	-	-	21	10	-	-	5,600	3	5
Sherman	335	175	135	165	142	252	.41	12	3	11	4	6	-	6	2	-	-	2,500	-	5
Smyrna	84	18	15	51	44	55	.36	5	11	4	4	1	3	3	3	-	-	600	-	1
Van Buren	565	267	176	141	96	280	.24	17	4	13	4	10	-	8	5	-	-	1,500	1	1
Washburn	365	230	169	180	133	258	.40	10	3	9	2	9	-	7	4	-	-	1,700	-	3
Weston	163	109	79	52	41	125	.38	12	4	10	2	5	1	4	2	1	553	932	-	2
Woodland	323	159	118	180	140	190	.40	10	2	10	3	8	-	8	6	-	-	2,000	-	4
Baneroff pl.	105	70	58	58	55	80	.54	11	10	5	3	3	3	3	3	-	-	1,000	1	1
Cary pl.	164	105	72	123	93	140	.56	8	11	3	5	-	-	5	3	-	-	1,000	1	3
Castle Hill pl.	176	96	75	138	115	139	.65	8	3	8	4	6	1	5	2	-	-	2,200	-	1
Caswell pl.	100	50	40	65	52	76	.46	11	10	5	-	-	-	-	-	-	-	40	-	1
Chapman pl.	81	67	40	-	-	67	.50	9	3	-	-	3	-	2	1	-	-	250	-	-
Connor pl.	194	New	Plantation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Crystal pl.	105	60	50	58	50	70	.48	9	15	6	-	6	-	3	2	1	122	475	-	1
Cyr pl.	245	118	71	-	-	118	.25	14	1	-	-	5	-	2	-	-	-	300	-	2
Dyer Brook pl.	73	31	26	65	63	72	.61	10	2	11	3	3	1	3	3	1	450	1,050	-	-
Eagle Lake pl.	109	60	37	-	-	60	.34	29	-	-	-	2	-	2	-	-	-	200	-	-
Glenwood pl.	64	43	34	10	8	43	.33	31	6	-	-	3	-	3	1	-	-	200	1	-
Hamlin pl.	271	158	106	-	-	158	.39	9	4	-	-	6	-	6	4	-	-	600	-	-
Macwahoc pl.	72	58	45	42	42	60	.60	18	16	-	-	2	-	2	1	-	-	600	-	-
Merrill pl.	84	47	30	48	40	57	.42	10	12	3	-	3	-	2	1	-	-	400	-	1
Moro pl.	74	42	40	-	-	50	.54	20	-	-	-	3	-	2	-	-	-	500	-	-
New Canada pl.	110	25	18	-	-	25	.17	13	-	-	-	-	-	-	-	-	-	-	-	-
New Sweden pl.	239	105	69	131	103	109	.36	7	2	11	1	6	1	6	4	1	222	1,350	-	5
Oakfield pl.	277	154	108	150	110	206	.39	10	12	3	7	2	7	4	-	-	-	1,600	-	4
Oxbow pl.	55	50	40	-	-	50	.73	12	-	-	-	2	-	1	1	-	-	100	-	-
Perham pl.	160	75	52	80	62	95	.36	10	8	-	6	1	4	3	-	-	-	1,200	-	1
Portage Lake pl.	57	31	19	-	-	34	.33	24	-	-	-	1	-	1	1	-	-	600	-	-
Reed pl.	60	38	31	37	25	55	.47	14	2	17	2	-	-	1	-	-	-	75	-	1
St. Francis pl.	123	57	39	-	-	57	.32	23	-	-	-	3	-	-	-	-	-	150	-	-

APPENDIX.

AROOSTOOK 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.		Percentage 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.		No. of Male Teachers employed in Summer.		No. 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.				
St. John pl.....	82		48		35		-		-		48		.42	20					2				1															
Silver Ridge pl.....	63		29		20		35		24		42		.35	9	2	8			3				3															
Wade pl.....	46		26		22		16		14		27		.39	9	4	6			2				1															
Wallagrass pl.....	112		101		75		-		-		101		.67	20		-			3				3															
Westfield pl.....	57		16		13		21		17		28		.27	12		12			2				1															
Winterville pl.....	38		New		Plantation.																																	
	17,122		9,074		6,767		6,920		5,449		10,980		.43	13	2	10			4				333															

AROOSTOOK 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 1884.	Excess above amt't required by law.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1883, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	Amount raised to pro-long public schools.	Amount paid for school supervision.
								Not less than 80 cts. for each inhabitant.	Less than the amt't required by law										
Amity .....	4	1	-	\$28 00	4 86	1 84	300	-	46	1 89	379	230	316	925	803	122	-	-	-
Ashland .....	3	3	-	21 50	3 72	2 13	450	46	-	2 12	549	349	-	898	855	43	-	-	25 00
Benedicta .....	2	1	-	20 00	3 50	1 75	251	8	-	1 85	293	193	5	491	498	-	7	-	-
Blaine .....	5	2	-	24 00	4 00	1 55	517	-	-	1 85	517	419	-	936	936	-	-	-	16 00
Bridgewater .....	4	3	-	27 66	4 39	1 52	579	-	-	1 76	1,119	527	100	1,747	1,392	354	-	-	35 00
Caribou .....	18	13	3	31 06	4 54	1 93	2,203	-	-	1 86	2,494	1,815	131	4,440	3,844	596	-	-	101 50
Easton .....	9	5	-	21 50	3 98	1 60	668	-	-	1 86	763	549	144	1,456	1,115	341	-	-	38 00
Fort Fairfield .....	17	16	-	26 00	4 50	1 60	2,246	-	-	2 12	2,349	1,625	159	4,133	4,060	73	-	-	200 00
Fort Kent .....	11	-	2	27 00	5 00	1 50	350	-	-	-	415	1,326	-	1,741	1,741	-	-	-	30 00
Frenchville .....	21	-	-	13 50	2 62	94	375	-	-	-	592	1,598	136	2,326	2,224	102	-	-	18 00
Grand Isle .....	5	1	-	13 00	3 50	1 23	250	-	-	-	959	630	-	1,589	832	754	-	-	10 00
Haynesville .....	2	1	1	20 00	3 50	1 63	180	-	-	2 12	222	125	41	391	366	25	-	-	7 33
Hersey .....	3	2	-	2 66	1 57	150	-	22	-	1 83	103	106	-	209	264	-	55	-	9 00
Hodgdon .....	7	4	1	23 90	4 25	1 55	850	-	-21	2 13	1,119	636	21	1,776	1,605	171	-	-	35 50
Houlton .....	11	14	1	31 50	5 13	2 65	2,684	2	-	2 47	4,472	1,580	-	6,052	4,463	1,589	-	-	69 00
Island Falls .....	3	1	-	17 66	4 25	1 78	200	11	-	2 06	348	143	144	637	605	32	-	-	12 00
Limestone .....	6	6	2	25 00	4 00	2 00	524	-	-	2 05	697	385	155	1,237	1,277	-	40	-	18 00
Linneus .....	8	-	-	24 67	3 67	1 95	734	-	-	1 93	879	693	58	1,630	1,466	164	-	-	23 50
Littleton .....	7	3	-	24 85	4 00	1 74	723	-	-	1 77	811	570	-	1,381	1,144	237	-	-	46 75
Ludlow .....	5	3	-	27 50	3 00	1 72	374	-	-	1 79	521	308	67	896	796	100	-	-	19 00
Madawaska .....	10	10	-	24 33	2 14	1 07	425	-	-	-	490	838	-	1,328	1,198	130	-	-	15 00
Mapleton .....	9	4	-	24 00	3 56	1 49	564	-	-	2 28	719	402	36	1,157	1,093	64	-	-	31 00
Mars Hill .....	9	4	-	23 80	3 34	1 40	573	-	-	1 70	656	555	64	1,275	1,150	125	-	-	30 00
Masardis .....	2	1	-	24 00	3 00	2 00	175	5	-	1 86	300	151	38	489	370	119	-	-	2 00

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 1884.		Excess above amt't required by law.		Not less than 80 cts for each inhabitant.		Less than the amt't required by law.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1883, to April 1, 1884.		Amount available from State Treasury from April 1, 1883, to April 1, 1884.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.		Balance unexpended April 1, 1884.		Balance over-expended April 1, 1884.		Amount raised to prolong public schools.		Amount paid for school supervision.			
Monticello.....	7	1	-	-	\$27	43	3	65	1	75	771	-	-	-	-	-	-	-	-	-	2	20	1,119	598	100	1,817	1,668	149	-	-	-	-	-	-	-	-	28	00				
New Limerick.....	5	3	-	-	26	00	4	00	1	60	431	-	-	-	-	-	-	-	-	-	41	87	482	357	46	885	844	41	-	-	-	-	-	-	-	-	-	25	00			
Orient.....	2	2	-	-	30	75	2	50	2	17	250	-	71	-	-	-	-	-	-	-	-	60	315	139	179	633	464	169	-	-	-	-	-	-	-	-	-	-	-			
Presque Isle.....	13	16	-	2	24	00	4	35	2	00	1,926	-	-	-	31	2	07	-	-	-	2	07	2,522	1,407	100	4,029	3,672	357	-	-	-	-	-	-	-	-	165	00				
Sherman.....	6	1	-	-	34	40	4	43	1	95	640	-	2	-	-	-	-	-	-	-	1	90	937	515	9	1,461	1,573	-	112	-	-	-	-	-	-	-	-	35	00			
Smyrna.....	1	3	-	-	22	00	2	87	1	65	220	-	30	-	-	-	-	-	-	-	-	62	239	126	-	365	335	30	-	-	-	-	-	-	-	-	-	9	75			
Van Buren.....	8	5	-	1	22	50	3	40	1	19	888	-	-	-	-	-	-	-	-	-	1	57	1,083	813	-	1,896	1,190	706	-	-	-	-	-	-	-	-	-	-	25	00		
Washburn.....	9	5	-	-	28	83	3	93	1	69	666	-	19	-	-	-	-	-	-	-	1	83	835	601	82	1,518	1,423	95	-	-	-	-	-	-	-	-	-	59	90			
Weston.....	5	-	-	-	25	73	3	29	1	74	334	-	-	-	12	05	-	-	-	-	2	05	369	254	56	679	645	34	-	-	-	-	-	-	-	-	-	20	00			
Woodland.....	8	6	-	-	23	20	3	48	1	72	650	107	-	-	-	-	-	-	-	-	2	01	600	463	184	1,247	1,232	15	-	-	-	-	-	-	-	-	-	-	36	00		
Bancroft pl.....	4	2	-	-	21	00	3	40	1	87	225	49	-	-	-	-	-	-	-	-	2	14	180	163	200	543	547	-	4	-	-	-	-	-	-	-	-	-	12	00		
Cary pl.....	4	2	-	-	25	00	4	17	1	68	295	-	-	-	-	-	-	-	-	-	1	80	450	272	111	833	600	233	-	-	-	-	-	-	-	-	-	-	-			
Castle Hill pl.....	6	6	-	-	18	00	3	46	1	50	362	27	-	-	-	-	-	-	-	-	2	06	654	264	12	930	760	170	-	-	-	-	-	-	-	-	-	25	00			
Caswell pl.....	4	2	-	-	20	00	3	50	1	50	261	-	-	-	-	-	-	-	-	-	2	61	295	166	-	461	406	55	-	-	-	-	-	-	-	-	-	-	7	00		
Chapman pl.....	4	-	-	-	-	-	3	50	1	31	135	-	-	-	-	-	-	-	-	-	2	01	193	116	-	309	195	114	-	-	-	-	-	-	-	-	-	-	6	25		
Crystal pl.....	6	3	-	-	20	00	4	06	1	50	240	20	-	-	-	-	-	-	-	-	2	29	499	147	-	646	547	99	-	-	-	-	-	-	-	-	-	-	16	00		
Cyr pl.....	3	-	-	-	13	50	3	05	1	21	75	-	-	-	-	-	-	-	-	-	-	-	*19	383	-	364	354	10	-	-	-	-	-	-	-	-	-	-	-	9	00	
Dyer Brook pl.....	2	4	-	-	-	-	3	33	1	27	176	38	-	-	-	-	-	-	-	-	2	41	238	123	-	361	353	8	-	-	-	-	-	-	-	-	-	-	5	00		
Eagle Lake pl.....	3	-	-	-	-	-	3	75	1	25	60	-	-	-	-	-	-	-	-	-	-	-	65	164	-	229	142	87	-	-	-	-	-	-	-	-	-	-	-			
Glenwood pl.....	2	1	-	1	20	00	3	50	1	95	190	32	-	-	-	-	-	-	-	-	2	97	163	92	-	255	240	15	-	-	-	-	-	-	-	-	-	-	9	50		
Hamlin pl.....	6	-	-	-	-	-	3	52	1	23	150	-	-	-	-	-	-	-	-	-	-	-	266	437	-	703	601	102	-	-	-	-	-	-	-	-	-	-	12	00		
Macwahoc pl.....	2	1	-	1	-	-	5	00	2	50	150	-	-	-	-	-	-	-	-	-	-	-	173	106	-	279	289	-	-	-	-	-	-	-	-	-	-	-	15	00		
Merrill pl.....	2	2	-	-	26	00	3	25	2	00	158	-	-	-	-	-	-	-	-	-	7	1	88	196	-	403	397	6	-	-	-	-	-	-	-	-	-	-	7	00		

Moro pl.....	3	-	-	-	3 50	1 50	154	17	-	2 08	228	100	-	328	273	55	-	-	15 00
New Canada pl.....	1	-	-	-	3 50	1 25	50	-	-	-	50	145	-	195	140	55	-	-	10 00
New Sweden pl. . .	4	1	2	19 55	2 70	1 58	192	-	222	80	224	416	-	640	605	35	-	-	13 50
Oakfield pl.....	7	4	1	24 45	3 36	1 85	510	-	-	1 84	1,308	422	84	1,814	1,245	569	-	-	31 25
Oxbow pl.....	2	-	-	-	2 50	1 22	110	8	-	2 00	110	-	-	110	110	-	-	-	-
Perham pl.....	4	4	-	25 00	3 16	1 56	277	-	-	1 73	303	229	-	332	485	47	-	-	15 00
Portage Lake pl....	2	-	-	-	3 00	2 50	75	-	31	1 31	157	71	-	228	164	64	-	10	4 00
Reed pl.....	3	1	-	25 00	3 31	2 05	200	113	-	3 33	525	90	-	615	498	117	-	-	5 00
St. Francis pl. ....	2	-	-	-	5 06	1 75	100	-	-	81	305	165	-	470	360	110	-	-	-
St. John pl.....	2	-	2	-	3 25	1 25	100	-	-	1 22	106	138	13	257	237	20	-	-	6 00
Silver Ridge pl. ....	3	2	-	30 00	3 40	1 42	183	-	-	2 89	268	-	-	268	297	-	29	-	11 62
Wade pl.....	2	1	-	-	3 17	1 40	92	-	13	2 00	59	69	-	128	133	-	5	-	4 50
Wallagrass pl.....	3	-	3	-	5 00	3 75	100	-	-	89	133	315	-	448	387	61	-	-	13 50
Westfield pl.....	1	-	-	30 00	2 50	1 75	92	-	-	1 61	102	79	-	181	180	1	-	-	3 00
	337	174	25	23 47	3 64	1 69	27,734	629	274	1 97	37,498	25,832	2869	66,199	57,688	8,773	262	10	1,450 35

\*Overdrawn.

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.	Percentage 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.	No. of Male Teachers employed in Summer.	No. of Male Teachers employed in Winter.
								W.	F.	W.	F.									
Baldwin	349	209	173	286	240	290	.59	8	5	9	4	12	-	12	10	1	\$500	\$4,650	-	5
Bridgton	852	489	416	518	450	596	.51	10	12	2	18	-	-	21	17	1	550	18,600	4	9
Brunswick	1,872	713	579	718	588	768	.31	9	2	10	4	19	-	24	20	-	-	40,000	2	5
Cape Elizabeth	1,918	998	896	1,001	802	1,031	.44	11	11	11	-	-	-	15	15	-	-	31,000	4	8
Casco	280	163	151	201	170	231	.58	9	5	12	9	-	-	8	8	-	-	3,000	-	6
Cumberland	560	310	263	275	226	375	.44	10	11	11	12	-	1	9	8	-	-	5,400	-	3
Deering	1,222	791	704	725	627	816	.54	11	11	11	-	-	-	14	14	-	-	48,000	1	1
Falmouth	488	262	225	310	268	345	.51	7	2	15	5	12	-	12	6	-	-	6,500	1	6
Freeport	615	427	364	418	346	443	.58	13	4	13	4	16	1	18	18	-	-	20,000	4	7
Gorham	876	583	444	566	452	693	.51	10	2	13	13	-	-	18	8	-	-	13,000	3	12
Gray	560	320	270	350	301	415	.51	10	9	4	12	-	-	11	8	-	-	3,000	-	7
Harpwell	602	330	279	327	276	405	.46	9	4	9	5	19	-	15	12	-	-	6,000	-	5
Harrison	359	223	195	233	197	270	.55	13	12	3	8	-	1	9	7	-	-	3,000	-	4
Naples	283	155	136	195	164	228	.53	9	11	11	11	-	-	11	10	1	1,100	4,800	-	5
New Gloucester	400	213	171	229	192	275	.46	10	12	-	-	-	-	12	12	1	1,942	10,200	-	2
North Yarmouth	235	95	84	112	100	136	.39	7	3	11	7	-	2	7	4	-	-	1,800	-	2
Otisfield	277	158	136	206	179	225	.57	9	12	12	12	-	1	12	8	-	-	3,000	-	4
Portland	11,711	5,444	4,693	5,755	4,869	6,967	.41	16	4	21	1	-	-	15	13	2	14,650	336,240	6	6
Pownall	263	219	197	221	193	235	.74	7	3	11	9	-	2	11	11	-	-	4,500	-	5
Raymond	383	232	214	247	229	270	.58	8	5	10	10	-	-	11	8	-	-	3,000	-	4
Scarborough	571	317	273	345	303	481	.50	15	4	12	2	11	1	11	11	1	800	8,000	-	6
Sebago	266	205	167	204	171	219	.64	7	1	9	2	9	-	9	5	-	-	1,900	-	6
Standish	588	330	269	340	290	368	.48	14	11	4	13	-	-	13	10	-	-	5,850	2	13
Westbrook	1,702	751	632	741	622	795	.36	18	18	-	-	-	-	9	9	1	8,643	36,000	3	3

COMMON SCHOOLS.



Windham .....	707	359	309	440	362	454	.47	9	10	5	19	-	19	16	-	-	8,300	2	7
Yarmouth .....	603	331	242	279	236	357	.40	11	2	9	9	3	10	7	-	-	5,575	1	2
	28,542	14,627	12,482	15,242	12,859	17,688	.50	10	4	12	280	12	336	275	8	28,185	634,315	33	143

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 1884.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1883 to April 1, 1884.		Amount available from State Treasury from April 1, 1883, to April 1, 1884.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.		Balance unexpended April 1, 1884.		Balance over-expended April 1, 1884.		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.			
Baldwin .....	11	7	-	5	33	50	3	43	1	66	1,000	102	-	2	87	1,061	525	72	1,658	1,506	152	-	-	-	-	-	-	-	-	-	-	-	-	45	00			
Bridgton .....	22	15	6	46	50	3	50	1	70	3,500	1,210	-	4	11	3,758	1,343	53	5,154	5,036	118	-	-	-	-	-	-	-	-	-	-	-	-	-	150	00			
Brunswick .....	29	26	5	25	00	3	00	2	50	6,000	1,697	-	3	21	8,273	2,808	229	11,310	8,839	2,471	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cape Elizabeth .....	17	9	-	45	00	7	50	3	50	4,300	58	-	2	25	8,664	2,913	345	11,922	8,171	3,751	-	-	-	-	-	-	-	-	-	-	-	-	-	-	200	00		
Casco .....	8	2	-	23	85	4	00	2	00	800	74	-	2	86	813	479	120	1,412	1,400	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	39	75	
Cumberland .....	11	5	-	35	00	4	95	2	35	1,295	-	-	2	31	1,561	892	103	2,556	2,197	359	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	38	80	
Deering .....	18	18	11	109	00	8	65	3	00	6,000	2,541	-	4	91	4,993	1,921	-	6,914	6,861	53	-	-	-	-	-	-	-	-	-	-	-	-	-	-	300	00		
Falmouth .....	11	6	2	32	15	5	00	2	51	2,000	702	-	4	09	2,136	765	33	2,934	2,837	97	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	74	00	
Freeport .....	14	11	3	68	00	3	50	2	50	2,600	777	-	4	23	2,700	1,072	8	3,750	3,546	234	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	140	00	
Gorham .....	18	7	12	35	33	4	92	2	49	3,300	714	-	3	77	4,783	1,450	-	6,233	5,952	281	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	105	00
Gray .....	13	6	3	29	25	3	70	2	05	1,450	12	-	2	59	1,584	894	61	2,539	2,435	104	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	65	00
Harpwell .....	18	13	-	31	70	3	90	3	00	1,600	172	-	2	66	1,597	933	140	2,670	2,455	215	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	90	00
Harrison .....	14	6	-	31	25	4	40	1	90	1,000	66	-	2	78	1,073	588	44	1,705	1,691	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	57	00
Naples .....	9	5	-	25	00	4	00	2	25	1,200	394	-	4	24	1,059	460	79	1,598	1,532	66	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45	00	
New Gloucester .....	12	10	1	16	50	4	26	2	23	1,800	694	-	4	50	3,105	658	329	4,092	2,472	1,620	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	70	00
North Yarmouth .....	7	5	-	28	00	4	75	2	25	800	138	-	3	40	837	367	258	1,462	1,445	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	00	
Otisfield .....	11	7	-	24	25	3	35	1	61	1,000	258	-	3	61	1,048	433	123	1,604	1,482	122	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	28	00

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 1884.	Excess above amt required by law.	Not less than 50 cts. for each inhabitant.	Less than the amt required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1883, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	Amount raised to prolong public schools.	Amount paid for school supervision.
Portland .....	139	139	26	140 00	16 25	4 50	85,000	57,952	-	-	7 26	77,127	18,556	250	95,933	95,933	-	-	-	2,050 00
Pownal .....	11	6	-	32 00	3 75	2 10	800	101	-	-	3 04	850	417	-	1,267	1,267	-	-	105	45 58
Kaymond .....	10	5	3	30 00	5 00	2 75	907	-	-	-	2 37	1,065	656	125	1,846	1,654	192	-	-	38 00
Searborough.....	10	4	3	30 00	5 25	2 37	1,500	22	-	-	2 62	1,701	925	-	2,626	2,468	158	-	-	80 00
Sebago.....	9	3	1	20 88	3 68	1 52	650	4	-	-	2 44	665	430	-	1,095	1,079	16	-	-	30 00
Standish.....	14	-	1	35 00	4 12	2 00	2,100	472	-	-	3 57	2,375	916	94	3,385	2,762	623	-	-	122 00
Westbrook .....	18	18	9	67 00	8 00	2 75	5,700	2,615	-	-	3 35	4,000	2,498	30	6,528	4,011	2,517	-	-	110 00
Windham .....	14	12	2	25 00	4 15	2 06	2,000	150	-	-	2 83	2,625	1,112	146	3,883	3,282	601	-	-	-
Yarmouth.....	8	7	1	33 00	4 66	2 50	1,616	-	-	-	2 68	1,666	951	-	2,617	2,600	17	-	-	75 00
	476	352	93	40 49	5 06	2 39	139,918	70,925	-	-	3 41	141,119	44,962	2642	188,723	174,913	138,10	-	1525	4,011 73

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.	Percentage 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.	No. of Male Teachers employed in Summer.	No of Male Teachers employed in Winter.
Avon.....	209	84	71	121	112	134	.44	7	1	10	12	-	11	5	-	-	-	\$2,000	-	2
Carthage.....	156	112	101	117	99	142	.64	8	3	10	6	1	6	2	-	-	-	2,000	-	4
Chesterville.....	263	168	153	184	163	214	.60	8	3	11	4	13	3	12	2	-	-	3,000	-	6
Eustis.....	96	69	56	48	43	82	.52	10	4	10	4	-	4	4	2	-	-	1,000	-	1
Farmington.....	940	468	394	486	401	675	.43	10	12	12	21	5	21	6	-	-	-	17,000	2	9
Freeman.....	204	148	118	165	137	177	.62	8	8	3	9	1	10	4	-	-	-	1,500	-	7
Industry.....	225	151	108	158	122	201	.51	8	2	8	2	10	1	10	5	-	-	2,500	-	6
Jay.....	401	194	165	283	251	315	.52	7	3	9	5	17	3	16	7	-	-	5,500	-	11
Kingfield.....	161	96	80	108	94	123	.54	8	4	9	2	-	3	3	-	-	-	2,500	1	1
Madrid.....	121	98	80	90	76	110	.64	6	3	10	9	-	7	3	-	-	-	1,800	-	2
New Sharon.....	356	189	151	258	205	260	.50	8	9	3	17	1	17	9	1	\$200	-	2,200	-	4
New Vineyard.....	261	215	169	155	125	219	.57	8	2	8	4	13	1	10	9	-	-	2,000	-	2
Phillips.....	506	245	196	339	287	443	.48	9	9	2	16	7	15	12	-	-	-	6,500	4	7
Rangeley.....	225	148	119	164	146	170	.54	8	11	4	4	-	4	4	-	-	-	2,200	-	4
Salem.....	90	31	27	88	63	92	.50	10	12	2	2	2	4	2	-	-	-	550	-	2
Strong.....	181	86	72	152	117	167	.52	8	1	10	3	8	7	6	-	-	-	1,250	-	2
Temple.....	178	79	63	117	100	131	.46	6	3	8	4	8	1	8	4	-	-	1,000	-	4
Weld.....	303	224	190	234	190	298	.63	8	10	2	11	1	11	8	-	-	-	4,000	-	7
Wilton.....	478	247	212	374	323	461	.56	7	3	10	3	10	5	13	12	-	-	10,000	-	10
Coplin pl.....	32	23	16	-	22	27	.59	10	10	10	3	-	1	1	-	-	-	400	-	-
Dallas pl.....	75	69	42	-	-	69	.56	-	-	-	2	-	1	-	-	-	-	10	-	-
Greenvale pl.....	No Returns.																			

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.		Percentage 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.		No. of Male Teachers employed in Summer.		No. of Male Teachers employed in Winter.	
	Letter E pl.....	12	9	9	10	9	11	9	11	.71	6	6	4	8	8	2	3	1	3	1	1	1	1	3	3	1	1	1	1	200	70,235	7	91			
Rangeley pl.....	51	30	26	42	31	51	56	6	4	9	2	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Perkins pl.....	18	14	5	13	10	15	.42	8	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	5,542	3,197	2,622	3,733	3,126	4,587	.54	8	10	1	202	32	196	118	1	200	70,235	7	91																	

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 1884		Excess above amt't required by law.		Not less than 80 cts for each inhabitant.		Less than the amt't required by law.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1873, to April 1, 1884.		Amount available from State Treasury from April 1, 1883, to April 1, 1884.		Amount derived from local funds.		Total School resources.		Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.		Balance unexpended April 1, 1884.		Balance over-expended April 1, 1884.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	Avon.....	8	9	1	22 00	3 00	1 43	3 00	1 37	406	43	-	-	2 39	2 60	578	483	315	242	30	893	787	106	-	-	12	30 00													
Carthage.....	6	2	1	22 00	3 00	1 37	406	43	-	-	-	2 39	2 60	578	483	315	242	30	893	787	106	-	-	12	30 00															
Chesterville.....	12	7	3	21 67	2 82	1 79	800	36	-	-	-	3 04	977	977	454	454	35	1,466	1,332	134	-	-	50	40 70																

Eustis .....	4	3	-	25	00	4	36	1	64	275	33	-	2	86	358	175	15	548	517	31	-	-	-	12	38	
Farmington .....	24	10	17	34	40	3	20	1	95	3,000	318	-	3	19	3,799	1,552	94	5,445	4,998	447	-	-	-	144	00	
Freeman .....	12	1	-	24	57	2	43	1	39	500	61	-	2	45	569	315	-	884	815	69	-	-	-	30	00	
Industry .....	9	4	3	24	83	3	02	1	55	572	-	-	2	54	623	350	-	973	908	65	-	4	-	37	00	
Jay .....	14	6	-	22	25	2	85	1	84	1,200	167	-	3	00	1,419	655	73	2,747	1,851	296	-	-	-	70	00	
Kingfield .....	3	3	-	37	00	4	25	2	00	364	-	-	2	20	421	236	36	693	633	60	-	-	-	11	75	
Madrid .....	7	5	2	20	00	3	50	2	00	340	-	-	10	2	81	340	194	32	566	563	3	-	-	30	00	
New Sharon .....	15	12	4	27	25	3	12	1	62	1,160	115	-	3	26	1,223	567	38	1,828	1,785	43	-	-	-	108	50	
New Vineyard.....	11	6	3	29	50	3	36	1	45	630	-	-	2	41	745	409	-	1,154	1,099	55	-	-	-	40	00	
Phillips .....	14	7	-	25	30	3	27	1	79	1,400	250	-	2	77	1,640	739	-	2,379	2,234	145	-	72	-	98	00	
Rangeley.....	8	1	-	24	25	3	12	1	89	452	2	-	2	01	635	353	-	988	915	73	-	18	-	21	00	
Salem.....	1	1	2	25	50	3	00	1	56	220	2	-	2	44	230	137	-	367	319	48	-	-	-	7	00	
Strong.....	6	7	-	24	50	3	06	1	50	500	23	-	2	77	607	282	87	976	801	175	-	-	-	27	00	
Temple.....	6	4	1	19	90	2	60	1	50	464	-	-	2	61	563	266	-	829	666	163	-	-	-	20	00	
Weld.....	13	5	-	26	00	3	00	1	60	870	38	-	2	87	1,014	514	-	1,528	1,414	114	-	-	-	54	00	
Wilton.....	14	3	1	22	50	3	54	1	88	1,391	-	-	2	91	1,759	856	129	2,744	2,487	257	-	24	-	97	50	
Coplin pl. ....	1	1	-	-	-	4	00	1	75	80	17	-	2	50	80	57	80	217	143	74	-	-	-	2	00	
Dallas pl. ....	1	-	-	-	-	2	75	1	87	116	-	-	1	55	254	100	-	354	116	238	-	-	-	7	50	
Greenvale pl. ....																										
Letter E pl. ....	1	1	-	-	-	2	00	1	35	35	11	-	2	92	37	13	-	50	49	1	-	-	-	3	50	
Perkins pl. ....	3	3	-	-	-	2	00	1	45	119	11	-	2	33	149	84	-	233	190	43	-	-	-	1	50	
Rangeley .....	1	1	-	-	-	2	90	1	13	55	4	-	3	06	No	Fiscal	Returns.									
	194	102	35	24	94	3	09	1	64	15,449	1,131	-	10	2	65	18,503	8,865	649	28,017	25,287	2,730	-	182	-	919	08

APPENDIX.

HANCOCK COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Percentage 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.	No. of Male Teachers employed in Summer.	No. of Male Teachers employed in Winter.
	W.	D.						W.	D.	W.	D.											
Amherst	159	88	73	133	113	104	.58	9	3	9	4	4	4	-	4	4	-	-	\$475	-	4	
Aurora	84	57	32	52	37	56	.41	11	10	10	3	3	1	-	3	1	-	-	500	-	1	
Bluehill	778	495	420	548	486	549	.58	9	10	10	20	18	12	-	18	12	-	-	7,500	-	8	
Brooklin	376	225	191	276	233	267	.56	8	2	8	4	9	8	-	9	8	-	-	4,600	-	6	
Brooksville.	555	340	276	315	287	395	.51	14	11	3	9	9	4	-	9	4	-	-	3,700	-	2	
Bucksport.	897	541	463	484	418	674	.49	12	5	13	4	16	2	-	19	13	-	\$300	8,500	1	4	
Castine.	375	168	144	201	155	217	.40	10	12	4	4	4	6	-	6	5	-	-	10,000	-	2	
Cranberry Isles.	122	62	58	92	82	99	.57	8	6	5	5	1	4	-	4	3	-	-	1,100	-	4	
Deer Isle	1,343	1,062	856	670	553	1,055	.52	12	11	10	21	3	20	-	19	1	-	1,000	11,000	-	11	
Dedham	No	Statistical Returns.																				
Eastbrook	121	90	74	93	72	103	.60	10	6	4	4	-	4	-	4	4	-	-	1,600	-	2	
Eden.	583	298	247	350	302	385	.47	8	10	13	13	13	11	-	13	11	-	-	15,000	1	2	
Ellsworth	1,680	905	762	883	753	1,176	.45	9	10	2	19	2	23	-	12	12	-	-	25,000	-	13	
Franklin	428	328	269	318	249	332	.61	7	2	7	10	9	5	-	9	5	-	-	4,800	2	7	
Gouldsborough	591	376	318	440	370	464	.58	8	10	3	17	17	12	-	10	10	-	-	7,000	-	8	
Hancock	401	307	294	200	167	361	.51	8	1	9	2	6	6	-	6	6	-	1,400	4,200	-	4	
Isle au Haut.	72	47	26	47	36	50	.43	10	8	5	1	2	1	-	2	1	-	-	300	-	1	
Lamoine.	257	191	156	169	136	205	.57	12	2	11	4	1	4	-	4	4	-	-	6,000	-	3	
Mariaville.	129	79	63	98	80	100	.55	8	3	10	2	5	5	-	5	4	-	-	2,000	-	7	
Mount Desert.	374	212	185	271	221	297	.54	9	1	9	1	10	9	-	9	5	-	-	3,500	-	7	
Orland	483	324	267	256	198	330	.48	9	10	3	14	2	14	-	9	9	-	-	7,500	-	5	
Otis.	116	96	81	70	61	109	.61	8	6	1	3	3	3	-	3	3	-	-	200	-	2	
Penobscot.	449	271	231	269	231	272	.51	9	7	5	12	12	8	-	12	8	-	-	3,200	-	5	
Sedgwick.	380	228	185	272	215	293	.53	10	9	4	10	-	10	-	10	8	-	-	6,900	-	6	

Sullivan .....	362	190	158	229	199	260	.49	11	11	7	-	8	5	-	-	1,900	-	4				
Surry .....	384	285	255	283	252	292	.66	11	1	9	1	9	9	-	-	2,900	-	7				
Tremont .....	757	477	405	483	397	579	.53	10	1	9	4	15	-	-	13	11	-	8				
Trenton .....	166	82	66	140	119	136	.56	7	1	9	7	7	7	1	600	700	1	3				
Verona .....	113	46	18	73	59	91	.34	8	14	4	-	4	4	-	-	2,400	-					
Waltham .....	73	47	37	45	34	59	.59	11	3	10	3	3	2	-	-	700	-	2				
Long Island pl.....	53	37	30	30	23	41	.50	8	9	1	-	1	1	-	-	400	-	1				
No. 7 pl .....	21	7	3	-	-	7	.14	14	-	1	2	1	-	-	-	200	-					
No. 21 pl .....	27	20	16	21	16	21	.59	12	12	1	-	1	1	-	-	150	-					
No. 33 pl .....	71	44	30	50	34	50	.45	11	15	1	-	1	1	-	-	500	1	1				
Swan's Island pl .....	228	128	109	129	113	180	.49	9	2	9	4	5	-	-	5	2	-	3				
	13,008	8,153	6,798	7,990	6,701	9,609	.51	9	4	3	9	3	3	277	14	271	199	4	3,300	154,775	7	136

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 1884	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, 1873, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884	Amount derived from local funds.	Total School resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	Amount raised to pro-long public schools.	Amount paid for school supervision.
	Amherst.....	4	2	-	\$28 00	3 87	1 75	320	-	-	2 01	466	252	80	798	632	166	-	14
Aurora.....	2	1	1	30 00	3 33	1 56	170	-	-	2 02	476	129	60	659	293	366	-	-	-
Bluehill.....	20	13	-	32 50	4 30	2 00	1,800	30	-	2 25	1,971	1,174	100	3,245	2,930	315	-	-	90 00
Brooklin.....	7	3	1	34 50	5 55	2 06	800	18	-	2 13	824	580	-	1,404	1,384	20	-	5	46 50
Brooksville.....	9	7	2	32 00	4 62	1 82	1,140	5	-	2 05	1,214	871	-	2,085	2,029	56	-	-	55 00
Bucksport.....	19	16	-	33 00	3 71	2 56	2,500	62	-	2 78	2,983	1,436	68	4,487	4,084	403	-	-	113 25
Castine.....	5	6	2	34 50	6 83	2 62	1,206	228	-	3 20	1,455	620	30	2,105	1,921	184	-	-	41 00
Cranberry Isles.....	3	1	-	29 75	3 31	2 05	274	-	-	2 25	285	190	6	484	444	40	-	64	20 75
Deer Isle.....	24	10	-	37 45	4 84	2 20	2,613	-	-	1 94	2,908	2,124	-	5,032	4,859	173	-	-	60 00
Dedham.....	-	-	-	-	-	-	-	-	-	-	493	259	121	873	727	146	-	-	-
Eastbrook.....	4	2	1	34 00	4 50	1 75	300	69	-	2 48	300	216	-	516	516	-	-	-	15 00
Eden.....	13	12	2	35 00	4 00	1 95	1,400	97	-	2 40	1,489	936	137	2,562	2,344	218	-	-	135 00
Ellsworth.....	25	11	-	33 33	4 49	2 64	4,200	158	-	2 50	5,430	2,644	-	8,074	7,125	949	-	-	250 00
Franklin.....	8	-	-	32 50	3 50	2 50	882	-	-	2 06	1,663	658	-	2,321	1,678	643	-	-	49 50
Gouldsborough.....	16	8	1	34 50	3 45	2 03	1,460	-	-	2 47	1,567	939	32	2,538	2,436	102	-	-	47 75
Hancock.....	10	1	-	34 00	4 70	2 31	876	-	-	2 18	893	662	-	1,555	1,216	339	-	-	30 00
Isle au Haut.....	3	3	1	30 00	3 06	2 50	222	3	-	3 08	251	119	30	400	405	-	-	-	10 00
Lamoine.....	4	1	-	39 00	3 37	1 90	601	2	-	2 34	642	373	-	1,015	932	83	-	-	25 00
Mariaville.....	4	1	-	-	3 70	1 42	325	19	-	2 52	371	194	41	606	592	14	-	-	15 00
Mount Desert.....	10	3	2	36 50	3 77	1 82	814	-	-	2 18	1,021	596	-	1,617	1,548	69	-	-	75 00
Orland.....	22	7	-	32 00	3 95	2 25	1,360	9	-	2 81	1,661	811	135	2,607	2,461	146	-	-	75 00
Otis.....	4	1	-	32 00	3 87	2 00	250	7	-	2 16	261	180	34	475	475	-	-	-	17 75
Penobscot.....	12	5	5	28 28	4 02	1 96	1,073	-	-	2 39	1,166	715	-	1,881	1,730	151	-	-	45 75
Sedgwick.....	9	4	1	36 17	3 97	1 88	950	48	-	2 50	1,036	589	54	1,679	1,565	114	-	-	68 00



Sullivan .....	8	4	2	35 00	3 95	2 25	818	-	-	2 26	1,016	582	-	1,598	1,464	134	-	-	90 00
Surry .....	10	4	-	30 85	3 55	2 11	950	-	3	2 47	1,017	610	-	1,627	1,564	63	-	-	62 00
Tremont .....	14	5	2	36 58	4 02	2 03	1,609	-	-	2 13	1,771	1,161	-	2,932	2,647	285	-	-	71 46
Trenton .....	4	4	-	36 25	3 40	1 83	600	89	-	3 61	559	274	-	833	839	4	-	-	35 00
Verona .....	1	4	-	-	3 50	1 98	285	-	-	2 52	300	179	-	479	455	24	-	-	12 00
Waltham .....	2	-	-	25 50	3 33	1 71	237	-	-	3 24	380	121	75	576	497	79	-	-	6 25
Long Island pl .....	1	-	1	30 00	5 00	3 00	120	-	-	2 26	112	71	-	183	188	-	5	5	5 00
No. 7 pl .....	2	-	-	-	2 25	2 00	55	-	-	2 62	60	28	15	103	103	-	-	-	-
No. 21 pl .....	1	1	-	-	3 25	1 25	55	6	-	2 04	-	-	-	-	-	-	-	-	-
No. 33 pl .....	-	-	-	29 00	-	2 10	85	-	-	9 1 19	193	111	-	304	253	51	-	65	6 00
Swan's Island pl ...	4	1	1	39 33	3 59	2 06	490	-	-	122 2 15	718	368	-	1,086	923	163	-	25	38 00
	284	147	25	33 15	3 95	2 05	30,834	853	-	147 2 39	36,949	20,772	1018	58,739	53,249	5,500	10	217	1,619 46

KENNEBEC COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Percentage 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.		No. of Male Teachers employed in Summer.		No. 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.				
Albion	353	215	155	264	225	295	.54	10	10	12	12	13	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	
Augusta	2,220	1,187	992	1,101	907	1,375	.43	9	12	21	18	18	18	12	18	18	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
Belgrade	418	200	167	283	239	311	.49	7	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9	5	9
Benton	387	188	130	197	160	285	.38	8	3	9	5	11	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10	6	10
Chelsea	255	158	131	122	104	190	.46	16	9	8	1	9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
China	460	243	232	315	300	353	.58	8	8	9	1	21	1	21	1	21	1	21	1	21	1	21	1	21	1	21	1	21	1	21	1	21	1	21	1	21	1	21
Clinton	522	289	255	343	315	370	.54	8	5	12	13	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13
Farmingdale	224	91	70	123	107	155	.40	10	20	3	5	20	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Fayette	257	115	98	155	140	179	.46	8	2	10	1	9	7	9	7	9	7	9	7	9	7	9	7	9	7	9	7	9	7	9	7	9	7	9	7	9	7	9
Gardiner	1,269	731	586	681	537	849	.45	18	18	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11
Hallowell	826	528	452	498	420	649	.53	11	1	11	1	11	1	11	1	11	1	11	1	11	1	11	1	11	1	11	1	11	1	11	1	11	1	11	1	11	1	11
Litchfield	362	188	158	249	193	274	.48	6	12	15	1	15	8	15	8	15	8	15	8	15	8	15	8	15	8	15	8	15	8	15	8	15	8	15	8	15	8	15
Manchester	194	82	69	98	79	123	.38	11	1	8	4	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Monmouth	310	239	196	222	190	269	.62	16	9	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13
Mt. Vernon	297	239	194	216	173	201	.61	7	4	11	1	12	9	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11	9	11
Oakland	645	401	310	328	275	457	.45	19	3	10	1	10	6	11	6	11	6	11	6	11	6	11	6	11	6	11	6	11	6	11	6	11	6	11	6	11	6	11
Pittston	653	357	317	403	343	499	.51	7	3	11	2	17	8	17	8	17	8	17	8	17	8	17	8	17	8	17	8	17	8	17	8	17	8	17	8	17	8	17
Readfield	268	175	141	206	157	264	.56	11	12	10	1	12	10	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10
Rome	176	124	103	113	93	147	.56	7	3	8	2	8	6	8	6	8	6	8	6	8	6	8	6	8	6	8	6	8	6	8	6	8	6	8	6	8	6	8
Sidney	407	258	211	284	245	306	.56	8	1	9	4	19	10	19	10	19	10	19	10	19	10	19	10	19	10	19	10	19	10	19	10	19	10	19	10	19	10	19
Vassalborough	781	352	280	451	345	496	.49	9	3	9	9	22	16	22	16	22	16	22	16	22	16	22	16	22	16	22	16	22	16	22	16	22	16	22	16	22	16	22
Vienna	185	154	97	102	83	172	.49	7	2	8	8	10	2	10	2	10	2	10	2	10	2	10	2	10	2	10	2	10	2	10	2	10	2	10	2	10	2	10

Waterville .....	2,112	761	641	847	697	1,076	.31	18		-	-	9	7	1	\$3,037	30,200	-	1	2	
Wayne .....	240	119	100	173	144	177	.51	9	12	-	-	8	7	-	-	5,975	-	1	1	
West Gardiner .....	292	149	122	188	161	216	.48	10	1	12	1	9	-	9	7	2,500	-	1	5	
Windsor .....	318	223	183	245	204	255	.61	7	3	9	1	13	-	13	11	3,000	-	-	5	
Winslow .....	597	230	182	281	230	305	.35	8	9	9	16	1	15	7	-	3,250	-	-	4	
Winthrop .....	606	307	294	339	311	358	.50	10	14	10	-	10	7	2	1,700	12,000	-	-	-	
Unity pl .....	20	15	13	15	13	15	.65	5	9	1	-	1	1	-	-	100	-	-	-	
	15,654	8,318	6,879	8,842	7,390	10,620	.49	10	1	11	1	285	12	358	226	3	4,737	246,775	20	105

KENNEBEC COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.		No. of Female Teachers employed in Winter.		No. of Teachers graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1884.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1883, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Excess above amount required by law.	Less than the amount required by law.																				
Albion	11	7	-	-	-	\$26 35	3 30	1 61	953	-	-	2 70	1,105	388	193	1,686	1,458	228	-	-	-	61 00
Augusta	49	29	-	-	-	54 00	6 15	2 20	6,500	-	-	2 93	18,643	3,667	984	23,294	22,336	958	-	-	-	300 00
Belgrade	13	5	2	-	-	24 90	3 50	1 97	1,600	543	-	3 82	1,270	642	-	1,912	1,832	80	-	-	-	79 50
Benton	9	7	-	-	-	30 00	4 09	2 12	1,000	62	-	2 59	1,507	577	-	2,084	1,770	314	-	-	-	39 00
Chelsea	17	6	-	-	-	28 00	3 23	1 76	750	75	-	2 94	860	400	-	1,260	987	273	-	-	-	85 00
China	18	13	-	-	-	22 15	3 23	1 82	1,415	-	-	3 14	1,593	756	-	2,349	2,346	3	-	-	-	35 00
Clinton	13	7	1	-	-	40 17	4 87	1 50	1,500	168	-	2 87	1,488	827	-	2,315	2,228	87	-	-	16	78 50
Farmingdale	4	3	2	-	-	29 66	8 08	2 96	1,009	369	-	4 46	999	377	-	1,336	1,330	6	-	-	-	40 00
Fayette	9	5	-	-	-	28 00	3 62	1 74	800	188	-	3 11	894	444	-	1,338	1,251	87	-	-	-	42 75
Gardiner	17	17	4	-	-	77 77	7 38	3 00	4,400	849	-	3 46	4,300	2,153	278	6,731	6,706	25	-	-	-	200 00
Hallowell	11	11	-	-	-	9 54	2 50	-	3,500	977	-	4 24	3,000	1,343	32	4,365	4,113	252	-	-	-	150 00
Litchfield	10	8	-	-	-	20 60	3 99	1 58	1,048	-	-	2 89	1,240	610	-	1,850	1,647	203	-	-	-	75 00
Manchester	7	5	1	-	-	25 50	3 57	2 00	725	227	-	3 74	888	316	-	1,204	1,102	102	-	-	-	33 00
Monmouth	12	11	-	-	-	30 00	4 26	2 60	1,520	304	-	4 90	1,520	550	-	2,070	2,191	-	121	-	-	99 94
Mt. Vernon	11	4	1	-	-	20 09	4 20	1 71	936	-	-	3 15	1,292	490	-	1,782	1,234	548	-	-	-	43 00
Oakland	13	12	2	-	-	50 66	3 60	2 07	2,000	683	-	3 10	1,509	944	68	2,521	2,732	-	211	-	-	146 00
Pittston	18	14	1	-	-	27 50	4 29	2 10	2,000	34	-	3 06	2,236	1,112	-	3,348	3,090	258	-	-	-	100 00
Readfield	10	8	3	-	-	30 00	4 00	1 75	1,000	6	-	3 73	1,326	445	-	1,771	1,597	174	-	-	125	50 00
Rome	5	1	-	-	-	21 60	4 16	1 65	483	-	-	2 75	505	269	-	774	769	5	-	-	-	29 00
Sidney	15	12	-	-	-	19 50	3 65	1 60	1,503	383	-	3 68	1,131	616	-	1,777	1,757	20	-	-	96	49 05
Vassalborough	19	21	2	-	-	49 61	5 43	2 00	2,500	403	-	3 20	2,213	1,213	-	3,426	3,181	245	-	-	12	119 00
Vienna	13	3	1	-	-	26 00	2 83	1 46	512	-	-	2 77	620	315	-	935	896	39	-	-	-	25 00

Waterville .....	18	17	3	59 00	7 00	3 00	5,000	1,262	-	2 37	5,848	2,983	117	8,948	7,800	1,148	-	-	542 00
Wayne.. .....	6	10	3	20 00	4 26	1 96	760	-	-	3 16	1,090	391	-	1,481	1,227	254	-	-	60 00
West Gardiner.....	7	4	1	24 00	3 56	1 87	850	68	-	2 91	868	474	-	1,342	1,279	63	-	-	45 00
Windsor .....	12	8	-	23 60	3 17	1 38	860	-	3	2 70	926	530	-	1,456	1,389	67	-	-	45 00
Winslow.....	16	12	-	30 25	3 32	1 69	1,200	26	-	2 01	1,300	792	-	2,092	1,929	163	-	-	63 98
Winthrop.....	13	13	2	-	4 56	2 75	1,800	83	-	2 97	2,195	876	-	3,071	2,873	198	-	-	105 00
Unity pl.....	1	1	-	-	3 81	1 23	50	3	-	2 50	54	33	-	87	83	4	-	-	1 00
	377	274	37	32 27	4 48	1 96	48,164	6,713	435	3 17	62,420	24,513	1672	88,605	83,133	5,804	332	249	2,741 72

## 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.		Percentage 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.		No. of Male Teachers employed in Summer.		No. of Male Teachers employed in Winter.		
	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.	W.	P.			
Appleton.....	420	273	222	284	248	358	.56	9	2	10	11	-	-	11	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	8	
Camden.....	1,399	791	674	795	670	904	.48	13	4	10	14	3	15	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	10	
Cushing.....	283	163	124	178	138	201	.46	8	4	12	6	1	6	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4	
Friendship.....	337	198	164	231	181	263	.51	9	3	11	2	7	2	7	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	
Hope.....	248	150	128	145	127	200	.51	8	9	9	7	1	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4	
Hurricane Isle.....	69	44	33	45	34	52	.49	11	11	11	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	
North Haven.....	256	109	103	169	162	198	.52	10	4	10	3	6	-	6	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4	
Rockland.....	2,227	1,283	1,150	1,182	972	1,325	.48	17	15	15	-	-	11	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7	
South Thomaston.....	624	375	362	433	352	491	.58	9	4	10	12	-	14	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	
St. George.....	984	642	557	653	538	767	.56	10	1	10	5	19	4	18	15	2	\$1,050	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	11	
Thomaston.....	893	589	524	592	525	607	.58	16	16	16	-	-	11	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	
Union.....	444	237	201	280	248	350	.51	9	10	10	14	-	14	12	1	488	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	
Vinalhaven.....	971	580	497	618	487	716	.51	9	10	3	11	-	13	12	1	3,300	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7	
Warren.....	716	444	363	431	356	458	.50	8	3	9	3	20	1	19	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	6	
Washington.....	425	230	206	254	232	352	.51	9	3	8	4	13	2	11	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	8	
Matineus Isle.....	64	39	36	45	39	57	.59	16	-	12	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	8	
	10,360	6,147	5,346	6,335	5,309	7,299	.52	11	-	11	1	141	14	165	126	4	4,838	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	84	84

COMMON SCHOOLS.

KNOX COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.			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 1884.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1883, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	Amount raised to pro- long public schools.	Amount paid for school supervision.
	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.				Excess above am't required by law.	Less than the am't required by law														
Appleton	12	3	3	\$27 00	3 83	1 96	1,078	-	-	2 56	1,386	686	-	2,072	1,667	405	-	-	-	47 00	
Camden	21	13	12	32 00	3 91	2 28	4,000	-	-	2 86	3,752	2,167	698	6,617	6,562	55	-	-	-	97 30	
Cushing	6	2	1	32 15	3 72	2 01	644	-	-	2 28	738	433	-	1,171	1,109	62	-	-	-	13 57	
Friendship	6	6	1	30 50	3 96	2 37	750	-	-	2 22	752	533	15	1,300	1,206	94	-	73	-	17 00	
Hope	7	3	-	22 00	3 30	1 50	664	-	-	2 67	835	381	14	1,230	1,155	75	-	-	-	40 00	
Hurricane Isle	1	1	2	-	8 00	3 50	350	174	-	5 07	723	103	66	892	606	286	-	-	-	10 00	
North Haven	5	1	2	37 40	3 08	2 37	650	46	-	2 54	676	395	-	1,071	1,020	51	-	-	-	23 00	
Rockland	29	28	3	65 00	4 62	3 00	8,580	2,501	-	3 85	8,526	3,149	76	11,751	12,321	-	570	-	-	300 00	
South Thomaston	11	6	3	44 60	5 35	2 25	1,417	-	-	2 27	1,798	1,031	-	2,829	2,495	334	-	-	-	58 00	
St. George	19	8	4	32 00	4 07	2 45	2,300	-	-	2 34	2,468	1,540	7	4,015	3,773	242	-	-	105	50 00	
Thomaston	12	11	1	73 00	7 00	3 00	4,100	1,786	-	4 59	3,058	1,442	94	4,594	4,561	33	-	-	-	170 00	
Union	12	9	6	36 00	4 00	2 10	1,238	-	-	2 80	1,361	772	-	2,133	1,819	314	-	-	-	70 00	
Vinalhaven	18	10	6	43 43	4 53	2 54	2,285	-	-	2 34	2,584	1,515	-	4,099	4,103	-	-	-	-	100 00	
Warren	19	12	1	29 00	3 92	2 16	1,733	-	-	2 42	1,996	1,118	250	3,364	3,237	127	-	-	-	93 60	
Washington	13	5	7	33 00	3 25	2 15	999	-	-	2 35	1,122	663	-	1,785	1,635	150	-	-	-	60 00	
Matinicus Isle	1	1	1	-	8 37	2 00	200	-	-	43 3 13	366	58	-	424	316	108	-	-	-	-	
	192	119	53	38 36	4 68	2 35	30,985	4,507	43	2 89	32,141	15,986	1220	49,347	47,585	2,336	574	178	1,149	53	

APPENDIX.

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.		Percentage 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.		No. of Male Teachers employed in Summer		No. 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.		
Alna	198	116	98	137	120	152	.60	8	5	11	1	6	-	-	6	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
Boothbay	1,327	707	584	764	644	950	.46	9	2	10	10	17	9	11	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Bremen	259	155	136	190	157	191	.56	8	4	8	4	9	1	9	5	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	8
Bristol	1,014	551	481	658	588	736	.53	10	10	10	21	-	-	21	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13
Danari-cotta	321	180	148	179	145	209	.46	7	3	10	4	6	-	-	7	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	
Dresden	309	202	165	211	172	228	.54	12	10	9	9	1	9	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	
Edgecomb	360	196	137	221	187	259	.55	9	5	10	7	7	-	-	7	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	
Jefferson	512	295	242	375	330	394	.50	8	11	11	1	15	-	-	14	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	
Newcastle	438	233	196	276	221	315	.48	8	10	2	15	-	-	14	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	
Nobleborough	354	230	186	239	200	311	.51	9	2	10	4	12	-	-	12	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	
Somerville	212	94	73	115	98	148	.40	9	11	3	7	1	5	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	
Southport	246	128	108	159	136	188	.56	10	2	9	3	6	-	-	5	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	
Waldoborough	1,162	650	538	618	539	757	.46	9	3	11	2	31	-	-	30	15	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12
Westport	174	116	96	132	106	154	.57	8	3	10	4	4	-	-	4	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	
Whitefield	484	286	228	340	287	319	.53	9	3	10	4	16	-	-	16	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	
Wiscasset	533	382	317	370	339	480	.61	9	3	22	6	-	-	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	
Monhegan Isle pl	36	25	20	22	19	36	.54	12	12	12	1	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	
	7,879	4,546	3,756	5,036	4,288	5,821	.52	9	2½	11	2	188	4	178	114	2	3,000	89,200	6	102																



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 1884.			Not less than 80 cts. for each inhabitant.			Amount raised per scholar.	Amount available from Town Treasury from April 1, 1883, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	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.										
Alna .....	6	3	-	6	27	83	4	54	2	12	600	50	-	3	03	744	335	-	1,079	1,029	50	-	-	-	29	00								
Boothbay.....	19	6	10	38	15	5	25	3	01	3,600	739	-	-	2	71	3,671	2,053	-	5,724	5,493	231	-	-	-	152	60								
Bremen .....	9	-	-	27	42	3	55	2	09	671	-	-	-	2	59	736	479	-	1,215	1,154	61	-	-	-	17	00								
Bristol.....	24	10	-	37	0	3	80	2	37	2,000	43	-	-	2	56	2,882	1,602	-	4,484	4,183	301	-	50	-	100	00								
Damariscotta.....	6	5	-	32	00	3	85	2	98	1,060	146	-	-	3	30	1,192	601	-	1,793	1,737	56	-	-	-	75	00								
Dresden.....	9	2	3	26	00	4	50	2	90	1,000	174	-	-	3	23	1,040	493	21	1,554	1,139	415	-	-	-	30	00								
Edgecomb.....	8	4	3	29	50	4	40	2	71	800	102	-	-	2	66	868	509	-	1,377	1,229	148	-	-	-	38	30								
Jefferson.....	14	6	-	25	55	3	90	1	67	1,272	-	-	-	2	41	1,832	860	-	2,692	2,370	322	-	-	-	53	00								
Newcastle.....	11	9	-	31	33	4	00	1	88	1,227	-	-	-	2	80	1,318	705	-	2,023	1,917	106	-	-	-	76	00								
Nobleborough.....	12	3	-	28	00	3	00	2	60	914	-	-	-	2	30	1,025	541	-	1,566	1,316	220	-	-	-	50	00								
Somerville.....	4	7	1	-	-	3	20	1	76	442	11	-	-	2	08	440	343	-	783	694	89	-	-	-	20	00								
Southport.....	6	3	1	36	66	4	37	2	70	679	136	-	-	2	76	690	398	-	1,088	973	115	-	-	-	34	00								
Waldoborough.....	31	19	1	31	16	5	11	2	06	3,000	-	-	-	6	58	3,367	1,823	-	5,190	4,700	490	-	-	-	169	75								
Westport.....	4	3	-	27	00	4	34	2	52	490	-	-	-	2	81	623	313	-	936	781	152	-	-	-	10	00								
Whitefield.....	15	8	-	25	00	3	50	1	50	1,400	191	-	-	2	89	1,816	789	-	2,605	2,084	521	-	-	-	85	25								
Wiscasset.....	9	7	1	33	33	5	70	3	00	1,600	122	-	-	2	97	1,802	1,018	6	2,826	2,600	226	-	-	-	62	38								
Monhegan Isle pl..	1	1	-	-	-	4	25	2	00	95	-	-	-	11	2	64	225	76	-	295	181	114	-	-	-	-	-							
	188	96	22	30	40	4	17	2	25	21,456	1,714	17	2	72	24,271	12,932	27	37,230	33,613	3,617	-	-	100	1,002	28									

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.		Percentage 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.		No. of Male Teachers employed in Summer.		No. 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.					
Albany.....	220	132	114	161	135	180	.56	9	11	1	10																												
Andover.....	268	140	120	150	124	204	.46	10	10	3	6																												
Bethel.....	658	389	313	353	292	403	.46	8	3	10	27	2	26	19																									
Brownfield.....	399	233	184	168	133	285	.40	8	3	10	14	1	14	9																									
Buckfield.....	410	263	218	280	212	289	.52	10	11	3	16	3	13	5																									
Byron.....	77	30	26	66	60	66	.56	8	4	9	1	6	3	3																									
Canton.....	399	215	180	259	219	327	.50	7	4	8	2	11	10	9	1																								
Denmark.....	318	232	192	222	192	286	.60	8	3	9	3	12	1	13	6	1																							
Dixfield.....	285	115	94	154	138	277	.41	6	3	10	2	9	1	9	8	1																							
Fryeburg.....	490	279	235	316	261	373	.51	7	4	10	1	17	1	16	13	1																							
Gilead.....	81	15	13	43	32	45	.28	5	3	9	1	6	6	5																									
Grafton.....	44	33	28	35	30	38	.64	10	8		3																												
Greenwood.....	287	144	113	161	129	179	.42	9	5	10	4	12	5	12	5																								
Hanover.....	60	22	18	39	33	44	.43	10	18	2	3	1	3	2																									
Hartford.....	241	150	126	187	160	205	.59	8	9	1	14	4	14	10																									
Hebron.....	196	85	76	119	92	212	.43	8	1	10	7	3	7	4																									
Hiram.....	435	234	199	248	204	291	.44	8	2	9	3	13	2	13	8	1																							
Lovell.....	315	255	218	240	213	265	.68	10	4	11	12	1	12	12																									
Mason.....	36	24	20	30	22	36	.58	8	10	1	1																												
Mexico.....	141	78	67	102	79	123	.52	8	2	9	6																												
Nowry.....	94	74	61	78	64	91	.66	8	8	2	6	1	6	3																									
Norway.....	772	465	414	436	403	511	.53	10	9	1	15	1	17	16																									
Oxford.....	488	250	215	260	213	340	.44	8	9	3	11	1	11	10																									
Paris.....	865	507	440	555	468	601	.53	9	10		20																												
Peru.....	253	175	133	167	147	210	.57	7	4	10	2	10																											

Porter.....	354	304	249	165	116	305	.53	7	210	13	-	13	5	-	-	2,000	-	6	
Roxbury.....	53	34	28	29	24	47	.49	7	9	1	6	1	4	4	-	850	-	1	
Rumford.....	330	180	150	240	200	250	.53	8	210	1	13	1	13	8	-	2,500	-	8	
Stow.....	130	91	66	97	73	120	.53	7	4	8	3	8	-	7	4	1,700	-	4	
Stoneham.....	154	100	71	101	84	103	.50	9	16		5	-	4	4	-	1,700	-	1	
Sumner.....	335	184	161	234	199	273	.54	8	310	4	16	1	16	12	-	4,500	-	7	
Sweden.....	133	94	82	104	91	114	.66	8	4	12		7	-	7	7	4,200	-	2	
Upton.....	80	59	45	47	40	74	.53	10	7	3	4	1	3	2	-	400	-	2	
Waterford.....	342	183	155	214	182	272	.49	11	10	2	14	1	14	13	-	7,500	-	5	
Woodstock.....	341	158	132	208	170	239	.44	8	9	2	11	1	11	8	1	4,000	-	6	
Franklin pl.....	52	36	28	31	26	41	.52	7	4	5	2	3	-	3	1	300	-	2	
Lincoln pl.....	26	26	16	22	17	22	.63	8	12		1	-	1	-	-	50	-	1	
Milton pl.....	103	30	24	30	27	40	.25	9	9		2	2	2	1	-	600	-	1	
Riley pl.....	20	19	19	19	19	19	.95	8	7		1	-	-	-	-	-	-	1	
	10,975	6,033	5,043	6,370	5,323	7,801	.47	8	310		371	30	357	252	7	10,884	116,300	8	152

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 1884.	Excess above amt't required by law.	Not less than 80 cts. for each inhabitant.	Less than the amt't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1883 to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	Amount raised to prolong public schools.	Amount paid for school supervision.
	Albany.....	8	7	-	\$22 37	3 34	1 50	600	46	-	2 73	645	374	30	1,049	1,009	40	-	-	36 00
Andover.....	5	1	-	34 00	3 10	2 00	700	76	-	2 61	750	527	21	1,298	1,210	88	-	-	25 00	
Bethel.....	22	17	1	27 00	3 59	1 88	1,662	-	-	2 52	1,741	1,010	-	2,751	2,657	94	-	-	88 00	
Brownfield.....	14	7	5	33 33	3 67	1 80	980	-	-	3 2 45	1,171	644	56	1,871	1,806	65	-	-	45 00	
Buckfield.....	14	10	-	26 20	2 87	1 80	1,103	-	-	2 69	1,134	648	126	1,908	1,741	167	-	-	55 00	
Byron.....	3	5	-	27 00	2 69	1 60	194	41	-	2 52	361	133	31	525	462	63	-	-	16 00	
Canton.....	8	8	-	29 50	3 45	2 20	824	-	-	2 06	846	588	13	1,447	1,413	34	-	-	52 79	
Denmark.....	13	7	3	29 00	3 90	1 25	1,000	277	-	3 15	1,189	508	33	1,730	1,594	136	-	56	55 00	
Dixfield.....	8	2	-	25 40	2 36	2 00	730	-	-	2 56	853	436	34	1,323	1,247	76	-	-	40 00	
Fryeburg.....	16	13	4	26 00	3 90	1 41	1,400	94	-	2 83	1,605	756	-	2,361	2,124	237	-	72	75 00	
Gilead.....	5	4	-	26 00	2 75	1 50	235	1	-	2 90	237	120	15	372	333	39	-	9	14 00	
Grafton.....	3	1	-	12 00	3 16	1 50	100	8	-	2 26	100	66	-	166	161	5	-	87	5 00	
Greenwood.....	11	5	-	25 00	3 19	1 50	700	30	-	2 40	881	444	29	1,354	1,228	126	-	-	45 00	
Hanover.....	1	4	-	-	5 00	1 85	212	50	-	3 54	287	85	22	394	321	73	-	38	7 50	
Hartford.....	13	7	-	20 43	2 62	1 60	800	110	-	3 32	845	384	24	1,233	1,191	62	-	130	47 25	
Hebron.....	7	4	-	22 00	3 00	2 10	481	-	-	2 45	607	291	-	898	857	41	-	-	30 00	
Hiram.....	13	9	8	29 90	4 32	1 94	1,500	338	-	3 45	1,797	641	-	2,438	2,135	303	-	-	80 00	
Lovell.....	14	5	-	22 50	3 34	1 55	900	38	-	2 85	1,117	492	-	1,609	1,465	144	-	-	56 00	
Mason.....	1	-	-	26 00	3 00	1 78	76	1	-	2 11	76	49	-	125	125	-	-	-	5 00	
Mexico.....	5	4	1	18 50	2 75	1 75	366	44	-	2 59	395	204	-	599	597	2	-	50	18 00	
Newry.....	6	3	-	23 67	3 33	2 25	332	62	-	3 42	357	169	50	576	549	27	-	117	16 50	
Norway.....	19	14	-	38 81	4 89	2 25	2,050	35	-	2 65	3,155	1,235	254	4,644	3,580	1,064	-	-	100 00	
Oxford.....	13	10	-	24 00	4 57	1 92	1,500	176	-	3 08	1,567	795	-	2,362	2,340	22	-	-	95 00	
Paris.....	22	10	2	32 00	3 49	2 10	2,886	541	-	3 33	2,515	1,347	218	4,080	3,592	488	-	-	103 00	
Peru.....	10	2	1	21 38	2 79	1 50	694	34	-	2 74	797	441	-	1,238	1,161	77	-	-	40 00	

Porter.....	15	1	-	23 07	3 75	1 77	1,095	435	-	3 17	960	530	150	1,640	1,593	47	-	-	48 00
Roxbury.....	4	2	1	22 00	2 50	1 35	150	10	-	2 83	173	84	-	257	218	39	-	-	8 00
Rumford.....	12	4	-	21 12	3 39	1 82	805	-	-	2 44	1,042	514	166	1,722	1,591	131	-	-	40 00
Stow.....	8	2	1	19 00	3 52	1 34	400	79	-	3 08	471	187	-	658	591	67	-	100	20 00
Stoneham.....	5	4	-	19 50	3 77	1 68	380	-	-	2 47	597	272	-	869	783	86	-	-	30 00
Sumner.....	13	7	-	22 25	3 00	1 91	811	-	-	2 42	929	535	57	1,521	1,433	88	-	270	65 75
Sweden.....	7	5	-	22 00	3 68	1 58	500	121	-	3 76	677	220	97	994	959	35	-	-	30 00
Upton.....	4	2	-	32 50	3 08	1 70	196	4	-	2 45	192	135	125	452	455	-	3	-	6 00
Waterford.....	12	7	1	23 00	3 80	1 75	1,000	71	-	2 92	1,178	522	51	1,751	1,671	80	-	-	85 00
Woodstock.....	11	6	1	23 17	2 84	1 86	800	38	-	2 34	837	534	-	1,371	1,324	47	-	-	31 50
Franklin pl.....	3	-	-	15 38	2 87	1 28	127	-	-	2 44	149	87	3	239	227	12	-	-	13 25
Lincoln pl.....	1	-	-	26 00	4 00	1 50	42	-	-	1 62	132	41	121	294	137	157	-	18	19 75
Milton pl.....	1	1	1	28 00	3 14	1 50	216	-	10	2 09	210	148	-	358	318	40	-	-	2 25
Riley pl.....	1	-	-	20 00	2 00	2 00	35	3	-	1 70	No	Fiscal	Returns.					20	
	351	200	30	24 08	3 34	1 73	28,582	2,763		13,2 69	32,575	16,196	1726	50,497	46,198	4,302	3	987	1,543 54

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.	Percentage of average attendance.	Average length of Summer Schools of $1\frac{1}{2}$ days per week.			Average length of Winter Schools of $1\frac{1}{2}$ 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.	No. of Male Teachers employed in Summer.	No. of Male Teachers employed in Winter.
	w.	d.							w.	d.	w.	d.											
Alton	155	83	63	102	84	124	.47	11	11	6	4	1	1	4	1	1	1	1	1	\$1,200	-	3	
Argyle	89	44	40	57	46	65	.48	7	2	7	3	4	4	4	4	4	4	4	4	-	2,500	-	-
Bangor	5,430	2,805	2,347	2,705	2,361	2,993	.43	12	2	10	-	14	14	36	36	36	36	36	-	145,000	4	6	
Bradford	484	299	244	322	257	369	.62	8	3	9	2	15	14	-	-	-	-	-	-	-	7,200	-	8
Bradley	264	167	127	149	119	194	.47	16	12	3	-	4	4	4	2	2	2	2	-	1,000	-	3	
Brewer	975	583	487	564	461	643	.48	11	10	-	-	11	11	11	11	11	11	11	-	17,000	-	-	
Burlington	183	133	97	103	87	157	.50	15	10	2	6	6	6	6	4	4	4	4	-	2,000	-	3	
Carmel	410	245	203	270	232	300	.53	9	11	11	-	11	11	11	9	9	9	9	-	3,000	-	8	
Carroll	227	159	125	117	94	173	.47	8	1	8	2	7	1	6	3	3	3	3	-	1,400	-	6	
Charleston	373	195	153	232	200	278	.48	9	4	11	1	10	1	10	8	8	8	8	-	4,000	-	6	
Chester	No Returns.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Clifton	117	70	58	102	86	109	.61	8	3	10	3	5	-	5	5	5	5	5	-	1,500	-	1	
Corinna	432	249	207	273	243	319	.52	8	4	10	-	13	3	14	8	8	8	8	-	5,000	-	9	
Corinth	374	221	186	246	205	250	.52	10	3	11	-	12	10	12	10	10	10	10	-	3,500	-	6	
Dexter	740	488	435	435	383	577	.55	17	2	10	-	-	-	13	13	13	13	13	-	10,000	2	3	
Dixmont	356	210	165	257	211	297	.53	9	11	-	-	13	2	12	11	11	11	11	-	4,500	-	8	
Eddington	252	139	122	139	118	200	.48	16	5	9	2	7	7	6	6	6	6	6	1	1,800	1	3	
Edinburg	20	14	11	-	-	14	.55	15	-	-	-	2	-	2	2	2	2	2	-	1,600	-	-	
Enfield	181	125	110	90	70	125	.49	14	10	7	-	7	7	4	4	4	4	4	-	1,000	-	2	
Etna	266	137	112	172	141	203	.48	12	11	8	-	8	-	8	8	8	8	8	-	2,500	-	5	
Exeter	360	222	182	256	219	276	.55	8	4	9	4	12	2	12	9	9	9	9	-	5,000	-	6	
Garland	341	188	155	213	170	269	.48	7	5	11	-	11	2	11	5	5	5	5	-	3,500	-	5	
Glenburn	222	167	141	130	107	178	.56	9	9	7	-	7	-	7	5	5	5	5	-	2,000	-	2	
Greenbush	249	141	113	121	96	264	.42	9	9	3	-	8	-	8	8	8	8	8	-	3,000	-	1	
Greenfield	115	70	68	43	37	81	.46	10	8	5	-	5	-	5	3	3	3	3	-	800	-	3	

Hampden	869	497	397	569	438	648	.48	12	2	11	2	18	1	18	8	-	-	8,000	-	13
Hermion	440	249	205	264	207	277	.47	11	11	13	8	13	8	8	8	-	-	2,500	-	8
Holden	214	136	110	138	109	172	.51	7	4	9	3	8	-	8	7	-	-	2,000	-	2
Howland	No Re	turns.																		
Hudson	226	100	84	155	125	178	.46	8	8	3	7	-	7	4	-	-	2,000	-	5	
Kenduskeag	183	120	96	116	107	143	.55	15	15	-	-	4	4	4	-	-	2,000	1	1	
Kingman	165	120	86	94	75	131	.49	10	4	11	2	-	2	2	-	-	1,300	-		
Lagrange	249	194	158	133	100	197	.52	8	2	12	2	5	-	5	5	-	-	2,400	-	2
Lee	372	217	194	227	192	298	.52	8	3	10	1	8	1	9	5	-	-	2,500	1	5
Levant	337	200	169	274	217	291	.57	8	9	12	1	12	10	10	-	-	3,500	-	9	
Lincoln	542	302	253	328	276	447	.49	9	2	10	2	10	1	11	8	-	-	5,400	-	
Lowell	141	98	84	95	72	109	.55	8	2	14	8	-	7	4	-	-	700	1	1	
Mattamiscotis	19	9	4	14	10	14	.37	6	10	1	-	1	1	1	-	-	400	-		
Mattawamkeag	183	129	107	109	91	142	.54	9	11	4	5	-	4	2	1	100	1,300	-	3	
Maxfield	46	50	40	12	12	41	.56	10	2	10	4	-	2	1	-	-	300	-		
Medway	215	132	115	45	35	140	.35	17	2	7	7	-	6	6	-	-	3,500	-		
Milford	211	167	133	171	143	180	.66	15	4	10	2	4	-	4	4	-	-	6,000	1	2
Mt. Chase	96	53	44	36	34	64	.41	13	11	4	2	4	-	4	-	-	1,000	-	1	
Newburg	324	171	130	256	210	263	.52	8	2	11	3	12	-	11	8	1	500	3,000	5	
Newport	421	247	215	289	252	336	.55	9	2	10	2	10	1	10	8	-	-	7,500	1	3
Oldtown	1,226	687	558	583	482	780	.42	16	1	9	3	9	-	13	9	-	-	10,000	1	3
Orono	740	390	296	403	306	550	.41	23	12	3	-	-	10	9	-	-	10,000	1	2	
Orrington	451	371	299	381	321	425	.68	8	2	10	3	11	-	12	6	-	-	5,000	-	4
Passadumkeag	122	74	66	42	35	84	.41	14	3	8	4	1	4	4	-	-	2,000	-		
Patten	229	110	85	127	105	154	.41	10	1	10	3	6	-	6	1	-	-	1,350	-	1
Plymouth	253	168	134	173	137	175	.54	8	2	11	4	8	1	9	6	-	-	3,000	-	4
Prentiss	176	112	95	121	103	130	.51	8	3	10	5	1	5	5	1	335	1,500	-	3	
Springfield	317	200	180	160	140	264	.50	9	10	7	3	7	6	-	-	-	2,500	-	5	
Stetson	No Re	turns.																		
Veazie	206	97	74	118	91	101	.40	14	3	9	1	-	-	2	2	-	-	1,500	-	1
Winn	312	192	158	302	252	321	.65	8	2	8	5	4	3	4	4	-	-	2,600	1	
Drew pl.	50	37	35	45	42	57	.77	12	12	2	2	1	2	2	-	-	500	-	1	
Lakeville pl.	50	33	24	23	20	34	.44	8	8	2	1	2	2	2	-	-	800	-		
No. 2, Grand Falls, pl.	37	15	12	5	5	15	.23	16	10	1	1	1	1	-	-	-	150	1		
Stacyville pl.	No Re	turns.																		
Webster pl.	61	44	37	-	-	44	.61	-	11	4	-	3	-	-	-	-	150	-		
Woodville pl.	90	54	46	25	24	62	.39	20	10	3	1	2	1	-	-	-	175	-		
	22,188	12,929	10,674	12,931	10,795	15,755	.50	11	1	10	2	376	31	449	341	4	1,635	325,925	16	181

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 1884.	Not less than 80 cts for each inhabitant.			Amount available from Town Treasury from April 1, 1883, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	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.																		
Alton	5	2	1			\$25 50	3 00	3 00	369	34	-	2 38	472	234	-	706	672	34	-	-	18 00
Argyle	4	4				-	3 43	1 80	400	172	-	4 49	322	117	-	439	462	-	23	-	10 00
Bangor	80	80	2			71 25	8 77	3 25	29,000	15,514	-	5 34	29,000	8,537	-	37,537	39,161	-	1,624	-	1,260 00
Bradford	15	5	2			23 66	3 50	1 71	1,200	32	-	2 48	1,421	791	99	2,311	2,177	134	-	-	85 50
Badley	5	2				29 00	4 16	2 43	665	2	-	2 14	807	459	49	1,315	1,198	117	-	-	29 25
Brewer	15	14	1			-	4 94	2 25	2,800	264	-	2 87	2,927	1,387	58	4,372	4,762	-	390	-	181 00
Burlington	6	2				29 67	3 62	1 57	429	-	-	2 34	435	307	233	975	1,011	-	37	-	25 00
Carmel	12	4				28 50	3 15	1 65	976	-	-	2 38	1,093	673	64	1,830	1,794	36	-	-	63 00
Carroll	8					27 70	3 25	1 66	500	-	-	2 20	572	383	72	1,027	975	52	-	-	22 00
Charleston	10	4				26 83	3 15	1 21	890	-	-	2 39	987	601	119	1,707	1,575	132	-	-	50 00
Chester				No Returns																	
Clifton	5	5				35 00	3 27	1 33	280	-	-	2 39	285	201	155	641	618	23	-	-	20 00
Corinna	15	5				24 30	3 43	1 90	1,273	71	-	2 95	1,461	696	-	2,157	2,009	148	-	-	100 00
Corinth	12	6				31 50	2 98	1 80	1,066	-	-	2 85	1,138	606	63	1,807	1,732	75	-	-	70 00
Dexter	16	14	2			70 00	6 50	2 00	2,200	150	-	2 98	2,522	1,181	413	4,116	4,205	-	89	-	150 00
Dixmont	13	6				23 00	2 60	1 75	1,000	94	-	2 81	1,038	603	155	1,796	1,695	101	-	-	47 00
Eddington	6	3	1			30 00	3 67	1 73	700	103	-	2 78	641	367	-	1,008	953	55	-	-	28 75
Edinburg	1					-	2 50	2 00	50	14	-	2 50	50	27	20	97	77	20	-	-	3 00
Enfield	7	1				30 00	3 00	2 00	450	59	-	2 48	525	296	55	876	812	64	-	-	25 00
Etna	8	3				23 17	3 05	1 50	716	-	-	2 69	759	454	52	1,265	1,295	-	30	-	30 00
Exeter	12	7				25 33	3 54	1 77	1,200	181	-	2 78	1,307	623	156	2,086	1,715	371	-	-	56 00
Garland	11	4				30 80	3 20	1 77	1,065	96	-	3 12	1,185	560	92	1,837	1,747	90	-	-	65 75
Glenburn	9	5	2			25 00	3 65	1 65	724	200	-	3 26	561	319	180	1,060	1,010	50	-	-	40 00
Greenbush	9	4				30 00	3 92	1 94	525	-	-	2 11	546	362	8	916	-	70	-	-	30 00
Greenfield	6	1				30 00	3 00	2 25	475	205	-	4 13	No	Fiscal	Returns.	-	-	-	-	-	12 00



Hampden.....	19	7	3	28 46	3 34	1 89	2,500	171	-	2 88	3,029	1,389	-	4,418	3,617	801	-	-	100 00
Hermion.....	11	3	1	28 12	3 50	1 63	1,200	85	-	2 73	1,323	683	-	2,006	1,919	87	-	-	69 50
Holden.....	8	6	3	27 50	3 52	1 55	600	26	-	2 80	731	372	35	1,138	1,016	122	-	64	40 00
Howland.....	-	-	-	-	-	-	-	-	-	-	371	66	-	437	357	80	-	-	-
Hudson.....	7	2	1	27 00	3 40	1 90	530	-	-	2 35	651	362	-	1,013	999	14	-	-	30 00
Kenduskeag.....	4	4	2	50 00	3 83	2 00	520	-	-	2 84	652	261	60	973	963	10	-	-	35 00
Kingman.....	2	2	1	-	6 25	2 33	400	-	37	2 42	462	250	-	712	632	80	-	-	22 00
Lagrange.....	7	3	-	29 00	3 90	1 89	600	23	-	2 41	672	394	53	1,119	1,088	31	-	-	20 00
Lee.....	11	4	5	22 00	3 75	2 00	716	-	-	1 92	729	587	61	1,377	1,328	49	-	-	44 00
Levant.....	11	3	1	32 25	3 31	1 73	861	-	-	2 55	1,374	565	101	2,040	1,711	329	-	-	45 00
Lincoln.....	11	12	6	-	4 63	2 03	1,350	23	-	2 49	1,596	842	197	2,635	2,538	97	-	-	90 00
Lowell.....	5	3	-	17 50	3 47	1 65	400	54	-	2 84	479	240	66	785	695	90	-	-	22 00
Mattamiscontis.....	1	1	-	-	3 44	1 50	51	-	-	2 68	87	31	-	118	79	39	-	-	-
Mattawamkeag.....	6	2	-	30 50	4 14	2 25	365	-	-	2 00	394	251	154	799	742	57	-	-	-
Maxfield.....	5	1	-	-	3 25	1 56	125	14	-	2 72	146	79	92	317	311	6	-	-	10 00
Medway.....	8	2	1	-	3 62	2 21	502	-	-	2 33	736	353	91	1,180	1,185	-	5	-	14 60
Milford.....	4	4	-	32 00	3 75	2 50	700	113	-	3 32	2,255	310	180	2,745	1,413	1,332	-	-	55 00
Mt. Chase.....	5	1	-	30 00	3 25	2 00	250	2	-	2 60	356	176	-	532	529	3	-	-	13 00
Newburg.....	9	6	-	29 50	3 23	1 70	1,000	154	-	3 09	1,128	509	-	1,637	1,428	209	-	-	38 84
Newport.....	11	10	-	45 37	3 35	1 75	1,161	-	-	2 76	1,288	640	144	2,072	1,969	103	-	-	83 25
Oldtown.....	16	14	1	42 33	4 21	2 41	2,456	-	260	2 00	2,783	1,936	13	4,732	4,293	439	-	-	150 00
Orono.....	10	7	3	33 00	4 00	3 00	2,000	204	-	2 70	2,147	1,165	39	3,351	3,269	82	-	-	70 00
Orrington.....	10	6	3	36 00	5 00	2 28	1,250	27	-	2 77	1,511	729	369	2,609	2,436	173	-	-	111 60
Passadumkeag.....	5	1	-	-	4 37	1 77	300	58	-	2 46	306	166	-	472	454	18	-	-	11 25
Patten.....	6	5	-	18 00	4 02	1 74	600	27	-	2 62	761	452	-	1,213	1,173	40	-	-	56 00
Plymouth.....	9	5	1	33 50	2 95	1 65	700	38	-	2 77	805	410	-	1,215	1,149	66	-	-	31 00
Prentiss.....	5	2	-	27 33	3 80	1 69	334	-	-	1 89	479	263	119	861	693	168	-	-	14 00
Springfield.....	8	2	2	30 00	4 00	2 00	800	98	-	2 52	849	558	73	1,480	1,354	126	-	156	50 00
Stetson.....	-	-	-	-	-	-	-	-	-	-	672	403	162	1,237	1,180	57	-	-	-
Veazie.....	3	2	1	53 00	4 33	3 00	600	102	-	2 91	500	323	-	823	849	-	26	-	45 00
Winn.....	7	9	1	40 00	4 14	2 03	900	182	-	2 88	714	507	50	1,271	1,301	-	30	-	42 00
Drew pl.....	1	2	1	22 00	3 06	2 00	150	40	-	3 00	291	85	-	376	255	121	-	-	3 00
Lakeville pl.....	2	2	1	-	4 00	1 70	104	-	5	2 08	259	158	-	417	262	155	-	-	4 00
No. 2, G'nd Falls, pl.....	1	1	-	20 00	5 00	2 25	74	-	-	2 00	-	-	-	-	-	-	-	-	3 00
Staceyville pl.....	-	-	-	-	-	-	-	-	-	-	200	125	-	325	354	-	29	-	-
Webster pl.....	4	-	-	-	3 19	1 65	100	6	-	1 64	295	133	-	428	236	192	-	-	5 50
Woodville pl.....	4	1	-	-	3 31	1 76	200	22	-	2 22	207	139	104	450	455	-	5	-	15 00
	526	316	51	31 62	3 92	1 95	73,352	18,660	322	2 66	81,292	35,696	4206	121,194	116,733	6,748	2,287	156	3,764 79

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.		Percentage 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.		No. of Male Teachers employed in Summer.		No. of Male Teachers employed in Winter.			
	No. of Children belonging in town between the ages of 4 and 21 years.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number of different pupils registered.	Percentage of average attendance.	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.					
Abbot	224	140	117	162	142	175	.58	9	9	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Atkinson	257	151	130	207	164	225	.57	10	12	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Blanchard	57	34	29	33	25	46	.47	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Brownville	375	229	177	230	179	280	.48	9	4	10	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Dover	486	333	269	354	279	391	.56	9	10	10	14	3	14	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
Foxcroft	395	185	165	225	195	289	.46	10	11	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Guilford	294	190	165	219	186	230	.59	9	12	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Groenville	189	115	97	118	112	134	.55	10	11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Kingsbury	96	76	60	75	59	85	.62	9	10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Medford	147	107	76	71	60	110	.47	12	1	7	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Monson	321	169	129	170	136	201	.39	8	3	10	1	7	1	7	3	1	7	3	1	7	3	1	7	3	1	7	3	1	7	3	1	7	3	1	7	3	1	7
Milo	342	196	168	216	180	253	.51	7	3	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Orneville	186	111	93	134	94	136	.50	7	8	8	9	1	7	5	1	7	5	1	7	5	1	7	5	1	7	5	1	7	5	1	7	5	1	7	5	1	7	5
Parkman	367	209	138	262	186	328	.44	8	4	10	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sangerville	323	187	142	212	178	268	.49	10	10	4	9	2	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Sebec	247	152	122	188	141	238	.53	9	11	9	9	1	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Shirley	90	55	48	61	55	74	.57	7	3	9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Wellington	235	169	128	174	121	205	.53	8	5	11	4	9	1	8	8	1	8	8	1	8	8	1	8	8	1	8	8	1	8	8	1	8	8	1	8	8	1	8
Williamsburg	63	36	31	44	37	52	.54	7	11	4	2	-	-	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Willimantic	115	66	56	70	52	85	.47	8	3	11	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	4,809	2,910	2,340	3,225	2,575	3,805	.51	9	10	2	114	9	143	106	2	730	58,780	5	47																			

PISCATAQUIS 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 1884	Excess above amt't required by law.	Not less than 80 cts for each inhabitant.	Less than the amt't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1883, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	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.			Teachers per month, excluding board.	Female Teachers per week, excluding board.																	
Abbot	9	7	-	-	\$30 00	3 36	1 58	700	144	-	3 12	656	362	78	1,096	1,096	-	-	-	-	-	60 00	
Atkinson	9	8	1	-	23 00	4 00	2 25	650	12	-	2 53	717	389	100	1,206	1,161	45	-	-	-	-	25 00	
Blanchard	2	-	-	-	26 70	3 50	2 62	133	-	-	2 33	195	82	41	318	290	28	-	-	-	-	4 00	
Brownville	7	6	-	-	40 00	3 50	2 00	875	158	-	2 33	800	547	-	1,347	1,325	22	-	-	-	-	40 50	
Dover	16	10	-	-	25 00	3 50	1 80	1,600	250	-	3 29	1,595	835	84	2,514	2,522	-	-	-	8	-	94 44	
Foxcroft	9	7	1	-	40 00	4 50	2 25	1,150	140	-	2 92	1,271	648	73	1,992	1,842	150	-	-	-	-	49 75	
Guilford	8	4	-	-	29 00	3 60	1 90	1,000	295	-	3 40	931	460	-	1,391	1,378	-	-	-	-	-	34 00	
Greenville	4	3	-	-	45 00	3 00	3 00	460	15	-	2 43	526	288	50	864	867	-	-	-	-	-	12 00	
Kingsbury	3	3	1	-	-	3 50	1 50	158	-	-	1 65	169	149	-	318	318	-	-	-	-	-	10 00	
Medford	5	2	-	-	30 00	2 78	1 54	320	2	-	2 17	317	263	3	583	513	70	-	-	-	-	22 00	
Monson	7	7	-	-	60 00	3 39	1 92	660	-	-	2 05	725	522	51	1,298	1,190	108	-	-	-	-	38 00	
Milo	11	9	1	-	37 50	3 39	1 75	750	3	-	2 19	1,058	506	79	1,643	1,377	266	-	-	-	-	41 25	
Orneville	8	4	-	-	19 34	2 68	1 62	401	-	-	2 16	383	342	-	725	717	8	-	-	-	-	20 00	
Parkman	14	12	-	-	24 00	3 10	1 62	804	-	-	2 19	1,034	506	-	1,540	1,410	130	-	-	-	-	45 00	
Sangerville	9	5	1	-	29 00	3 50	2 00	1,000	163	-	3 09	1,036	534	53	1,623	1,461	162	-	-	-	-	15 00	
Sebec	8	5	-	-	24 17	3 12	1 79	900	199	-	3 64	1,129	440	120	1,689	1,440	249	-	-	-	-	50 00	
Shirley	3	1	1	-	28 67	3 25	2 10	200	-	-	2 22	200	137	141	478	446	32	-	-	-	-	8 00	
Wellington	9	4	-	-	23 75	2 90	1 40	550	32	-	2 34	621	391	-	1,012	985	27	-	-	-	33	15 00	
Williamsburg	2	-	3	-	27 50	4 00	2 55	200	12	-	3 19	216	112	-	328	325	3	-	-	-	-	6 00	
Willimantic	4	4	-	-	-	3 38	1 35	210	-	-	2 82	219	163	45	427	388	39	-	-	-	-	13 00	
	147	101	9	9	31 26	3 40	1 93	12,721	1,425	-	28 2 55	13,798	7,676	918	22,392	21,051	1,352	11	33	-	-	602 94	

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.		Percentage 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.		No. of Male Teachers employed in Summer.		No. 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.				
Arrowsic .....	56	45	40	45	36	45	.68	9	13	3	2	-	-	-	-	15	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Bath .....	2,882	1,717	1,431	1,887	1,456	2,198	.50	10	5	20	11	14	14	13	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10	14	10
Bowdoinham .....	489	294	258	316	266	348	.54	8	3	11	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Bowdoin .....	375	191	169	261	216	264	.51	8	1	9	4	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Georgetown .....	344	207	174	229	194	238	.53	9	10	3	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Perkins .....	15	7	6	13	8	14	.47	8	7	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Phipsburg .....	543	253	204	295	224	382	.40	9	11	1	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Richmond .....	928	494	410	412	362	656	.42	9	2	11	11	7	14	10	12	9	12	9	12	9	12	9	12	9	12	9	12	9	12	9	12	9	12	9	12	9	12	9
Topsham .....	400	217	185	228	198	300	.48	8	1	8	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
West Bath .....	93	54	43	68	51	79	.51	8	2	10	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Woolwich .....	388	210	178	251	213	300	.50	7	4	8	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	6,513	3,689	3,098	3,525	3,224	4,824	.50	8	4	11	76	7	105	84	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

SAGADAHOC COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.			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 1884.	Excess above am't required by law.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1883, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	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.	Less than the am't required by law.																
Arrowsic . . . . .	2	2	2	-	4 50	2 50	250	-	46	-	-	4 46	269	109	-	378	343	35	-	-	-	5 00
Bath . . . . .	33	34	3	\$88 50	8 00	4 50	13,250	6,950	-	-	-	4 59	13,250	5,546	200	18,996	18,796	200	-	-	-	400 00
Bowdoin . . . . .	13	7	-	21 43	3 65	1 60	1,080	171	-	-	-	2 88	1,513	598	14	2,125	1,922	203	-	50	-	46 00
Bowdoinham . . . . .	13	7	1	28 50	4 00	2 20	1,600	255	-	-	-	3 27	1,651	721	39	2,411	2,275	136	-	-	-	75 00
Georgetown . . . . .	9	4	-	33 33	4 57	3 10	950	86	-	-	-	2 76	1,289	591	-	1,880	1,623	257	-	-	-	68 59
Perkins . . . . .	1	1	-	-	3 25	2 00	62	-	-	-	-	4 13	62	24	-	86	86	-	-	-	-	-
Phippsburg . . . . .	12	4	-	29 60	4 65	2 25	1,200	2	-	-	-	2 22	1,425	818	-	2,243	2,244	-	-	1	-	70 00
Richmond . . . . .	16	11	3	36 00	4 20	2 75	2,500	374	-	-	-	2 69	2,762	1,396	-	4,158	3,591	567	-	-	-	120 00
Topsham . . . . .	10	10	-	50 02	3 77	2 16	2,000	765	-	-	-	5 00	1,776	618	33	2,427	2,093	334	-	-	-	124 50
West Bath . . . . .	4	4	1	-	3 58	1 90	400	148	-	-	-	4 30	299	120	-	419	435	-	16	32	-	12 00
Woolwich . . . . .	6	2	-	31 00	5 77	2 71	1,000	77	-	-	-	2 59	935	612	-	1,547	1,511	36	-	-	9	50 00
	119	86	10	39 80	4 54	2 51	24,292	8,874	-	-	-	3 54	25,231	11,153	286	36,670	34,919	1,768	17	91	-	971 09

SOMERSET 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.	Percentage 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.	No. of Male Teachers employed in Summer.	No. of Male Teachers employed in Winter.
	w.	d.					w.	d.	w.	d.											
Anson	517	277	219	243	235	330	.44	7	2	10	18	1	20	10	1	\$377	\$6,500	-	2		
Athens	434	263	231	272	207	327	.50	8	10	2	13	3	13	7	-	-	4,000	-	4		
Bingham	203	142	104	167	124	186	.56	8	10	11	1	9	6	6	-	-	3,500	-	3		
Brighton	225	123	91	163	120	183	.47	7	2	8	3	9	8	4	-	-	900	-	5		
Cambridge	160	116	90	117	88	123	.56	8	2	10	5	1	5	3	-	-	400	-	2		
Canaan	396	235	201	284	220	334	.56	7	2	10	2	12	2	9	-	-	6,000	-	5		
Concord	152	58	42	110	95	117	.45	6	3	8	2	11	1	10	7	-	1,600	-	1		
Cornville	262	166	139	191	155	197	.56	8	9	3	12	1	12	10	-	-	3,000	1	6		
Detroit	201	138	110	160	136	169	.61	8	4	11	3	6	6	2	1	430	1,800	-	3		
Emden	229	125	100	160	130	212	.50	8	9	9	11	3	11	8	-	-	2,500	1	4		
Fairfield	938	508	430	552	487	649	.49	13	1	10	3	16	2	18	15	1	200	15,000	4	8	
Harmony	227	124	97	175	123	196	.48	8	2	11	3	11	-	11	6	-	2,000	-	2		
Hartland	371	205	178	241	229	265	.55	10	10	10	7	3	11	3	-	-	6,000	-	3		
Lexington	96	46	40	81	69	83	.57	5	3	8	4	7	1	7	2	-	600	-	-		
Madison	451	229	174	286	236	299	.45	9	5	8	2	20	2	18	11	1	500	7,000	1	5	
Mercer	221	142	117	169	131	187	.56	6	1	8	2	10	1	10	6	-	-	1,000	-	4	
Moscow	193	125	90	108	90	141	.46	11	9	8	-	8	-	7	5	-	-	1,800	-	2	
New Portland	392	210	160	230	207	257	.47	7	8	3	17	1	16	6	1	360	3,800	-	5		
Norridgewock	467	243	206	260	213	285	.45	11	1	9	3	15	6	15	12	-	-	4,600	1	2	
Palmyra	343	290	230	245	209	304	.64	9	12	1	15	2	15	8	-	-	3,000	-	2		
Pittsfield	586	332	269	375	299	494	.48	13	3	12	3	11	4	11	7	-	-	4,500	1	6	
Ripley	141	81	68	91	80	119	.52	9	7	3	5	-	5	4	-	-	500	-	1		
St. Albans	432	219	193	387	345	392	.62	8	1	9	2	18	2	16	14	-	-	6,400	1	5	
Solon	318	150	129	208	158	226	.45	9	3	9	5	13	1	12	11	1	700	4,500	-	5	

Skowhegan .....	1,251	723	596	734	609	807	.49	8	5	9	4	19	-	25	20	-	-	25,400	1	3
Smithfield .....	167	111	95	119	102	130	.59	7	8	5	7	-	7	3	-	-	-	1,600	-	3
Starks .....	286	93	79	201	170	209	.44	7	10	2	14	2	14	8	-	-	-	2,500	-	4
Carratunk pl. ....	82	73	64	79	76	91	.85	8	8	4	5	4	5	4	-	-	-	1,100	-	-
Dead River pl. ....	30	14	13	13	12	24	.42	10	11	-	2	-	2	-	-	-	-	400	-	-
Dennistown pl. ....	25	16	11	-	-	16	.44	14	-	-	1	-	1	1	-	-	-	250	1	-
Flagstaff pl. ....	32	34	30	22	19	36	.75	8	7	-	1	1	1	1	-	-	-	500	1	1
Highland pl. ....	35	28	25	39	34	44	.84	6	3	5	4	3	-	3	1	-	-	225	-	-
Jackmantown pl. ....	46	23	17	23	18	26	.38	12	10	-	1	-	1	1	-	-	-	300	-	-
Moose River pl. ....	44	34	21	21	16	39	.42	12	12	-	1	-	1	1	-	-	-	400	-	-
No. 1, R. 2, W. K. R., pl.	43	34	31	35	29	37	.69	13	11	-	4	-	4	-	1	75	-	300	-	-
The Forks pl. ....	62	55	42	-	-	55	.68	6	3	-	-	3	-	2	2	-	-	600	-	-
West Forks pl. ....	55	47	34	-	-	47	.62	9	-	-	-	3	-	1	1	-	-	500	-	-
	10,113	5,832	4,766	6,561	5,471	7,636	.54	9	9	3	344	43	334	219	7	2,642	123,035	13	96	

SOMERSET COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount of school money voted in 1884.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1883, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	Amount raised to prolong public schools.	Amount paid for school supervision.
								Excess above amt required by law.	Less than the amt required by law.										
Anson	19	16	-	\$23 50	3 48	1 50	1,394	150	-	2 69	1,706	827	-	2,533	2,207	326	-	-	53 50
Athens	13	9	-	23 50	3 86	1 62	1,130	82	-	2 60	1,173	725	145	2,043	1,932	111	-	-	55 00
Bingham	8	8	- 2	29 80	3 36	1 47	663	-	-	3 26	779	357	85	1,221	1,197	24	-	-	22 00
Brighton	9	3	-	25 00	2 83	1 46	468	-	-	2 08	500	384	-	884	829	55	-	-	25 00
Cambridge	5	3	1	31 00	3 82	1 70	378	-	-	2 36	393	240	30	663	658	5	-	6	17 25
Canaan	13	8	-	26 00	3 64	1 72	1,067	42	-	2 69	1,137	788	56	1,981	1,857	124	-	-	72 00
Concord	6	10	2	20 00	3 12	1 14	325	-	-	2 13	436	222	-	658	621	37	-	-	22 75
Cornville	11	6	- 1	22 43	3 32	1 53	746	-	-	2 85	853	410	106	1,369	1,283	86	-	18	70 42
Detroit	7	4	-	29 00	2 70	1 88	530	-	9	2 64	679	338	60	1,077	1,055	22	-	-	23 25
Embsden	10	7	-	22 00	3 10	1 20	539	-	-	2 35	613	376	-	989	928	61	-	-	24 25
Fairfield	18	17	5	32 29	4 45	2 38	3,500	1,065	-	3 73	3,617	1,455	204	5,276	5,404	-	128	-	200 00
Harmony	8	8	-	23 00	3 52	1 36	705	-	-	3 11	1,001	384	100	1,485	1,231	254	-	-	25 00
Hartland	9	6	-	28 00	3 00	2 50	850	15	-	2 29	768	602	-	1,370	1,361	9	-	-	67 00
Lexington	3	7	1	-	3 52	1 05	275	17	-	2 86	266	166	-	432	423	9	-	-	9 75
Madison	14	14	2	26 80	3 94	2 11	1,052	-	-	2 33	1,161	608	160	1,929	1,934	-	5	100	60 00
Mercer	10	7	4	23 75	3 28	1 46	590	-	-	2 67	615	379	-	994	974	20	-	-	42 00
Moscow	7	4	2	27 50	3 65	1 46	420	2	-	2 17	508	327	33	868	755	113	-	-	16 00
New Portland	14	10	5	26 86	3 49	1 44	1,200	183	-	3 06	1,326	639	-	1,965	1,935	30	-	-	75 00
Norridgewock	13	12	3	20 00	3 04	1 60	1,200	7	-	2 57	1,223	740	-	1,963	1,855	108	-	10	71 00
Palmyra	17	13	-	24 40	3 58	1 38	1,017	-	-	2 97	1,223	560	70	1,853	1,854	-	1	-	61 00
Pittsfield	13	8	4	29 00	4 50	2 02	1,530	3	-	2 61	1,866	916	-	2,782	2,415	367	-	-	88 54
Ripley	5	4	1	25 00	4 04	1 58	440	-	-	3 12	535	256	33	824	757	67	-	-	20 06
St Albans	16	13	-	32 06	3 47	1 51	1,350	235	-	3 13	1,478	691	71	2,240	1,962	278	-	80	75 00
Solon	11	9	-	31 60	3 14	1 65	810	-	-	2 55	842	514	60	1,416	1,364	52	-	-	34 18



Skowhegan .....	24	25	3	49 33	5 13	1 97	3,700	612	-	2 96	4,144	2,077	-	6,221	5,751	470	-	-	154 00
Smithfield .....	7	4	-	23 00	3 43	1 49	451	-	-	2 70	448	275	-	723	719	4	-	-	28 00
Starks .....	12	10	-	23 25	3 02	1 75	743	-	-	2 60	756	465	11	1,232	1,188	44	-	65	63 50
Carratunk pl.....	8	8	-	-	3 00	2 00	140	2	-	1 71	140	197	50	387	387	-	-	50	-
Dead River pl.....	2	1	-	-	3 17	1 50	75	-	-	15 2 50	80	47	93	220	127	93	-	-	2 25
Dennistown pl.....	-	-	1	14 00	-	2 00	50	-	-	8 2 00	47	41	-	88	88	-	-	-	-
Flagstaff pl.....	1	-	-	32 67	2 00	1 89	56	-	-	5 1 75	140	76	-	216	202	14	-	-	75
Highland pl.....	2	3	-	-	2 50	1 25	97	-	-	2 77	97	76	75	248	173	75	-	-	5 00
Jackmantown pl...	1	1	-	-	4 65	2 00	70	-	-	6 1 52	83	63	-	146	146	-	-	-	-
Moose River pl....	1	1	-	-	4 38	2 00	83	1	-	1 89	83	73	-	156	180	-	24	24	7 50
No. 1, R. 2, W K R. pl	2	3	-	-	3 20	1 00	110	8	-	2 56	163	52	-	215	131	84	-	-	2 00
The Forks pl.....	4	-	-	-	2 85	1 50	125	-	-	34 2 02	-	109	21	130	179	-	49	85	-
West Forks pl.....	5	-	2	-	3 00	2 00	68	-	-	8 1 24	210	165	-	375	243	132	-	-	6 00
	328	262	39	26 60	3 45	1 65	27,947	2,424	85	2 51	31,089	16,620	1463	49,172	46,305	3,074	207	438	1,498 95

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.	Percentage 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.	No. of Male Teachers employed in Summer.	No. of Male Teachers employed in Winter.
								W.	D.	W.	D.									
Belfast.....	1,543	890	720	944	786	1,000	.48	15	13	14	1	18	8	-	-	\$14,000	2	15		
Belmont.....	No	Statistical Returns.																		
Brooks.....	260	174	143	183	147	200	.56	9	2	10	2	7	-	7	4	-	2,500	-	6	
Burnham.....	337	215	172	229	194	244	.54	8	8	4	11	-	10	9	-	3,300	-	7		
Frankfort.....	443	236	182	240	202	312	.43	8	2	10	3	8	2	8	4	-	2,500	-	3	
Freedom.....	179	133	98	111	88	157	.52	9	4	9	-	2	9	5	-	1,800	-	5		
Islesborough.....	352	225	176	260	207	295	.50	11	3	11	8	-	8	6	1	\$350	2,700	-	7	
Jackson.....	219	193	150	204	170	235	.73	7	3	8	2	10	1	10	6	-	800	-	6	
Knox.....	265	160	124	206	171	263	.56	10	9	9	2	9	2	9	5	-	2,500	-	8	
Liberty.....	280	180	149	210	181	240	.59	9	10	4	9	3	9	7	-	3,000	-	5		
Lincolnville.....	549	334	270	398	343	460	.56	9	3	10	7	17	17	14	-	9,000	-	11		
Monroe.....	404	218	186	306	250	316	.58	7	11	3	13	3	13	10	1	500	4,300	-	7	
Montville.....	460	235	195	274	225	392	.45	7	2	9	15	2	15	12	-	-	4,700	-	11	
Morrill.....	195	124	96	136	115	139	.54	8	10	5	3	5	4	-	-	2,100	-	5		
Northport.....	241	149	123	170	132	200	.53	7	4	8	1	9	-	9	6	-	3,000	-	4	
Palermo.....	329	184	146	240	201	282	.53	8	4	10	3	13	2	13	8	-	2,500	-	8	
Prospect.....	253	159	144	147	132	208	.55	11	1	8	1	7	1	7	7	-	3,600	-	4	
Searsmont.....	438	281	185	286	227	351	.47	12	9	5	12	3	12	6	-	-	400	1	7	
Searsport.....	589	319	276	285	253	358	.45	18	4	9	2	11	1	11	6	-	5,000	3	5	

Stockton .....	425	269	220	283	240	359	.54	13	10	9	-	9	6	-	-	3,625	2	3		
Swanville .....	253	157	119	197	155	205	.54	11	10	6	1	6	5	-	-	2,025	1	6		
Thorndike .....	219	155	120	175	150	209	.61	8	1	9	2	10	-	9	8	3,000	-	7		
Troy .....	320	201	170	243	208	295	.59	8	3	10	4	11	4	11	9	3,100	-	6		
Unity .....	320	175	140	267	243	285	.60	7	8	12	-	12	12	-	-	4,000	-	7		
Waldo .....	275	147	133	210	177	238	.56	10	7	7	-	7	6	-	-	2,660	-	7		
Winterport .....	751	431	374	465	390	470	.51	11	1	9	5	16	-	16	12	12,000	-	5		
	9,929	5,944	4,811	6,669	5,587	7,713	.53	9	5	9	4	246	31	260	185	2	1,350	97,950	16	165

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 1884.		Not less than 80 cts for each inhabitant.		Amount available from Town Treasury from April 1, 1883, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	Amount raised to long public schools.	Amount paid for school supervision.
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.										
Belfast	31	14	3	3	35	00	4	25	2	75	5,000	754	-	3	18	5,275	2,457	1200	-	8,932	8,544	388	-	150	00
Belmont	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	439	248	-	-	687	719	-	32	-	-
Brooks	-	-	1	1	1	67	3	07	1	75	700	-	-	2	69	794	427	-	-	1,221	1,066	155	-	30	00
Burnham	9	3	-	-	-	96	2	80	1	80	774	-	-	-	30	812	527	50	-	1,389	1,343	46	-	40	00
Frankfort	10	7	1	1	1	33	3	50	1	97	1,000	74	-	2	25	995	696	-	-	1,691	1,577	114	-	50	00
Freedom	8	1	-	-	-	24	83	3	95	1	47	525	3	-	93	580	302	-	-	882	832	50	-	21	50
Islesborough	8	1	1	1	1	33	00	4	43	2	75	964	-	2	52	1,091	629	-	-	1,720	1,620	100	-	20	00
Jackson	6	5	2	2	2	26	14	2	68	1	51	566	20	-	60	584	350	-	-	934	838	96	-	37	75
Knox	9	1	-	-	-	27	63	2	40	1	47	682	-	-	57	755	454	-	-	1,209	1,107	102	-	35	50
Liberty	9	4	1	1	1	27	00	3	13	2	00	776	-	2	77	796	463	-	-	1,259	1,224	35	-	48	50
Lincolnton	17	6	1	1	1	25	42	3	00	2	00	1,383	19	-	52	1,415	939	-	-	2,354	2,313	41	-	43	75
Monroe	12	6	-	-	-	26	00	4	09	1	85	1,200	107	-	97	1,272	629	-	-	1,901	1,815	86	-	35	00
Montville	14	3	-	-	-	19	50	2	45	1	60	1,015	11	-	21	1,170	735	-	-	1,905	1,708	197	-	50	00
Morrill	4	-	-	-	-	31	00	3	00	1	85	400	6	-	05	501	283	-	-	784	657	127	-	15	75
Northport	9	6	-	-	-	37	50	3	06	1	75	698	-	2	89	722	391	-	-	1,113	1,060	53	-	28	75
Palermo	12	4	-	-	-	27	00	2	81	1	51	894	-	-	72	941	558	-	-	1,499	1,467	32	-	40	00
Prospect	7	3	1	1	1	33	00	2	88	2	00	616	-	2	43	688	402	41	-	1,131	1,042	89	-	25	00
Searsmont	11	2	1	1	1	29	06	3	05	1	71	1,064	-	2	43	1,259	681	-	-	1,940	1,851	89	-	34	00
Searsport	9	7	5	5	5	40	00	3	95	2	75	2,500	642	-	24	2,740	1,019	-	-	3,759	3,434	325	-	100	00

Stockton.....	11	8	3	40 00	4 12	2 04	1,237	-	-	2 91	1,363	669	-	-	2,032	1,948	84	-	59 72
Swanville.....	6	1	2	29 00	2 66	1 84	600	38	-	2 37	823	418	-	-	1,241	1,051	190	-	25 40
Thorndike.....	10	3	-	25 00	2 75	1 25	600	30	-	2 74	732	300	12	-	1,044	1,000	44	-	25 00
Troy.....	11	5	-	26 00	2 60	1 47	875	28	-	2 73	931	503	49	-	1,483	1,199	284	-	25 50
Unity.....	12	6	-	21 00	3 50	2 25	880	6	-	2 75	928	508	-	-	1,436	1,349	87	-	36 00
Waldo.....	7	-	5	36 00	4 00	1 39	550	20	-	2 00	639	402	-	-	1,041	932	109	-	20 00
Winterport.....	18	13	3	29 60	4 75	2 25	2,200	372	-	2 93	2,314	1,249	-	-	3,563	3,286	277	-	100 00
	267	109	30	28 86	3 31	1 88	27,699	2,050		4 2 67	30,559	16,239	1352	-	48,150	44,982	3,200		32,1097 12

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.	Percentage 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.	No. of Male Teachers employed in Summer.	No. of Male Teachers employed in Winter.
	♣.	♣.							♣.	♣.	♣.	♣.	♣.	♣.											
Addison.....	400	238	211	280	248	317	.57	8	1	8	5	12	1	12	7	-	-	-	-	-	\$3,650	2	4		
Alexandria.....	200	88	66	92	74	126	.35	14	13	13	3	3	3	4	4	-	-	-	-	-	2,500	-	3		
Baileyville.....	135	72	48	68	55	84	.38	7	4	7	4	5	1	6	3	-	-	-	-	-	1,200	-	-		
Baring.....	98	68	58	66	58	88	.59	8	12	12	1	1	1	1	1	-	-	-	-	-	2,000	-	1		
Beddington.....	50	36	34	36	34	46	.68	9	9	9	1	1	2	2	2	-	-	-	-	-	1,300	1	1		
Brookton.....	121	89	68	87	77	92	.60	9	16	16	2	2	2	2	2	-	-	-	-	-	2,000	2	2		
Calais.....	2,443	1,421	1,283	1,490	1,291	1,535	.53	18	18	18	-	-	17	17	17	-	-	-	-	-	60,000	4	4		
Centerville.....	64	45	31	-	-	45	.48	10	-	-	-	1	2	1	-	-	-	-	-	-	1,000	2	-		
Charlotte.....	195	175	160	140	130	185	.74	14	13	13	3	5	5	5	-	-	-	-	-	-	1,500	-	2		
Cherryfield.....	667	513	465	172	169	526	.48	22	3	10	8	8	10	5	-	-	-	-	-	-	12,000	1	1		
Columbia.....	232	189	165	184	154	209	.68	9	3	10	2	8	7	3	1	-	-	-	-	-	500	-	1		
Columbia Falls.....	276	162	143	105	95	217	.43	14	3	10	2	3	4	3	-	-	-	-	-	-	2,500	1	3		
Cooper.....	128	65	49	97	75	98	.48	7	2	11	5	5	5	3	-	-	-	-	-	-	1,300	-	4		
Crawford.....	72	50	40	61	43	65	.59	11	13	3	2	2	2	2	2	-	-	-	-	-	1,200	-	1		
Cutler.....	334	281	252	236	191	257	.67	8	3	9	2	9	1	3	6	-	-	-	-	-	2,050	-	7		
Danforth.....	241	150	118	165	135	185	.52	12	1	10	3	5	5	4	-	-	-	-	-	-	3,750	-	4		
Deblois.....	38	30	25	-	-	30	.66	9	3	1	-	1	1	1	-	-	-	-	-	-	400	-	-		
Dennysville.....	214	103	91	101	71	135	.38	9	4	11	2	-	2	2	2	-	-	-	-	-	3,500	-	1		
East Machias.....	603	319	284	311	252	389	.44	15	16	16	-	7	10	10	-	-	-	-	-	-	5,500	-	2		
Eastport.....	1,570	955	643	936	646	1,090	.41	10	10	10	-	-	6	6	-	-	-	-	-	-	12,000	2	3		
Eaton.....	155	96	77	140	105	161	.65	8	9	1	3	-	3	3	-	-	-	-	-	-	900	1	2		
Edmunds.....	167	121	100	111	94	133	.58	8	4	11	4	4	4	3	-	-	-	-	-	-	600	1	2		
Harrington.....	444	308	253	371	320	364	.65	9	9	2	9	1	9	8	1	-	-	-	-	-	200	-	1		
Jonesborough.....	224	138	115	79	61	171	.39	9	10	10	-	-	6	4	-	-	-	-	-	-	900	-	1		
Jonesport.....	754	362	224	379	303	543	.35	7	4	9	3	14	-	10	6	-	-	-	-	-	5,500	-	3		

	No Returns.																				
Kossuth.....	773	383	290	471	386	554	.44	9	12	14	-	14	7	-	-	-	3,000	1	8		
Lubec.....	953	586	508	568	496	763	.52	9	3	10	1	-	10	10	-	-	1,700	2	2		
Machias.....	554	294	230	278	345	480	.43	9	4	10	8	3	8	5	-	-	6,000	-	6		
Machiasport.....	48	26	23	17	14	27	.42	10	4	8	4	-	3	2	-	-	400	-	1		
Marion.....	133	99	91	106	94	113	.69	9	2	10	2	-	2	2	-	-	525	1	1		
Marshfield.....	67	-	-	56	44	56	.66	-	13	2	2	-	2	1	-	-	500	-	3		
Meddybemps.....	663	359	323	386	346	543	.50	10	4	11	2	10	3	9	7	-	5,000	1	6		
Millbridge.....	65	44	40	53	47	57	.67	8	10	2	-	3	1	-	-	-	500	-	2		
Northfield.....	750	591	393	413	367	640	.51	19	3	9	3	-	13	9	-	-	8,000	2	6		
Pembroke.....	417	263	211	228	182	270	.47	11	2	12	1	11	-	11	7	-	1,300	-	3		
Perry.....	389	214	181	159	152	293	.43	9	2	12	4	-	5	5	-	-	3,550	1	3		
Princeton.....	364	159	116	190	161	193	.38	13	12	6	-	6	2	2	-	-	2,000	-	5		
Robbinston.....	397	249	204	298	251	311	.57	9	9	3	11	1	11	7	1	375	3,600	-	3		
Steuben.....	49	28	22	31	21	31	.44	12	12	2	-	2	2	-	-	-	800	-	1		
Talmadge.....	165	96	73	63	51	106	.38	9	4	10	4	4	-	4	-	-	350	-	3		
Topsfield.....	229	113	87	109	76	162	.36	7	2	10	3	8	-	9	-	-	1,000	-	2		
Trescott.....	199	144	114	126	102	167	.54	12	2	12	4	-	2	-	-	-	485	-	-		
Vanceboro.....	79	73	61	28	23	70	.53	9	4	8	2	1	3	3	1	325	1,200	-	1		
Waite.....	104	76	68	66	44	84	.54	7	2	7	4	-	4	4	-	-	3,000	3	3		
Wesley.....	166	111	87	107	88	123	.53	9	5	9	4	6	-	5	4	-	1,200	1	2		
Whiting.....	167	110	97	122	111	144	.62	18	9	1	1	2	2	-	-	-	2,200	-	1		
Whitneyville.....	31	20	14	25	17	27	.50	12	11	1	-	1	1	1	-	-	500	1	-		
Codyville pl.....	67	35	20	17	14	38	.25	7	10	2	-	3	2	-	-	-	700	2	1		
No. 14 pl.....	15	12	9	-	-	12	.60	11	-	1	-	1	1	-	-	-	150	-	-		
No. 18 pl.....	47	29	26	-	-	29	.55	8	-	2	-	2	-	-	-	-	300	-	-		
No. 21 pl.....	16,716	10,188	8,291	9,624	8,023	12,384	.52	10	3	10	4	204	24	278	190	5	1,994	183,010	33	116	

APPENDIX.

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 1884.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1883 to April 1, 1884.		Amount available from State Treasury from April 1, 1883, to April 1, 1884.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.		Balance unexpended April 1, 1884.		Balance over-expended April 1, 1884.		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.	
Addison.....	10	8	3		\$28 00	4 55	1 82	992	2	-	2 48	1,076	644	-	1,720	1,644	76	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45 00	-		
Alexander.....	5	-	-	-	31 00	4 20	1 70	351	-	-	1 76	586	302	115	1,003	928	75	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40 25	-		
Baileyville.....	5	2	-	-	-	3 27	1 60	325	24	-	2 41	387	239	-	626	518	108	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15 00	-			
Baring.....	2	1	-	-	48 00	3 40	2 00	250	8	-	2 55	291	185	8	484	542	-	-	58	-	-	-	-	-	-	-	-	-	-	-	-	18 00	-			
Beddington.....	2	2	-	-	31 00	3 25	4 00	218	115	-	4 36	273	73	-	346	322	-	24	-	-	-	-	-	-	-	-	-	-	-	-	-	8 40	-			
Brookton.....	1	1	-	-	24 00	4 00	3 10	400	132	-	3 31	400	205	62	667	707	-	-	40	-	-	-	-	-	-	-	-	-	-	-	-	11 00	-			
Calais.....	23	23	3	-	85 00	7 50	3 00	6,000	1,062	-	2 45	6,000	3,904	-	9,904	9,904	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	400 00	-			
Centerville.....	-	-	2	-	40 00	-	2 00	135	25	-	2 11	111	89	55	299	299	-	-	44	-	-	-	-	-	-	-	-	-	-	-	-	5 00	-			
Charlotte.....	4	-	1	-	33 00	4 50	1 80	400	9	-	2 05	465	299	50	814	775	39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25 00	-			
Cherryfield.....	12	3	3	-	59 00	4 46	2 16	1,550	116	-	2 32	1,442	1,061	34	2,537	2,499	38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100 00	-			
Columbia.....	8	7	1	-	37 00	4 70	1 64	550	36	-	2 37	671	371	20	1,062	987	75	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13 00	-			
Columbia Falls.....	4	-	1	-	40 00	4 62	3 75	650	102	-	2 36	786	440	64	1,290	1,247	43	-	-	-	-	-	-	-	-	-	-	-	-	-	-	23 25	-			
Cooper.....	4	1	-	-	29 75	3 48	1 70	300	23	-	4 34	473	223	53	749	707	42	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18 00	-			
Crawford.....	3	1	-	-	25 00	3 50	1 66	240	75	-	3 33	200	123	-	323	323	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8 00	-			
Cutler.....	8	1	3	-	30 20	4 10	2 05	750	87	-	2 25	836	520	112	1,468	1,259	209	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20 00	-			
Danforth.....	5	-	-	-	29 50	3 90	2 05	600	110	-	2 49	602	383	25	1,010	942	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25 55	-			
Deblois.....	1	-	-	-	-	4 00	1 75	90	6	-	2 37	114	65	12	191	145	46	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Dennysville.....	3	2	1	-	30 00	7 31	3 33	418	-	-	1 95	518	368	-	886	823	63	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20 00	-			
East Machias.....	12	11	2	-	40 00	4 39	2 67	1,500	-	-	2 50	1,792	1,095	11	2,898	2,620	278	-	-	-	-	-	-	-	-	-	-	-	-	-	-	65 00	-			
Eastport.....	12	13	1	-	75 00	6 00	3 00	3,750	545	-	2 38	3,670	2,103	-	5,773	6,229	-	-	456	-	-	-	-	-	-	-	-	-	-	-	-	50 00	-			
Eaton.....	2	1	1	-	28 00	4 00	2 25	251	-	-	1 62	172	239	44	455	498	-	-	43	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Edmunds.....	3	2	1	-	30 67	5 10	2 31	356	-	-	2 13	359	242	133	734	722	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12 00	-			
Harrington.....	11	9	3	-	31 00	4 57	1 90	1,200	168	-	2 70	1,310	671	-	1,981	1,850	131	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17 50	-			
Jonesborough.....	9	1	1	-	31 50	3 72	1 81	475	31	-	2 12	663	348	-	1,011	764	247	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30 00	-			
Jonesport.....	10	-	-	-	40 00	4 43	2 61	1,250	-	-	1 66	1,567	1,134	-	2,701	2,085	616	-	-	-	-	-	-	-	-	-	-	-	-	-	-	66	17 50	-		



Kossuth.....	-	-	-	-	-	-	-	-	-	-	186	74	132	392	376	16	-	-	-	25 00
Lubec .....	14	8	2	34 62	3 96	2 50	1,800	113	-	2 33	1,877	1,157	-	3,034	3,003	31	-	-	100 00	
Machias .....	12	13	3	85 30	6 48	3 50	2,700	938	-	2 83	2,293	1,498	100	3,891	3,451	440	-	-	25 00	
Machiasport .....	8	-	-	30 00	4 50	2 75	1,250	25	-	2 25	1,476	898	-	2,374	1,924	450	-	-	9 50	
Marion .....	3	-	-	26 00	2 33	1 82	146	-	-	3 07	223	82	13	318	225	93	-	-	4 50	
Marshfield .....	2	2	1	60 00	7 00	1 50	300	60	-	2 25	316	193	-	509	499	10	-	-	6 00	
Maddybemps .....	-	-	-	28 50	-	2 00	200	62	-	2 98	149	116	-	265	239	26	-	42	50 00	
Millbridge .....	11	5	1	40 50	4 00	3 00	1,442	40	-	2 17	1,437	1,045	-	2,482	2,491	-	9	-	10 00	
Northfield .....	3	1	2	40 00	2 50	2 00	200	46	-	3 08	270	115	17	402	394	8	-	-	75 00	
Pembroke .....	15	8	1	33 00	3 88	2 36	1,859	-	-	2 48	2,258	1,422	152	3,832	3,509	323	-	-	60 00	
Perry .....	11	7	3	29 40	3 00	2 00	838	-	-	2 00	937	655	92	1,684	1,707	-	23	-	25 00	
Princeton .....	5	2	-	34 00	4 00	2 39	850	20	-	2 19	1,291	656	-	1,947	1,588	359	-	-	30 00	
Robbinston .....	6	1	5	38 40	4 05	2 50	745	17	-	2 05	838	576	102	1,516	1,441	75	-	-	40 00	
Steuben .....	11	8	3	33 33	4 01	2 00	932	-	-	2 35	995	618	38	1,651	1,575	76	-	-	4 25	
Talmdage .....	2	1	-	26 00	3 08	2 00	125	35	-	2 55	422	76	128	626	275	351	-	-	40 00	
Topsfield .....	4	-	5	33 00	4 00	2 00	380	28	-	2 30	448	283	150	881	889	-	8	-	30 00	
Trescott .....	5	6	-	27 00	3 73	1 87	442	-	-	1 93	486	359	-	845	841	4	-	-	18 00	
Vanceboro .....	3	3	1	-	4 00	3 00	400	95	-	2 01	884	310	225	1,419	885	534	-	-	6 00	
Waite .....	7	-	1	28 00	2 44	1 86	200	37	-	2 53	187	128	128	443	382	61	-	-	8 00	
Wesley .....	-	1	-	25 75	2 00	1 77	225	45	-	2 16	285	166	80	531	410	121	-	-	18 00	
Whiting .....	5	3	1	26 33	3 55	1 84	350	10	-	2 11	454	264	146	864	776	88	-	-	20 00	
Whitneyville .....	3	1	1	45 00	5 50	3 50	400	6	-	2 40	396	250	-	646	654	-	8	50	3 00	
Codyville pl. ....	-	1	-	26 00	4 25	1 50	100	37	-	3 22	238	49	-	287	175	112	-	-	8 00	
No. 14 pl. ....	-	-	-	26 31	-	2 46	150	19	-	2 24	144	186	-	330	308	22	-	-		
No. 18 pl. ....	1	-	-	-	5 50	2 00	36	4	-	2 40	87	-	-	87	84	3	-	-		
No. 21 pl. ....	3	-	-	-	3 58	1 71	150	63	-	3 19	60	59	-	119	143	-	24	-	5 90	
	293	169	58	36 66	4 23	2 15	39,221	4,376	-	2 46	43,401	26,561	2301	72,263	67,583	5,393	713	158	1,621 60	

YORK COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21 years.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number of different pupils registered.		Percentage 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.		No. of Male Teachers employed in Summer.		No. 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.		
Acton.....	321	123	103	211	177	214	.43	10	12	14	-	14	7	-	-	14	7	-	-	14	7	-	-	-	-	-	-	-	-	\$4,000	-	-	3	3		
Alfred.....	344	176	151	216	170	231	.50	8	13	7	-	7	7	-	-	7	7	-	-	7	7	-	-	-	-	-	-	-	4,500	-	-	1	1			
Berwick.....	633	388	325	374	309	447	.50	8	3	13	2	12	15	-	-	15	15	-	-	15	15	-	-	-	-	-	-	15,000	-	-	4	4				
Biddeford.....	4,321	1,442	1,239	1,319	1,132	1,590	.28	10	14	12	-	2	23	20	1	6,500	20	1	6,500	20	1	6,500	20	1	6,500	20	1	61,500	-	6	8	8				
Buxton.....	615	403	337	457	378	456	.58	9	12	16	-	17	12	-	-	17	12	-	-	17	12	-	-	-	-	-	-	6,000	-	-	14	14				
Cornish.....	363	245	215	275	225	285	.60	8	3	8	2	8	3	-	-	8	3	-	-	8	3	-	-	-	-	-	-	2,500	-	3	4	4				
Dayton.....	166	90	74	99	82	112	.47	9	2	12	3	4	2	4	2	1	850	2	1	850	2	1	850	2	1	850	2	2,000	-	3	3	3				
Elliot.....	469	252	208	363	233	385	.47	11	4	14	1	8	8	-	-	8	8	-	-	8	8	-	-	1	1	1,000	9,500	-	2	6	6					
Hollis.....	427	282	212	272	220	298	.51	9	2	11	4	14	13	-	-	14	13	-	-	14	13	-	-	-	-	-	-	6,000	-	2	6	6				
Kennebunk.....	892	502	404	726	611	582	.57	9	2	10	3	11	11	-	-	13	11	-	-	13	11	-	-	-	-	-	-	12,000	-	2	2	2				
Kennebunkport.....	664	428	362	435	362	456	.55	9	12	12	1	12	11	-	-	12	11	-	-	12	11	-	-	-	-	-	-	8,400	-	1	7	7				
Kittery.....	920	433	371	462	374	508	.40	9	3	12	2	10	10	-	-	11	8	-	-	11	8	-	-	-	-	-	-	15,000	-	2	7	7				
Lebanon.....	469	259	228	287	238	331	.50	8	3	11	-	2	19	15	-	-	19	15	-	-	19	15	-	-	-	-	-	5,000	-	1	7	7				
Limerick.....	325	243	197	202	163	236	.55	8	3	10	1	10	10	-	-	10	7	-	-	10	7	-	-	-	-	-	-	4,000	-	-	4	4				
Limington.....	384	243	197	281	272	292	.61	7	3	9	3	16	16	-	-	16	7	1	325	16	7	1	325	16	7	325	3,500	-	-	8	8					
Lyman.....	281	169	144	186	140	208	.51	8	2	9	3	10	1	-	-	10	1	-	-	10	1	-	-	-	-	-	-	5,000	-	-	4	4				
Newfield.....	252	170	140	199	152	209	.58	10	11	11	-	7	6	-	-	7	7	-	-	7	7	-	-	-	-	-	-	5,000	-	-	2	2				
North Berwick.....	560	355	274	204	173	380	.40	17	6	6	-	16	16	-	-	16	16	-	-	16	16	-	-	-	-	-	-	9,000	-	-	2	2				
Old Orchard.....	149	61	47	82	68	97	.39	9	18	-	-	1	1	-	-	1	1	-	-	1	1	-	-	-	-	-	-	3,000	-	-	-	-				
Parsonsfield.....	483	160	140	248	219	279	.36	8	10	2	16	16	6	-	-	16	6	-	-	16	6	-	-	-	-	-	-	2,500	2	-	8	8				

Saco .....	1,643	892	779	922	739	1,123	.47 21	12 2	8	-	15	14	-	-	35,000	4	9
Shapleigh.....	339	198	164	162	133	240	.44 15	8 3	10	2	9	9	-	-	5,400	-	3
Sanford .....	832	423	369	474	388	511	.46 9	4 12 5	17 3	17	16	-	-	-	12,000	3	3
South Berwick.....	987	395	297	433	344	479	.33 11	2 14 4	14 2	14	6	-	-	-	9,800	1	4
Waterborough.....	400	222	190	249	205	293	.49 10	2 10 4	13	-	13	11	-	-	8,000	-	7
Wells .....	796	422	330	443	333	487	.42 9	4 12 4	17	-	17	9	1	1,200	12,000	1	9
York .....	779	423	333	440	338	684	.43 11	1 11	14	-	14	10	-	-	7,000	2	10
	18,814	9,419	7,830	9,961	8,178	11,413	.47 10	2 11 4	299	22	339	258	5	9,875	272,600	34	145

## 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 1884.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1883, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	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.										
Acton...	8	8	1	\$28 00	3 93	1 84	840	-	-	2 62	900	441	-	1,341	1,312	29	-	-	30 00
Alfred .....	8	8	3	30 00	5 06	2 32	1,150	269	-	3 34	1,276	525	8	1,809	1,777	32	-	-	60 00
Berwick .....	16	14	1	59 33	4 56	1 87	2,500	281	-	3 95	3,144	994	-	4,138	3,698	440	-	-	135 00
Biddeford .....	38	36	3	64 00	8 61	3 50	16,000	5,878	-	3 70	12,178	6,424	3654	22,256	25,079	-	2,823	-	1,300 00
Buxton .....	16	2	-	28 25	4 33	2 10	2,100	316	-	3 41	3,476	1,006	-	4,482	3,865	617	-	-	115 00
Cornish .....	5	4	3	26 00	4 50	2 50	935	-	-	2 57	1,019	557	14	1,590	1,508	82	-	-	65 00
Dayton .....	4	1	-	31 84	4 62	2 16	474	-	-	2 86	519	273	-	792	789	3	-	-	12 00
Elliot .....	8	3	1	40 00	4 50	3 25	1,800	488	-	3 84	1,926	720	-	2,646	2,278	368	-	-	60 00
Hollis .....	14	10	1	18 40	3 37	2 17	1,280	46	-	3 00	1,404	682	130	2,216	2,111	105	-	-	30 00
Kennebunk .....	14	15	2	43 00	7 00	2 50	2,600	318	-	2 92	3,018	1,306	-	4,324	4,002	322	-	-	193 00
Kennebunkport .....	14	8	-	40 00	6 50	3 50	2,000	76	-	3 01	2,232	1,130	-	3,362	3,157	205	-	-	83 00
Kittery .....	11	6	3	39 00	5 63	3 20	2,700	116	-	2 92	2,702	1,461	-	4,163	4,073	90	-	-	104 52
Lebanon .....	18	8	3	24 00	4 00	2 00	1,285	4	-	2 74	1,344	760	-	2,104	1,976	128	-	-	83 75
Limerick .....	11	7	3	24 25	4 55	1 90	1,050	48	-	3 23	1,188	523	-	1,711	1,543	168	-	-	75 80
Limington .....	14	5	-	33 00	2 50	2 00	1,200	55	-	3 38	1,662	680	-	2,342	1,906	436	-	-	56 00
Lyman .....	9	6	-	39 50	3 95	2 50	1,200	196	-	3 56	945	476	-	1,421	1,375	46	-	-	51 50
Newfield .....	6	5	2	28 00	4 45	2 36	797	-	-	3 16	841	422	-	1,263	1,121	142	-	-	40 00
North Berwick .....	17	16	3	64 00	3 50	2 00	2,000	559	-	3 57	1,562	885	73	2,520	2,453	67	-	-	113 00
Old Orchard .....	2	2	1	-	9 00	2 50	700	300	-	4 70	500	226	-	726	672	54	-	-	9 00
Parsonsfeld .....	11	6	2	21 05	4 10	2 25	1,300	10	-	2 69	1,958	780	60	2,798	2,221	577	-	-	100 00

Saco.....	24	17	3	50 00	7 21	3 00	10,000	4,883	-	6 08	8,950	2,938	252	12,140	10,888	1,252	-	-	287 95
Shapleigh ..	10	3	2	30 00	3 80	2 50	902	-	-	2 66	1,187	552	53	1,792	1,273	519	-	-	69 80
Sanford .....	19	19	2	36 00	4 25	2 50	2,000	-	187	2 40	2,378	1,548	25	3,951	3,797	154	-	-	95 00
South Berwick .....	12	12	-	43 25	6 35	2 00	2,650	608	-	2 68	3,467	1,693	-	5,160	4,306	854	-	-	75 00
Waterborough .....	12	5	1	29 00	4 00	2 00	1,186	-	-	1 96	2,096	661	2	2,759	1,818	941	-	-	50 00
Wells .....	15	7	-	31 88	5 25	2 15	2,500	540	-	3 14	2,663	1,200	-	3,863	3,692	171	-	138	103 50
York .....	13	4	-	30 00	10 80	2 25	1,970	-	-	2 52	2,014	1,257	-	3,271	3,259	12	-	-	119 00
	349	237	40	35 85	5 20	2 40	64,919	14,991	187	3 45	66,549	30,120	4271	100,940	95,949	7,814	2,823	138	3,516 82

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.	Percentage of average attendance to whole number.				Number of districts in county.	Number of parts of districts.	Number of school-houses in county.	Number in good condition.	
							Summer Schools of 5½ days per week.		Winter Schools of 5½ days per week.						
							w.	d.	w.	d.					
Androscoggin.....	14,226	6,286	5,354	6,988	5,754	7,503	.52	10	5	11	1	87	17	186	154
Aroostook.....	17,122	9,074	6,767	6,920	5,449	10,980	.43	13	2	10	4	333	23	317	175
Cumberland.....	28,542	14,627	12,482	15,242	12,859	17,688	.50	10	4	12		280	12	336	275
Franklin.....	5,542	3,197	2,622	3,733	3,126	4,587	.54	8	1	10	1	202	32	196	118
Hancock.....	13,008	8,153	6,798	7,990	6,701	9,609	.51	9	4½	9	3½	277	14	271	199
Kennebec.....	15,654	8,318	6,879	8,842	7,390	10,620	.49	10	1	11	1	285	12	358	226
Knox.....	10,360	6,147	5,346	6,335	5,309	7,299	.52	11		11	1	141	14	165	126
Lincoln.....	7,879	4,546	3,756	4,288	4,288	5,821	.52	9	2½	11	2	188	4	178	114
Oxford.....	10,975	6,033	5,043	6,370	5,323	7,801	.47	8	3	10		371	30	357	252
Penobscot.....	22,188	12,929	10,674	12,931	10,795	15,755	.50	11	1	10	2	376	31	449	341
Piscataquis.....	4,809	2,910	2,340	3,225	2,575	3,805	.51	9		10	2	114	9	143	106
Sagadahoc.....	6,513	3,689	3,098	3,525	3,224	4,824	.50	8	4	11		76	7	105	84
Somerset.....	10,113	5,832	4,766	6,561	5,471	7,636	.54	9		9	3	344	43	334	219
Waldo.....	9,929	5,944	4,811	6,669	5,587	7,713	.53	9	5	9	4	246	31	260	185
Washington.....	16,716	10,188	8,291	9,624	8,023	12,384	.52	10	3	10	4	204	24	278	190
York.....	18,814	9,419	7,830	9,961	8,178	11,413	.47	10	2	11	4	299	22	339	258
	212,390	117,292	96,857	119,952	100,052	145,438	.50	10		10	4	3,823	325	4,272	3,022

SUMMARY—CONTINUED.

COUNTIES.	Number of school-houses built last year.	Cost of the same.	Estimated value of all school property in county.	No. of Male Teachers employed in Summer.	No. of Male Teachers employed in Winter.	No. of Female Teachers employed in Summer.	No. of Female Teachers employed in Winter.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.	Amount of school money voted in 1884.	Not less than 80 cts for each inhabitant.	
									Excess above amt required by law.	Less than the amt required by law.						
Androscoggin .....	2	\$3,750	\$324,700	11	73	240	178	23	\$43 67	4 61	2 29	51,873	16,601			
Aroostook .....	17	5,453	88,377	34	116	337	174	25	23 47	3 64	1 69	27,734	629	274		
Cumberland .....	8	28,185	634,315	33	143	476	352	95	40 49	5 06	2 39	139,918	70,925			
Franklin .....	1	200	70,235	7	91	194	102	35	24 94	3 09	1 64	15,449	1,131	10		
Hancock .....	4	3,300	154,775	7	136	284	147	25	33 15	3 95	2 05	30,834	853	147		
Kennebec .....	3	4,737	246,775	20	105	377	274	37	32 27	4 48	1 96	48,164	6,713	435		
Knox .....	4	4,838	128,705	14	84	192	119	53	38 36	4 08	2 35	30,988	4,507	43		
Lincoln .....	2	3,000	89,200	6	102	188	96	22	30 40	4 17	2 25	21,450	1,714	17		
Oxford .....	7	10,884	116,300	8	152	351	200	30	24 08	3 34	1 73	28,582	2,763	13		
Penobscot .....	4	1,635	325,925	16	181	526	316	51	31 62	3 92	1 95	73,352	18,660	322		
Piscataquis .....	2	730	58,780	5	47	147	101	9	31 26	3 40	1 93	12,721	1,425	28		
Sagadahoc .....	-	-	118,640	11	48	119	86	10	39 80	4 54	2 51	24,292	8,874			
Somerset .....	7	2,642	125,035	13	96	328	262	39	26 60	3 45	1 65	27,947	2,424	85		
Waldo .....	2	1,350	97,950	16	165	267	109	30	28 86	3 31	1 88	27,699	2,050	4		
Washington .....	5	1,994	183,010	33	116	293	169	58	36 66	4 23	2 15	39,221	4,376			
York .....	5	9,875	272,600	34	145	349	237	40	35 84	5 20	2 40	64,919	14,991	187		
	73	82,573	3,035,322	268	1,800	4,668	2,922	582	32 59	4 07	2 05	665,143	158,636	1,565		

## SUMMARY—CONCLUDED.

COUNTIES.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1883, to April 1, 1884.	Amount available from State Treasury from April 1, 1883, to April 1, 1884.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1883, to April 1, 1884.	Balance unexpended April 1, 1884.	Balance over-expended April 1, 1884.	Amount raised to prolong public schools, in money fuel, board, &c.	Amount paid for school supervision.
Androscoggin .....	\$3 32	46,912	23,025	384	70,321	68,488	2,342	509	75	3,579 35
Aroostook .....	1 97	37,498	25,832	2,869	66,199	57,688	8,773	262	10	1,451 35
Cumberland .....	3 41	141,119	44,962	2,642	188,723	174,913	13,810	-	1,525	4,011 73
Franklin .....	2 65	18,503	8,865	649	28,017	25,287	2,730	-	182	919 08
Hancock .....	2 39	36,949	20,772	1,018	58,739	53,249	5,500	10	217	1,619 46
Kennebec .....	3 17	62,420	24,513	1,672	88,605	83,133	5,804	332	249	2,741 72
Knox .....	2 89	32,141	15,986	1,220	49,347	47,585	2,336	574	178	1,149 53
Lincoln .....	2 72	24,271	12,932	27	37,230	33,613	3,617	-	100	1,002 28
Oxford .....	2 69	32,575	16,196	1,726	50,497	46,198	4,302	3	987	1,543 54
Penobscot .....	2 66	81,292	35,696	4,206	121,194	116,733	6,748	2,287	156	3,764 79
Piscataquis .....	2 55	13,798	7,676	918	22,392	21,051	1,352	11	33	602 94
Sagadahoc .....	3 54	25,231	11,153	286	36,670	34,919	1,768	17	91	971 09
Somerset .....	2 51	31,089	16,020	1,463	49,172	46,305	3,074	207	438	1,498 95
Waldo .....	2 67	30,559	16,239	1,352	48,150	44,982	3,200	32	-	1,097 12
Washington .....	2 46	43,401	26,561	2,301	72,263	67,583	5,393	713	158	1,621 60
York .....	3 45	66,549	30,120	4,271	100,940	95,949	7,814	2,823	138	3,516 82
	3 13	724,307	337,148	27,004	1,088,459	1,017,676	78,563	7,780	4,537	31,090 35



## SPECIAL COMMON SCHOOL STATISTICS.

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 United States 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 statutes, 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.....	12	215	67	148	.31	62	34	31	60	11	1
Aroostook.....	61	402	19	383	.05	201	98	121	70	42	19
Cumberland.....	26	370	75	295	.20	173	121	105	94	25	1
Franklin.....	24	204	15	189	.07	116	82	66	73	22	2
Hancock.....	34	302	26	276	.08	154	87	96	95	27	7
Kennebec.....	29	380	73	307	.19	156	93	118	90	27	2
Knox.....	16	183	52	131	.28	68	35	46	40	14	2
Lincoln.....	17	196	21	175	.11	90	52	74	38	16	1
Oxford.....	39	377	26	351	.07	192	97	103	129	37	2
Penobscot.....	58	523	110	413	.21	234	118	158	141	53	5
Piscataquis.....	20	159	22	137	.14	69	40	47	19	19	1
Sagadahoc.....	11	114	28	86	.25	56	35	32	29	11	0
Somerset.....	37	361	42	319	.12	164	92	126	97	35	1
Waldo.....	25	271	21	250	.08	124	76	97	103	25	0
Washington.....	50	317	76	241	.24	119	44	84	52	44	6
York.....	27	393	95	298	.24	173	107	126	75	26	1
	486	4,767	768	3,999	.16	2,151	1,211	1,430	1,205	434	51

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 have had previous experience.	No. who have 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.....	8	4	20	88	16	346	307	39	.89	2— 30	15
Aroostook.....	34	27	30	137	19	445	359	86	.80	4— 44	104
Cumberland.....	23	3	71	164	28	700	637	63	.91	4— 110	51
Franklin.....	17	7	26	86	13	362	286	76	.79	8— 69	47
Hancock.....	25	9	35	141	28	467	411	56	.88	5— 64	135
Kennebec.....	20	9	15	117	17	582	498	84	.86	6— 74	71
Knox.....	14	2	12	29	2	312	272	40	.87	6— 46	28
Lincoln.....	13	4	7	59	5	324	280	44	.84	11— 60	27
Oxford.....	30	9	37	148	13	607	494	113	.81	20— 60	73
Penobscot.....	43	15	37	126	27	821	700	121	.85	15— 74	58
Piscataquis.....	16	4	1	44	1	238	194	44	.81	3— 14	34
Sagadahoc.....	6	5	9	32	3	201	172	29	.86	4— 27	14
Somerset.....	29	7	7	98	12	530	450	80	.85	3— 142	127
Waldo.....	17	8	12	58	8	481	404	77	.84	13— 104	84
Washington.....	43	7	23	121	37	483	432	51	.89	5— 42	75
York.....	22	5	40	132	42	549	478	71	.87	10— 68	40
	360	125	382	1,580	271	7,448	6,374	1,074	.85	119—1,028	983

## COMPARATIVE STATEMENT—I.

ITEMS.	1884.	1883.	Increase.	Decrease.
Whole number of scholars between four and twenty-one.....	212,390	213,294	-	904
Number registered in Summer Schools.....	117,292	118,000	-	708
Average attendance in " ".....	96,857	96,450	407	
Number registered in Winter Schools.....	119,952	119,383	569	
Average attendance in " ".....	100,052	99,350	702	
Per cent of average attendance to whole number.....	.50	.47	.03	
Per cent of average attendance to number registered in Summer Schools.....	.83	.82	.01	
Per cent of average attendance to number registered in Winter Schools.....	.83	.83		
Per cent of average attendance to number registered during the year.....	.68	.67	.01	
Whole number different scholars registered during the year.....	145,438	146,513	-	1,075
Average length of Summer Schools in weeks and days.....	10w.	10w.		
Average length of Winter Schools in weeks and days.....	10w. 4d.	11w.	-	1½d.
Average length of schools for the year.....	20w. 4d.	21w.	-	1½d.
Number of districts in the State.....	3,823	3,969	-	146
“ parts of districts.....	325	321	-	4
“ school-houses.....	4,272	4,292	-	20
“ reported in good condition.....	3,022	3,022		
“ built during the year.....	73	71		2
Cost of same.....	\$82,573	\$75,664	\$6,909	
Estimated value of school property in State.....	3,035,322	2,970,956	64,366	
Number male teachers employed in Summer, “ “ “ “ Winter, “ female “ “ “ Summer, “ “ “ “ Winter, “ teachers graduates of normal schools,	268 1,800 4,668 2,922 582	257 1,868 4,711 2,788 601	- - - 134 -	11 68 43 19
Average wages of male teachers per month (excluding board).....	\$32.59	\$31.87½	.72	
Average wages of female teachers per week (excluding board).....	4.07	3.84	.23	
Average cost of teachers' board per week..	2.05	2.03	.02	
Amount of money voted by towns for common schools.....	665,143	620,935	44,208	
Excess above amount required by law.....	158,636	126,563	32,073	
Average amount per scholar.....	3.13	2.91	.2	
Amount available from town treasuries for the school year.....	724,307	706,843	17,464	
Amount available from State treasury.....	337,148	338,618	-	1,470
“ derived from local funds.....	27,004	33,554	-	6,550
Total school resources.....	1,088,459	1,079,015	9,444	
Amount expended for common schools.....	1,017,676	1,001,470	16,206	
Balance unexpended.....	78,563	84,742	-	6,179
Amount contributed to prolong schools in money, fuel, etc.....	4,537	1,327	3,210	
Amount paid for school supervision.....	31,090	30,591	499	

## COMPARATIVE STATEMENT—II.

ITEMS.	1884.	1874.	Increase.	Decrease.
Number scholars between four and twenty-one years .....	212,390	225,219	-	12,829
Number registered in Summer Schools.....	117,292	122,458	-	5,166
Average attendance in " " .....	96,857	98,744	-	1,887
Number registered in Winter Schools.....	119,952	132,333	-	12,381
Average attendance in " " .....	100,052	108,478	-	8,426
Per cent of average attendance to number of scholars .....	.50	.49	.01	
Average length of Summer Schools.....	10w.	10w. 5d	-	5d.
" " Winter " .....	10w. 4d.	11w.	-	1½d.
" " schools for the year.....	20w. 4d.	21w. 5d.	-	1w. 1d.
Number school districts in State.....	3,823	4,043	-	220
" parts of districts.....	325	361	-	36
" school-houses in State.....	4,272	4,199	73	
" reported in good condition.....	3,022	2,591	431	
" built last year.....	73	122	-	49
Cost of same .....	\$82,573	\$150,220	-	\$67,647
Estimated value of school property.....	3,035,322	2,079,311	-	43,989
Number male teachers employed in Summer,	268	161	107	
" " " Winter,	1,800	1,928	-	128
" female " Summer,	4,668	4,366	302	
" " " Winter,	2,922	2,367	555	
Wages of male teachers per month (excluding board).....	\$32.59	\$36.17	-	\$3.58
Wages of female teachers per week (excluding board) .....	4.07	4.05	.02	
Average cost of teachers' board per week...	2.05	2.32	-	.27
Amount of school money voted by towns...	665,143	673,314	-	8,171
Excess above amount required by law.....	158,636	187,782	-	29,146
Average amount per scholar .....	3.13	2.90	.23	
Amount available from State treasury.....	337,148	367,009	-	29,861
" derived from local funds .....	27,004	17,334	9,670	
" contributed to prolong schools.....	4,537	10,462	-	5,925
" paid for school supervision.....	31,018	28,547	2,478	

# STATEMENT,

*Showing the amount of School Money apportioned by the State Treasurer to the several Towns and Plantations in the State, and available for school purposes, for the school year ending April 1, 1884.*

## COUNTY OF ANDROSCOGGIN.

TOWNS.	Number of Scholars	Amount from State.	TOWNS.	Number of Scholars.	Amount from State.
Auburn .....	2,718	\$4,244 89	Minot .....	434	\$677 80
Durham .....	390	609 09	Poland .....	680	1,062 14
East Livermore.....	321	501 32	Turner .....	654	1,021 39
Greene .....	303	473 22	Wales .....	138	215 52
Leeds .....	368	574 72	Webster.....	290	452 92
Lewiston .....	6,672	10,420 19			
Lisbon .....	876	1,368 12		14,173	22,135 14
Livermore .....	329	513 82			

## COUNTY OF AROOSTOOK.

Amity .....	159	248 31	Woodland .....	323	504 44
Ashland .....	212	331 10	Bancroft plantation,	105	163 98
Benedicta .....	136	212 39	Cary .....	164	256 11
Blaire .....	280	437 30	Castle Hill .....	176	274 87
Bridgewater .....	330	517 38	Caswell .....	100	156 17
Caribou .....	1,187	1,853 81	Chapman .....	81	126 50
Easton .....	360	562 23	Connor .....	194	302 97
Fort Fairfield .....	1,036	1,649 23	Crystal .....	105	163 98
Fort Kent .....	761	1,071 14	Cyr .....	245	344 86
Frenchville .....	1,169	1,645 41	Dyer Brook .....	73	114 40
Grand Isle .....	425	598 21	Eagle Lake .....	109	153 40
Haynesville .....	85	132 75	Glenwood .....	64	99 94
Hersey .....	82	128 07	Hamlin .....	271	381 46
Hodgdon .....	399	623 14	Macwahoc .....	72	112 46
Houlton.....	1,045	1,632 05	Merrill .....	84	131 18
Island Falls .....	97	151 49	Moro .....	74	115 57
Limestone .....	256	399 82	New Canada .....	110	171 78
Linneus .....	380	593 47	New Sweden .....	239	373 26
Littleton .....	402	627 84	Oakfield .....	277	432 62
Ludlow .....	209	326 41	Oxbow .....	55	85 90
Madawaska .....	576	810 76	Perham .....	160	249 87
Mapleton .....	247	385 76	Portage Lake .....	57	89 02
Mars Hill.....	338	527 87	Reed .....	60	93 70
Masardis .....	94	146 80	St Francis .....	123	173 11
Monticello .....	350	546 62	St. John .....	82	115 42
New Limerick.....	230	359 21	Silver Ridge .....	63	98 38
Orient .....	96	149 93	Wade .....	46	71 84
Presque Isle.....	930	1,452 45	Wallagrass .....	213	299 80
Sherman .....	335	523 19	Westfield .....	57	89 02
Smyrna .....	84	131 18	Winterville .....	38	59 34
Van Buren.....	565	795 97			
Washburn.....	365	570 04		17,223	26,898 53
Weston .....	163	254 55			

## COUNTY OF CUMBERLAND.

TOWNS.	Number of Scholars.	Amount from State.	TOWNS.	Number of Scholars.	Amount from State.
Baldwin .....	349	\$545 05	New Gloucester.....	400	\$624 71
Bridgton .....	852	1,330 64	North Yarmouth.....	235	367 02
Brunswick .....	1,872	2,923 65	Otisfield .....	277	432 62
Cape Elizabeth .....	1,918	2,995 47	Portland .....	11,711	18,290 24
Casco .....	280	437 30	Pownal .....	263	410 74
Cumberland .....	560	874 59	Raymond .....	383	598 15
Deering .....	1,222	1,908 49	Scarborough.....	571	891 78
Falmouth .....	488	762 14	Sebago.....	266	414 43
Freeport .....	615	960 48	Standish .....	588	918 32
Gorham .....	876	1,368 12	Westbrook .....	1,762	2,658 14
Gray .....	560	874 59	Windham .....	707	1,104 17
Harpwell.....	602	940 19	Yarmouth.....	603	941 74
Harrison .....	359	560 67			
Naples .....	283	441 98			
				28,542	44,576 42

## COUNTY OF FRANKLIN.

Avon .....	209	326 41	Salem .....	90	140 56
Carthage .....	156	243 63	Strong .....	181	282 67
Chesterville .....	263	410 74	Temple.....	178	278 00
Eustis .....	96	149 93	Weld .....	303	473 21
Farmington .....	940	1,468 07	Wilton.....	478	746 52
Freeman .....	204	318 60	Coplin plantation.....	32	49 98
Industry .....	225	351 40	Dallas " .....	75	117 14
Jay .....	401	626 27	Greenvale " .....	11	17 17
Kingfield .....	161	251 43	Letter E " .....	12	18 74
Madrid .....	121	188 96	Perkins " .....	51	79 65
New Sharon.....	356	556 00	Rangeley " .....	18	28 10
New Vineyard.....	261	407 62			
Phillips .....	506	790 36		5,553	8,672 56
Rangeley .....	225	351 40			

## COUNTY OF HANCOCK.

Amherst .....	159	248 31	Mount Desert .....	374	584 10
Aurora .....	73	114 07	Orland.....	483	754 33
Bluehill .....	778	1,215 06	Otis .....	116	181 15
Brooklin .....	376	587 23	Penobscot .....	449	701 23
Brooksville .....	555	866 79	Sedgwick .....	380	593 47
Bucksport.....	897	1,400 91	Sullivan .....	362	565 36
Castine .....	375	585 67	Surry .....	384	599 71
Cranberry Isles.....	122	190 53	Tremont .....	757	1,182 26
Dedham .....	154	240 50	Trenton .....	166	259 24
Deer Isle .....	1,343	2,097 45	Verona .....	113	176 46
Eastbrook.....	121	188 96	Waltham .....	73	114 01
Eden .....	583	910 51	Long Island plantation,	53	82 77
Ellsworth .....	1,680	2,623 77	No. 7 " .....	21	32 79
Franklin .....	428	668 43	No. 21 " .....	21	32 79
Gouldsborough .....	591	923 21	No. 33 " .....	71	110 89
Hancock .....	401	626 27	Swan's Island " .....	228	356 08
Isle au Haut .....	72	112 46			
Lamoine .....	257	401 38			
Mariaville.....	129	201 45			
				13,145	20,529 60

## COUNTY OF KENNEBEC.

TOWNS.	Number of Scholars.	Amount from State.	TOWNS.	Number of Scholars.	Amount from State.
Albion .....	353	\$551 30	Pittston .....	653	\$1,019 83
Augusta .....	2,220	3,467 15	Readfield .....	268	418 55
Belgrade .....	418	652 82	Rome .....	176	274 87
Benton .....	387	604 48	Sidney .....	407	635 64
Chelsea .....	255	398 26	Vassalborough.....	781	1,219 74
China .....	460	718 41	Vienna .....	185	288 92
Clinton .....	522	815 25	Waterville.. .....	2,112	3,298 46
Farmingdale.....	224	349 83	Wayne .....	240	374 83
Fayette .....	257	401 38	West Gardiner .....	292	456 05
Gardiner.....	1,269	1,981 88	Windsor .....	318	496 63
Hallowell.....	826	1,290 02	Winslow.....	597	932 38
Litchfield.....	362	565 36	Winthrop .....	606	946 43
Manchester .....	194	302 97	Unity plantation .....	20	31 23
Monmouth.....	310	484 24			
Mt. Vernon.....	297	463 85		15,654	24,448 10
Oakland .....	645	1,007 34			

## COUNTY OF KNOX.

Appleton .....	420	655 94	St George.....	984	1,536 78
Camden .....	1,399	2,184 91	Thomaston .....	893	1,394 66
Cushing.....	283	441 98	Union .....	444	693 42
Friendship.....	337	526 36	Vinalhaven .....	971	1,516 49
Hope .....	248	387 32	Warren .....	716	1,118 22
Hurricane Isle.....	69	107 85	Washington.....	425	663 75
North Haven .....	256	399 82	Matinicus Isle pl .....	64	99 94
Rockland.....	2,005	3,131 36			
South Thomaston .....	624	974 53		10,138	15,833 33

## COUNTY OF LINCOLN.

Alna .....	198	309 22	Somerville.....	212	331 10
Boothbay.....	1,327	2,072 60	Southport .....	246	384 28
Bremen .....	259	404 50	Waldoborough .....	1,162	1,814 74
Bristol .....	1,014	1,585 62	Westport .....	174	271 79
Damariscotta .....	321	501 32	Whitefield.....	484	755 85
Dresden.....	309	482 58	Wiscasset .....	480	749 60
Edgecomb .....	300	468 53	Monhegan plantation..	36	56 22
Jefferson.....	512	799 63			
New Castle.....	438	684 05		7,826	12,222 49
Nobleborough.....	354	552 86			

## COUNTY OF OXFORD.

TOWNS.	Number of Scholars.	Amount from State.	TOWNS.	Number of Scholars.	Amount from State.
Albany .....	220	\$343 59	Norway .....	772	\$1,205 70
Andover .....	268	418 55	Oxford .....	487	750 58
Bethel .....	658	1,027 64	Paris .....	865	1,350 93
Brownfield .....	399	623 15	Peru .....	266	415 43
Buckfield .....	410	640 32	Porter .....	345	538 81
Byron .....	77	120 26	Roxbury .....	63	98 38
Canton .....	399	623 15	Rumford .....	330	515 38
Denmark .....	318	496 63	Stow .....	130	203 02
Dixfield .....	285	445 21	Stoneham .....	154	240 55
Fryeburg .....	490	765 27	Summer .....	335	523 19
Gilead .....	8	126 50	Sweden .....	133	207 70
Grafton .....	44	68 72	Upton .....	80	124 94
Greenwood .....	287	448 23	Waterford .....	342	534 13
Hanover .....	60	93 70	Woodstock .....	341	532 56
Hartford .....	241	376 39	Franklin plantation ..	52	81 22
Hebron .....	196	306 10	Lincoln " ..	26	40 60
Hiram .....	435	679 37	Milton " ..	103	160 85
Lovell .....	315	491 95	Riley " ..	20	31 23
Mason .....	36	56 22			
Mexico .....	141	220 20		10,298	16,083 21
Newry .....	94	146 86			

## COUNTY OF PENOBSBOT.

Alton .....	155	242 07	Lagrange .....	249	388 88
Argyle .....	89	138 99	Lee .....	372	581 00
Bangor .....	5,430	8,480 47	Levant .....	337	526 31
Bradford .....	484	755 89	Lincoln .....	571	891 78
Bradley .....	264	412 30	Lowell .....	141	220 20
Brewer .....	975	1,522 84	Mattamiscontis .....	19	29 66
Burlington .....	183	285 79	Mattawamkeag .....	183	285 80
Carmel .....	410	640 32	Maxfield .....	46	71 84
Carroll .....	227	354 52	Wedway .....	215	338 88
Charleston .....	373	582 54	Milford .....	211	329 53
Chester .....	127	193 33	Mt. Chase .....	96	149 93
Clifton .....	117	182 71	Newburg .....	324	506 00
Corinna .....	432	674 69	Newport .....	421	657 50
Corinth .....	374	584 10	Oldtown .....	1,226	1,914 73
Dexter .....	740	1,155 73	Orono .....	740	1,155 71
Dixmont .....	356	556 00	Orrington .....	451	704 36
Eddington .....	252	393 58	Passadumkeag .....	122	190 53
Edinburg .....	20	31 23	Patten .....	229	357 65
Enfield .....	181	282 67	Plymouth .....	253	395 23
Etna .....	266	415 43	Prentiss .....	176	274 87
Exeter .....	360	562 23	Springfield .....	317	495 07
Garland .....	341	532 56	Stetson .....	230	359 21
Glenburn .....	222	346 72	Veazie .....	206	321 73
Greenbush .....	249	388 88	Winn .....	312	487 27
Greenfield .....	104	162 41	Drew plantation .....	50	78 09
Hampden .....	869	1,357 27	Lakeville " ..	50	78 09
Heron .....	440	687 18	No. 2 G'nd Falls " ..	37	57 78
Holden .....	214	334 21	Stacyville .....	72	112 46
Howland .....	33	51 53	Webster " ..	61	95 26
Hudson .....	226	352 96	Woodville " ..	90	140 56
Kenduskeag .....	183	285 79			
Kingman .....	165	257 68		22,668	35,402 53



COUNTY OF PISCATAQUIS.

TOWNS.	Number of Scholars.	Amount from State.	TOWNS.	Number of Scholars.	Amount from State.
Abbot.....	224	\$349 83	Monson.....	321	\$501 32
Atkinson.....	257	401 38	Orneville.....	186	290 48
Blanchard.....	57	89 04	Parkman.....	367	573 26
Brownville.....	375	585 67	Sangerville.....	323	505 44
Dover.....	486	759 02	Sebec.....	247	385 76
Foxcroft.....	395	616 90	Shirley.....	90	140 56
Greenville.....	189	295 16	Wellington.....	235	367 02
Guilford.....	294	459 16	Williamsburg.....	63	98 38
Kingsbury.....	96	149 93	Williamantic.....	115	179 59
Medford.....	147	229 57			
Milo.....	342	534 13		4,809	7,510 60

COUNTY OF SAGADAHOC.

Arrowsic.....	56	87 46	Richmond.....	928	1,449 32
Bath.....	2,594	4,051 32	Topsham.....	400	624 71
Bowdoin.....	375	585 67	West Bath.....	84	131 18
Bowdoinham.....	489	763 70	Woolwich.....	388	605 96
Georgetown.....	344	537 24			
Perkins.....	15	23 42		6,216	9,708 02
Phippsburg.....	543	848 04			

COUNTY OF SOMERSET.

Anson.....	517	807 43	Pittsfield.....	586	915 20
Athens.....	434	677 89	Ripley.....	141	220 20
Bingham.....	203	317 04	St. Albans.....	432	674 69
Brighton.....	225	351 40	Solon.....	318	496 63
Cambridge.....	160	249 87	Skowhegan.....	1,251	1,953 78
Canaan.....	396	618 46	Smithfield.....	167	260 80
Concord.....	152	237 39	Starks.....	286	446 67
Cornville.....	262	409 29	Carratunk plantation..	82	128 07
Detroit.....	201	313 92	Carrying Place.....	12	18 74
Emden.....	229	357 64	Dead River.....	30	46 85
Fairfield.....	938	1,464 94	Dennistown.....	25	39 04
Harmony.....	227	354 52	Flag Staff.....	32	49 98
Hartland.....	371	579 40	Highland.....	35	54 66
Lexington.....	96	149 93	Jackmantown.....	46	71 84
Madison.....	451	704 36	Moose River.....	44	68 71
Mercer.....	221	345 15	No. 1, R. 2, W.K.R. pl	43	67 15
Moscow.....	193	301 41	The Forks.....	62	96 83
New Portland.....	392	612 22	West Forks.....	55	85 90
Norridgewock.....	467	729 34			
Palmyra.....	343	535 68		10,125	15,813 02

## COUNTY OF WALDO.

TOWNS.	Number of Scholars	Amount from State	TOWNS.	Number of Scholars.	Amount from State.
Belfast .....	1,543	\$2,409 81	Northport .....	241	\$376 39
Belmont .....	142	221 77	Palermo .....	329	513 81
Brooks .....	260	406 06	Prospect .....	229	357 64
Burnham .....	337	526 31	Searsmont .....	438	684 05
Frankfort .....	399	623 14	Searsport .....	589	919 88
Freedom .....	179	279 55	Stockton .....	425	663 75
Islesborough .....	382	596 60	Swanville .....	253	395 13
Jackson .....	219	342 12	Thorndike .....	219	342 02
Knox .....	265	413 87	Troy .....	320	499 76
Liberty .....	280	437 30	Unity .....	320	499 76
Lincolntonville .....	549	857 48	Waldo .....	275	429 50
Monroe .....	404	630 95	Winterport .....	751	1,172 89
Montville .....	414	646 56			
Morrill .....	195	304 54			
				9,957	15,550 64

## COUNTY OF WASHINGTON.

Addison .....	400	624 71	Machias .....	953	1,488 37
Alexander .....	200	312 36	Machiasport .....	554	865 22
Baileyville .....	135	210 83	Marion .....	48	74 96
Baring .....	98	153 05	Marshfield .....	133	207 70
Beddington .....	50	78 09	Meddybemps .....	67	104 63
Brookton .....	121	188 96	Millbridge .....	663	1,035 44
Calais .....	2,443	3,815 41	Northfield .....	65	101 51
Centerville .....	64	99 94	Pembroke .....	750	1,171 33
Charlotte .....	195	304 54	Perry .....	417	651 25
Cherryfield .....	667	1,041 69	Princeton .....	389	607 52
Columbia .....	232	362 34	Robbinston .....	364	568 47
Columbia Falls .....	276	431 06	Steuben .....	397	620 02
Cooper .....	128	199 90	Talmadge .....	49	76 52
Crawford .....	72	112 46	Topsfield .....	165	257 68
Cutler .....	334	521 62	Trescott .....	229	357 64
Danforth .....	241	376 39	Vanceboro' .....	199	310 78
Deblois .....	38	59 34	Waite .....	79	123 38
Dennysville .....	214	334 21	Wesley .....	94	146 80
East Machias .....	603	941 74	Whiting .....	166	259 24
Eastport .....	1,570	2,452 00	Whitneyville .....	167	260 80
Eaton .....	155	242 07	Codyville plantation ..	31	48 41
Edmunds .....	167	260 80	No. 14 ..	67	104 63
Harrington .....	444	693 42	No. 18 ..	15	23 42
Jonesborough .....	224	349 83	No. 21 ..	47	73 40
Jonesport .....	754	1,177 57			
Kossuth .....	43	67 15			
Lubec .....	773	1,207 25			
				16,749	26,158 25

## COUNTY OF YORK.

TOWNS.	Number of Scholars.	Amount from State.	TOWNS.	Number of Scholars.	Amount from State.
Acton .....	321	\$501 32	Lyman .....	281	\$438 86
Alfred .....	344	537 24	Newfield .....	252	393 58
Berwick .....	633	988 59	North Berwick .....	560	874 59
Biddeford .....	4,321	6,748 44	Old Orchard .....	149	232 69
Buxton.....	615	960 48	Parsonsfield .....	483	754 33
Cornish .....	363	566 91	Saco .....	1,643	2,565 98
Dayton .....	166	259 24	Sanford .....	832	1,299 40
Eliot .....	469	732 46	Shapleigh .....	339	529 43
Hollis .....	427	666 87	South Berwick .....	987	1,541 47
Kennebunk .....	892	1,393 18	Waterborough .....	400	624 81
Kennebunkport.....	664	1,037 00	Wells .....	796	1,243 27
Kittery .....	920	1,436 83	York .....	779	1,216 62
Lebanon .....	469	732 46			
Limerick .....	325	507 57			
Limington.....	384	599 81			
				18,814	29,383 43

## RECAPITULATION.

COUNTIES.	Number of Scholars.	Amount from State	COUNTIES.	Number of Scholars.	Amount from State.
Androscoggin.....	14,173	\$22,134 14	Penobscot .....	22,668	\$35,402 53
Aroostook .....	17,223	26,898 53	Piscataquis.....	4,809	7,510 60
Cumberland .....	28,542	44,576 42	Sagadahoc .....	6,216	9,708 02
Franklin .....	5,553	8,672 56	Somerset .....	10,125	15,813 02
Hancock .....	13,145	20,529 60	Waldo .....	9,957	15,550 64
Kennebec .....	15,654	24,448 10	Washington.....	16,749	26,158 25
Knox .....	10,138	15,833 33	York .....	18,814	29,383 43
Lincoln .....	7,826	12,222 49			
Oxford.....	10,298	16,083 21		211,890	330,924 87



# FREE HIGH SCHOOL STATISTICS.

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1884.

TOWNS.	DISTRICTS.	Whole amount expended.	Amount provided by town or district.	Amount from State Treasury.	Number of terms.	Whole number of weeks.	Whole number of pupils registered.	Average attendance.	Number in Fourth Reader and above.	Number in arithmetic.	Number in English Grammar.	Number in Geography.	Number in United States History.	Number in Ancient Languages.	Number in Modern Languages.	Number in Natural Sciences.	Number in Higher Mathematics.	Number in Book-Keeping.	Number who taught or who intend teaching during the year.
Alfred		\$525 00	\$275 00	\$250 00	3	30	28	25	25	17	17	25	8	18	-	19	15	4	
Anson	No. 1	1,000 00	750 00	250 00	3	33	236	75	25	25	30	20	15	12	2	16	28	10	7
Ashland		237 50	119 75	117 75	1	12	30	24	30	26	21	10	-	-	-	6	7	30	
Albion	No. 8	300 00	162 10	137 10	1	10	37	30	33	33	27	9	7	1	-	4	14	3	8
Atkinson	Nos. 5, 6 and 8	144 00	72 00	72 00	3	20	55	49	41	37	20	25	18	-	-	6	4	-	2
Auburn		2,900 00	2,650 00	250 00	3	36	152	95	-	33	78	78	-	126	10	167	123	-	5
Augusta		2,715 00	2,465 00	250 00	3	36	85	70	81	-	32	7	14	64	19	72	51	-	4
Avon	No. 8	84 00	45 00	39 00	1	12	16	13	14	14	6	9	4	-	-	3	6	1	2
Bangor		3,654 53	2,804 53	250 00	3	36	188	170	-	24	-	7	-	165	54	116	107	-	3
Bath		3,600 00	3,350 00	250 00	2	35	221	187	-	75	-	40	-	72	79	130	56	75	
Belfast	Central	1,710 00	1,460 00	250 00	4	37	85	62	70	47	26	-	-	26	4	53	25	23	8
Berwick	Sullivan	558 16	308 16	250 00	2	21	39	33	39	24	24	14	14	-	-	4	10	5	
Biddeford		2,250 00	2,000 00	250 00	3	38	102	93	-	-	-	-	-	-	-	31	98	66	7
Boothbay		526 25	276 25	250 00	4	30	69	48	69	69	69	40	25	8	-	12	8	10	6
Bowdoinham		385 00	192 50	192 50	2	22	51	35	17	33	17	-	17	-	-	21	21	-	1
Bridgton	Union, No. 1	3,078 41	2,828 41	250 00	3	36	74	59	26	44	13	17	28	36	7	9	38	22	4
Brewer		650 00	400 00	250 00	3	36	60	35	40	12	40	20	18	-	-	52	16	18	
Bristol		350 00	175 00	175 00	2	20	97	78	97	83	78	26	1	-	-	17	16	19	15
Brunswick	Village	2,128 00	1,878 00	250 00	3	36	65	51	-	4	3	14	-	61	19	61	42	14	
Bucksport	No. 1	378 00	189 00	189 00	3	38	61	23	-	9	8	-	5	11	13	14	10	4	

COMMON SCHOOLS.

Calais	1,360 00	1,110 00	250 00	3	36	74	58	-	25	30	-	20	35	16	40	42	23	8
Camden	Megunticook	220 00	111 00	109 00	1	8	32	29	9	10	9	-	18	-	21	5	3	4
Canton	No. 2	364 00	239 00	125 00	1	11	110	92	38	79	25	45	-	12	-	10	2	5
Cape Elizabeth	1,250 00	1,000 00	250 00	3	33	93	84	32	14	17	-	35	31	8	78	54	23	
Carnel	No. 3	230 00	115 00	115 00	2	20	90	70	55	48	50	20	25	-	17	-	28	21
Castine	1,000 00	750 00	250 00	3	33	99	85	14	14	14	-	6	17	-	29	31	8	
Charleston	No. 10 et als	460 00	290 00	170 00	2	20	95	86	68	88	89	21	41	5	-	28	58	25
Cherryfield	971 00	721 00	250 00	3	35	90	81	87	46	24	9	16	26	3	35	40	26	
China	767 00	559 27	207 73	3	32	219	170	130	129	70	74	13	2	7	15	37	30	
Cornville	181 85	94 53	87 32	1	11	53	44	53	50	43	17	8	10	-	3	22	5	
Cumberland	1,386 00	1,136 00	250 00	3	33	79	55	22	65	37	24	23	11	-	25	28	23	
Dedham	155 00	77 50	77 50	1	10	28	26	28	25	23	18	10	-	-	8	9	11	
Dear Isle	426 00	213 00	213 00	2	25	75	50	75	60	64	21	12	-	-	23	30	21	
Deering	1,453 77	1,203 77	250 00	3	33	147	102	95	55	37	15	36	79	39	125	75	50	
Dennysville	417 50	219 73	197 77	2	29	35	30	29	27	22	21	9	5	-	10	8	11	
Detroit	Village	179 50	89 75	89 75	1	10	52	48	49	49	23	28	24	-	-	12	10	
Dexter	1,050 00	800 00	250 00	3	30	65	54	20	35	20	10	-	25	10	35	35	25	
Dover	No. 17	100 00	52 23	47 77	1	10	36	31	36	36	26	25	-	-	8	12	5	
Dresden	Nos. 8 and 4	202 00	101 00	101 00	2	24	47	42	38	41	19	27	13	-	-	4	2	
East Livermore	No. 3	100 00	50 00	50 00	1	10	23	18	16	21	15	8	4	-	-	2	2	
East Machias	414 00	207 00	207 00	3	39	39	31	39	22	20	-	-	25	2	39	30	21	
Easton	318 25	159 88	158 37	2	20	100	75	100	80	40	35	30	-	-	10	20	10	
Eastport	1,500 00	1,250 00	250 00	4	40	93	79	39	55	40	39	39	33	14	31	38		
Eden	512 12	262 12	250 00	4	34	128	110	126	116	121	75	30	-	-	10	20	46	
Edgecomb	No. 8	110 00	55 00	55 00	1	11	27	24	21	27	16	18	-	-	10	2	7	
	Nos. 8 and 9	98 00	49 00	49 00	1	10	30	25	28	26	16	21	12	-	3	13	6	
	No. 1	85 50	42 75	42 75	2	19	31	27	31	29	20	11	20	-	16	1	10	
Ellsworth	1,300 00	1,050 00	250 00	3	36	72	61	-	-	-	-	-	70	6	33	64	1	
Exeter	150 00	75 50	74 50	1	10	31	29	27	27	23	17	1	1	1	1	17	3	
Farmington	" 1	185 00	116 21	68 79	1	12	31	26	31	27	23	6	15	3	-	16	15	
	" 4	426 75	245 53	181 22	1	16	28	21	-	7	-	-	-	20	-	16	15	
Fayette	347 37	177 37	170 00	3	34	108	83	108	96	55	43	2	2	-	13	21	20	
Fort Fairfield	500 00	250 00	250 00	3	30	125	110	100	125	125	125	50	-	-	15	15	-	
Foxcroft	500 00	250 00	250 00	2	24	58	51	6	20	21	-	-	3	8	22	15	8	
Freeman	117 50	58 75	58 75	1	10	32	28	25	30	15	18	23	-	-	4	6	7	
Freeport	1,008 00	758 00	250 00	3	36	85	60	85	20	12	26	12	48	8	52	57	20	
Frenchville	375 00	125 00	250 00	2	44	36	24	21	36	36	36	20	-	-	-	-	12	
Gardiner	1,850 00	1,600 00	250 00	3	36	75	61	-	41	30	28	-	45	-	66	31	32	

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1884—Continued.

TOWNS.	DISTRICTS.	Whole amount expended.	Amount provided by town or district.	Amount from State Treasury.	Number of terms.	Whole number of weeks.	Whole number of pupils registered.	Average attendance.	Number in Fourth Reader and above.	Number in Arithmetic.	Number in English Grammar.	Number in Geography.	Number in United States History.	Number in Ancient Languages.	Number in Modern Languages.	Number in Natural Sciences.	Number in Higher Mathematics.	Number in Book-Keeping.	Number who taught or who intend teaching during the year.
Georgetown.....		\$150 00	\$75 00	\$75 00	1	10	32	29	32	28	30	7	32	5	-	4	11	7	3
Gorham.....		782 58	532 58	250 00	3	30	123	95	84	99	74	59	26	25	-	23	25	16	9
Gray.....		237 75	118 88	118 87	1	10	52	41	47	36	42	22	9	6	-	9	30	-	-
Greenville.....		172 50	86 25	86 25	1	16	38	32	30	26	21	18	-	6	-	11	13	1	5
Guilford.....		220 00	110 00	110 00	1	10	95	80	40	60	35	40	20	-	-	8	1	3	9
Hallowell.....		1,100 00	850 00	250 00	3	39	48	40	-	11	3	7	14	33	9	20	21	6	1
Hartford.....		190 00	99 50	90 50	1	12	50	41	41	45	30	18	34	3	-	10	23	12	8
Industry.....	No. 1.....	110 70	55 35	55 35	1	10	24	14	18	21	18	18	6	-	-	5	1	-	1
	" 5.....	125 00	66 13	58 87	1	10	40	32	35	35	27	15	8	-	-	12	9	10	8
Islesborough.....		450 00	225 00	225 00	2	20	73	62	67	68	29	59	7	-	-	9	6	8	7
Jackson.....	No. 4.....	100 00	50 00	50 00	1	10	31	25	28	29	22	10	1	2	-	-	5	5	2
	" 3.....	300 00	225 00	75 00	1	10	53	42	19	15	14	9	11	3	-	3	4	-	2
Kenduskeag.....		310 54	167 54	143 00	2	27	37	28	35	26	35	11	11	-	-	12	10	5	2
Kennebunk.....	No. 5.....	733 33	558 33	175 00	3	37	43	35	-	13	15	-	-	38	-	15	40	20	-
	" 9.....	290 00	215 00	75 00	3	32	30	26	30	26	26	12	12	3	4	8	12	-	1
Kittery.....		750 00	500 00	250 00	3	36	82	51	82	81	82	24	28	7	-	56	60	28	-
Lewiston.....		4,500 00	4,250 00	250 00	3	37	155	130	-	-	-	-	-	-	-	-	-	-	-
Liberty.....	No. 2.....	154 50	90 50	64 00	1	10	45	32	33	37	24	19	5	1	-	3	4	-	5
Lisbon.....		884 50	634 50	250 00	6	58	181	156	181	61	78	55	-	66	6	48	129	-	10
Livermore.....	No. 2.....	200 00	100 00	100 00	1	10	42	41	12	30	15	5	14	12	-	15	26	-	7
Machias.....		1,165 00	915 00	250 00	3	34	169	154	-	148	102	27	41	78	-	110	156	18	4
Mexico.....	No. 3.....	100 00	50 00	50 00	1	10	30	18	11	27	12	3	3	-	-	2	9	5	4
Milo.....		200 00	100 00	100 00	1	10	91	79	91	84	40	53	12	7	-	9	16	2	3
Minot and Poland.....	Union.....	408 60	177 44	231 16	3	36	54	45	23	36	36	22	14	16	5	10	20	10	3



Monmouth.....		352 00	178 25	173 75	4	43	104	80	104	100	104	33	17	18	2	4	31	21	6
Monson.....		300 00	150 00	150 00	3	30	62	36	40	50	32	33	19	9	4	8	12	2	4
Monticello.....		250 00	125 00	125 00	2	21	56	45	55	38	25	33	16	-	-	13	9	12	4
Newburg.....	} No. 3.....	100 00	50 00	50 00	1	10	41	34	26	35	12	22	9	-	-	-	5	-	3
		" 10.....	120 00	61 50	58 50	1	10	25	21	20	25	22	15	8	2	-	-	19	8
Newport.....		500 00	362 50	137 50	3	30	118	98	100	106	63	31	7	12	-	18	45	20	15
New Sharon.....	No. 3.....	200 00	100 00	100 00	1	10	67	51	64	67	26	61	13	-	-	-	12	5	10
New Vineyard.....		200 00	100 00	100 00	2	18	30	25	30	30	17	13	10	3	-	10	5	10	4
North Berwick.....		382 50	191 25	191 25	2	14	38	34	38	24	32	5	-	12	5	14	34	8	3
Norway.....		750 00	625 00	125 00	1	10	219	189	210	191	201	187	118	21	13	48	28	50	19
Oakland.....		876 00	626 00	250 00	3	36	79	45	79	40	48	14	31	26	7	45	33	20	2
Old Orchard.....		300 00	154 25	145 75	2	24	11	9	10	1	8	-	10	-	-	9	8	1	1
Oldtown.....	No. 3.....	1,199 67	949 67	250 00	3	36	78	68	74	49	31	-	31	35	15	17	25	16	1
Orono.....		1,250 00	1,000 00	250 00	3	35	162	150	52	145	114	20	52	54	7	13	54	32	12
Otisfield.....	No. 1.....	117 00	58 50	58 50	1	10	27	25	22	27	22	10	4	-	-	11	7	1	3
Palermo.....		299 00	164 00	135 00	3	30	74	59	68	74	52	37	7	-	-	6	24	14	13
Palmyra.....	No. 4.....	170 00	85 00	85 00	1	10	44	34	29	42	18	24	24	-	-	5	12	12	11
Paris.....	" 2.....	436 00	255 50	180 50	1	10	165	130	70	115	75	80	10	11	6	23	26	10	9
Parsonsfield.....		520 00	334 00	186 00	3	30	169	150	85	38	40	-	18	24	-	72	21	28	46
Patten.....		512 50	274 25	238 25	3	30	88	37	50	39	25	19	6	8	1	4	29	12	14
Pembroke.....		500 00	250 00	250 00	3	30	61	34	61	61	56	42	12	8	-	18	35	18	6
Peru.....	No. 7.....	80 00	41 50	38 50	1	10	22	18	18	19	9	14	2	-	-	1	-	4	1
Phillips.....	" 3.....	204 00	107 38	96 62	1	12	47	35	45	40	40	16	21	7	-	7	12	-	3
Plymouth.....	" 1.....	150 00	75 00	75 00	1	10	42	35	34	34	22	22	6	-	-	-	3	8	6
Portland.....		9,600 00	9,350 00	250 00	2	38	388	289	388	31	130	-	-	70	100	244	137	60	10
Princeton.....		441 33	220 66	220 67	3	29	48	25	48	33	25	15	2	8	2	-	-	6	3
Richmond.....		818 25	568 25	250 00	3	36	132	117	-	18	20	-	-	17	-	34	29	18	-
Rockland.....		1,820 00	1,570 00	250 00	3	32	85	75	85	23	-	-	-	44	25	31	58	26	-
Rome.....	No. 7.....	100 00	64 00	36 00	1	10	22	19	16	20	8	12	-	-	-	-	-	1	1
Rumford.....	Nos. 8 and 12....	181 00	109 04	71 96	1	10	50	46	49	47	39	13	2	-	-	-	25	3	9
Saco.....		2,350 00	2,100 00	250 00	3	38	101	93	101	17	24	-	-	60	18	80	44	75	4
Shapleigh.....		582 50	332 50	250 00	2	20	57	47	51	51	55	25	3	1	-	10	12	6	3
Skowhegan.....		1,570 00	1,320 00	250 00	3	36	94	62	94	27	35	-	-	40	-	76	35	23	18
Springfield.....		150 00	75 00	75 00	1	10	25	20	25	23	11	17	-	1	-	-	12	3	5
Starks.....		142 00	71 00	71 00	1	10	46	33	42	41	7	2	-	-	-	2	15	6	7
Stetson.....		175 00	87 50	87 50	1	10	38	33	38	23	21	17	19	7	-	3	14	6	9
Thomaston.....		1,097 50	847 50	250 00	3	33	62	51	62	25	25	25	25	34	6	69	63	26	-
Topsnam.....		586 00	336 00	250 00	3	29	54	36	24	44	24	21	24	21	5	-	16	12	-

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1884—Concluded.

TOWNS.	DISTRICTS.	Whole amount expended.	Amount provided by town or district.	Amount from State Treasury.	Number of terms.	Whole number of weeks.	Whole number of pupils registered.	Average attendance.	Number in Fourth Reader and above.	Number in Arithmetic.	Number in English Grammar.	Number in Geography.	Number in United States History.	Number in Ancient Languages.	Number in Modern Languages.	Number in Natural Sciences.	Number in Higher Mathematics.	Number in Book-Keeping.	Number who taught or who intend teaching during the year.
Troy.....	.....	250 00	125 00	125 00	2	20	78	64	67	70	31	11	18	-	-	5	11	9	14
Turner.....	.....	422 50	215 25	207 25	3	30	160	138	140	145	140	137	62	53	-	23	30	24	15
Waldoborough.....	No. 6.....	398 75	210 22	188 53	3	29	42	30	-	34	21	2	18	11	-	14	12	-	3
Waterville.....	.....	1,924 00	1,674 00	250 00	4	38	104	64	35	30	15	10	5	28	5	49	78	10	5
Wells.....	No. 16.....	137 50	68 75	68 75	1	11	34	33	29	27	14	21	12	3	2	5	7	11	2
Westbrook.....	.....	1,200 00	950 00	250 00	3	36	74	48	64	60	64	60	50	5	-	20	20	15	
Wilton.....	No. 8.....	1,086 20	836 20	250 00	2	24	109	60	50	16	65	13	10	35	7	62	55	6	40
Wiscasset.....	" 1.....	717 50	467 50	250 00	3	36	41	20	-	9	8	9	-	16	6	8	10	-	1
Woolwich.....	" 507.....	324 62	249 62	75 00	2	24	78	70	25	77	58	48	18	-	-	14	11	-	5
Yarmouth.....	.....	1,250 00	1,000 00	250 00	3	36	60	52	-	30	15	11	8	18	3	45	26	4	
		99,373 28	77,484 93	21,888 35	285	3140	9751	7733	6042	5687	4543	3007	1783	2212	637	3286	3434	1621	782

# SELECTIONS FROM PAPERS

PRESENTED AND DISCUSSED IN THE

TEACHERS' MEETINGS HELD DURING THE YEAR 1884.

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## INSPECTION AND EXAMINATION OF SCHOOLS.

Read at Meeting of Piscataquis Teachers' Association, November, 1884,

BY W. T. STUBBS.

I desire to thank the members of this association for the privilege of presenting this paper. Not because this is a frequent form of commencing an address. I mean it. If every other man and woman in the county were assembled in some other hall near by and my choice of audiences offered, I should prefer to be here. For the ordinary man does not respond unless an appeal is made to some selfish motive; but if I am able to say anything which will enable some of the teachers to obtain a clearer view of the higher duties of teaching; if through any effort of mine they can perceive, like Christian from the Delectable Mountains, even a shadowy outline of the grand possibilities within their reach if they will but stretch forth their hands and grasp them; if I can help some superintendent to *feel* that the office to which he has been called is not merely to require good order and correct answers to questions, but that in the school-houses whose management he controls are to be formed moral characters whose power, for good or evil, will not be confined by State limits nor held within the borders of our whole country; if I can do this, or even a part of this, then I am speaking less to the people before me than to the men and women who in ten, twenty, fifty years will make and execute the laws, written and unwritten.

“All roads lead to the town;” so all thought of reform leads us to the children. The youngest teacher before me has already found himself saying, “It is too late.” Some aim in life has been sug-

gested and he has turned away reflecting: "If I had begun earlier." In the care of these persons we place our children who are not too old, and superintendents are asked to see that this important trust be not left in unworthy hands.

A half century ago, in one of the old cities of Europe, died a man whose education had been as near perfect as the times permitted. He was sent to the best schools, travelled where he pleased, the best libraries in the world were open to him, and since his father held an official position near the throne, he had for associates the most intelligent men of the age. He attained important offices under the State, but to the general world is best known by his writings. An eminent writer has said of him: "He represents, in himself alone, the whole of German literature. His keen and profound insight into human life and character, his encyclopedic knowledge gave him a mighty influence which has reached all spheres of human thought and grows stronger with time." Such a man should have sound views about education, and among his writings I find this:

"Let no man think he can conquer the errors of his youth. If he has grown up in enviable freedom, surrounded with beautiful and worthy objects; if his masters have taught him what he first ought to know for more easily comprehending what follows; if his operations have been so guided that without altering his habits he can more easily accomplish what is excellent in the future; then such a one will lead a purer, a more perfect and happier life, than another man who has wasted his youth in opposition and error."

Allow me to repeat: "If his operations have been so guided that *without altering his habits* he can accomplish what is excellent in the future."

Since I became a member of this association, five years ago, I have frequently suggested to those who prepared the programmes, that in order to make meetings most useful, the leading parts should be assigned to young teachers; because, while old teachers are prone to fall into ruts, younger ones, being more ambitious, would be constantly presenting new methods. That we should also gain in criticism, for we older ones are always ready to talk, but even if a theory appear quite impracticable, a teacher of two terms hesitates to attack one of ten times that experience. Apparently my efforts have not been wasted. I was elected one of the committee in March, and the following July brought my appointment to present at this meeting the subject of supervision of schools. It is proverbial that

physicians are not eager to follow their own prescriptions and I am no exception to the rule, but while the gentleman is preparing to smile at the wry faces I am expected to present, I trust he will observe the occasion for smiling is not all on his side.

By the favor of my neighbors I have been invited to a position of responsibility. A position which brings with it the duty of commending good work and telling the truth about other work. Some would say I have been promoted. I do not so regard it. To the true teacher, one who has found his place, has a school among people enough interested to visit him, and who is under intelligent supervision, it seems to me there can be no promotion. No position offers harder work, greater responsibility or more abiding pleasure. I have accepted the position with much doubt as to my fitness. To be sure, I have taught considerably, but teaching differs widely from supervision. One may succeed in either, yet be a failure in the other. At present I shall tell what I believe, and should my views appear impracticable, recollect I am young in the office, and I shall expect older ones to detect and make known the faults. I accepted the position with an earnest desire to be of use to the young people. If the methods I propose are inconsistent with that purpose, I shall thank any one to expose the errors before I bring loss to others.

It seems unavoidable that I mention some facts which have come to my knowledge. In some cases this may seem personal, but they are not so intended. If a doctor were lecturing on any form of disease, we should expect him to speak of particular cases, and should one of them relate to my best friend, there would be no occasion for ill feeling. It should also be borne in mind that I have visited schools in four other counties of our State.

You perceive I am provided with not only a text, but a secondly and thirdly. These divisions have caused me no little trouble. Whatever seems a means is often an end, and an end once secured is a means to the next. Any one has a right to think he could have made a better arrangement, and any such person has all the privileges allowed by that author who put all his punctuation at the end of his book, with the suggestion that each might "pepper and salt to suit himself."

We need more exchange of opinions among those who employ teachers and direct their labors. At present it is largely each town for itself. If the schools are better than an average, the school

officers in the next town may not know it; if worse, the neighboring towns are equally ignorant. For instance, last spring Milo effected an important change—put away the district system and adopted the township system. I used to live in that town and am enough interested to inquire about the result, but I venture to say that throughout the county not one in twenty of the voters will know at next town meeting whether the schools have grown better or worse. I am acquainted with the Supervisor and have a very favorable opinion of him as a man and as an officer; yet I fully believe he does not know whether his schools are better or worse than those of Greenville, or Guilford, or Dover. Nor do superintendents of those towns know much about any schools but their own; for if this is an evil under a supervisor, with the township system, still greater is the confusion where the teacher is employed by an agent who knows little about the adjoining district, and seldom or never visits the school in his own.

We need a system under which the one who employs a teacher must know of the last, not by hearsay, but from actual observation while school is in session, and whoever assumes to superintend may be able to judge a school from personal knowledge of many others. The first we cannot have under the district system, and no matter how careful the supervision, we cannot have good schools under poor teachers; no amount of grinding and polishing will change iron to steel.

Before Jamestown was founded, two thousand years ago a Greek philosopher used to say: "If I could climb to the highest place in Athens, I would cry 'what mean ye, fellow citizens, that ye turn every stone to scrape together wealth, and take so little care of your children to whom one day ye must relinquish it all?'" Had he possessed the lamp of Aladdin his wish could scarcely have been more bountifully granted. Invention and discovery have carried his words thousands of miles beyond what seemed to him the utmost boundaries of the world, and from a point more elevated than "the highest place in Athens" the philosopher has shouted his warning to succeeding generations. Have men profited by his advice? What shall we think when people pay their taxes, but do not go to school to see what that part of the tax accomplishes? If we ask them about the school, the reply is, usually, "Good school, I guess, don't know; the committee attend to that." And they mean just what they say. If a report be started that children are worked or pun-

ished too hard; that some classes do not recite often enough, or that the teacher has failed to answer some question in the text-book, then there is no lack of interest. But for ordinary purposes the parents' confidence in the committee is remarkable; in my opinion it extends to a degree not often justified by experience.

Many of us have observed the anxiety of a man who is about to have the first iron nailed to the feet of a promising colt. Does he send him by a boy to the nearest smith? On the contrary, the owner or a better man takes him to the best shoer in that vicinity. Yet the blacksmith takes a personal pride in his profession; his living depends largely on his reputation; why should he not be trusted as fully as a teacher—often a stranger—or a superintendent, who fails to visit about one term in eight?

I hope no one will suspect me of desiring to intimate that our people value their domestic animals more highly than their children, but I must admit a conviction that a majority of them put more confidence (perhaps responsibility is a better word, though neither of them gives my meaning), in the committee than is well for either of the parties concerned.

We need change. The parents should in some way be induced to visit the school, not once only, and not on last day, but at any time during the term. Let each parent and tax-payer amend the motto of the fraudulent voter and read it: "Go early and go often."

In the meantime, if they will put all the care on three men or one, it is the more needful that the supervisor be intelligent, prompt, faithful. And not only generally intelligent, but intelligent in what pertains to that particular calling. For a man may be intelligent, yet unfit for some pursuits. The man whose place I took by accepting this office is a physician, of good repute in his own neighborhood, and often called to distant towns. A mile east from this building lives a man who has conducted many logs down the Penobscot and other rivers. Other men complain of low water, want more men or better ones, but when "Jim" is in charge of "the drive" we expect the logs to reach the boom. Both these men are intelligent, but each in his own way. So the supervision of schools, seems to me, to require a person of education and temperament specially fitted for that profession. You may think I mean he should be a school teacher. It does not follow. A man may be a first-class druggist, yet a very inferior doctor, just as he may know how to cut lumber or saw it, yet be a failure as a river-driver. Supervision differs

widely from teaching. My own brief experience has shown me that a superintendent should know all the best teacher does, and in addition to that, should have the faculty of obtaining from medium and even poor teachers, the largest amount of work performed in the best manner.

No; the supervisor is not of necessity a teacher, but *other things being equal*, it is better if he has taught. An experienced teacher sees many things in a school which another person would be longer in finding out or might not observe at all. But you recollect how in the late war, men who had scarcely seen a soldier, joined the army and attained honors which our West Point men vainly aspired to; for they knew how to learn, and this, in my opinion, is the secret of success in many pursuits.

If we are to have reform, suppose we begin with examination of teachers. I believe every one present will agree with my belief that at present examinations do not accomplish the good they might and ought to. In making the assertion I do not hazard the criticism that a recruit should not find fault with the work of veterans. In another State, as an aid to the county superintendent, I have examined a great many teachers. Not long ago, a gentleman, speaking of a mutual friend, remarked: "She has never been examined." Yet she has probably taught twenty terms, perhaps thirty, in different towns and of course under different boards of school officers. No doubt others present can recall similar cases.

Now examination is necessary or it is not. If necessary, it should be compulsory. A teacher's certificate, when shown to a stranger, is worth the average standing of teachers in his vicinity. The fact that the teacher studied hard and underwent a thorough examination does not make it pass for any more than if he had obtained it through the laziness of the superintendent or his desire to gratify some friend. The first paper money issued by our government was equal to gold, but when large quantities followed, it fell to fifty cents on a dollar and even lower. Just so with teachers' certificates. A certain number, based on genuine examinations, are worth 100 per cent; proof positive of what they assert; the issuing of as many more, to persons not examined and not worthy, does not add to the value of the "total issue of paper." It is emphatically "watering stock," and each document so issued robs every honest "holder" of a portion of his earnings.

Some who are careful about other candidates make an exception in favor of those who have graduated at colleges, academies, etc.,



and even of students. Such a course is unsafe. I knew of a graduate fresh from an old college, armed with special testimonials from several of the faculty, to rank so low at examination that a third grade certificate was refused him. Still nearer, a young man who "fitted" under my own instruction, living part of the time in my family, and who seemed to us almost as a son, obtained second grade, taught, passed to first grade, entered college, and for years led his class. He threw his utmost effort into "the course" and forgot common branches. At the end of his third year he engaged a school, was examined, and took a third grade certificate.

Apparently it is the custom, particularly when one remains in the same district or town, to renew the certificate without examination. Though I am not a lawyer, I believe this is illegal. Had the framers of the law contemplated such a course, they would not have required a second certificate, but allowed the first to remain in force for an indefinite period. The fact that renewal becomes necessary seems evidence that superintendents are expected to obtain at each renewal, proof that the teacher remembers what he then knew, and that he has been working to keep up with the times. This is a busy age, and he who halts in the march soon finds himself in the rear. The fact that one could teach ten years ago, or even five, is not proof that he is fit now. Consider my own case; suppose I now wished to teach; I believe I could have obtained a certificate without examination, though I had been fully out of the ranks five years. Nor am I the only one in the rear. Instances have come under my observation which indicated some teachers were fully five years behind when I quit teaching.

In advising this I am not recommending for others more than I have willingly done. After I had taught a dozen terms in one district and been unanimously elected for another year, I took a written examination along with a score of teachers and some who had never taught. The same year an old teacher came to me for examination—a graduate of Colby, who had taught in some of the best academies and high schools in New England; in fact, had taught nearly every year for forty years and been a student all his life. He took the regular examination and taught a country school, of perhaps twenty pupils. The rule observed by one superintendent under whom I taught seems a good one. Teachers who had been ranked 95 per cent or above, and taught satisfactorily, were granted renewals; 60 per cent would last about three months, 70 per cent a few months longer, etc.

Examinations should be written. That method is more exact, therefore more likely to secure justice to both parties. It is also a record in case of later misunderstanding. The certificate should be graded for each branch of study; when showed to a stranger it should settle at once and fully whether the teacher is well qualified or barely squeezed through. Such grading would lighten the labor of future examinations.

I have found that many do not subscribe for any journal of education. This point should not be overlooked. Many superintendents make it a part of the examination, and some require a synopsis of some number or review of some article in it. The examination should also extend to the news of the day; recent acts of Congress, important discoveries or inventions, what is happening in different parts of the world, etc. For while the history of 1783 is important the history of 1883 is much more so.

The question of age does not seem to enter into the problem. As soon as the applicant can pass the examination and find an agent who is "willin'," he becomes a teacher; some at sixteen, some at fourteen, and a few before that age. Such a teacher cannot vote for several years, but during the time he is becoming intelligent enough to know who are fit for office, he may go into the school-room and shape the destinies of those who will make and execute the laws. So my neighbor of the iron foundry might say it is indispensable that he have skilled labor at the lathes, but anyone will do for molding. Or a careful mother might not trust her daughter to select a garment ready made, but would put the costly fabric in her hands and tell her to cut for herself. I do not insist on any particular age, but think there should be a limit.

The interests of our schools demand the immediate enactment of a law forbidding the employment of a relative to teach. The only exception should be an undoubted vote at a legal school meeting or an unopposed petition.

Did it ever occur to you that it might be well to examine school committees? Suppose we were to be tried by tests similar to those in use among railroad, steamboat and manufacturing companies, where applicants are required to furnish proof of experience. The school superintendent visits on an average about eight schools, or if divided among three persons, about three schools, or six to eight times in a year. Suppose a stranger should ask us to recommend a doctor; should we be justified in sending him to one whose experience is limited to three families, or even ten?

I have said the supervisor of Milo does not know whether Greenville, or Guildford or Dover has the best teachers. More than that; he does not know whether his own teachers are good. We have no right to call anything good unless it is compared with others of its class. A late traveller in Asia saw sportsmen killing game with the old flint-lock musket, such as our great-grandfathers carried at Germantown. They called them good because they had none better.

We can not have superintendents familiar with the working of a large number of schools without county superintendency; and that seems a long way removed in a State where educational progress is hampered by that expensive inconsistency, the district system; but we may hope for it, and certainly it will not come unless the teachers ask for it. For my own part I am much encouraged by the fact that farmers have found it necessary to effect an organization somewhat similar. They, or their societies, (observe it is not the politicians), choose from each county a man who becomes a member of the Board of Agriculture. The State pays the expense of their meetings, and justly, I think. But if Piscataquis sends a man to the capital to represent our farms and cattle, and learn about others, is it not equally important that some one represent our schools and occasionally visit those which are better or worse? To rear good cattle and horses is essential, profitable; but will it not "pay" to "raise" worthy citizens? If a man in some other county has found a better method for restoring worn-out fields, is it not quite probable some one may have a better method of teaching geography?

In connection with this suggestion, it may be well to consider the fact that our township supervision during 1882-3 cost \$30,591, almost \$2,000 for each county, over \$6 for each school, and more than 1,000 terms of school not visited at all.

It is true we have had county superintendents and by law they have been "discontinued." I know not why, for I was not then living in the State; but I am persuaded the fault was in the system and not with the people, and that if the masses now oppose this measure it will be because they are unwilling to kill the dogs until well assured their places will not be given to wolves.

But while we are waiting for this, it may be well for you to take care of those who now fill the offices. Many newspapers have a "Young Folks' Column," and you might add an "Old Folks' Corner," inviting us, as you have me, to occupy it. To be sure we are dreadfully tiresome and long-winded, but if you survive this occasion

I am sure you need not fear any of the others; and since you are to teach, and we, or others much like us, are to have charge of you, a more intimate acquaintance may be better for all parties.

Examination over, there follows the very serious question, can he teach what he knows? This leads to another: What *is* teaching? Fifty years ago there was only one kind, but man hath sought out many inventions and some of them pertain to teaching. Some teachers have mixed systems, but in general there are two, differing from each other as widely as homœopathy and allopathy. I chose these words because they are very dissimilar in meaning and familiar to all, but reflection shows I have unconsciously hit upon a comparison peculiarly fit for the place. The allopathist treats disease as a demon to be expelled. He searches among his drugs for that which he thinks is most unwholesome for that particular demon and deals him blows as hard and frequent as the patient can bear. The homœopathist studies the demon to find his tastes and habits; he feeds, flatters and coaxes; in short, he treats him politely, hoping to reform him or kill him with kindness.

So with teaching. The demon is ignorance. With one class of teachers the antidote is text-book; so much in a dose, to be often repeated and in quantities as large as the pupil can endure. The other class, taking ignorance for nature, put themselves in sympathy with the children, talk of what pleases children, say nothing of study, but bring playthings and sometimes lead the little ones in play. One class teach the letters, or, a trifle better, the sounds, put a book in the child's hands with orders to spell out his lesson; then, after weary terms of this they show him a double set of letters in script, each of which must be constructed by rule, so high, so wide, such a slant, etc.; and did it never occur to any of these teachers that after all this care each pupil forgets his school-hand and forms a new one of his own the first year away from school? The other class talk of childish things, induce the little ones to talk, copy their sayings carefully on the board, and presently we see the little hands guiding pencils that trace strange-looking lines on the slates—such as a drunken spider might be expected to describe in walking; but in a few months each is reading readily at sight, and writing in a legible manner—and what is of special importance, each has a style of his own as distinct from others as his own voice. I might fill pages with the antagonisms of the two systems, but I will mention only one more,

one which every teacher of young pupils should never forget; the remedies of the allopathist are not, like the book mentioned in Revelation, "sweet as honey in the mouth;" those of the homœopathist are swallowed with eagerness.

Now, both these systems exist. Each has its defenders, and each has among its followers teachers of experience. But if one is correct, the other is wrong. The supervisor cannot consistently endorse both. For my part, I heartily endorse the "new dispensation."

Some of you may think that in discussing methods of teaching I am usurping your privileges. On the contrary, I am trying to defend them. Is it not true that while you may go on for six years longer discussing and perfecting methods of teaching, you have no power to enforce a single improvement? You may tell us there is a way to teach so pleasing that you make no effort to hold the attention of classes, but rather restrain them lest too many speak at once. Some believe you, but take refuge in the sluggard's plea, "I haven't the faculty;" others think you are talking nonsense, and a third class are too indolent to form an opinion. Why need they bother about new-fangled theories? They have found employment so far, and they hope to obtain other schools in the future. Sometimes I fear they will. Unless we superintendents awaken to our duty and learn "to call a spade a spade," they certainly will. Moreover, I believe that among teachers, as in money, Gresham's famous law of exchange holds true: "*Bad money drives good money out*" of the country. In the words of a famous criminal: "What are you going to do about it?" What *can* you do? The superintendents may do very much—if they will.

It may seem that I am exaggerating. Some of you may doubt that in schools reported "excellent," pupils are committing to memory pages of text-book which they understand little more than if it were Latin; that under a teacher called "the best of his grade in the State," pupils are rebuked for changing the phraseology though the full meaning is retained; that in graded schools, under teachers of experience, children learn not only multiplication and division, but addition and subtraction by hard study of the tables in the book, and learn to read by (or in spite of,) the alphabet method. To any such doubter I will say I am on the side of truth, and a long way on the conservative side.

If it be true that the effectiveness of supervision is restricted by the limited area of observation, is it not probable that similar causes affect the teachers? By the conditions of their employment they seldom visit other schools, and is it not reasonable to suppose there are many who have not seen the better teaching? Such has been my belief, and for that reason I have wished that the programs might be so arranged as to allow more exercises of actual teaching. Indeed, unless you do this, are you not demanding bricks without straw? I have desired this for years, but recent events have increased this conviction. A class in vocal music was organized in our double village, several dozen of its members being pupils from the public schools. I often looked in, and while I heard the instructor leading the class from point to point, never stopping to think what to say next, but always having ready a question which led them one more step in the right direction, I thought if the teachers of our public schools could see their every-day lessons carried along as rapidly and made as interesting to pupils, that the lessons would be of great benefit to many.

When visiting a school one of the most important questions to be determined is whether the teacher can hold the attention of the school or even of a class. In literature we teach the pupils to admire the wonderful genius of Dickens, but in teaching others we should recollect that Dickens left for teachers one sentiment which contains more of valuable truth than some men can express in a whole lecture: "The one safe, sure, attainable thing is attention. It will grow in any soil and in its own good time bear fruit."

Did you ever watch a live boy (or girl) five minutes and count the number of things he can begin to do? As well ask the humming-bird to sit still or look in one direction. To be sure we can compel him to be still; so the engineer can close all avenues of escape while the fire burns beneath the boiler; but one of two things will result. Just so the boy; he *can* sit still, but all the while he is generating steam and there must be a means of escape. The natural escape-valve is a new thing. It matters little what, if it only have this one quality, and herein lies the secret of the better teaching. The true teacher studies the ways of his pupils in order that, knowing their wants, the new thing presented may lead in the right direction. For the steam which burst the boiler might have ground wheat or drawn the loaded car. Heaven help the children whose teacher believes that "steam" should be drawn off with a stick, as an engineer saves his boiler by throwing water on the fire.

Some may disagree with me, but I am persuaded the most frequent cause of inattention in a school is a want of attention on the part of the teacher. For instance, answering questions from pupils not in class, perhaps turning quite away from class to do so. I have seen a teacher go to the back of the room several times during one recitation to attend to uplifted hands; or calling a second class before the first has become quietly seated; or, just when attention has been secured, the teacher stops to hunt for the next question—and the mind of the boy, tired of waiting, goes skating or fishing, while the girl thinks up a new dress for her doll or for herself. In these and other instances the principle is the same; if the teacher does not “sow” time it is useless to expect he will “reap” attention.

Allied to this is the query: Does the teacher know the lessons? Could he take a place in the class and make a creditable recitation? For if not, if he reads the printed questions and with eyes on book follows the printed answer, *he is not teaching*. Any one of the class who can read might conduct the recitation just as well. Successful teaching demands that during a recitation the teacher’s eyes be entirely at his disposal. It is unreasonable to expect a class to know more than the teacher, and if he has been too indolent to study the lessons, ought he to censure them for the same fault?

But this is not enough. The teacher’s information should be broader and deeper than that of the pupil or most text-books. For instance, a geography lesson refers to Lake Champlain. The teacher should be able to pass easily to its almost connection with the Hudson, then to the former uses made of this natural highway from New York to Canada, the struggles for its control and the reasons why it is not now used. So of other topics, for, as Sir Arthur Helps remarks: “There are few if any vacant spaces between the different kinds of knowledge.” The pupil, like an inexperienced hunter, may fail to observe a connection, but the teacher should be the hunter of experience, quick to detect traces and able to connect them. The text-book is the work of the pioneer who has made a bridle-path; the work of the teacher who takes a class along is to make a highway so broad and smooth that a backward glance may reveal a long portion of the way, while at brief intervals there are avenues opening into the regions that lie on either hand.

It is important to observe whether the teacher knows how to present. He who builds a bridge—and each new thing learned becomes a bridge—should know which timber should be laid first and so of

all that follow. The teacher should study not only what, but how. Many fail for want of this. If the school be small, or, as we say, backward, it is easy to think one has "no need of study to teach them." A teacher of my acquaintance once remarked: "I have no pupils beyond the — Reader and I do not need to study." Another said that "children are all so young I cannot study up for them;" and I believe he fully thought so. Another, teaching a grade still lower, observed that four hours each day was the smallest allowance to prepare for the morrow and frequently more hours were added.

I am very much in earnest on this point, for I have personal recollections not pleasing. I remember the morning when I started for my first school, and am confident there is not in this room a person as well qualified for teaching as I was—in my estimation. I had "been through" the arithmetic and algebra, knew the rules in the reader used, and as for spelling, geography, grammar and history, I was safe there, for I should have the open book before me. If there had been a lingering doubt in my mind it would have been dispelled by the reflection that I had studied Latin. And I taught; taught by rule, almost by machinery. So others taught, and we even thought we were doing well. I do not wonder that people who attended the schools of those days are opposed to increasing the salaries of teachers; for such teachers as they knew the old rates are abundant. What we need, my friends, is to convince those people that while the public have been supplying themselves with mowers and sewing machines, with telephones and electric lights, there has also been progress in teaching. Let us persuade them to come in and witness for themselves, but let us be careful that when they come in they find not the old methods still in use. "The last state" of their opinion might then be "worse (for us) than the first."

But supposing the teacher knows both what to teach and the order in which to present it, there is still chance to fail by want of promptness. The blacksmith may be slow in preparation, but when the iron is hot he is like Tubal Cain, "a man of might," for he knows that delay means pounding cold iron. The blow while the iron is hot is the one which counts. If the whole lesson can be recited and understood in fifteen minutes, it is incalculably better than to be twenty-five about it. You can not weld cold iron.



Before proceeding to consider supervisors' reports it may be well to observe that though I have generally used the masculine pronoun the reference has been quite as often to the female teacher.

Can any one explain what becomes of the worthless teachers? I am not alluding to the final result, but to the end of the school year. While schools are in session it is known some of them are far from successful. It is even whispered that the Supervisor would remove Miss A., or Mr. B., if it were not for an invalid parent, or some selfish consideration; but the months pass, in due time the report appears, and we find the poor teachers "have folded their tents like Arab." The only teachers left are either good, very good, or excellent.

Some of you will recollect Hosea Biglow's letter to a presidential candidate, asking his views on several subjects, the Mexican War in particular, and that part of the reply which reads:

"Ez for the war, I go agin it,  
I mean to say I kind o' du,  
Thet is. I mean thet, bein' in it,  
The best way wuz to fight it thru."

The evil does not end with the school which suffers for the wish to help some teacher who seems to need assistance. It robs earnest, hard-working teachers of well-earned honors. The Superintendent's Report of any term's work is an official declaration which should be the most reliable testimonial the teacher can present in a distant town. As a matter of fact, it is often worthless. Of course, I am aware that in some cases the report plainly expresses dissatisfaction. I referred to the average as I have known them.

This brings me to another consideration. Some teachers have a way of giving pupils a "preparatory course," preparatory to being exhibited on last day, sometimes called examination day, though why it receives that title is not easy to guess; perhaps for the same reason as that which decrees that the person in an assembly who is not allowed to speak is called "speaker," and an annual horse-trot is called a "fair." I think you understand my meaning. It is not a proof of so much honest work, but a few selected samples. Sometimes, no doubt, this is part of a scheme to secure popularity and future employment, but I hope in most cases it is the result of a thoughtless desire to please. It leads to a better appearance of whole classes and for individuals; parents who are present will go home delighted with the progress their children have made, and a

favorable opinion of the teacher's labors. The temptation is a strong one; nevertheless I protest against it, and for two very good reasons:

1. The boy or girl who has been "exhibited" as having done so many pages of arithmetic, geography or history, and been publicly commended for proficiency, will not patiently return to gather up what has been left unlearned. The teacher is allowing the pupil to contract a debt which must be paid off under the next teacher at a ruinous rate of interest; or, as often happens, the second teacher borrows again and so on until the child reaches bankruptcy. Some of us can recollect such cases.

2. It is not honest. It is an attempt to have work graded beyond its average worth. If it were the grading of a railroad or highway, a coil of rope or a bale of cloth, the law would declare it a fraud. It is a fraud, and because of the relation existing between pupil and teacher it is a particularly dangerous one.

Most people are fond of children. Some go so far as to shun a person who has not this fondness. For my part, if I did not believe the Bible I should accept the story of the Great Teacher, how "He called a little child to him" and said to those about him, "of such is the kingdom of Heaven." I am not unwilling to believe that before one is "admitted to that equal sky" he must lay aside those acquirements which have been his boasted wisdom and return to the undoubting trust of childhood. It is proverbial that "children speak the truth," and being truthful they expect truth from others. The child's confidence in his parents is almost unlimited, and he transfers this trust to his teacher. Is it a trivial matter if he find that teacher trying to deceive? What graver shock to his moral nature than awakening to the fact that *he* has been made an instrument in a scheme of fraud?

Is this the fault of the teacher? Very largely it is; but so long as there are judges to wink at crime, there will be persons who can find the blind side.

As to frequency of visits I am able to present the opinion of an experienced and successful teacher. "In all my teaching I never saw but one superintendent that understood his business. I could not tell when to expect him, but he came often, stopped a few minutes, made a few suggestions and was gone." This course is practicable when one lives near the school, but is comparatively out of the question with remote districts. Twice each term is a rule, but

among less than 4,000 districts in the State I find more than 1,000 terms were not visited last year.

Frequency depends on several conditions. If the teacher is favorably known to all and has taught the same school the previous term, there is less risk in delay. But if the teacher be a beginner or a stranger, no matter what recommendations he may bring, an early visit is demanded. If faults are observed, improvements should be suggested and a visit made soon after to learn whether advice is followed. It is important to learn whether the teacher is "growing" or doing just what has been suggested and no more. Those who pursue the latter course are a rather hopeless lot. "They hear the word and anon with joy receive it," but "the seed falls in stony places." They are pleased with a new thing, but too indolent to work up additions. A pretty safe rule is that where parents make frequent visits official ones are less needed. Visits from these people will seldom fail to correct some of the errors, while they will stimulate both pupils and teacher. The usual visit at the close of the term, particularly on "last day," seems to me less needed and less reliable than on other days.

It is important that we obtain an average of the general work of the school, and to that end the visits should be often enough to make the pupils feel acquainted, and, as far as may be, as free to think and talk as if only some boy from the next district had called. This seems to me what we should aim at, and the nearer we come to it the better. I would like to visit every school as often as once a week, but the sober fact will not admit that degree of frequency.

I am unwilling to leave this subject without referring again to the responsibility of the superintendent's office. I refer now less to the contents of school books than to the general teaching in which one teacher differs from another in his own personality. The teacher teaches in whatever he does, and children in his care absorb. Greater care should be taken that the teacher be more than a dispenser of book knowledge. I find that many are teaching as they would engage in any other occupation—merely for the financial consideration. Having myself begun in that way I can understand how others may fall into the same error. If any such are present I assure them I am not speaking to censure, but in regret that they have not learned the dignity of the teacher's profession. House-painting is an honorable employment, but as a source of intellectual growth who will compare it with a Benjamin West, toiling for months

over a bit of canvas which millions have since admired? Yet the gulf between the two occupations is not wider than that which separates machine work from true teaching.

It is claimed that in the formation of mental and moral character the middle of life is reached before twenty, and under the most careless teachers the youth of twenty finds that much of his life, his habits and his thoughts, are in some way connected with the schools he has attended. I used to think of this in my later teaching, while in lower rooms or watching the different ages at play. Some of the little ones were not five years old, and from my room they went to college. It is not too much to say that the character I gave the school affected every day of their lives between these two periods and after. It is true the teacher of a term, or even a year, cannot do as much as in a longer time, but few are doing as much as they might and should.

When I was a boy I read of the famous diamond that had lately come to Victoria from the plunder of a province of India. Years later I learned how it was sent to the continent to be re-cut, the messenger who carried it being the famous Duke of Wellington. I dare say the lapidary scrutinized the gem with extreme care, that he measured and calculated the angles with the utmost nicety, and when it went to the working-room to be chipped and polished he selected the most careful and experienced of operatives to work on it. Yet what is a diamond compared with a useful life? What are a few degrees of brilliancy weighed against the distance between a LaFayette and an Arnold? Both men of rare natural endowments, both honestly earned great distinction, but one had a moral twist. Natural, or acquired?

Some of you have stood near the press of a large paper while it was at work. A huge roll of paper unwinds to feed the ravenous jaws and what is blank paper becomes one minute later more than five hundred newspapers, printed, cut off, pasted and folded. An hour later they are flying in all directions as fast as steam can carry them. They come into our houses to poison the minds of our children or to lead them toward the higher and better. Each, as Dr. Cumming has expressed it, "may be a blot radiating its dark influence outward, or a blessing spreading its benedictions over the length and breadth of the world." Shall we blame or praise the compositor? He is little more than a machine to print what is placed before him. Or the writers? Largely, yes. If they do not write the bad

it will not be printed. If they would write still better, it would also be published. But above both of these is the editor-in-chief, in fact the superintendent, who accepts or rejects what he will. He more than any one else is the responsible party.

My friends, in the schools of our country nearly a quarter million persons are to teach this winter. Many of them are already selected and others will be. They will apply to you, Mr. Superintendent, to you and to me, for permission to occupy these positions. They cannot take them without our consent. Shall the positions be given to mere setters of type? To persons who print only what is placed before them? or shall we insist upon writers, who originate, or from extensive reading collect and arrange to suit the needs of each pupil?

A quarter million teachers in the school-rooms of the country. Through the doors come crowds of children; nine million of children! And if, as Dr. Franklin says, humanity is composed of different kinds of paper, then surely these children are the finest and whitest. They pause before their teachers and the pure white surface is stained with a thousand impressions of lessons, precept and example; impressions which no earthly power can remove. They pass along, beyond the teacher's control; each one now becomes a distinct member of the community, each having his own distinct individuality. Each goes on his way over the earth and wherever he goes the teachings of the old school-house, whether of lessons studied, or careless example of teacher, go along with him, a blessing or a curse. It passes from him to his friends and his neighbors. It awaits people yet unborn and will go with them through every day of their lives—"to help or to hinder? To bless or to ban?"

## THE TEACHER'S RIGHTS AND DUTIES.

Read at Meeting of Somerset Association,

BY EDWARD LOWE, ESQ.

*Mr. President, Ladies and Gentlemen of the Somerset County Educational Association :*

In addressing to you to-day some thoughts upon The Teacher's Rights and Duties, I shall confine myself to a brief presentation of that subject as outlined in the programme prepared by our State Superintendent, considering it, (1) As to examination and certification ; (2) As to control and government of pupils ; (3) As to methods of instruction ; (4) As to care and control of the school-room and school property ; (5) As to tenure of office ; (6) As to board and pay for services.

The rights and duties of teachers, as of all mankind, are either legal or moral—those fixed by human law administered in courts of justice, and those fixed by the divine law administered in the court of an enlightened conscience. These two kinds of rights and duties are sometimes, but not always, identical. In all the relations of human life men are led by the operation of this higher law of their being to do acts of kindness, charity, benevolence, though no human law requires such action on their part. The higher law says politeness is due from man to man ; still politeness cannot be claimed as a legal right for the violation of which pecuniary damages can be recovered. But it is really essential to the highest success in any business whatever. The teacher who would reach the top round of the professional ladder must be willing to do more than he can be legally compelled to do under his contract. Let him remember that he succeeds best in any profession or calling, other things being equal, who puts the most conscience into his work. Keeping in mind, then, the two classes of rights and duties mentioned, let us proceed to the consideration of our subject.

(1) As to examination and certification. The State, recognizing the importance of having only fit persons to instruct its youth, has wisely provided for a board of examination in each town, known

as the Superintending School Committee or Supervisor, whose duty it is, on satisfactory evidence that a candidate possesses a good moral character and a temper and disposition suitable to be an instructor of youth, "to examine him in reading, spelling, English grammar, geography, history, arithmetic, book-keeping and physiology, and such other branches as they desire to introduce into public schools, and particularly into the school for which he is examined, also as to his capacity for the government thereof," and if found qualified, they are to give him a certificate that he is qualified to govern and instruct the particular school for which he has been engaged.

Unfortunately, that Board is not always the embodiment of wisdom; the fitness of its members for their position being usually in the inverse ratio to their conceit. The same rule, doubtless, applies to the candidates themselves. But with the qualifications of the Examining Board the teacher has nothing to do. He may dislike to go before an ignorant or a conceited committee. The examination may consist of a few cunning questions or puzzling problems specially fitted to impress him with the committee's sharpness, and ill adapted to test his competency to teach; but it is his duty to answer, candidly and courteously. He may know a great deal more than the committee, but he is not, for that reason, to assume to examine the committee. He is there to be examined, not to examine, not to compare his knowledge with the committee's; and he may often learn something from an ignorant committee, if he goes before them with a teachable spirit. However, the examination is, principally, not to instruct the teacher, but to find out whether he is fit to instruct others.

No teacher should ever begin a school without a certificate. He needs it for his own protection. It is not enough that the committee have examined him and found him qualified, he must have their written certificate of such qualification. Bear in mind, he can recover no wages for the time he teaches without such certificate, though there be no school board, or they neglect or wantonly refuse to examine him. The *teacher* must see to it that he has the certificate, or, if he teaches without it, must run the risk of losing his pay and of forfeiting an amount not exceeding his wages as the penalty for his neglect. In many, and perhaps most, cases, no harm would result from teaching without a certificate; but the liability to it is sufficient reason why no one should take the risk. In many school

districts there are two well-defined parties, often bitterly hostile to each other. Their battle long since begun,

“Bequeathed from bleeding sire to son,”

has lost nothing in its transmission, but has waxed warmer and warmer by frequent agitation of their differences. One party, after an exciting school meeting, elects the agent. The agent hires the teacher. The teacher neglects to procure a certificate. He happens to incur the enmity of one of the defeated party, who, to vent his spite or to exhibit his importance, takes advantage of the want of a certificate to enforce the penalty against the teacher, or to prevent him from getting his pay. If the teacher has a certificate from a former committee, the principal of a normal school, or the State Superintendent, the Board may, if they think fit, render it valid for one year by indorsement.

Superintending school committees are required to appoint suitable times and places for the examination of teachers, and to give not less than three weeks' notice of the same. Every person proposing to teach in town should ascertain the time and place of such examination and be present at the same, unless excused by the committee. No matter that he has not actually engaged a school, if he contemplates doing so, it is his duty to be there, not a legal duty, strictly speaking, because the law does not require it, but certainly a moral one. Where, as in most towns, the district agents employ the teachers, acting quite independently of the committee, the latter have no power to compel the attendance of teachers at one of the two or three general examinations usually held during each year. Whenever examination at some other time becomes necessary, in order that the teacher may seasonably commence his school, they cannot legally refuse it, on the ground that he might have and ought to have been examined before. Had the committee, as they should have always, the power to employ the teachers, they might very properly refuse to hire any who should fail to come for examination at the appointed time and place; but without that power they must rely upon the teacher's sense of moral obligation to them and to the public, whose servant he is. But little more time is required to examine twenty teachers than to examine one; the examination is, therefore, much less expensive, and is likely to be much fuller, giving each a better chance to do justice to himself than when examined alone. Beside, the candidates are mutually benefited by contact with each other.



(2) As to control and government of pupils.—Having obtained the requisite certificate, the teacher enters upon a work, the importance of which can hardly be estimated, the building up and development of human character. He is dealing with young and plastic minds, capable of receiving and retaining, frequently for a whole life-time, the most powerful impressions. This remark is especially true of the lower grades of pupils. How important, then, that those impressions should be good. To instruct properly, the teacher must be able to control his pupils, to restrain them from doing what is wrong, and to direct their minds into useful channels. Punctuality and regularity of attendance must be secured; reasonable quiet in the school-room must be preserved; communication between pupils, without leave, should be prohibited; moving about the school-room, except for necessary and well-defined purposes, should not be allowed; permissions should be regulated by a simple system of signs; good lessons should be required, and the best possible classification made, putting each pupil where he can work most effectively. The duty of classification is often a difficult one. Our ungraded schools are composed of pupils of all ages, sizes and capacities. Some have attended school in the past more regularly than others, and consequently, at the same age, are further advanced. Then, the pupils, themselves, and not unfrequently their parents, expect to be accommodated precisely as to the point where they shall begin the study of the term, and that point is usually far in advance of what it should be. These and other facts make the teacher's duty, in this respect, difficult. But, under the general direction of the committee, he should perform them, as well as possible, fearlessly. Never allow two classes to be separated by a few pages. Put them together; give them the benefit of each other's aid and save the teacher's time and strength. If some can prepare longer lessons than others, this is not a sufficient reason for dividing the class, unless the difference of capacity is very great, or the teacher has plenty of time to hear two recitations instead of one. Let those of greater ability spend their extra time on some other lesson. Pupils will always be found who think they know more than the teacher; but the chances are they do not, and a little time spent in showing them what they don't know, is usually well employed. At all events, the teacher has a right, and it is his duty, to direct them in their studies. If you have a pupil who cannot correctly dispose of half the words in the simplest sentence; who cannot, by

guessing three times, tell whether a word is a noun, verb, adjective or preposition, but who aspires to parse from Milton's "Paradise Lost" or Young's "Night Thoughts," don't let him do it. Give him work suited to his capacity. I would say to every teacher, preserve good order; without it the best teaching is unprofitable; but do not try to keep pupils too still. Young pupils, especially, will move about more or less in their seats, and the teacher who constantly frets and scolds to prevent it, only wastes his nervous force.

As the law imposes upon the teacher the duty to control and govern, so it gives him the right to use certain means to those ends. The parent or guardian is regarded as delegating to the instructor the power of government over the child, which may be necessary to accomplish the purpose of education. He may inflict corporal punishment, provided it be suitable in kind and degree, and administered for proper purposes. As the court in one case in Massachusetts said: "A teacher in inflicting corporal punishment must exercise good judgment and discretion, and be governed as to the mode and severity of the punishment by the nature of the offense, the age, size and apparent powers of endurance of the pupil."

I believe that in school, as well as at home, it is sometimes necessary and advisable to whip children; but it is a mode of punishment that should be cautiously and sparingly used; its use being regulated by the exercise of a sound discretion, having regard to the age, sex and temperament of the disobedient pupil. Usually, gentler means, such as changing the seat, standing in the floor, keeping after school, demerit marks, and other simple modes of punishment, which may suggest themselves to the teacher, will be quite as effectual in controlling pupils as flogging. Sometimes, however, a young pupil refuses to submit to anything short of a whipping, and the question comes between this and his expulsion from school by the committee. The necessity of keeping the child at school will then justify corporal punishment. But even in extreme cases, kindness, patience and ingenuity, with an appeal to the parents for their co-operation in the management of the child, will often be more effectual than whipping. Coming now to older pupils, I should regard it as a very extreme case in which flogging a young lady would be judicious; the power indeed exists, but would much better not be exercised; for if she, having reached the age of sixteen or eighteen, has not sufficient interest in school, or sufficient pride, to induce obedience to its wholesome regulations,

she will derive but little benefit from it, and the sooner she is expelled by the committee as an obstinately willful and disobedient pupil, the better it will be for all the rest of the school, and the more likely will she be to become ashamed of her conduct and seek re-admission to the school, resolved to make atonement for her ill-behavior.

The same is, to a great extent, true of young men. An appeal to their manliness, and an application of the gentler modes of punishment, will usually subdue them. But I do not regard the use of the stick in their case as so repulsive or so generally useless, as in that of the opposite sex. We look for gentleness, modesty, refinement, in the female sex, and when, having reached the years of young womanhood, the pupil is so devoid of those qualities as to render all other means of correction futile, and justify the application of the rod, in the teacher's discretion, I should nearly always despair of making a woman of her, and should refuse to administer the punishment. But in the sterner sex, I believe that a restless, turbulent, ungovernable spirit sometimes co-exists with qualities which develop into true manhood, and that the ferule and the birch are often most effective means of imposing the necessary restraint to secure that development. It may be objected that whipping small ones and letting large ones go free, or punishing them in some other way, applying the rod to boys and not to girls, is a partial mode of school government; but I consider it a question of expediency, to be determined by the teacher in the exercise of a sound discretion. What is best for the interests of the scholar and the school? The answer to this question will indicate the course to be pursued by the teacher, keeping always within the limit of his powers. If this kind of punishment is resorted to, great care is necessary in its administration; for the teacher who uses an improper instrument, or a proper instrument in an improper manner, or applies punishment disproportionate to the offense, will be liable to indictment for assault and battery, even though he was honestly mistaken as to the facts, and would not have flogged the pupil so severely had he known all the circumstances. Never strike a scholar upon the head with a stick. The danger of injury is too great. You may thus destroy life, or, if not that, may make yourself liable to damages at the suit of the offended parents, who, though they may themselves treat their children with extreme cruelty, will seldom tolerate such usage from teachers.

Finally, I apprehend that the secret of all permanent success in school government, is in keeping the pupil busy. Be yourself earnest, zealous, hearty, enthusiastic, in the performance of your work, and you will thus inspire those of them who have brains with the same spirit. Therefore, let me urge upon you not to rely upon physical force, but to seek by every available means to fill their minds so full of good things that there will be no room for evil. Try to win their confidence and good will, by the interest you take in them and the efforts you make to promote their welfare. It is always wise, too, to seek the co-operation of parents; make a point of meeting them. They seldom visit the school, and often judge it and yourself by reports of their children and others. Thus they are often prejudiced against you. Invite them to sit in the school-room and watch the work go on. Let them see that you are really interested in their children, and make them feel that you rely upon them to aid you in the discharge of your duties. It is but natural that they should be tenacious of their children's rights, and quick to resent any wrong or abuse, real or fancied, offered them at school. You cannot, indeed, by these means, reach pupils or parents without brains, whose chief desire is to make trouble, but with the great majority of both in full harmony with you, the few whom you are unable thus to win will be over-awed and become comparatively easy of control. But some parents, misconceiving their relations to the school, will seek to dictate to the teacher his modes of government and instruction. This he is not bound to permit, and should not permit it. Allow friendly suggestion always; dictation, never. Subject to the general supervision of the school board, the school is exclusively under the management and control of the teacher.

But this whole matter of school government is closely allied with the third branch of our subject—Methods of Instruction. If these are of a character to awaken and interest the pupils, and stimulate their minds to active research after knowledge, they will be too much absorbed in their studies to think of mischief; while, on the other hand, if these are unskillful, ill-adapted, the restless, turbulent spirit is sure to manifest itself.

I cannot discuss, in detail, all, or any considerable portion, of the methods to be employed in the school-room. I shall confine myself mostly to the suggestion and illustration of a few of the principles which should guide the teacher in the choice of these methods.

1. *Secure the Attention of Pupils.*

This is easier said than done. What teacher has not been exceedingly annoyed, and even disheartened, at the conclusion of a recitation or of a long-labored explanation of an important principle, to find that some of his pupils know nothing at all of what had transpired. The teacher should himself speak in a loud, distinct tone of voice, and should require his pupils to do so. If he mumbles, they are almost sure to follow his example, and worst of all, they are likely to carry the habit with them all through life. Everyone knows how tiresome it is to follow a public speaker when we must listen with the closest attention in order to catch the words, and how soon our interest in his discourse flags, or ceases altogether, if we keep losing fragments of it. So it is with the pupil when his teacher speaks low and indistinctly. Employ freely visible, tangible objects in illustration, such as black-boards, globes, maps, blocks, apples, sticks, stones, anything adapted to the case in hand. Present things, when possible, in the concrete. The effort required to comprehend, is thus, by the employment of that most important sense, sight, reduced to the minimum; the interest of the pupil is increased, his attention is gained and important principles are impressed upon his mind.

Require scholars to criticise and correct each other. When one has recited, for instance, in reading, let all the others be ready to point out his errors and mistakes in pronunciation, inflection, emphasis, modulation, etc. This will keep their attention on the lesson. Call suddenly upon an inattentive pupil to take up the recitation at the point reached, and go on with it. Let him feel that you are watching him sharply, and that at any moment he is liable to be questioned on what is just then before the class.

2. *Give Moderate Lessons, and Require Them to be Thoroughly Learned.*

It is but a trite maxim that thoroughness is the first requisite of all good school work, without which time and energy are wasted, and little or nothing of value accomplished. But while all teachers recognize the truth of this, many do not practice it. Owing to want of knowledge of the capacity of their pupils, or in deference to the wishes of the pupils themselves, and frequently of their parents, they assign too long lessons, which are followed by poor recitations.

The imperfect knowledge of facts and principles thus gained, is soon entirely lost, or, at most, the memory retains only a confused picture of them. I have heard teachers on the old-fashioned plan boast that certain of their pupils in a term of ten or twelve weeks went through Greenleaf's Common School Arithmetic and Elementary Algebra, besides devouring numerous geographies, grammars and other text-books. And they called that smart! Often a scholar has said to me: "Last term I went through my arithmetic; this term I've only 'got so far;" or, "I completed the grammar" or "the algebra." Often, too, their fond parents have cited the same facts, to prove the smartness of their child. Examinations would generally reveal the fact that that pupil really had no distinct, definite, certain knowledge of a single principle gone over; that he half knew a number of things, but was absolutely sure of nothing. Most teachers of country schools have doubtless had similar experiences.

Not only should the principles of each lesson be apprehended by the pupil, but they should be dwelt upon in some form until thoroughly impressed upon his mind. Severe drill—continued repetition—only, can insure their permanent retention. For example, suppose the pupil is learning to compute simple interest. When he has carefully examined the model in his book, or listened to his teacher's explanation, and has performed half a dozen examples, he may, if apt, be able, for the time being, to solve any similar example with tolerable readiness. But, if so, he should by no means be allowed to go forward and take up other principles. He should be kept at the same work long enough to give him a thorough drill; and if the book does not contain sufficient examples for that purpose, the teacher should supply them. Great familiarity, only, can secure good impressions. Even then, daily, weekly, monthly reviews are necessary to keep fresh in mind what has been learned. In this way you will advance slowly. The work of a whole term may cover only a few pages of the text-book. But no matter for that. Parents and pupils often, and teachers sometimes, look upon the book as the perfection of knowledge on a given subject, whose accomplishment leaves nothing further in that direction to be desired or expected. This is a great mistake. Regard text-books as simply an outline, necessarily imperfect, of work to be done, an aid to the teacher, to be used for his convenience, supplemented by him when necessary; and if you have done all of that work which you could do thoroughly in the time, no matter whether

it was outlined on one page or a hundred of the text-book. A term's work thus done will not have to be re-done the next term; but the pupil, instead of having the discouragement of being turned back again and again, can go forward into new and interesting fields of labor.

In this connection, I want to speak of topical recitation, as conducting to thoroughness and also to mental discipline. The system of close questioning, employed by some teachers, is calculated to reduce the discipline to the very minimum, and to make the recitation tedious, uninteresting, and unprofitable. What I mean by topical recitation, is, that the pupil, on the announcement of a given subject, is to group the facts in relation to the same, contained in the lesson, and state them, in his own way, without further questioning. This greatly relieves the teacher and accustoms the pupils to associate together around some central object, facts which are naturally connected. Of course the topics must not embrace too much. They should at first be short and simple. If the scholar leaves out some facts which ought to be stated, the teacher may call his attention to them, by further questions, or let the remainder be supplied by his class-mates.

I should use the topical method in all branches, whenever practicable. It is specially advantageous in reviews. Suppose the lesson to-day is "Reduction of Fractions to a Common Denominator." To-morrow let that be the topic in review, to be recited by some one or more of the class, by briefly defining it, and then illustrating fully, by an example of his own, worked on the board and explained by him. The next day "Addition of Fractions" may be the topic, and so on, from day to day, conforming the topics to the scholar's capacity. Keep a list of the topics used and call for them frequently. Bye and bye, if the pupils are smart, you may be able to combine these several topics into one, a single pupil thus reciting fractions from beginning to end, without questions. The same course may be taken in grammar, geography, history, and other branches.

The advantages of this method in combination with the catechetical, are very great. The habit of correct association is thus formed; the power of readily grasping the leading thought in whatever is read or studied, and the power of calling up, and in brief-connected narrative, stating one's knowledge of a given subject, are acquired. A deeper interest in the lesson is awakened, and its facts and principles powerfully impressed upon the mind. If the

pupil at first dislikes this way of reciting, don't be discouraged, but lead him gently along, a step at a time, and he will gradually become interested in it. Then he will richly re-pay you for your labor.

3. *Adapt the Means to the End.*

Knowledge gained at school is too often vague and theoretical. The student fails to learn its application to the affairs of every-day life. The boy who could find no "turkey rule" in his arithmetic, is often exemplified. And not a few good theoretical grammarians, even teachers, are poor practical ones, making use in their daily conversation of many ungrammatical expressions, such as substituting *was* for *were*, *set* for *sit*, *laid* for *lay*, and the like. So far as practicable, the work of the school-room should be made to conform to that of actual business life. In arithmetic, numerous practical examples, adapted to enforce the principles under consideration, from time to time should be given the pupil, such as finding the contents of a pile of wood or lumber or a block of stone, casting interest on a note, or equating an account, and if the pupil is required to make the measurements himself, and the note and account are obtained from a neighboring tradesman, so much the better. The principles of geometry should be applied to mensuration.

The student of book-keeping should be practiced in all the forms of business pertaining to the art, such as writing all kinds of receipts, drawing and indorsing notes, checks, and bills of exchange, computing interest and discount, finding the equated time, etc., etc., and when he has mastered the examples contained in his book, or given him by the teacher, he should make up a set of transactions of his own, and proceed with them as if real.

Except in case of pupils who cannot write, spelling should be taught by writing. This is the way they will practice it in after life. The teacher should always speak correctly before his pupils. This is very important, as children and young persons unconsciously imitate their superiors. And he should insist upon their adopting into their daily conversation the principles of grammar which they have learned. Thus they will grow into the habit of correct speaking.

I cannot but believe that, in the study of grammar, too much attention is given to analysis, and too little to composition. I would dispense with neither. But I believe that system of picking apart sentences and applying to each word rigid rules, called pars-



ing, is carried too far. Whether, in a given expression, "as" is a relative pronoun or a conjunction, or whether "like" is an adjective or an adverb, is of very little practical consequence. The meaning is clear, and their use in that connection is unquestionably authorized by the best usage. What I mean to say is, that time is often unprofitably employed in what might be called grammatical hair-splitting, often confounding the class, and even the teacher himself. The time would much better be spent in composition. Frequent exercises in writing upon simple subjects should be required. The correction of false syntax should be freely practiced. The careful reading of standard authors should be encouraged, as one of the most effective means of acquiring the correct use of language. I feel almost sure that, in this way alone, an accurate practical knowledge of language can be gained. I have in mind two class-mates. He was unskilled in the rules of grammar. They were evidently very distasteful to him. He could hardly parse a simple sentence correctly. She, on the other hand, was skilled in all the technicalities of parsing, being considered one of the sharpest in the class. But he was as good a practical grammarian as she. In grammatical accuracy, his compositions were equal, and, in style and diction, superior to her's.

#### 4. *Accustom Pupils to Do for Themselves.*

Some teachers make the mistake of doing too much for pupils, and thus the very zeal of the teacher is a hindrance to their real progress. Explain and illustrate every important principle, throw out hints and suggestions, but never do their work for them till they have made proper effort to do it themselves. Who does not know that the victory over one difficult problem, won by the pupil's unaided efforts, has benefited him more than the solution of twenty by the teacher for him. How triumphant and full of courage he feels when at last, after many failures, he succeeds in conquering the foe to his progress? Other obstacles in his path are quickly surmounted by the faith and hope and courage which that victory inspired. I know the practical application of this principal is difficult, but the importance of it demands the effort. Strive earnestly to impress upon their minds the homely old maxim, "Paddle your own canoe." The problems of life are complicated, and only he can solve them who has learned to persevere, after repeated failures.

The opposite extreme, of suffering scholars to become discouraged for want of help, is to be avoided. Children, especially, require

much assistance ; but even in the primary school, under the instruction of a competent and skillful teacher, the cultivation of self-reliance may begin.

Before leaving this part of my subject, I must call your attention to the importance of moral instruction, without which all other may be lost. Perhaps I cannot do so better than by giving you section 97, chapter 11 of the Revised Statutes of Maine :

“The presidents, professors and tutors of colleges, the preceptors and teachers of academies, and all other instructors of youth, 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 ornament 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, secure the blessings of liberty and promote their future happiness, and the tendency of the opposite *vices* to slavery, degradation and ruin.”

No teacher should be satisfied with any methods short of the very best, and to secure these he should avail himself, if possible, of a thorough course of practical training. Visit, at least twice a year, other well-managed schools, and note the methods there used ; attend State and county educational meetings ; be ready to adopt suggestions of the school committee, and study the best literature of the day on school work.

Nothing is easier than to fall into ruts in school teaching. Improvement is continually being made in methods of instruction, and the teacher who achieves the highest degree of success in his profession, must keep pace with the times.

(4) As to care of school-room and school property. In cities, usually, a janitor is employed, whose duty it is to see that the school-room is properly warmed, swept, dusted, etc., opened at the proper time in the morning, and closed and secured at night. In the country, however, the responsibility of looking after these things is frequently thrown upon the teacher, who either builds and tends the fires and sweeps the floors, or imposes these duties upon the boys and girls, by making up the “fire list” and “sweeping list.” But, in the absence of special contract to that effect, these things are not among the legal duties of the teacher, nor would he be justified in compelling, or attempting to compel, the pupils to do them. But

every teacher, I think, where no special arrangement is made for that purpose, ought to see that the school-house and the school property within it, are properly secured at night, so far as provision is made for security, and that during school-hours no injury is willfully done to them by any pupil. They are the tools placed in his hands with which to do his work, and are under his charge and control, so far as may be necessary for the performance of his duties, and I should say that he may punish any pupil who, at least during the time he is within the teacher's jurisdiction, wrongfully breaks glass from the windows, defaces the benches, seats, black-boards, globes, maps or charts; destroys brooms, pails or chairs; throws down stoves or chimneys, and the like. The teacher owes to himself and his pupils the duty of preserving the proper temperature in the school-room. An over-heated atmosphere, followed by a general opening of doors and windows, letting currents of cold air directly upon the perspiring pupils, is almost sure, sooner or later, seriously to impair their health. The children's welfare, both physical and intellectual, is, for the time being, in the teacher's hands—a most sacred trust; a trust, too, whose fulfilment is rendered difficult by the ignorance or indifference shown by the parents in the construction and equipment of their school-rooms.

(5). As to tenure of office. The teacher, through the district agent or school committee, enters into a contract with the town; and, upon the terms of that contract, express or implied, will depend the rights of the parties to the same. One of the implied conditions always is that the teacher is liable to be dismissed by the committee, if he proves unfit to teach, or they deem his services unprofitable to the school. In such case, they are required to give him a certificate of dismissal, and of the reasons therefor. The district agent has no power to discharge a teacher. The committee, only, have that power, the statute, in this respect, giving them a broad discretion.

(6). As to board and pay for service. The teacher's contract may be either that he shall board himself, or that the district shall board him. In the former case, of course he may hire his board wherever and at whatever price he pleases; in the latter, it is the agent's duty to provide a suitable boarding place for him—and if he furnishes a place unsuitable, under all the circumstances, the teacher is not bound to accept it or give up the school, but may furnish a suitable place himself and recover pay therefor of the town. For

example, to put an extreme case—suppose a female teacher of a winter school in the country is asked to board two miles from the school-house, and no means of conveyance to and from school provided for her, she would clearly be justified in refusing to do so. If, however, the agent provides a suitable place for the teacher, he is bound to accept it; for I conceive that he has not the right, as is sometimes said, to “take the money and board where he pleases.” If the agent consents, he may do so, but not otherwise. Such, I apprehend, would be held to be the legal construction of the contract between teacher and agent in regard to board. If discharged by the committee, the teacher may still recover pay for the work already done; but if he voluntarily leaves before completing the term for which he engaged, without a good legal excuse for so doing, he can recover nothing for what he has done, according to a principle of law applicable to all entire contracts. He can in no case collect his pay for services until he has properly filled out and deposited with the committee, a register, as required by law, and the committee have no right to waive that requirement. These registers should be accurately and faithfully kept. Every answer called for should be given. Don't be afraid of a little pains in getting the requisite information from the agent, or some one else, if you are not acquainted with the facts yourself. Complete and accurate data of our schools can be obtained only when each one faithfully performs the part assigned him.

The regular and proper course to be pursued by the teacher to get his pay, is to present to the selectmen his bill for services, duly made out against the town, with the approval of the district agent written thereon, and the certificate of the committee that he has filled his register as required by law; and, upon his receipting the bill, he will be entitled to an order for the amount due him, which must be presented to the town treasurer for payment. This is the regular and proper mode of procedure, though the order is sometimes drawn by good-natured town officers, upon the mere statement of the teacher that he is entitled to receive the money.

## THE TEACHER'S DAILY PREPARATION.

Read before the Penobscot County Association,

By D. B. Dow.

Charles Lamb says: "The modern school-master is expected to know a little of everything, because his pupil is required not to be entirely ignorant of anything. He must be superficially, if I may so say, omniscient. He is to know something of pneumatics, of chemistry, or whatever is curious or proper to incite the attention of the youthful mind; an insight into mechanics is desirable, with a touch of statistics; the quality of soils, etc., botany, the constitution of his country, *cum multis aliis*. \* \* \* All these things—these, or the desire of them—he is expected to instill." No profession requires a more thorough preparation, or continued study, than that of teaching. The teacher's success depends upon many qualifications; the chief of which, to my mind, is an ability to inspire a love for the work. In a great majority of cases, a busy school is a well-governed school; as no scholar who is in love with his work, and finds plenty to do, will find opportunity for mischief. Many teachers fail to inspire enthusiasm in their pupils, because they have no enthusiasm in themselves. They see in the text-book nothing beyond the barest statement of facts—a mere collection of words; so many dry bones in which there is no life, and into which they make no endeavor to put any.

Only last winter, in my school, in New Hampshire, I had a bright class in one of the large geographies. In answer to the question, "How is Canada governed?" I received this: "The chief executive officer is the Governor-General, who is appointed by the Sovereign of Great Britain." Here I stopped the recitation and inquired what is meant by Executive and Sovereign. Not one in the class could tell nearer than that Sovereign was a piece of money. Later, in the same recitation, none could tell what legislature meant, nearer than that it is a place where one may get his name changed. This was not a class of dummies, but a class of bright pupils, who could pass a creditable examination on any work they had done,

provided they were allowed to give just the words of the text-book, and were not asked the meaning of any of it. This is learning words to no purpose, loading the mind, as one's stomach would be were it loaded with chips. A large amount of careful work in the text-book must be insisted upon. A thorough, accurate memorizing is, in many cases, indispensable, but it all means something and is not unpleasant to the intellectual palate, if only it be properly prepared. Pupils must be induced to think. No teacher will succeed in accomplishing this unless he be a carefully prepared conscientious thinker himself.

If the teacher succeeds in arousing enthusiasm in his pupils and be ever so enthusiastic himself, he will fail unless he is able to make perfectly clear explanations of the matter to be taught. All of us can remember more or less distinctly the work of our school-boy days. The agent had thought if he could get some little girl to *stay* in the school-room for \$2.00 per week, he had done a praise-worthy deed; and we had had twelve weeks' time in which to forget what we had learned before, and to learn *how* to forget everything we might wish to learn afterwards. A thing half understood is half forgotten, and the mind conquered in one such struggle yields much more readily to the next. To stumble through a book as one stumbles through a dark room full of furniture, is to come out with many serious mental bruises.

The nineteenth century calls for clear-headed, reasoning men and women. Now it is probably not too much to say that ninety per cent of all the men and women who enter the active service of a lifetime, receive all their mental training from the common school. How necessary that the instructor be clear-headed and thoroughly prepared for his work. The road to culture is toilsome enough if it be pointed out ever so well. If anything is clearly stated which is not clearly understood, it is the merest accident. Our words rarely reach, much less do they go beyond, the fully formed thought of the mind. A poet says:

"Our whitest pearls we never find,  
Our ripest fruit we never reach;  
The flowering moments of the mind  
Drop half their petals in our speech."

If he who is full of the subject in hand finds few enough words in which to express it, how far will be gone to seed (to continue the figure of the quotation) those flowering moments which have not been recalled since last year.

No teacher ought ever to demand of his pupils a better recitation than he can make himself, and should never enter the school-room until every point in the lesson can be clearly explained. Primary school teachers, especially, should be prepared—thoroughly, thoughtfully prepared. There is no period in the life of any, when such implicit confidence is placed in the teacher, as in the days of the primary school. The teacher knows everything, is authority on all subjects, knows how to do everything. The bent of mind received at this age, very rarely leaves the individual. Very many go through life intellectually unstable, because the foundation upon which was built the edifice of culture was so improperly laid.

The teacher in the higher grades finds the abilities of his pupils even more varied than the primary teacher. Tom, Dick and Harry are in the same class, and are representatives of it. Tom is quite well developed for a lad of his years, well prepared and studious. Dick has always had too much of the *white-horse* in him to be interested in his work; his former teachers call him a hard case; but he is a bright boy, and must not be thrown away. Harry is near the foot of his class; he is a boy of good parts, but slow; hence he has been snubbed and slighted, and, consequently, by this time, is pretty well discouraged. Many say of teaching a class, we must teach the average. I believe our teaching must, as far as possible, be individual. What will carry Tom through a term nicely, will make Dick so indolent, and hence so mischievous, that there will be no living with him, and Harry will think he can *never* learn anything. An every-day preparation is a necessity in this respect, for it will never do to explain a rule, or problem, in the same words to every pupil, or to every class of pupils—and what we mean by latitude and longitude, or Congress, or hundreds of other things, must be told in a great many ways.

The amount of actual text-book preparation for each day must of course depend largely upon the teacher's ability, previous preparation and experience. It must be enough to put everything clearly in mind; and not so much as to make the teacher feel that the text-book is all that is necessary. Outside the text-book there should be as much preparation as the strength of the teacher will permit. It has been said "To teach one thing well one must know twenty things." Some will say, I do not find time for all this preparation. To such I say, have a system and stick to it. If a really lazy person is fit to live anywhere, he certainly is not fit to live in the school-room. Let me

allow you ten hours for sleep, while eight or nine are sufficient for most people, take an hour for each meal, two hours for recreation, six hours in the school-room, and there still remain at least three hours for improvement. Search for new methods of explaining common things. John and Mary are in the dark about subtraction. How can I make it simple for them? Some of those in that second algebra class do not see why the difference between a positive and a negative quantity should be the sum of the two. They must see it some way. That history class is wonderfully interested in the life of Queen Anne. Can't I find some anecdote to help them?

He who is not strong enough to study one hour extra is not strong enough to teach. He who *must* study more than three hours should go to school himself. True success in teaching is the price of eternal vigilance and continuous painstaking labor; but none show a brighter crown or win fairer jewels than he who, for such labor, can show a refined, perfected manhood.

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## WHAT SHOULD BE TAUGHT IN THE DISTRICT SCHOOLS.

Read before Penobscot County Association.

S. S. TWOMBLY.

Connected with the district schools are a number of problems, which must be solved before these schools can become the power in American education that they are capable of becoming; and prominent among these is the question, What shall be taught here where so large a proportion of our population receive "fitness for life?" a question the correct solution of which is to decide largely whether the masses here educated shall become good and useful citizens, or go to swell the ranks of those who add nothing to our glory as a nation; a question whose solution involves not few, but many factors. First is the consideration that we are dealing with the child during the most critical period of his existence. He comes to us fresh from the home and his mother's side, and this is to him the portal of the great world in which he is to live and act. The



impressions and ideas that he receives now will influence his whole after life; and let us remember that his mind at this time is very impressible, and there is greater opportunity for rendering him good or evil than at any other period in his existence. Here he receives his first impressions of the great world of books, and gains his first systematic knowledge of our wondrous mother nature, the character of which impressions is to decide whether he shall seek for further and deeper knowledge, or turn away in disgust. Here it is he should learn that he is a being possessed of a physical and mental constitution of wonderful delicacy; ushered into a world of beings, forces and objects, governed by laws irrevocable, the infringement of which brings punishment alike on the ignorant and the wilfully disobedient.

Here he must be fitted for the duties of a citizen in a Republic, where every man's voice is heard in the decision of State and national questions. A Republic which will be called, in the next fifty years, to decide some of the most intricate problems that ever threatened the life of a nation. And when we consider that all this must be accomplished between the ages of five and sixteen, we realize how difficult is the task of deciding the character and order of the studies which shall best accomplish these results.

We have no sympathy with those who would teach in our district schools merely the three R's, and as little with that class who, from elementary text-books or by oral instruction, would give a smattering of every branch of human knowledge. Somewhere between these two extremes lies the happy mean; and this mean must be determined by taking into consideration what are the results to be gained, and the principles upon which these results depend.

The fact must not be lost sight of, that the mind of a child is not a store-house to be filled; but an organism to be developed, and that this development is governed by laws just as sharply marked as those which govern the growth and development of a plant. We should remember that the mental food is not to be stored, but assimilated, and it is on the proper assimilation that the growth of the mind depends. Again, due regard should be paid to the order in which the faculties of the mind develop. Here lies one of the sources of failure in our district schools. Not unfrequently we find boys and girls in these schools, grappling with subjects which require reasoning faculties and power of judgment far beyond their years, devoting time to intricate problems in arithmetic and algebra, which should

be given to the cultivation of their powers of expression ; burdening their minds with long lists of unimportant towns, capes and bays, when they should be learning to read ; puzzling over the abstraction of technical grammar, when they should be cultivating their powers of observation, and learning the properties of common things. As a result, the pupil, upon leaving school, may be able to solve difficult problems in arithmetic, but lack the ability to read a newspaper intelligently ; he may be able to analyze Milton's *Paradise Lost*, and yet want the power to compose an ordinary business letter, or express himself with ease in his mother tongue. Thus the ends sought in school life, viz., mental growth and acquisition of useful knowledge, have not been attained, and the child goes forth into life little better for his school days.

This is not as it should be. In the few years devoted to preparation for life, I would have the child study those things which will be of value to him in every day life, and at the same time aid in the development of his mind. I would not endeavor to make elocutionists, but, in that queen of all studies, I would strive to give the power of reading intelligently and with ease and fluency. I would not attempt to make finished conversationalists, but I would train the child to express his ideas clearly and concisely. At the same time we should not forget that the business of life will demand a knowledge of the science of numbers ; but here, as in everything else, I would teach subjects not books. There should be thorough drill in the fundamental rules for accuracy and rapidity ; for in business life there will be a hundred applications of the four ground rules, to one of any other part of the arithmetic. Then a year or more should be spent on the business arithmetic of every day life, including business forms and something of the science of accounts.

At the age of twenty-one, the young man is called on to deal with constitutional questions ; he must consider matters of importance and reach conclusions from broad generalizations. In this Republic there is no educated aristocracy from which rulers are chosen ; but legislators come from all classes, often from the most ignorant, while self-educated demagogues urge the people to wild schemes of inflation and repudiation. In view of this state of affairs, does not the safety of the State and Nation demand that the rising generation receive instruction in the history of our country, and the principles of our government, both State and national ?

Our success in life depends largely on our physical health ; a strong mind seldom dwells in a weak body ; and a large proportion

of the crimes are committed by those whose minds have been rendered morbid by ill health. So, to guard their moral, intellectual, and physical welfare, it is necessary that we give the children a knowledge of their physical system, and the laws by which sound health is maintained.

Again, to every well-informed person, a knowledge of geography is essential; but a great deal is now taught under the head of geography, which is entirely useless—long lists of unimportant towns, capes and bays, productions bounded by State lines, and numberless other items which the mind throws off in disgust.

But the knowledge gained in school life should not be entirely confined to books. The pupil should be led to study nature in the objects about him; the birds of the air, the flowers of the field, the trees of the forest, the rain-drop and the snow-flake, will furnish text-books out of which the skillful teacher will draw lessons far-reaching in their results. Finally, we should teach the value of right living; and here the teacher must be the text-book, and his life should be an illustration of the results of that which he teaches.

In closing, let us glance at the results of this training. If the guiding hands have been skillful ones, the pupil has the following qualifications for the work of life: He can read intelligently and express his ideas in good English; he can compose an ordinary letter, neatly written, the words correctly spelled, and the ideas expressed clearly and concisely; he is familiar with ordinary business principles, and understands the business arithmetic which he will meet in every day life; his knowledge of the human system is sufficient to enable him to guard it from danger; his powers of observation have secured the cultivation which will make it possible for him to see that which is passing around him; and he has been taught to render unto every man his due, and that the only true living is right living. Thus prepared, I think we may send him forth, without fear or trembling, to take his place in the battle of life, with a fair prospect of success.

The training here indicated may be given in the allotted time, by giving to the district schools better teachers — and this implies better pay and longer tenure of office — and by giving them better appliances for work, and better supervision. This implies greater interest on the part of the parents whose children receive their preparation for life in these schools.

## IMPORTANCE OF TEMPERANCE INSTRUCTION IN OUR COMMON SCHOOLS.

Read before the West Oxford Educational Association,

BY MISS ANNA BARROWS.

Since our State law mentions temperance and all other virtues, which are the ornaments of human society, as matters which shall employ the "best endeavors" of "all instructors of youth," there ought not to be any objection to introducing some form of this subject as a study in the public schools.

When the United States, in a single year, expends more than six times the annual expense of its schools for liquors, it would appear that alcohol far exceeds the schools in importance, and the chief duty of teachers should be to show the children how to get the most liquor for their money later in life, since the wages paid by all the manufacturing establishments in the country but slightly exceeds the yearly liquor bill.

A distinguished New York physician says one third of the deaths in that city result directly or indirectly from the use of alcohol, and the same is true of other parts of the country. Since this is so, in the words of Dr. J. G. Holland, we would say, "It is a cruel thing to send a boy out into the world untaught that alcohol, in any form, is fire, and will certainly burn him if he puts it into his stomach. It is a cruel thing to educate a boy in such a way that he has no adequate idea of the dangers that beset his path. \* \* \* What we want in our schools is to do away with the force of a pernicious example, and a long cherished error, by making the children thoroughly intelligent on this subject of alcohol." If the children could learn temperance at home, well and good, but those who will need it most will not find it there.

Through the children our foreign population may be educated to the right side of the temperance question. Some one has said, "give me the early years of a child's life and I care not who has the rest." Would there not be a different state of things in this land if

temperance had been taught in the common schools for the last half century?

The W. C. T. U. finds much of its work among the young. Miss Colman says, "While we would embrace every opportunity to reclaim the fallen, we find it far cheaper, far easier, and we believe far more acceptable in the sight of God to prevent men from falling."

It may be argued that in our State there is no need of such instruction; that we have law enough, liquor is not openly sold and men are not so exposed as elsewhere. Even if this is so and if drunkenness was never seen, all our children may not stay here; Maine is said to be a good State to go from, and will not the boys and girls have quite as much need of strong temperance principles, as of a knowledge of arithmetic and grammar, wherever they may find their homes?

Methods and Helps in Teaching:—Judging from the way one State and town after another have acted in this matter, it seems that the time is drawing near when this shall have an established place in the public schools. "Alcohol and Hygiene," by Miss Julia Colman, is well suited to the average school; it is simple, concise, and, as the title shows, treats of the effect of alcohol on the different parts of the human system. Physiology, much neglected in common schools, may be taught as well as temperance, from this book. The W. C. T. U. publish many pamphlets, etc., which can be used separately or in connection with this.

A year and a half ago one copy for the teacher's use was placed in each school district of Fryeburg. The supervisor authorized the teachers to devote some two hours a week to its use. In one instance the teacher would read one or two chapters with explanations, and afterwards, or some days later, before reading more, would question the children on the previous lesson, or without reading, teacher and scholars would talk of some special point, and by means of the black-board, give prominence to special features. Occasionally compositions were written on some division of the subject.

One black-board exercise brought out the good and evil resulting respectively from the use of water and alcohol. Singing is a help to these exercises and seems to impress the matter more firmly, for rhymes are often remembered when plain prose is forgotten. Temperance selections for recitations and closing exercises, is another way to popularize this subject.

Another help to teachers is found in the cards with temperance mottoes, prepared by Miss Colman. These are furnished singly or

in sets, and at similar prices to the usual reward cards. The Long-fellow set is especially good.

Teachers must use discretion not to arouse opposition in the school district, and should acquaint themselves with the surroundings of their pupils before making any remarks that might be applied personally. Too many reformers go to extremes and will not use mild measures.

## THE SCHOOL AS A MEANS OF CULTURE.

Read before the Kennebec County Association,

BY C. B. SEABURY.

What we do not call education is more precious than that which we call so.

EMERSON, *Spiritual Laws*.

The most cultivated women perform their common duties best. They see more in those duties; they can do more.

*Friends in Council.*

The aim of one who aspires to be a teacher is, or ought to be, not to impart his own opinions, but to kindle other minds.

F. W. ROBERTSON.

Every school has an atmosphere more potent than all the learning in the text-books of its curriculum. It is charged with the power to bring out and develop whatever there is in a boy or girl of good or evil. I do not say of good simply, for the school may develop much that is bad. It should not, of course, but it may. How is this atmosphere made, and of what does it come? It is made by people and surroundings. It is a difficult thing to tell precisely what makes the difference between a pleasant home and one that is not so; yet that there is a great difference no one denies. Perhaps, as much as anything, it is the family and its setting; for, though the appointments of the house may not always be costly, they may be, and should be, cheerful, bright and helpful.

We have not to speak of the home influence, however; but of the influence of the school; of the *school* as a means of culture; a means for plowing, harrowing and fertilizing; of breaking up the rugged, unpromising soil of past habit and natural depravity, and for fitting it to produce the grandest fruit the world knows,—and in this culture, as in culture of every kind, there is no little weeding to be done. Selfishness will grow of itself; stubbornness develops like fungus; tardiness and procrastination abound, and rowdiness and laziness come in their train. Like all weeds they need no cultivation; only watchfulness that they do not choke out the wheat. Carelessness is their gardener, and they propagate themselves. But

as the good strengthens, the evil is crowded out. There is no room for it.

The culture that the school gives comes, as I have suggested, from the school atmosphere, and for that atmosphere teachers and citizens are both responsible; but the teacher first. What we are we teach, either voluntarily or involuntarily. The person and habit of the master is reflected in the pupil. Mankind is imitative, and children learn by imitation the first lessons of their lives. Have you never seen in your school the woolen shirt come to be crowned with a paper collar; the woolen give place to white, and the collar appear with a neck-tie? If you have, you may be sure that your school is a means of culture; that it is doing something of the world's work; something that needs doing.

We may well congratulate ourselves that we live in the nineteenth century; that we are citizens of the United States; that we live in New England, the mother of the common school system. Just think of the amount of clearing up that has been done to place us where we are to-day. Much has indeed been done for us. We are not pioneers in education. But there is enough to do yet. Neatness and cleanliness of body and mind have not been so thoroughly instilled as to have become strongly hereditary yet. And, were it so, there is ever the danger of relapse; the tendency to go back, that has to be guarded against. Unfortunately the building and furnishing of most school-houses works to aggravate rather than to lessen this tendency. Toilet facilities are so much neglected that it is to be feared that the child who learns so much and so readily from imitation, will unconsciously absorb the notion that soap and water are not associated with education; that cleanliness is so near to godliness as to be of no special earthly consequence. The world, it is true, is pretty thoroughly republicanized. Everything but a man's personal business he delegates; reserving only the right to find fault with the results. Spiritual concerns belong to the preacher; mental concerns to the pedagogue; both are paid; let both attend to their legitimate business and that's enough. It is not enough. Powers may be delayed, but responsibility cannot be entirely shifted. Every citizen in the community is responsible, personally and individually responsible, for the character of its common life, for the prosperity and maintenance of its institutions. But as a matter of fact the relation of the average citizen with public institutions begins and ends when he pays his taxes. Of the condition of public property



he knows nothing. Many parents never see the room in which their children pass thirty-six to forty weeks of every year. They send their children to school with more or less regularity, and are not bothered. They do not know whether the ceiling is white or blue; whether the ventilation is good or bad; whether the teacher is a gentleman or a boor, and yet it is a matter of some consequence. It is remissness surely. They should take the trouble to look over the school property occasionally. They should be sure that everything is provided that may conduce to the immediate happiness of the child and to the future welfare of the community. They may easily learn how often school-rooms are thoroughly cleaned; what is the condition of the cellar; and whether suitable provision is made to secure good ventilation and drainage. It is a difficult thing to teach young people to respect property, where no attention is given it by the owners. Yet it has to be done as well as may be by the teacher's personal influence.

In the weeding out of the gross, teachers have much to do. It is the substance of the school work. There is a great variety in method, but, whatever law is used, the teacher must do the work. A good presence is everything. It is that, more, perhaps, than all else that brings success in the profession. Dignity is a troublesome thing to take care of. Just so long as there is a consciousness of its existence as a separate individual attribute that must be fostered and preserved, just so long is there a perfect absence of true unmistakable bearing. In any school a good presence is invaluable. Power is always felt. Just what the medium is, through which its subtle influence is communicated, we cannot say. There is no satisfactory theory yet, to account for the phenomena of personal magnetism. But no one disputes its existence as a fact. We may assume the existence of the usual "subtle imponderable fluid" pervading all space and permeating the tissues of the body, thus establishing a theoretical medium for the transmission of impulses from one brain to another. We may assume a variety of conditions limited only by our own individual ingenuity; but we come back to the fact, which is of chief consequence, that the possession of power usually obviates the necessity of its demonstration. The teacher is the supreme head of the school, and his presence is everything, as we have said. He must ever be prepared for the unusual. His school embraces everything in its incipiency. It is a little world of itself, full of sound, fundamental good, yet with its social rebellions.

and its dynamite. In every emergency his school looks to him. He must guide it, and the manner of his guidance determines the culture of his school.

We must not forget that we are fitting for life. In preparing young people for the higher artificial college examination, it should not be lost sight of, even though the future college life may menace it like a hostile bayonet. Prepare for the examination, but prepare the graduate of your school for the operation of cramping methods, and guard him against them. Prepare a young man thoroughly in Latin, Greek and Mathematics, and let him loose in a classical college, and you may be sure of one thing: He will have to learn all he gets of actual life principles after he gets out; if he does not have to unlearn much that he never ought to have acquired. But whether he enters college or not, he is to be a citizen, and for that position no one but a citizen can properly prepare him. The teacher, then, must be a gentleman and a citizen. He ought to be a factor in the community, as he wishes his pupils to be. In its political, literary and social life he should have a part. He must not be a social hermit. There has always been the impression that a teacher could not do much else; and it is more or less justified by the attitude of the teachers themselves. They have taken too little part in the every-day concerns of men. It is hazardous to teach ever so well, and to hold aloof from society and commercial activity. We may hold our footing with our pupils officially, but they soon get out into the world and then they judge us from a different stand-point. Every teacher who would do the best work should have some outside interest. The tendency of teachers to get into ruts is dreadful. In the world, the business man is dealing with all sorts of men, each looking out for himself; in the school the master is always master, always didactic; and when he strays into society is didactic still. Let me beseech you, my fellow-teacher, as the new year is opening, not to talk shop in company. Leave your school when you enter society. Do your school work in the school-room and in the study. Let us do our best to prove to the world that we know something—are interested in something besides text-books and the management of schools.

There is one crudity that causes no end of trouble in the world, and that is self-consciousness. It results, I think, from bad early training. The child is constrained, rather than encouraged and guided in his early years; he thinks of himself, rather than of others,

and of what he is doing. It is a painful thing to everybody, and almost amounts to a disease. A perfectly ingenuous, natural man is a constant refreshment. When I hear people speaking against declamation in our schools, and themselves declaiming against school dramatic exhibitions, I cannot help feeling that the criticism is not intelligent. The method may be bad, but remarkable results have been achieved; and results count. I have known boys and girls afflicted with the disease of self-consciousness to be entirely cured by a little stage experience in school, made to forget themselves entirely and to think only of what must be done. The stage experience will not do it of itself; it must be in the boy. But it is a means, and an effective means of culture.

This self-consciousness is an evil that may come of too much introspect. Self-knowledge is desirable, but it is not to be attained by looking too much into one's self. Greatness is only comparative, and we must look at others—look outside of ourselves to see how we ourselves stand. For this self-consciousness Ruskin gives a pretty good prescription in his "Ethics of The Dust." He says of the proverb, "Know Thyself"—"It is the proverb of proverbs: Apollo's proverb and the Suns;—but do you think you can ever know yourself by looking *into* yourself? Never. You can know what you are only by looking out of yourself. Measure your own powers with those of others; compare your own interest with those of others; try to understand what you appear to others as well as what they appear to you; and judge of yourselves in all things relatively and subordinately, not positively; starting always with a wholesome conviction of the probability that there is nothing particular about you."

A man's education comes from his contact with men directly and through their works. We may choose our associates no less in books than in our every-day companionship. Our admiration of the beautiful comes from habitual nearness to beautiful objects. "Culture indefatigably tries not to make what each raw person may like the rule by which he fashions himself; but to draw ever nearer to a sense of what is indeed beautiful, graceful and becoming and to get the raw person to like that."

Books and pictures are both great educators, and their scarcity in so many school-rooms is deplorable. In many cases the school is almost the only means of a child's culture. His love for the beautiful, in books and pictures both, must be established in school. We may not be able immediately to shut out the inevitable cheap literature

that finds its way regularly each Saturday night into so many homes, but we may educate the child beyond it. We may give him a taste that cannot enjoy low pleasures. But to do this, the school must have suitable appliances. It should have a supply of the best current literature, and a well-selected library. A good school library is invaluable. It enables the teacher to put into a young person's hands a book that just meets his needs just at a time when he is best able to appreciate it. In this way, it does a work that no public libraries can do. But in the selection of books great care should be exercised. No book should find its way into the school that has not some clearly-defined value in the school policy. They should, in every case, represent the best thought of some of the world's teachers. Many a man has traced his success in life to the influence of a good book placed in his hands at some critical moment of his early life. Some one introduced him to a man who could help him, just at a time when the help was most needed. But to make such introduction the teacher must know both parties. His appreciation of his pupils' needs must be keen, and his acquaintance with superior minds, broad. A teacher should be a good reader, and in most cases he will be able to arouse in his pupils something of the admiration he himself feels for the best authors. All the surroundings of the school-room should be carefully managed with reference to bringing out the best and noblest powers of youth. Pictures, like books, should mean something; clean, white walls may teach more—may do more to educate the good, than mere bits of color that arouse no conception of any ideas. There is always the danger that the child will get the notion that a picture is a picture; that a book is a book. Both are of value only as they stand for something. Let us be careful, then, of what we put upon our walls, no less than of what the book-shelf contains.

We have to remember that the community of to-day is not the community of yesterday; that the school of to-day is not the school of yesterday. Both have changed; both are changing. To meet the needs of industrial life the school curriculum undergoes constant revision. But the great principles of human life are always the same. A better culture is demanded, it is true; but the same culture.

We cannot know upon what branch of human activity each of our pupils is to enter; and did we know, the school life could not prepare him specially for that. It cannot teach specialties; all it

can do in this respect is to prepare for future special education, either in the higher school, or in the office or factory. But we *can* make good, sound men and women, of whatever occupation.

After all, what is our business here below? To lead a useful life.

That settled, what matter what instrument God puts into a man's hand to improve the time, pen or hammer?

## STATE EXAMINATION QUESTIONS.

SUMMER AND FALL TERMS, 1884.

### ARITHMETIC.

1. Give the process of reducing fractions to a common denominator.
2. If the quotient be 3-7, the divisor 7-9, what is the dividend?
3. If the dividend be 1.25 and divisor .0005, what is the quotient?
4. If I hire \$3000 at  $4\frac{1}{2}$  per cent and loan it at  $6\frac{1}{2}$  per cent, what will be my gain at the end of 3 years, 5 months?
5. Give the United States rule for partial payments.
6. Divide 150 into three parts which shall be to each other as 2, 3, 5.
7. A owns  $\frac{1}{4}$  of a ship, which is  $16\frac{2}{3}$  per cent less than B's part; what part of the ship does B own?
8. Extract the square root of 56644, and illustrate.
9. How many feet of boards will be required to make a box 6 ft. 4 in. long, 2 ft. 8 in. high and 3 ft. 2 in. wide, with cover, measured on the outside?

### GEOGRAPHY.

1. *a.* Name the New England States in order of their size.  
*b.* The same in order of their population.
2. Why is the climate of the Pacific coast milder than the same latitude on the Atlantic coast?
3. Locate and describe the great American basin.
4. Explain the process by which the land is supplied with water.
5. *a.* Name the great wheat and corn growing States.  
*b.* The cotton growing States.  
*c.* The lumber producing States.
6. Name the river systems of South America.
7. Locate the Island of Malta and state from what it derives its importance.

8. Name the four leading nations of Europe, with their capitals.
9. Describe the delta of a river and explain its formation.
10. Describe the Gulf Stream.

## GRAMMAR.

1. What object is to be gained by the study of English Grammar?
2. *a.* What is analysis? *b.* Synthesis?
3. Which should precede the other in the study of Grammar?
4. Write the possessive of the following nouns, singular and plural: Ox, wife, glass, lady, lens.
5. Analyze the following: A thorough comprehension of the causes of the rebellion involves not only the records of States, but the private history of individuals and families.
6. *a.* What is a sentence? *b.* A clause?
7. Give the different classes of sentences and a specimen of each.
8. Correct or justify the following: *a.* Who are you looking for? *b.* For them boys of mine. *c.* He finished the job before I reached him. *d.* The hounds in full cry closely followed by a solitary huntsman leads the chase.
9. How shall the study of Grammar be made interesting and practical?
10. What place should text-books occupy in this study?

## READING.

1. What general rule in regard to pitch?
2. How can the tendency to the monotone be overcome?
3. In what respects are concert exercises beneficial?
4. What bad results follow from too frequent use of concert reading?
5. How would you secure a distinct enunciation of words and syllables?
6. How would you correct too great rapidity?
7. What are the objects of study as applied to reading lessons?
8. What would you do with pupils in the higher classes in reading, who are unable to pronounce correctly a considerable number of the words?
9. What constitutes a good reader?
10. How may writing be made an adjunct to reading in primary classes?

## SPELLING.

1. Why is "beginning" spelled with double n, while "begin" has but one?
2. Why is final e in "love" dropped when the suffix *ing* is added?
3. Why is the plural of "turkey" spelled "turkeys," while the plural of "lady" is spelled "ladies?"
4. Spell the name of the second month of the year and the fourth day of the week.
5. Correct the mis-spelled words in the following: "In grammatical analysis it is often noticeable that the pupil fails to seize at once the essential elements of the sentence."

## PHYSIOLOGY.

1. What are muscles and their uses?
2. What are ligaments and their uses?
3. Describe the vermicular motion of the stomach and intestines.
4. State where and how the venous blood is changed to arterial blood.
5. Why is air once breathed impure?
6. What is the effect of a continued stooping posture upon the vital organs?
7. What two kinds of nerves, and their functions?
8. From what is the blood replenished?
9. What effect has alcohol upon the stomach?
10. What is insensible perspiration?

## BOOK-KEEPING.

1. What is stock in trade?
2. *a.* What is an invoice book? *b.* Day book? *c.* Ledger?
3. What is the first thing to be entered in every business book or memorandum.
4. *a.* Write a receipt on account. *b.* In full. *c.* Against a note.
5. What should the cash book contain?
6. What is the balance sheet, and what should it show?
7. How often should an account of stock be taken?
8. What are the advantages of double over single entry?
9. What is the first requisite in keeping books? Second?
10. What form of book-keeping may be introduced in our common schools?



## HISTORY.

1. At what points in North America did the French establish colonies?
2. *a.* Who was King Philip? *b.* Tecumseh?
3. Tell what you know of Braddock's expedition.
4. Mention some of the leading statesmen of the Continental Congress.
5. What troops were hired by the British king to aid in subduing the American colonies?
6. Give the names of the opposing commanders at the battle of Saratoga.
7. Describe the treason planned by Gen. Arnold.
8. What were the causes of the war of 1812-14?
9. *a.* Give the dates of the attack on Sumpter. *b.* The surrender of Lee at Appomattox.
10. Give some account of the Electoral Commission of 1876.

## THEORY AND PRACTICE OF TEACHING.

1. What, besides the subjects, ought you to know in order to teach a successful school?
2. What is the purpose of keeping a register of your school, besides showing the facts required in the register?
3. Why should primary classes have shorter and more frequent exercises than advanced classes?
4. Why are written better than oral spelling exercises?
5. What are the most practical parts of arithmetic?
6. How does parsing help to teach one to speak and write correctly.
7. Why should not, and cannot, exercises in composition be made to take the place of exercises in parsing?
8. Name some forms of punishment that you will use if needed.
9. Why is whispering in study hours an evil, and what will you do to suppress it?
10. If a pupil is obstinately disobedient, what will you do?

## WINTER TERMS OF 1884-85.

## READING.

1. How should an exercise in reading be conducted?
2. What are the elements of good reading?
3. How would you remedy defective articulation?
4. What is rhetorical pause?
5. What advantages may be derived from concert reading?
6. On what basis would you classify your pupils in reading?
7. Why should a high pitch be avoided?
8. When may the monotone be properly used.
9. What benefit may be derived from a drill in vocal exercises?
10. Reading selections, (by the candidate).

## ARITHMETIC.

1. Give the four steps in the process of long division.
2. Write *a* Twelve, and seven hundred four hundred thousandths; *b* Sixty-two, and forty-three millionths; *c* six thousand four, and nineteen thousand eleven hundred thousandths.
3. Divide 12.8 by .00016.
4. Reduce 4 yds., 2 ft., 9 in., to the decimal of a rod.
5. Reduce 2-7 of 4-5 of 7-8 of 5-13 to a simple fraction.
6. Divide (2 1-7 divided by 3 3-5), by 1 6-7.
- 7 Find by cancelation the ratio of  $\frac{9 \times 16 \times 28 \times 12 \times 35}{7 \times 15 \times 24 \times 8 \times 18}$
8. If the principal be \$625, the time 3 yrs., 5 mos., 17 days, the rate  $4\frac{1}{2}$  per cent, what will be the amount?
9. By selling a bill of goods at 15 per cent less than cost, I lose \$10 1-8, what do I receive for them?
10. What is the square root of 16-81 of 12-25?

## GEOGRAPHY.

1. Bound the State of New Jersey.
2. Locate and describe the Colorado River.
3. Name the three principal tributaries of the Mississippi River from the west, in the order of their size.

4. Where are the Sunda Islands?
5. What is a Glacier?
6. Locate Saginaw Bay.
7. Explain the change of seasons.
8. Why were the tropical and polar circles assigned as the boundaries of the zones?
9. *a* Name the three most populous States; *b* The five most populous cities in the United States.
10. *a* Name the most important products of the tropics; *b* of the temperate zones.

## GRAMMAR.

1. Write the plural of baby, staff, radius, cargo, handful, axis, stratum.
2. Compare the adjectives, lofty, serene, secure, kindly.
3. What is the conjugation of verbs?
4. How is the passive voice of verbs formed?
5. Give a synopsis of the verb "strive," in the indicative and potential moods of the active voice.
6. Show how the subject and object of a transitive verb are affected by a change to the passive voice.
7. What is analysis?
8. Analyze the following: "Is life so dear or peace so sweet as to be purchased at the price of chains and slavery?"
9. Correct or justify—*a* "San Francisco is the largest of any city west of the Rocky Mountains." *b* "To Let—A well built two-story house, containing eleven rooms, a large dry cellar, and a new furnace, with a French roof." *c* "The ascent was not so difficult as they feared." *d* "After a good night's sleep he woke much refreshed."
10. Give an outline of your method of teaching grammar to beginners.

## PHYSIOLOGY.

1. *a* What is Physiology? *b* Hygiene?
2. What is cartilage?
3. Describe the Synovial membrane and its functions.
4. Describe the two forms of joint.
5. What gas is thrown off by the lungs in expiration?
6. Give the main features of the arterial system.

7. How may you tell in case of a wound whether the flow of blood is from a vein or an artery?
8. What element of the air is absorbed in respiration?
9. Describe the cerebrum.
10. Describe a muscle—its composition and mode of action.

## BOOK-KEEPING.

1. Name the books used in single entry, and state their uses.
2. What is the cash book, and its use?
3. What is an invoice?
4. Bo't of J. Siddell, 13 bbls. apples, at \$2.75 per bbl. ; and sold him 2 bbls. flour at \$6.25 per bbl., 45 lbs. of sugar at 7c. per lb., 4 bush. corn at \$ .72 per bush. Make a bill of the above.
5. What makes a note negotiable?
6. *a* What are bills receivable? *b* Bills payable?
7. Write an order for goods by express.
8. What does the balance sheet show?
9. How should every business paper commence?
10. What signature should be affixed to all papers issued by a company doing business?

## HISTORY.

1. What effect had the hostile condition of England and France upon their colonial settlements in North America?
2. Name the two most important and populous colonies in 1774.
3. *a* Name the patriot leaders of Massachusetts at that period.  
*b* Of Virginia.
4. When and where occurred the first and last battles of the Revolution?
5. *a* In what year was Wm. Henry Harrison inaugurated President? *b* James Buchanan? *c* Abraham Lincoln?
6. What was the ostensible cause of the Rebellion of 1861?
7. What was probably the cause?
8. *a* Name six of the leading Union commanders, of which two were naval commanders. *b* Six rebel generals.
9. What was the most important result of this war?
10. What war vessel, prepared by a Union man, revolutionized the whole system of naval warfare?

## THEORY AND PRACTICE.

1. What is the true basis of classification?
2. *a* Why should a teacher early seek to become acquainted with his pupils? *b* With their parents?
3. Is depriving a pupil of a recess a proper mode of punishment?
4. Have you any better method of teaching beginners to read than by commencing with the alphabet—if so, what?
5. What aids besides text-books do you use in teaching grammar?
6. When may general exercises be used with profit?
7. *a* What advantages may be gained by concert answers?  
*b* What evils may result?
8. How will you secure regular attendance?
9. How may and should the various text-books be supplemented?
10. What requirements of law must be fulfilled before you are entitled to your pay?



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**ERRATA:** On page 80, first line of last paragraph, read "Two thousand years before Jamestown was founded, a Greek philosopher etc."

On page 132, second question in arithmetic, read "Write a twelve, and seven hundred four hundred-thousandths."