

MAINE STATE LEGISLATURE

The following document is provided by the
LAW AND LEGISLATIVE DIGITAL LIBRARY
at the Maine State Law and Legislative Reference Library
<http://legislature.maine.gov/lawlib>



Reproduced from scanned originals with text recognition applied
(searchable text may contain some errors and/or omissions)

Public Documents of Maine:

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

Public Officers and Institutions

FOR THE YEAR

—❧ 1886 ❧—

VOLUME II.

AUGUSTA:

SPRAGUE & SON, PRINTERS TO THE STATE.

1886.

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

STATE OF MAINE.

❧ 1885 ❧



AUGUSTA:
SPRAGUE & SON, PRINTERS TO THE STATE.
1886.



State of Maine.

EDUCATIONAL DEPARTMENT, }
Augusta, Dec. 31, 1885. }

To Governor FREDERICK ROBIE, and the Honorable Executive Council:

GENTLEMEN:—In accordance with the requirements of 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.

COMMON SCHOOLS.

STATISTICS.

The ordinary statistical tables showing in detail the condition of our public schools for the year, for every town and county in the State, will be found, as heretofore, in the appendix to this report. They will be found more complete and, it is believed, more accurate than ever before, as more than ordinary pains have been taken to secure completeness and accuracy. If they shall be carefully studied by local school officers, each making comparison between the statistics of his own town and those of others, they will serve a good purpose. They will, in some cases, encourage to continued efforts to improve already excellent schools; in more they will awaken to a perception of defects existing, and to a study of the means of correction.

The summaries of these detailed statistics indicate the work of the schools as a whole. Properly grouped, and compared with those of the preceding year, they show whether or not improvement has been made in those conditions to which, more or less definitely, numerical values can be assigned, such as attendance of pupils, length of schools, quality of teachers, character of instruction, condition of the system, supervision, &c., &c.; and by means of such showing, finally, they indicate the direction in, and force with which public opinion is acting upon the schools for good or ill. Such

grouping and comparison has been attempted in the following revised and corrected

STATISTICAL SUMMARIES.

I. *Of Resources and Expenditures.*

	1884-5.	1883-4.
Amounts available from town treasuries . . .	\$708,141	\$725,862
Decrease	\$17,721	
Amounts available from State treasury	332,462	337,890
Decrease	5,428	
Amounts derived from local funds	25,186	27,312
Decrease	2,126	
Total current school resources	1,065,789	1,091,064
Decrease	25,275	
Total current expenditures	1,006,077	1,020,082
Decrease	14,005	
Balances unexpended	59,712	70,982
Decrease	11,270	
Amounts paid for supervision	32,689	31,095
Increase	1,594	
Amounts paid for new school-houses	48,128	82,873
Decrease	34,745	
Total current and general expenditures . . .	1,086,894	1,134,050
Decrease	47,156	
Average current expenditure per scholar—		
whole number in State	4.70	4.78
Decrease	0.08	
Average current expenditure per scholar—		
whole number attending	6.93	6.97
Decrease	0.04	
Amounts of school money voted for ensuing		
year	674,786	667,978
Increase	6,816	

II. *Scholars and School Attendance.*

Whole number of scholars in State	214,121	213,524
Increase	597	
Number of different scholars attending school		
during year	145,121	146,345
Decrease	1,224	

	1884-5.	1883-4.
Number registered in summer schools.....	118,983	118,020
Increase	963	
Average daily attendance in summer schools,	98,792	97,414
Increase	1,378	
Number registered in winter schools.....	121,938	120,655
Increase	1,283	
Average daily attendance in winter schools,	99,964	100,630
Decrease.....	666	
Percentage of whole number of different schol- ars attending, to whole number in State..	.68	.69
Decrease.....	.01	
Percentage of average daily attendance in summer schools to whole number in State,	.46	.46
Percentage of average daily attendance in winter schools to whole number in State..	.47	.47
Percentage of average daily attendance for year to whole number in State.....	.46	.47
Decrease.....	.01	
Percentage of average daily to registered at- tendance in summer schools .....	.84	.83
Increase .....	.01	
Percentage of average daily to registered at- tendance in winter schools .....	.82	.83
Decrease.....	.01	
Percentage of average daily to registered at- tendance for year.....	.83	.83

III. *Length of Schools.*

Average length of summer schools	10w. 2d.	10w. 0d.
Increase	2 days.	
Average length of winter schools .	10w. 4d.	10w. 4d.
Average length of schools for year.....	21w. 1d.	20w. 4d.
Increase	2 days.	
Aggregate number of weeks of summer schools for year	51,896	49,820
Increase	2,076	
Aggregate number of weeks of winter schools for year.....	51,369	51,840
Decrease	444	

	1884-5.	1883-4.
Aggregate number of weeks of school taught during the year.....	103,292	101,660
Increase	1,632	

IV. *Character of Schools.*

Whole number of different schools.....	4,832	4,819
Increase	13	
Whole number of graded schools.....	821	771
Increase	50	
Whole number of ungraded schools.....	4,011	4,048
Decrease.....	37	
Number of ungraded schools having classes in history.....	2,343	2,171
Increase	172	
Number of ungraded schools having classes in physiology	1,388	1,231
Increase	157	
Number of ungraded schools having classes in book-keeping	1,559	1,444
Increase	115	
Number of ungraded schools having classes in studies other than those prescribed by law	1,269	1,208
Increase	61	

V. *Teachers.*

Number of male teachers employed in summer schools.....	261	272
Decrease.....	11	
Number of male teachers employed in winter schools	1,797	1,816
Decrease.....	19	
Number of female teachers employed in summer schools.....	4,729	4,710
Increase	19	
Number of female teachers employed in winter schools.....	2,963	2,948
Increase	15	

	1884-5.	1883-4.
Total number of teachers in summer schools,	4,990	4,982
Increase	8	
Total number of teachers in winter schools,	4,759	4,800
Decrease	41	
Number of different teachers employed during year	7,596	7,448
Increase	148	
Number who had had previous experience..	6,485	6,374
Increase	111	
Number who had graduated from normal schools	579	587
Decrease	8	
Average wages of male teachers per month, exclusive of board	\$32.07	\$32.59
Decrease	\$0.52	
Average wages of female teachers per month, exclusive of board	\$15.84	\$16.28
Decrease	\$0.44	

VI. *Text-Books and School Appliances.*

Number of towns reporting "schools well supplied with text-books"	444	434
Increase	10	
Number of towns reporting "schools not well supplied with text-books"	49	51
Decrease	2	
Number of towns reporting "schools supplied with uniform text-books"	381	360
Increase	21	
Number of towns reporting "schools not supplied with uniform text-books"	112	125
Decrease	13	
Number of ungraded schools furnished with globes	370	382
Decrease	12	
Number of ungraded schools furnished with wall maps	1,443	1,580
Decrease	137	

	1884-5.	1883-4.
Number of ungraded schools furnished with charts of any sort	335	271
Increase	64	

VII. *School Districts and School-Houses.*

Number of towns in State not having school districts	60	54
Increase	6	
Number of school districts in State	3,813	3,865
Decrease	52	
Number of parts of districts	306	329
Decrease	23	
Number of school-houses	4,348	4,312
Increase	36	
Number of school-houses reported in good condition	3,050	3,046
Increase	4	
Number built during year	72	73
Decrease	1	
Cost of same	\$48,128	\$82,873
Decrease	\$34,745	
Estimated value of all school property	3,077,396	3,045,822
Increase	31,572	

VIII. *School Supervision.*

Number of towns electing supervisors	296	291
Increase	5	
Number electing school committees	203	204
Decrease	1	
Number of committees and supervisors failing to make returns as required by law	6	12
Decrease	6	
Number of terms of school not visited as required by law	997	983
Increase	14	
Amount paid by towns for supervision	\$32,689	\$31,095
Increase	\$1,594	

ANALYSIS OF STATISTICS.

I. *Of Resources and Expenditures.*—In both current and general resources and expenditures, there is shown a considerable decrease as compared with those of the preceding year. This decrease is found in every item of resources, and in every item of expenditure, save one—that for local supervision. It will be noticed, however, that while the decrease in current resources—those provided for the regular daily expenses of the schools, including wages of teachers and warming and care of school-rooms—amounted to \$25,275, that in current expenditures was but \$14,005. It will be further noticed that the large decrease, \$47,156, in the total expenditures for the year, is due chiefly to decrease in amounts paid for new school-houses.

How shall these facts be interpreted? Considered without reference to other facts, these decreases in current resources and expenditures would indicate the opposite of an improved or improving condition of the schools; they would indicate either shorter schools, or a less number of schools, or cheaper teachers, or all of these combined; and back of these indications they would suggest a diminution in popular interest. But the schools were longer and more in number than in the preceding year, and the teachers employed, though receiving less pay, were at least the equals in quality, as indicated by experience, of those of the preceding year. Decrease in current expenditure, therefore, has evidently not been at the sacrifice of any essential good to the schools, but must have resulted from the more careful, efficient and economical management of them evidenced by the increased amount expended in supervision. In the same line of economy without sacrifice of essential good, is the large decrease in amount paid for new school-houses; for the 72 built during the year cost only \$1,548 more than 67 of the 73 built the year before. So, also, the comparatively small increase of \$6,816 in the amounts voted for schools by the towns at their last annual meetings, is indicative of no diminution of public interest,

but of a public demand, rather, that the common schools, while losing nothing of present excellence, shall be managed with as little waste and extravagance as possible.

II. *Scholars and School Attendance.*—This year again, for the third time within a period of fifteen years, a small increase appears in the number of persons of school age. During that period the total decrease has been 14,046—an average of 936 per year. During the last five years the decreases and increases have been as follows:—1881, decrease 729; 1882, decrease 920; 1883, increase 870; 1884, decrease 353; 1885, increase 597. It would seem, therefore, that the limit of decrease had been reached at last, and that at least a partial repopulation of some of our almost depopulated schools, is to be hoped for.

The number of different persons attending school during the year, shows a decrease of 1,224 as compared with that of the preceding year. An examination of the statistics for ten years, from 1876 to 1885, both inclusive, shows that, with the exception of 1881, this decrease has been constant. During that period the net aggregate decrease in this regard, has been 11,143, while, during the same period, the net aggregate decrease in persons of school age has been but 8,513. Evidently, therefore, during the last ten years 263 more pupils have annually left the schools for good—have graduated from them—than have entered them. An explanation—and probably the correct one—of the facts here disclosed, is not far to seek. It can be found in the growing feeling among intelligent parents that, with the schools as they are and must be except under the most favorable conditions, the child of four years is too young to enter upon their work. Under this view the condition of the schools shown by this item in the statistics of attendance, is not one to be deprecated.

The considerable increases in registered attendance upon both summer and winter terms, as shown by the statistics, do not, as would seem at first thought, conflict with the decrease in the number of different pupils attending. In the statistics

relating to the latter particular, each pupil counts but once for the year; in those of the former, he counts as many times as he attends terms. Increase, then, in registered attendance, the number of different pupils attending remaining constant, shows increase in the number of pupils in attendance more than one term in the year, and presumably of older and more advanced pupils. The statistics under discussion, therefore, are indicative, even in larger measures than they show upon their face, of an improved and improving condition of the schools.

While the statistics of attendance already discussed show the amount of material upon which the schools are working, and, in a general way, the extent to which it is under manipulation, the exact measure of their daily working force is to be found in the statistics of average attendance. Here are found focused the effects of all the forces influencing attendance either favorably or unfavorably. Parental influences chiefly affect increase or decrease in the percentage of different pupils attending; with parental influences is combined the pupil's own interest in his educational progress aroused by influences emanating from the school itself, to affect registered attendance; but average attendance is affected not only by these forces, but, in an unfavorable way, by weather conditions, and the prevalence of epidemic diseases. The increase in average attendance for summer terms will be seen to be considerably in excess of that in registered attendance, while in winter terms, though a considerable increase in registered attendance appears, average attendance shows a considerable decrease. These conditions indicate that, while the forces inducing regularity of attendance were more potent than in the preceding year, they were nullified in the winter terms by other forces, chiefly epidemics which in not a few cases, as appears from reports of school committees, compelled the suspension or closing of the schools.

On the whole, the statistics of attendance for the year may be fairly considered as showing the existence of a more

intelligent and active parental interest, compelling by its demands better teaching and better supervision, and securing by its exercise more continuous and regular attendance of pupils.

III. *Length of Schools.*—It has already been indicated that, notwithstanding the considerable decrease in the amount expended for the year in the maintenance of the schools, they suffered no diminution, but rather increased in length. This increase was both in average and aggregate length. The average increase shown is wholly in summer terms, and is equivalent in value to one week's schooling of 39,517 pupils. Taking the product of aggregate length and average attendance for the year as the measure of work done, and making comparison with that of the preceding year, it appears that the work of the schools increased in value by the equivalent of a week's schooling of 47,158 pupils.

IV. *Character of Schools.*—The statistics grouped under this head, comprising two sub-groups showing respectively the character of the schools as graded or ungraded and the character of the ungraded as to their scope of instruction, are in keeping with those already examined, as indicating improved and improving conditions. In view of the fact that the change from ungraded to graded schools of necessity is the making of two or more schools from one, increase in the number of the latter class would in every case be followed by increase in the whole number, unless, prior to, or in conjunction with the change, there had been consolidation of two or more of the former class into one. The increase of 50 in the number of graded schools in the State, shows not alone progress in the direction of more systematic and profitable school work; it also, taken in connection with the small increase in the number of different, and considerable decrease in number of ungraded schools, indicates that in the process of change, in many instances, small and weak schools have been absorbed into the larger and stronger. There is thus indicated a trend in school affairs in the direction of a much needed reform—the

gradual strengthening of the whole system by the extinction of the many unnecessary small schools, which have been and are sources of waste in money and force. And the trend thus indicated is proved by an examination of the statistics for the four years, during which they have been collected, showing, as they do for that period, a net decrease of 83 in the whole number of schools, a net increase of 52 in the number of graded schools and a decrease of 175 in the number of ungraded schools.

The statistics in the second sub-group under this head are indicative of improvement where most needed—in the condition of the rural schools. The several marked increases in the number of ungraded schools in which are taught the higher branches of the common school course, are very significant. They show the existence of a public opinion growing in force, which recognizes the value of a wider range of knowledge and a broader training than is typified in the "three R's," as a fit preparation for the every-day work of life. They indicate, as a result of such public opinion, a demand for, and the employment of, better qualified teachers. When considered as members of series of like increases, as they are, extending over and constant for a period of at least five years, they not only indicate already greatly improved conditions but become prophecies of still greater improvement in the future.

V. *Teachers.*—The statistics relating to the number of male and female teachers employed continue to show for this year what has been shown for the four preceding years—decrease in the former and increase in the latter, aggregating in the five years a net decrease of males, in summer of 50 and in winter of 528; and an increase of females, in summer of 101 and in winter of 542. Taken in connection with the facts, that during the same period, the amount expended for the maintenance of the schools has increased by \$66,409, while their average length has decreased three days; and that for the same rate of wages a much better qualified female than male teacher can be employed, the marked change here

shown in the character of teachers employed, as regards sex, is stronger proof, and a more accurate measure of that demand for better teachers, otherwheres indicated, than anything else that can be adduced.

Less indicative of improvement than the decreases and increases just considered, is the increase in the number of different teachers employed during the year. Frequent change of teachers, as a rule, means waste. One of the most serious defects, if not the most serious, in our school system as it is, is evidenced in the fact that it took 7,596 different teachers to teach our 4,832 schools during the year. Making due allowance for those schools requiring the constant services of more than one teacher, there were still, at least, 2,000 changes during the year. In each of 2,000 schools,—and in almost every case, they were the ungraded rural schools in towns still burdened by the district system—there was thus entailed an average waste of two weeks of the time of teachers and pupils, and this, too, where waste could be least afforded. In many of these cases, doubtless, the changes were, on the whole, desirable—sometimes even necessary;—but a majority of them were simply unnecessary and worse than unnecessary. The increase in this regard, shown by the statistics, is to be deprecated, not only as indicating the opposite of improvement in the schools, but because for the two previous years, marked improvement in this regard was evident.

The character of the teaching force as indicated by previous experience remains nearly relatively the same as for the preceding year. New teachers to the number of 1,109 entered the ranks this year as against 1,074 last. To what extent these were prepared for their work in other respects than experience, as compared with those whose places they took, there is nothing to show definitely. There are good reasons, however, for believing that our new teachers enter upon their work better prepared in scholarship, and with a clearer understanding of its requirements, than ever before.

The slight decrease shown in the number of normal graduates employed is to be greatly regretted. There ought rather to have been an increase, in view of the number annually graduated from those schools. We ought to retain in our own schools the services of all such, so long as they continue to teach, but we fail to do so. While other States accord to the graduates from our normal schools honors and privileges which we deny them, and, at the same time, stand waiting to pay them much better wages than we pay them at home, we shall continue to find them, as we do now, reflecting honor upon the State of their birth, as they fill with credit responsible positions in other States, but we shall suffer serious loss in failing to keep them at home.

The decrease evident in wages of both male and female teachers is indicative, on its face, of progress in the wrong direction. In it, however, is to be found the explanation of the already noticed decrease in expenditures, and increase in average and aggregate length of schools. It accounts, too, in whole or in part, for the increase in number of different teachers employed, for lack of improvement in character of teachers as indicated by experience or want of it, and for the decrease instead of increase in the number of normal graduates employed. While, therefore, a good has been secured by this decrease, a greater good has been sacrificed. And the sacrifice was needless, for reduction of expenditures and longer schools are not only possible but practicable at the same time with higher wages for teachers, with all that would follow therefrom. Economize by abolition of the hundreds of needless small and weak schools in the State, through which so much of the people's money annually runs to waste—and wickedly runs to waste—and longer schools can be had, stronger schools can be had, better teachers can be had, better paid and permanently employed, and the State will be the stronger by keeping in its own service the brain that now goes into the service, and works for the up-building of other States.

VI. *Text-Books and School Appliances.*—The statistics grouped under this head show no material changes as to supply and uniformity of text-books. The very slight change indicated, however, is in the line of improvement. As regards supply of other appliances, the changes seem not for the better. Nor can much improvement in these regards be expected under our present methods of managing these matters. Not till the town shall be required to furnish the pupil with such books as he needs as free to him as are the services of the living teacher, will the evils of non-supply, non-uniformity, and undue cost be corrected. Not so long as the district system continues to hinder instead of help the progress of the schools toward higher efficiency, will the bare walls of our school-rooms be covered with maps and charts—indispensable aids to the best work in instruction.

VII. *School Districts and School-Houses.*—Eight towns abolished the district system at their last annual meetings, and two, which had voted to abolish the previous year, but in which action consequent upon such vote had not been carried far enough to show any material good results, voted to return to the old system. The net gain in this direction, therefore, shown by the statistics, is six. In the towns abolishing were 77 districts, and the number of districts in the State would have been reduced by that number, had not new districts been formed in other towns by combination of parts of districts in part, and, in a few cases, by subdivision of old districts, thus bringing down the net reduction in number of districts to 52.

Seventy-two new school-houses were built during the year, as against 73 in the preceding year, of which 36 appear to have been in districts where none existed before, and 36 in the place of out-worn buildings. These were built for \$34,795 less than those of the year before, but this large decrease in aggregate cost was due to the building, in the preceding year, of six buildings whose aggregate cost was \$36,293. Notwithstanding the building of these 72 new houses during

the year, the number in the State reported in good condition increased but four, from which it would appear that 68 of those heretofore considered in good condition, had ceased to be so considered. The increase in estimated value of school property, however, was \$31,372, or nearly three-fourths of the cost of all new buildings, indicating the keeping up by repairs of the value of previously existing buildings.

Considered as a whole the statistics under consideration, though not showing the improvement which ought to have been made during the year in the particulars to which they relate, are indicative of a growing appreciation of existing defects in the system, and of more effectual endeavor to remedy those defects. As regards the abolition of the district system, they do not show the full measure of the growth in public opinion in favor of its abolition, though they show that in this regard more progress has been made than in the other particulars to which they relate. I am fully of opinion—opinion based upon various indications which are manifest in items in the newspapers, in notices of topics discussed in the granges and other associations, and in expressions of prominent and representative men met in all parts of the State—that the intelligent public opinion of the State is by a large majority strongly in favor of, and determined to secure, this much needed reform—this reform absolutely necessary in order to bring the common schools up to the level to which they must be brought to meet the requirements of the times.

VIII. *School Supervision.*—The statistics under this head show no marked changes. The changes shown, however, are, with the exception of the small increase in number of terms not visited as required by law, all indicative of improvement. Especially so indicative is the increase in amount paid for supervision.

In the ordinary town there is no item in the municipal expenditures more closely scrutinized and more likely to be sharply criticised, if larger than usual, than the bills of the school committee. This item of the school statistics, there-

fore, is, perhaps, the most sensitive index of all to the condition of public interest in the schools. A general and considerable increase in this particular, especially if it be one of a series of constant increases through consecutive years, indicates generally increased watchfulness over, and effort for the interests of the schools on the part of those having those interests immediately in charge ; and, since increased effort on the part of public servants is the reflex of public demand, these increases reflect with considerable accuracy the annual growth of public interest in, and demand for better schools. The increase this year shown, is the fifth in an unbroken series beginning in 1880-1 and aggregating \$7,200. It is, therefore, somewhat larger than the average for the five years, and indicates that the public demand for improvement in the schools, of which it is the index, is continually growing in force.

IX. *Summary.*—Giving to the statistics of the year, considered in detail, and as a whole, reasonable interpretation when brought into comparison with those of the preceding year, the exhibit made may fairly be considered as showing an improved and improving condition of the common schools in the following respects, viz :

1. They have been more economically managed without detriment to the quality of work done in them, as indicated by statistics relating to character of teachers employed ; and at the same time an increased amount of work has been secured through increase in their length.

2. They have improved and are improving in organization by continued progress in the abolition of the district system, and by consolidation of weak with stronger districts, thus reducing the number of districts, and making practicable a considerable increase in the number of graded schools.

3. The quality of work done in them has improved and is improving, by pupils entering upon it at more mature age and by their more constant and continuous attendance, by the employment of better qualified teachers, and by a broadening

of the scope of instruction to include in increasing numbers of schools what may be termed the more advanced statute studies.

4. The quantity of material brought under instruction, as compared with the whole quantity available, has increased as shown by increases in registered and average attendance.

5. Supervision has increased and is increasing in efficiency—is more earnest, vigilant and systematic, and has exercised larger directive force, as is evidenced in all the progress made in the schools, and especially in the larger amounts expended therefor.

6. Finally, as the moving cause of all improvements indicated, public opinion must have been, and must be growing to a more intelligent appreciation of the condition and needs of the schools, whence results a force vitalizing the whole system.

FREE HIGH SCHOOLS.

In the appendix will be found the usual detailed statistics of the Free High Schools for the year. As more clearly and definitely showing the condition of this part of our public school system, attention is called to the following

COMPARATIVE STATEMENT.

1. *Of Number and Length.*

	1884-5.	1883-4.
Number of towns in which supported	142	123
Increase	19	
Number of terms of school	319	285
Increase	34	
Aggregate number of weeks	3,370	3,140
Increase	230	

II. *Of Attendance.*

Number of pupils registered	9,596	9,757
Decrease	161	
Average attendance	8,002	7,733
Increase	69	
Attendance of teachers of common schools,	766	782
Decrease	16	

III. *Character of Instruction.*

Number of pupils in reading	5,609	6,042
Decrease	433	
Number in arithmetic	5,655	5,687
Decrease	32	
Number in English grammar	4,676	4,543
Increase	133	
Number in geography	2,895	3,007
Decrease	212	
Number in United States History	1,675	1,783
Decrease	108	

	1884-5.	1883-4.
Number in natural sciences.....	3,141	3,286
Decrease	145	
Number in higher mathematics	3,374	3,434
Decrease	60	
Number in book-keeping.....	1,611	1,621
Decrease	10	
Number in ancient languages	2,038	2,212
Decrease	174	
Number in modern languages	825	637
Increase	188	

IV. *Fiscal.*

Whole amount expended.....	\$94,492	\$99,373
Decrease	\$4,881	
Amount provided by towns and school dis- tricts	72,411	77,485
Decrease	5,074	
Amount paid from State treasury.	23,541	21,888
Increase	1,653	

The figures grouped under the first head in the above statement, show that these schools are continuing to grow into popular favor. The increase of 19 in the number of towns in which they have been had, bringing the whole number of towns up to 142, with the corresponding increases in number of terms and weeks, is evidence of such growth in the directions most to be desired—in the carrying of their benefits into the rural towns. Should the growth here shown continue in like ratio for the next year, they will be had in a larger number of towns than in any previous year since their establishment in 1873.

The statistics of attendance are hardly what was to have been expected in order to be in keeping with those in the first group. While the number of schools has increased, there seems to have been a small decrease in the aggregate number of pupils attending, though the attendance of such pupils was more constant. This decrease is, however, as indicated in the returns from which the statistics are derived, largely due to a raising of the standard of admission established, and,

therefore, indicates improvement in the character of the instruction given in these schools.

The figures relating to the character of the work done, as indicated by the members pursuing the several subjects of instruction taught in them, show, on the whole, that they are gradually coming into more proper relations to the common schools. While supplementing the work done in those schools by carrying further their instruction in the higher studies properly taught in them, the high school on the one hand should not lap over upon the common school by doing its peculiar work, but should, on the other hand, take up work not properly found therein. Its work should be peculiarly its own, but of such character that, taken with common school work, the two should form a symmetrical whole. Such is coming more and more to be the case. The rudimentary work which it is for the common school to do wholly, but which the high school, in many localities, has had to do to some extent, is rapidly being relegated to its proper place. This is seen not only in the high school statistics here under consideration, but in the kindred statistics of the common schools. The increased attention given in those schools to such subjects as history, physiology and book-keeping in their rudiments, has resulted in part, at least, from this grading up of the work of the high schools. There seems to be a process of evolution going on, by and through which the common and high schools are mutually modifying each the work of the other, and so becoming adjusted to each other as parts of a symmetrical whole.

The fiscal showing here made is in agreement with that for the common schools. While in both cases there was increase in the aggregate quantity of schooling secured, it was at a reduced expenditure. At a cost five per cent less than for the preceding year, the aggregate number of weeks of free high school was eight per cent larger. The same economy, therefore, which characterized the management of the common schools, is here manifest—an economy, as indicated by the other facts shown, not inconsistent with improvement.

To summarize the facts shown or indicated by the foregoing statistics, it may be fairly stated that, for an expenditure \$4,881 less than for the preceding year, there were had, in 19 more towns, 34 more terms of free high school, aggregating 230 more weeks in length, with a slightly larger average attendance of more advanced pupils doing relatively more practical and better graded work. The facts thus stated, considered as results, indicate a growing public appreciation of these schools, and of the special work which they have to do as supplements to the common schools. Finally, in this growing public appreciation, is the promise of still better things, when these schools shall be, instead of optional as they now are, an integral part of a general and compulsory public school system.

NORMAL SCHOOLS.

I. ATTENDANCE.

The condition of our normal schools, in regard to organization, and scope and methods of instruction, changes and can change but little from year to year. Those who had in control their interests when they were established, and in the years when their work was taking form and shape, so fashioned them to the conditions and needs they were set to meet, that their work is changed and improved only to keep pace with the growth and advance of pedagogical science. Those who do their work may change in part or in whole, as more than once they have in the past, but the work itself moves on steadily along practically unchanging lines.

But while they change little in character and methods of work, they do change year by year in the value of their work to the State, as measured by the numbers entering, in attendance upon, and graduating from them. And these changes, whether of increase or decrease, are significant of the action of more than one force. As their work becomes better appreciated, as the demand for trained teachers becomes more potent, the numbers entering become larger. As the animating spirit pervading their work varies, as it will and must, as the school atmosphere pervading them changes with changes in the personnel of the teaching force, attendance varies in constancy and continuity, and average attendance and numbers graduating increase or decrease. The statistics of attendance, therefore, become important as measuring not alone the amount of work done, but the estimation in which that work is held by the public; and as indicating, also, whether their pervading spirit is that of earnest, healthy, careful and happy work, or of forced task-work. So considered, a very satisfactory exhibit on the whole is made in the following

STATISTICS OF ATTENDANCE.

SCHOOL.	Year Ending.	No. Entering.	No. Graduating.	LARGEST ATTENDANCE.	
				Number.	Term.
Castine	June 5, 1884,	106	19	136	Spring.
Farmington	" 12, "	59	30	81	"
Gorham	July 2, "	55	30		
Totals	-	210	79		
Castine	June 4, 1885,	85	40	120	Spring.
Farmington	" 11, "	121	27	140	"
Gorham	" 30, "	61	32	84	"
Totals	-	267	99	344	

II. CHANGES IN TEACHERS.

1. *Castine*.—At the end of the last school year, Mr. Woodbury, the Principal, found his health so impaired by over-work, that he felt compelled to seek restoration in rest and a change of climate. At his request the Board of Trustees granted him leave of absence on pay for one year, if so long an absence should be found necessary, on condition that he should make such arrangements with the other teachers, and by the employment of substitutes satisfactory to the trustees, that the work of the school should not materially suffer because of his absence. During the fall term he continued in the State, giving more or less of personal oversight to the work of the school, but was compelled to be wholly absent for the rest of the year. During the year, Miss Mary E. Hughes, whose long service in the school had specially fitted her for the task, acted as principal. Dr. Edward E. Philbrook, a former graduate and teacher in the school, was secured to take a part of Mr. Woodbury's work, which he did to the satisfaction of the trustees. In the spring term, Miss Sarah Laughton was employed to give instruction in elocution.

Under the conditions and arrangements above stated, the work of the school moved quietly and effectively on during

the year, and was crowned at the close with the graduation of a class of 40—the largest in the history of the school. While the school doubtless suffered loss in Mr. Woodbury's enforced absence from its immediate and personal control and direction, the result has proved the wisdom of the course pursued by him and the trustees; for he has now returned to his work with health so far restored as to give promise of longer efficient service. His permanent loss to the school and State, which would probably have been the result of any other than the course pursued, would have been a serious misfortune.

2. *Farmington*.—The rapidly-increasing attendance upon this school, with consequent increase in work required of teachers, made it desirable to increase the teaching force. Accordingly, Miss Hortense M. Merrill, a graduate of the school from both the regular and advanced courses of study, was employed during winter and spring terms.

At the beginning of the spring term, Miss Elizabeth G. Bell, who had won for herself a very warm place in the hearts of all connected with the school, by the superior character of her work and by her sweetness of disposition, found herself compelled by failing health to give up her work. To fill her place, as well as to answer the demands for more help, made by the exceptional growth of the school in numbers, Mrs. Eliza T. Sewall, a former teacher in the school, and Miss Nellie Dennett, a late graduate, were employed for the spring term. While in Miss Bell's departure from the school it met with a very serious loss, that loss was less felt because of the character of the work done by those selected to take her place.

3. *Gorham*.—Here also changes in the teaching force of the school have occurred during the year. Miss Viola M. White, early in the year, was compelled by ill health to give up her work, much to the regret of her fellow-teachers and of the pupils in the school. To fill the vacancy thus caused, Miss Bessie A. Read, who had had charge of the primary model school from the beginning, was temporarily promoted,

and her place filled by Miss Jennie M. Colby, a graduate of the school. Little harm came to the work of the school from these changes, because of the increased efforts of all to make them of least possible effect.

III. FINANCES.

The resources available for the support of these schools have been, for this year, as for the last, both special and regular. For repairs and improvements an appropriation of \$1,200 was put at the disposal of the trustees, which they divided among the three schools in such manner as to give Gorham \$500, Farmington \$400 and Castine \$300. These sums have been wisely and economically expended under the direction of the several local trustees as they seemed most needed.

The regular appropriations of \$19,000 for the three regular schools, and of \$1,300 for the Madawaska Training School, have been used for the purposes for which intended. Very great prudence has been required to make them sufficient, as is evidenced in the fact that only the small balance of \$26 was left at the end of the year. These appropriations should be made large enough, not only to cover the regular expenditures for salaries, fuel, incidental repairs and advertising, but also to leave reasonable margin for additions to libraries and apparatus. As they are it has been impossible to make additions in either direction.

For a more succinct and detailed account of resources and expenditures, reference is made to the following

FISCAL STATEMENT

For the Year Ending December 31, 1885.

RESOURCES.

Regular annual appropriation	\$19,000 00
Special appropriation for repairs	1,200 00
Appropriation for Madawaska Training School... .	1,300 00
	<hr/>
	\$21,500 00

EXPENDITURES.

For salaries, Normal schools	\$17,657 24
“ “ Madawaska Training School.....	1,300 00
“ repairs, special	1,200 00
“ “ general	88 91
“ fuel	1,107 84
“ diplomas, blank.....	50 00
“ “ filling	25 75
“ incidentals	44 26
Balance undrawn	26 00
	\$21,500 00

IV. REPORTS OF PRINCIPALS.

For more particular and definite statements of the condition, work and needs of these schools reference is made to the subjoined reports of the principals of the several schools.

EASTERN STATE NORMAL SCHOOL, }
CASTINE, ME., June 4, 1885. }

To the Trustees of the Normal Schools :

GENTLEMEN:—In compliance with your by-laws, I herewith submit the report of the Eastern State Normal School for the year ending June 4, 1885.

Leave of absence having been granted to Mr. Woodbury for the year, Edward E. Philbrook, M. D., a former teacher in the school, was added to our force at the beginning of the fall term. Miss Sarah E. Laughton has given lessons in elocution during a part of the spring term. With these exceptions, our corps of teachers is the same as last year.

The attendance for the year is as follows: Fall term, 98; 31 young men, 67 young women. Winter term, 83; 15 young men, 68 young women. Spring term, 120; 39 young men, 81 young women. Total attendance, 301; 85 young men, 216 young women.

The graduating class numbers 40; 11 young men and 29 young women. All but four have taught in the public

schools of the State. Average number of weeks, 58. Average age of class, 22.6 years.

Some additions have been made to the library, and to apparatus, during the term. The text-books in use are the same as last year.

The teachers' room has been repaired.

The work in the Model Room has been carried on with the same success as hitherto. Every year adds proofs of its value to our classes.

The general health has been good throughout the year. One death, the first in the history of the school, occurred during the fall term.

Respectfully submitted.

MARY E. HUGHES,
Acting Principal.

STATE NORMAL SCHOOL, }
FARMINGTON, ME., June 11, 1885. }

To the Trustees of the Normal Schools:

GENTLEMEN:—I have the honor to submit the following report of the Farmington State Normal School for the year 1884-5.

The teachers during the year have been: Principal, George C. Purington; Assistants, Chas. F. Warner, A. B., Helen B. C. Beedy, Elizabeth G. Bell, Annie M. Pinkham, Viola A. Johnson, Hortense M. Merrill, Eliza T. Sewall and Nellie Dennett. The increased attendance and consequently a larger number of recitations, caused by dividing some of the classes, made imperative an addition to the teaching force, and Miss Merrill was engaged to work half time in the winter term, and full time in the spring term. Her salary has been mainly paid from the incidental fee. Through the sickness of Miss Bell we met with a serious loss in the spring term. Mrs. Sewall and Miss Dennett were engaged to fill her place.

ATTENDANCE FOR THE YEAR.

Fall term	110
Winter "	102
Spring "	140
Total attendance for the year	352
No. of different scholars	188
" scholars entering	121
" graduates from reg. course.....	26
" " " adv. "	4

Our philosophical and chemical apparatus are now fully equal to the needs of the school, as we have made quite extensive additions during the year. Some additions to our library are needed, but the incidental fee will amply provide for them.

In concluding my report last year I expressed the opinion that "in point of numbers, at least, the future of the school seems very promising." While the attendance has not been as large as I hoped, still it has been large enough to justify the opinion.

One hundred and twenty-one *new* scholars have entered this year, a number larger by three than has entered any previous year save the first year, when one hundred and twenty-nine entered, larger than any number entering any other New England normal school.

We hope to increase the attendance during the coming year so largely that we can demonstrate to the Board of Trustees and to the people of the State that a much larger building is needed here. There are in the five counties lying nearest this school, enough scholars who ought to attend, and will attend, if proper efforts are made, to more than double the present attendance.

ADVANCED COURSE.

During the year nine of the graduates have been in the advanced course; four of them have completed the course, the others leaving, two on account of ill health and three to

teach with the intention of returning to complete the course. The prospect is good for a larger attendance upon this course during the coming year. I renew the hope expressed a year ago, that still another year may be added to the course. While I believe that the present course *is of great value* to those wishing to teach the higher branches, one more year is needed, especially in Latin and the modern languages, to make the work done in those studies most effective. By adding the fourth year and making Latin optional the last year of the regular course scholars can go out of the school fitted, so far as scholarship and training can fit them, to teach any of the studies taught in high schools except Greek. If this could be done many more young men would come here who now go to other schools simply because they feel that they must study Latin (as they must) to get the better paying and more responsible situations.

The demand for teachers during the year has been largely in excess of the supply. We have been much encouraged by the interest manifested by school committees in different parts of the State, in our work, and we have to thank the Board for their generous interest in our behalf.

Respectfully submitted.

GEO. C. PURINGTON.

STATE NORMAL SCHOOL, }
GORHAM, June 30, 1885. }

To the Trustees of State Normal Schools:

GENTLEMEN :—In accordance with the requirements of law, I make the following report of the “State Normal School at Gorham,” for the year ending June 30, 1885 :

Whole number of pupils beginning the school course during the year, 67 (sixty-seven).

Whole number graduating during the year, 32 (thirty-two).

Whole number of different pupils connected with the school during the year, 152 (one hundred and fifty-two).

Number of teachers in regular work of Normal School, 4.

“ “ special “ “ “ 2.

“ “ regular “ Model Schools, 2.

Number of volumes in the library (other than professional books, text-books and books of reference), 619.

Number added during the year, 92.

Number of volumes of professional books, 171.

“ “ text-books for classes, 461.

“ “ reference books, 70.

Amount expended for apparatus, \$50.

“ paid for teacher of elocution, \$150.

“ “ lectures on literature, \$50.

NEEDS.

1. An additional teacher in the Normal School work.
2. Additional apparatus; a sum not less than one hundred dollars per year in the hands of the teacher of science for this purpose.
3. A complete set of carpenter's tools, with work-bench, to enable the pupils to acquire manual dexterity, and learn to make school appliances.
4. More books, especially of history, geography, travel, biography and reference.
5. Renewing of the blackboards.
6. An additional advanced course of not less than two years; no pupil to enter on it till he has completed the full course in the regular normal course.
7. An addition to the model school course of three years, to serve as a preparatory school for pupils not really qualified by academic training to enter the Normal School work with advantage.

TEACHERS.

Mr. W. J. Corthell; Mr. H. M. Estabrook; Miss V. M. White; Miss Grace J. Haynes; Miss Bessie A. Read, Miss

Rosie Chute, model schools; Mr. W. L. Fitch, vocal music; Miss Sarah Laughton, reading and elocution.

So far as is known, harmony of plan and execution has marked all the work and association of the teachers, shown in mutual confidence, frankness, helpfulness, and success. Miss V. M. White's health failed in March. She was obliged to return to her home where she is now recovering, but very slowly, from a very severe and long continued sickness. Teachers, pupils and people, here, to all of whom she had endeared herself by her sterling qualities of mind and heart, regret her enforced absence, and hope that she may ultimately, with re-established health, return to her place here.

Miss Bessie A. Read, of the model school, has taken the place made vacant by the absence of Miss White. She is showing herself well fitted for the position. Miss Jennie M. Colby is for the present supplying the place of Miss Read in the model school.

The graduates of the year have been noted for faithful, honest work, and while not abnormally brilliant, have shown good average power to teach. They will succeed in their schools, and will help to convince the people of the advantage of professional training for the teachers' office.

The other pupils have been industrious, faithful and courteous, needing little in the way of government or stimulus, and showing a readiness to be directed, which makes it a pleasure to teach them, and promises well for their success as teachers.

TEXT-BOOKS.

The text-books used are the same as last year, except that "Colburn's Intellectual Arithmetic" has been put in for drill in all the classes. Wentworth's Geometry has been substituted for those previously used.

COURSE OF STUDY.

The course of study remains substantially as before. The changes needed, if any, should be in the direction of taking

out rather than adding to the work to be done in the time. The time should be extended rather than the work. The defect in American education is its hurry and consequent "flashiness" and superficiality. The Normal Schools, by precept, but more emphatically by practice, should emphasize their detestation of this "show instead of substance" education.

WILLIAM J. CORTHELL, *Principal.*

MADAWASKA TRAINING SCHOOL, }
FORT KENT, ME., July 20, 1885. }

To Trustees of State Normal Schools:

GENTLEMEN:—I submit the following report of the Madawaska Training School for the year ending July 16, 1885:

The school year has been one of forty weeks, twenty-two weeks of which were held at Fort Kent and eighteen at Grand Isle. The attendance has been the largest the school has ever had, registering 114—seventy-eight ladies and thirty-six gentlemen.

The attendance at Fort Kent was 64—forty-four ladies and twenty gentlemen. The whole attendance at Grand Isle was 50—thirty-four ladies and sixteen gentlemen. Locating the school at Grand Isle has done much to increase its usefulness in the lower section of this territory. The inhabitants of that town are deeply interested in the school, and are doing all in their power to secure its continuance there. Extensive repairs have been made on the school-house, and a large and pleasant class-room has been furnished in the upper story, making the building now very comfortable for several years.

The studies pursued have been: Reading (English and French), Arithmetic, Algebra, Grammar (English and French), Language, Geography, History of the United States, Physical Geography, Physiology, Book-Keeping, Civil Government and Penmanship.

No change of text-books has been made and the *work* of the school has been done very nearly in the same manner as that of previous years.

Several volumes of choice literature have been added to the school library, making it now a collection of 120 volumes. The funds to support it are obtained by levying a small amount upon each pupil and from the result of school exhibitions occasionally given.

The students are becoming interested in their general reading and each is careful, on Friday afternoon, to secure a book from the library to carry home.

The health of teachers and pupils has been good and few have lost any time from sickness.

The students have been prompt and regular in attendance, and earnest in their work, and I am satisfied that all which ought reasonably to be expected of the school has been accomplished.

Very respectfully submitted.

VETAL CYR, *Principal.*

MAINE CENTRAL INSTITUTE,
PITTSFIELD, ME., Dec. 8, 1885. }

Trustees of State Normal Schools:

GENTLEMEN:—I herewith submit the annual report of the normal department of Maine Central Institute. The school year consists of thirty-seven weeks, and, for the last year, began December 8, 1884, and ended November 20, 1885. During this time fifty-two different pupils have been in attendance, ten of whom completed the course and graduated last June. The following is a list of text-books used. Fish's Robinson's Arithmetic, Wentworth's Algebra and Geometry, Norton's Physics, Walker'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, Well's English Grammar, Franklin Sixth Reader, Barnes' General History, Higginson's History of the United States, Lockyer's Astronomy, Dana's Geological Story, Hopkins' Outline Study of Man, Fairchild's Moral Philosophy, Kellogg's English Literature.

Respectfully submitted.

O. H. DRAKE, *Principal.*

EDUCATIONAL ASSOCIATIONS.

I. MAINE PEDAGOGICAL SOCIETY.

The principles of co-operation, which underlie all organizations of persons of like pursuits for mutual help, or for the better carrying forward of the work in which they are engaged, have not failed of adoption and application on the part of teachers. The permanent outcome of those principles, as applied by Maine teachers, is found in the organization of associations of two grades—State and county.

Our State association, the Maine Pedagogical Society, is strictly professional in character, none being admitted to membership except such as are making educational work, in some of its forms, their sole or leading business, and such as have proved their fitness for such work by a successful experience. It has for its purpose "the consideration and discussion of all questions relating to the organization and government of schools, methods of instruction, professional standards, and the principles which should control the policy and legislation of the State in respect to education."

To do the work which it has thus set itself to do, it holds semi-annual meetings of two and three days each, whose exercises consist of formal and carefully prepared presentations of subjects for consideration; general discussion of the subjects so presented, preliminary to their reference to and more careful consideration by appropriate committees; and final discussion upon and decisions regarding such subjects as have been so presented, discussed and considered in and reported from committees. Principles enunciated and methods recommended as the results of such full, careful and thorough examination and deliberation at the hands of educational experts, should carry with them something of authority.

Some of the work of the society, so carefully wrought into form, has appeared in former reports of this department,

notably a scheme of work for ungraded schools. In the appendix to this report will be found other of its contributions to educational science, in the form of reports of its Committee on Instruction, upon the subjects of Arithmetic, Geometry, Reading and Morals. These, it is expected, will be followed soon by others upon the remaining subjects of common and higher school instruction. Taken together they will form a body of pedagogics of great value, which it is the intent of the society to make available to the teachers of the State of every grade.

To strengthen the society for the work which it has so well begun, and for other work which lies ready for its doing, it needs the help of all the educational forces of the State. It needs members and money, and the one will bring the other. Every teacher in the State eligible to membership, owes it to his profession, to his fellows, to the State and to himself to contribute to its strength by allying himself with it, and by taking active part in its work. Every friend of educational progress owes to it his active encouragement and sympathy.

II. COUNTY ASSOCIATIONS.

By a resolve of the Legislature of 1881, an appropriation of \$800 was made for holding teachers' meetings. As the most efficient agencies through which to attain the purposes for which that appropriation was made, teachers' associations were organized in all counties in the State, in which such organizations did not already exist. The plan on which they were organized, and the methods of work pursued in the meetings held under their auspices, have been fully explained in previous reports. It is enough to say that from the start they so met the needs of teachers, and their success was so evident, as to give promise of their becoming a permanent part of our system of public instruction. After four years of experimental work under annual appropriations made by resolve, during which, with two or three exceptions, they constantly and rapidly gained in membership and in excellence of work, the last Legislature gave them permanence, and a status as

recognized agents of the State for the professional improvement of teachers, by the passage of the following act :

AN ACT to provide for the holding of County Teachers' Conventions.

Be it enacted, etc., as follows :

Section 1. Whenever not less than thirty of the teachers and school officers of any county shall have formed an association under rules of government approved by the state superintendent of common schools for the purpose of mutual improvement in the science and art of teaching, and of creating popular interest in, and diffusing a knowledge of the best methods of improving our public school system, by the holding of conventions at least once every year under the supervision of the state superintendent, the state shall defray the necessary expenses attending the holding of such conventions, for which purpose the sum of six hundred dollars is hereby annually appropriated, to be deducted and set aside therefor by the treasurer of state from the annual school fund of the state; provided, however, that no more than two such associations shall be formed in any county, and that the expenses as aforesaid of no more than two conventions of any such association in any year shall be defrayed by the state.

Section 2. Teachers of public schools are hereby authorized to suspend their schools for not more than two days in any year during the sessions of such conventions within their counties, unless otherwise directed in writing by the school officers, and attend said conventions without forfeiture of pay for the time of such attendance, provided they shall present to the officers employing them, certificates signed by the secretaries of such conventions, and countersigned by the state superintendent of common schools, showing such attendance.

* * * * *

(Approved Feb. 24, 1885.)

This act introduces no wholly new features into the form of organization of these associations, or the general methods pursued in their conventions. They were in the beginning formed by the voluntary action of those taking part in their organization, "under rules of government approved by the State Superintendent of Common Schools," and their conventions had been held under his direct supervision in that he had appointed times for holding them; had directed, within certain limits, their programs of exercises, and had been present and had voice, either in person or by proxy, in all their work. The provision, however, giving teachers legal right to attend without loss of pay, is a new departure, though in many towns that right had been heretofore granted by school officers.

Under the act twenty conventions have been held during the year. That our teachers appreciate the right granted them, was evident in the exceptionally large and constant attendance, and the interest manifested in the exercises of these conventions. The programs were generally made up of papers with discussions thereon, though in several of the best conventions held, teaching exercises were a feature. The subjects considered, four or six of them in each convention, were among those outlined in the following general programme and syllabus of subjects for meetings of county educational associations, 1885 :

I. ORAL LESSONS IN MIXED SCHOOLS: *1. Purposes*—(1) To train to ready expression of thought; (2) To form habits of attention; (3) To educate perceptive faculties; (4) To impart general information. *2. Character*—(1) Objective chiefly; (2) Brief and pointed; (3) Given to whole school instead of classes. *3. Matter*—(1) Natural science, as Botany, &c.; (2) Temperance, morals and manners; (3) Drill in numbers. *4. Suggestions*—(1) Make thorough preparation; (2) Make the lessons talks with, not lectures to, pupils; (3) Call back all direct instruction given; (4) Summarize the points made in every lesson.

II. THOROUGH TEACHING: *1. Necessity for*;—*2. Conditions of*—(1) Proper lessons properly assigned; (2) Thorough preparation by teacher and pupil; (3) Right methods of recitation; (4) Thorough and frequent reviews. *3. Suggestions*—(1) Know what is in every lesson before assigning; (2) Give necessary help before requiring study; (3) Guard against too long and difficult lessons; (4) Review thoroughly.

III. INSTRUCTION IN TEMPERANCE: *1. Requirements of Law*; *2. Matter*—(1) Nature of stimulants and narcotics; (2) Effects of use on system; (3) Social and moral evils growing out of use of. *3. Methods of Instruction*—(1) Oral for primary schools and primary pupils; (2) Use of textbooks for advanced work; (3) Objective instruction by use of charts, models, &c., and experiments.

IV. TEACHING EXERCISES IN READING, ARITHMETIC, LANGUAGE AND GEOGRAPHY:—(1) Classes chosen from members, or from pupils in town; (2) Brief statement, oral or written, of purposes of the exercise; (3) Exercise given; (4) General discussion and criticisms of the exercise.

V. THE TEACHER'S WORK OUTSIDE OF SCHOOL: *1. For his school*—(1) In daily preparation; (2) In securing parental interest and co-operation. *2. For educational progress*—(1) In forming public opinion; (2) In taking part in educational meetings. *3. For himself*—(1) In professional culture; (2) In general self-culture.

VI. PREVENTION AS AN ELEMENT IN SCHOOL GOVERNMENT: *1. Ends sought*—(1) Maximum of order with minimum of effort; (2) Order

through self-control of pupils. 2. *Methods*—(1) Systematic class-movements; (2) System in giving help; (3) Seating of pupils; (4) Care for physical comfort of pupils in warmth and pure air; (5) Proper amount of work properly assigned and arranged.

VII. SCHOOL APPARATUS: 1. *Need of*—(1) For thoroughness of work; (2) For increasing power of teacher; (3) For economizing force of teacher. 2. *Aids needed in teaching*—(1) Reading; (2) Arithmetic; (3) Geography; (4) Penmanship; (5) Other subjects. 3. *Means of securing*—(1) Appeals to school officers; (2) Aid of pupils; (3) Personal efforts of teachers.

VIII. PROFESSIONAL READING: 1. *Importance of*—(1) For growth in power; (2) For advancement in professional standing. 2. *Character of*—(1) Periodicals; (2) Standard professional works; (3) Works on subjects collateral to those taught. 3. *Time for*—Something every day.

IX. SCHOOL FESTIVALS: 1. *Purposes*—(1) To interest pupils in school work; (2) To interest parents and bring the school into public prominence. 2. *Character of*—(1) Picnics for pupils alone; (2) Occasional special school exercises to which parents are invited; (3) Closing public examinations; (4) Closing exhibitions. 3. *Practical suggestions as to management of these various forms.*

X. SCHOOL HYGIENE (to be presented by some member of State Board of Health).

But excellent as has been the work hitherto done by and through these associations, they can and should be made to do far more efficient work in the future. Now that they are permanently established, and to be managed as State agencies for the better fitting of teachers for their work, their efficiency can be largely increased by making them, not only agencies for bringing teachers together for mutual help, encouragement and inspiration, but agencies, also, through which they may be led to, and directed in systematic home study of the principles underlying, and the methods governing, teaching as a science and an art.

Among the later inaugurated agencies for improving the teachers of our public schools, is the Teachers' Reading Circle. It is an attempt to bring the Chautauqua plan of self-culture, by means of home study under wise direction, and under the pressure of tests of work, to the help of the thousands of teachers whom circumstances have not allowed or will not allow to seek in professional schools preparation for their work. The plan has already taken deep root, and

is showing wonderfully thrifty and rapid growth. In State after State these circles have been organized within the last year, with a membership in many States reaching high into the thousands. So general has the movement become, that a special national organization is already mooted, while the Chautauqua National Reading Circle is already well along in its plans to engraft this upon its already broad curriculum of study, by making teachers' professional reading a separate and prominent department of its work. A large majority of our Maine teachers have need of the culture, both professional and general, which wisely ordered reading circles are fitted to give. Nor is there doubt but that they will quite generally welcome such means of culture by taking zealous hold of their work. The time seems ripe, therefore, for a movement looking to their inauguration. Our county educational associations are the fittest agencies through which to make the beginning of, if not to continue the work to be done. They have, as the end of their being, the same purposes as are to be sought through the reading circle—professional improvement and general culture of teachers. They comprise in their membership between two and three thousand of those of our teachers who are most eager for improvement. Each of these associations, therefore, may easily and properly become a county reading circle, or may organize within itself such a circle as a department of work. And out of the circles so organized, may grow branches in the form of local circles doing the same work, wherever the conditions are such that a half dozen or more permanently employed teachers are to be found. Already one county association—that of Androscoggin County—has taken steps to so organize, and fifty of its members have enrolled themselves as members of such a circle.

The preliminary steps toward inaugurating this as an important and permanent element in the work of the county associations, will soon be taken. A committee of some of our leading educators will be organized,—the members being selected through the suffrages of the officers of the associa-

tions—to map out such a course of reading as will best suit our needs and conditions ; to select the books to be read, and make arrangements whereby they may be most conveniently and cheaply had ; to frame rules to govern members in reading so that their work may be most wisely directed ; and to plan means and methods for periodically examining into, and testing the results of the reading done, so that eventually those who pursue to the end the course mapped out, shall receive certificates or diplomas certifying to their professional attainments.

If our teachers shall take hold of this new work with the same zeal and interest that they have manifested in the other work of the associations, and if wisely planned courses be mapped out and wise conditions set for the observance of teachers pursuing those courses, the results in a few years will be of very great value in lifting our schools to higher efficiency.

SCIENTIFIC TEMPERANCE INSTRUCTION.

By an act of the last Legislature entitled "An Act relating to Scientific Temperance Instruction in Public Schools," it is made the duty of School Committees and Supervisors, as the proper local school authorities, to make "provision for instructing all pupils in all schools, supported by public money, or under State control, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system." The act further provides that no certificate shall be granted to any person to teach in the public schools of this State after the fourth day of July, 1885, who has not, by passing satisfactory examination therein, given evidence of being properly qualified to give such instruction.

The ends which this act is intended to subserve, are of vital importance in that fit preparation of youth for right living, and so for good citizenship, which it is the primary purpose of the public school to secure. Health of body and mind lie back of all fruitful and happy living, and health of body and mind can be preserved only through obedience to the laws of health. A knowledge of these laws, therefore, is of first importance—is far more valuable, in a practical point of view, than a knowledge of just how many were killed in each of the battles of the Revolution, or of how to solve all the impracticable problems in the advanced arithmetic, or how to parse the involved and difficult grammatical constructions in Milton's *Paradise Lost*. Moreover there are certain gross violations of these laws, of very general prevalence, whose beginnings are apparently harmless, and especially alluring to youth, but whose final effects, when these violations have grown in habits, are ruinous. One of these—the habitual use of narcotics, the most prevalent form of which is the use of tobacco—is not only wasteful of the substance of its

votaries and disgustingly filthy, but, when formed as a habit in youth retards full physical development, weakens and disorders the nervous system, and causes deterioration of mental force. But far more serious in its effects than this, is that sin against the laws of health, and the laws of God as well, the habitual use of intoxicants. Not only is it the prolific parent of disease and death in its votaries, but of pauperism and crime in the State. And rightly may the State seek to counteract the evils growing out of it, not by prohibition alone, but by the more potent means of education.

To forearm every child, therefore, against the ignorant formation of these habits, so disastrous to personal and public weal, by a full knowledge of their nature and effects, nay more, to form in him a fear and a horror of them, is the purpose of this act. Such a purpose would seem to recommend itself to all good men. Those having in charge our educational interests, whether as teachers or school officers, would naturally be expected to be earnest to carry out its provisions. Such has been assumed to be the case. Yet there is evidence that in some towns only half-hearted enforcement of its provisions has been attempted; in some, that nothing has been done. It is to be hoped that all failures, of whatever kind and degree, to secure at the earliest practicable moment, the instruction required by the spirit of the act, have been and will be due, not to willful negligence, but to the difficulties standing in the way. For there are such difficulties, and they are not easy to be overcome. The instruction required implies practically the introduction of a new subject in a majority, and a large majority, of our schools. Where Physiology and Hygiene has already been introduced as a subject of study, it implies the introduction of new methods of teaching to broaden the scope and at the same time to specialize and emphasize the application of the facts taught. It makes necessary, in short, the addition of at least one, and in most cases of more than one, regular exercise to already overcrowded programs of work. And the problem is to do this additional work efficiently, to give to it its due measure of

time and force, without detracting from the time and force due to other equally important work. The solution of this problem must be wrought out through earnest experiment in the schools. Experience, whether of successful or unsuccessful methods of work, will furnish the data upon which final successful methods must be based.

In order that nowhere may there be failure, or excuse for failure, to carry out the provisions of this act, on the part of school officers or teachers, because of not clearly seeing how the work required should best be done, I propose soon to take measures to ascertain what has already been done throughout the State, by what methods done, and to what degree successfully done. The results of experience thus ascertained, will be embodied in a circular of instruction to be put into the hands of every such officer and teacher in the State. Should failure thereafter occur, should local school authorities either willfully or negligently fail to make, or at least to attempt to make, to the best of their ability and in a reasonable way, the "provisions" required by the spirit of this act, such failure will not be considered "a sin to be winked at." If there be force in existing statutes to compel an honest observance of its requirements, and there doubtless is such force, it will be invoked to the full whenever and wherever there shall appear to be need for the application of such force.

SOME NEEDS AND HOW MET.

This report thus far has had to do with the condition, whether of progress or the opposite, of the various agencies which combine to form our system of public instruction. Incidentally in the course of the discussion, some of the means requisite to further improvement along either old or new lines of advance, have been more or less definitely suggested. Both custom and law, however, require that it should contain a somewhat more definite statement of what would seem needed to bring the system to higher efficiency. This statement will be made brief, since it will be but a re-statement of suggestions and recommendations made more at length in previous reports, and since, moreover, any recommendations relating to changes to be made by legislative action would this year be premature. What in brief, then, are the needs of our public schools, which can be met in whole or in part, under the system as it is, by the earnest efforts and hearty co-operation of school officers and teachers?

I. MORE EFFICIENT INSTRUCTION.

All efforts to improve the schools will find their final outcome in improved instruction. Instruction will be improved directly, (1) by securing better qualified teachers; (2) by more permanent employment of teachers; (3) by compelling more systematic and thorough work. The first and second of these conditions must be secured through the efforts chiefly of school officers; the third, through the co-operating efforts of school authorities and teachers.

1. *Better Teachers.*—No person ought to be allowed to teach any school, however small and backward, who cannot pass a fair examination in the subjects of instruction named in the statutes; who, besides possessing such a degree of scholarship, is not, in maturity of mind and quality of char-

acter, fit to stand as a wise guide and pattern to her pupils; and who, also, has not some definite and well-digested knowledge, either theoretical or practical, of the science and art of teaching. Such can be secured and will be secured when there shall be demand for only such, and when that demand shall make itself felt. And in proportion as there shall be such demand, and it shall make itself felt, in the same proportion will teachers as a class approximate to the character here outlined. To make such demand, is a function and duty of the school authorities, and especially of school committees. The marked improvement made during the last half dozen years, in the teaching force employed in our schools, of which there are abundant evidences, is due to the fact that committees have been making such demands, and making them felt through examinations. Let there be no falling off in this regard. Let it be, year by year, more difficult for incompetents to secure the certificate of fitness, failure to secure which, where the district system prevails, is the strong bar to close the schools against unfit teachers. Let the motto of committees and supervisors everywhere be, "No certificate except upon abundant evidence of full fitness in scholarship, character and skill," and our common schools will receive a great uplift.

2. *More Permanent Employment of Teachers.*—In another place in this report I have spoken in strong terms of the evils of change of teachers from one term to another, which is too much the rule, especially in the ungraded schools. To check this evil is more difficult than to prevent unfit teachers from getting into the schools, except under the town-plan of school management. Under the district system it is the prerogative of the agent to hire a new teacher for every term, and, provided such teacher be qualified, nobody can veto his action. Committees and supervisors, however, can do something even here. Their advice often will prevent the change. Let them not hesitate to proffer advice in this regard. If need be, let advice reach close up to the borders of dictation.

Next to seeing that fit teachers are put into the schools, it is their duty to see that such are kept in.

3. *More Systematic and Thorough Work.*—The difference between wasteful and profitable work lies, first, in system; and second, in thoroughness. System requires that work be done in proper order and at fit times; thoroughness, that it be well and completely done, when done. In no work are these qualities more essential than in teaching. To attempt to teach a fact or principle out of its proper order and connection, or when the pupil is not mentally fitted to learn it, is worse than useless effort; and half teaching is no teaching. There are mutual relations of the subjects in the school course, one to another, such that there is a logical order in which they must be taken up, if waste of time and force is to be avoided. There is also an order and sequence in the development and growth of the mental powers, which must be observed in the order and sequence of the studies pursued, otherwise worse than useless will be the attempt to teach them. Failure to regard these laws—to make instruction systematic—is not alone failure to secure desired results in knowledge and mental growth,—but is certain to produce, when coupled with unwise methods of teaching, undesired and unsought results in the form of superficiality in knowledge and thinking—results which are too much manifest especially in the work of our ungraded schools. There is need, therefore, of a wise mapping out of the work to be done for and by the pupil. It can not wisely be left to him to choose for himself the order of his studies, nor in most cases, to his parents to choose for him; nor often with more wisdom can it be left to the caprice of the teacher. Hence there is need of regularly and wisely arranged courses of study, for the ungraded schools as well as the graded, to the following of which, with proper limitations, teachers and pupils alike should be held. Examples of such courses will be found in the appendix. They are practicable in some form for the schools of all towns, whether managed under the district system or not. They are more

easily and fully practicable in schools managed under the town plan.

While well arranged courses of study are conducive to thoroughness, are in a sense essential to it, other factors are more important. The daily methods of instruction are first among these factors. They should be such as to awaken the interest of the pupil, and to arouse and stimulate his powers to intense activity. Knowledge is of value as a thing of use, and hence of power, only when so much a part of the mental furniture as to be ready for use at call. It becomes thus ready only when, through excited interest and intense activity of mind, it has been fully grasped in thought, and by repeated activity, digested and assimilated. Hence methods which take pupils rapidly "through the book" are fatal to thoroughness. They make necessary too many repetitions of the same superficial process, and form the habit of superficial work. Thorough mastery of littles, day after day, in the long run makes the mastery of much. Again, the general method of instruction is an important factor. It should recognize the fact that the daily gains in knowledge are to be considered as parts of a whole, and, therefore, to be constantly wrought together into wholeness. In order to this the knowledge acquired to-day, must be brought into oneness with that of yesterday; the knowledge acquired of one part of a subject, must be brought into proper relations, and made one with that acquired of other parts. Thus constant reviews will characterize the general method of instruction by which thoroughness is to be secured. The third factor in thorough instruction is definite work—that, term by term, the work shall be done for good. So long as the practice prevails, of going over again and again the same ground term after term,—the almost universal practice in the rural schools, except so far as the pupil modifies it by promoting himself to a more advanced book or class—so long will the serious defect in the work of those schools be want of thoroughness, for the practice offers a premium to both pupil and teacher for superficial work. And what is there in the nature of the ungraded

school, in the way of reform in this particular? Let school officers give themselves seriously to the correction of this evil, seeking—if need be compelling—the co-operation of teachers, and correction will be found easy of accomplishment.

II. MORE EFFECTIVE SUPERVISION.

While the ultimate end of all efforts to better the schools is to secure better instruction, the immediate agency through whose means that end must be directly reached, is the supervisory machinery. Its functions, in this regard are, in full, to plan the general course of instruction, to secure fit instructors and helps to instruction, to direct its special processes, and to inspect the results attained. Our supervision, as constituted by law, is inherently weak and inefficient. Under the district system it is shorn of much—of most of its force, by being deprived of the power to select instructors, and to secure important helps to instruction; and, at its best under the town system, it lacks assured permanence and directive power. But these are defects to be remedied by legislation and, hence, not now appropriate topics for discussion. Notwithstanding, however, this defective organization, it has been steadily growing in efficiency for a considerable number of years. But it has not yet reached the limit of growth; for it still lacks much of exerting its full force and authority in those directions in which it has force and authority. To a far greater extent than it yet has been, it can become efficient for good in the schools by compelling better work, and outside of the schools, by acting upon public opinion. How it may more efficiently improve instruction, by compelling the selection of fit instructors, by planning it more systematically, and by directing its methods toward greater thoroughness, has already been discussed. It remains to suggest how inspection may be made to co-operate with its other functions in that direction, and how and in what direction it should and may effectively act upon public opinion.

1. *Inspection.*—The law specifically requires that the supervising officers shall visit each school at least twice each term ; and as specifically it indicates the purpose of such visits, as (1) to enquire into the regulations and discipline of the school, and (2) to ascertain the proficiency of the scholars. It thus emphasizes the importance of inspection by fixing its minimum, and by particularizing its purposes and processes.

Doubtless, where the teacher is one in whose qualifications and methods of discipline and instruction, the committee or supervisor has full confidence from personal knowledge, the legal minimum of inspection may, in most cases, be sufficient, if it be made a real looking after and into all the conditions to be inspected. But in case of new and untried teachers, more is required. The general suggestions and directions given the teacher before beginning the school, are probably to be modified and supplemented by others more specific, in order that the school may run at its smoothest, for which reason the first visit should be made as early as the beginning of the second week. Within little time, therefore, a second brief visit should be made to observe the effects of the first, and to discover the incipient signs of any trouble likely to occur, for such signs will generally be manifest in the third or fourth week of the term. At this visit it can generally be determined whether others will be needed before the final one is made for careful, critical and thorough inspection of the work done. This last visit, whose main purpose is "to inquire into the proficiency of the scholars," should come as near the close of the term as practicable—but it had best not be made on the last day, which should be devoted generally to some sort of a festival to which parents can be invited. In case a course of study, either complete or partial, is to govern the work of the school, especially if it be a mixed school, the work of inspection at each visit will be somewhat modified thereby. In such case more attention will need to be given to the classification at the first and second visits ; and the examination at the last visit must look more to the fitness of pupils for promotion to the next work in the course.

Such inspection of the schools, directed to specific and well defined ends, made thorough and searching, and conducted in a spirit of helpfulness, will serve as an inspiration to both teacher and pupils to do the best possible work. It differs much from the inefficient formalism of much of the visiting of schools which has been practiced in the past—which is practiced even at present—and which has falsely figured under the guise and name of inspection. Let committees and supervisors during the coming school year, if in the past they have failed to make their visits upon the schools sources of help, of encouragement and of inspiration to earnest and thorough work, because they have visited in a merely formal way, and sat out a session of the school, instead of inspecting its work, —let them make their visits felt in definite directions, as outlined above, and they can truly report at the end of the year that their schools have been a great improvement on those of the preceding year.

2. *Creating and Directing Public Interest.*—While the law does not make it specifically the duty of school committees and supervisors to labor for a better public interest in the schools, it does indirectly make it their duty to do so. They are required to “use their influence to secure the regular attendance at school of the youth in their town.” Such requirement is to be met, not alone by appeals to particular parents, and by enforcing the laws compelling attendance, but by using their influence to create in their communities a public opinion which shall discourage absenteeism and truancy. But more than that is required of them. They must make to the people of the town assembled in annual meeting, “a report of the condition of the schools for the past year, the proficiency made by the pupils, and the success attending the modes of instruction and government thereof,” which report in itself is a means for creating and directing public interest, even in the baldest form in which it can be made. It is a significant fact that public interest in the schools is largest, most intelligent and most efficient for good in these towns where these reports are more than the merest bald statements of the special facts

required by law—where they contain, customarily, well considered recommendations of, and appeals for reforms and improvements.

But effort in this direction is directly a moral duty growing logically out of the office. Who shall labor for the uplifting of the schools in those respects in which public opinion must be brought to act, but those having their interests in charge? If there are local evils affecting their prosperity, who shall point them out, and suggest and urge their correction, if not the school committee? If there are defects in the general system of management, affecting the schools in all towns, who shall call attention to them in each town, if not the same officers?

There would seem, therefore, in view of the foregoing considerations, to be no question as to the duty of school committees in this regard. It is for them to study, not alone the condition and needs of the schools under their own personal direction, and to work for their improvement, but to study as well the condition and needs, and work for the improvement of the whole system. They should seek, therefore, to bring themselves up to the support of all suggested educational reforms, so far as such reforms shall recommend themselves to their intelligent judgment. To this end, discarding prejudice, they should become earnest investigators; and having reached satisfactory conclusions as to the merits of suggested changes in system or practice, they should labor each in his own community, to bring public opinion into accord with their own carefully formed opinions. Through such processes every year more and more towns are taking forward steps, either in abolishing the district system, or adopting free textbooks or establishing free high schools. Let committees and supervisors, then, appreciate their privilege and duty in this regard, and become strong missionaries in their towns, preaching always and everywhere the gospel of educational reform. So shall come in good time, and in such way alone, the sloughing off of outworn forms and processes of management and instruction, and the taking on of the new and better.

III. FREE TEXT-BOOKS.

The plan of furnishing text-books to pupils free, the town owning and loaning the use of them, is growing yearly into public favor. Every year more or less towns adopt the plan, and I have no knowledge of any town that once having adopted it, has discarded it. Its advantages have been again and again presented at length in former reports. They may be re-stated in brief as follows :

1. It makes uniformity easy and permanent. No other method of supplying text-books does this.

2. It gives every pupil all the books he needs and at the time he needs them. All other methods are defective in this regard.

3. It makes classification easier than it can be by any other method of supply.

4. It increases the attendance upon the schools by allowing poor pupils freedom from the oppressive burden of buying text-books, a burden not infrequently such as to keep pupils entirely from the schools.

5. It is more economical—it costs less than any other method of supply.

No other method of dealing with the text-book problem combines all of these advantages. I therefore urge upon school officers and teachers in all towns, to agitate the question of the adoption of this plan, and to weary not till it be secured.

IV. ABOLITION OF THE DISTRICT SYSTEM.

To bring the schools to their fullest efficiency, the district system must go. It stands across the path to all other needed reforms. Seek to create a demand for better qualified teachers, and the district agency plan of selecting them negatives the demand with its opposing demand for cheap teachers. Strive to secure more permanence in employment of teachers, and the district agent's numerous relatives or special friends must fail of coveted places. Endeavor to secure to the

schools the helps to effective work found in school appliances, and, since the district must pay for them, the endeavor is in vain. Attempt to systematize the work of instruction in harmony with correct principles, and thus to secure thorough work with the least possible waste of time and effort on the part of the teacher and pupil; and the district system with its attendant conditions of teachers poorly qualified, of weak and backward schools, and of terms varying in length, makes the attempt only a partial success at the best. As a system for wasting the public moneys devoted to educational purposes, for putting unequal burdens upon taxpayers in the building and maintaining of school-houses, for making unequal the privileges of education, which ought to be equal to all without regard to locality—in short, as a system for doing what it ought not to do, and leaving undone what it ought to do, human ingenuity can be challenged to produce its equal.

The district system must be overturned. Already it is dying at the root and is withering in the branches. Every year finds it with a weaker hold on life. Town after town abolishes, and no town after fair trial re-adopts. Public opinion year by year grows stronger in opposition to its abominations, and more restive under its iniquities. The time is not distant when Maine will follow the example of Massachusetts and New Hampshire, and by legislative action wipe it out. In the meantime, however, there is work to be done by all having in charge the interests of the schools. While seeking to counteract its evil tendencies so far as they can be counteracted while it exists, there should be combined, concerted and determined efforts to hasten the day of its destruction. Legislation, when it comes, must be backed, not alone by a majority of that public opinion which thinks, and which would to-day stand back of it, but by a majority of the public opinion which votes. And in order to this, prejudice in favor of the system is to be overcome; misconceptions as to the results of its abolition, are to be corrected; a clear understanding of the advantages to be secured, is to be induced; and an interest in

favor of the change is to be aroused and made active. In the doing of this work the following suggestions may be helpful :

1. If it shall be claimed that by abolition the people will be deprived of the right to manage their own schools, it can be answered that, under the town system, they will have exactly the same general legal rights in the control of the schools, with one exception, as they have under the district system. Under the latter they may vote when their schools shall begin ; under the former, the school authorities will determine that matter. In all other respects the people will exercise through the medium of the town exactly the same voice in the management of the schools as they now lawfully exercise through the medium of the district. Under neither system have they legal right to say authoritatively who shall teach their schools, for how long they shall teach, what and how they shall teach, who shall board the teacher and for what price, or who shall furnish fuel and at what rate. Under either system their wishes in these regards are to be consulted and regarded so far as the good of the schools will allow, and no further.

2. If it be claimed that to abolish the districts is to centralize authority in the town, it may be answered that the claim is not true in the real sense of the term centralization ; and, if it were true, such centralization is not an evil but a good. The school district is simply the agent of the town for the transaction of the town's business in the maintenance of the town's schools supported by the town's money. It is, unless specially organized, a creature of the town, whose existence the town has always had authority to terminate at will, and whose powers, therefore, are held and exercised by the sufferance of the town. For the town to resume to itself, therefore, the authority which it has conferred upon its creature, is not centralization of authority in the ordinary sense of the term. But were it so, the claim would be a mere bugaboo ; for it would be a form of centralization from which never harm but always good would result. No important right of the citizen would be abridged thereby ; but, on the contrary, his right to enjoy equal privileges, and to bear equal burdens with his

neighbor, would be secured ; his privileges would be enhanced, and his burdens lightened.

3. It may be claimed that the people of each locality are the best judges of what their schools need. The claim is not true in the sense in which it is made ; and if true, their judgment can be as fully a controlling force under the town, as under the district system. It is not true because, in point of fact, the people, especially those who will make this claim, from failure to visit the schools, or to make any personal investigation into their condition, are often so wholly ignorant of them that they do not even know what text-books their own children need. How, in such case, can they be wise judges of what their neighbors' children need as to teachers? But even if true that they are best judges, they must, under the district system, yield their judgment to that of the school agent, just as under the town system, they must to that of the school committee. The people have no more voice legally in the management of their schools in the one case than in the other. The claim, in short, is another of the bugaboos begotten of unthinking prejudice.

4. It is sometimes regarded as an objection to abolition that, under the town plan, children will be compelled to go too far to school. This objection arises from an ignorant putting of one thing for another—from the mistaken idea that abolition of districts and consolidation of schools, are one and the same thing. To abolish the school districts in any town, does not in itself make any less schools, or change the location of any school in that town. The vote to abolish leaves the schools just where it found them located. It simply wipes out district lines, and dispenses with district machinery in their entire management. To discontinue or to consolidate any schools, or to change the location of any, requires further action of the town.

In short the objections to abolition of the district, and adoption of the town system, are either imaginary claims for or against the one or the other system, or are trivial as compared with the advantages to be gained. What are those advantages?

Experience, long continued and sufficiently general, in Maine and elsewhere, and notably in Massachusetts, where the district system originated, and where it has been utterly abolished by legislative fiat, proves beyond question, that the adoption of the town in place of the district system, is followed invariably by the following results :

1. Equal quantities of schooling, and more nearly equal quality, for all sections of the town. The great disparity in these regards, existing under the district system, is inherent in the system, and can not be remedied by any other process than abolition.

2. Equal burdens of taxation for the building and furnishing of school buildings. The whole town being taxed for the building of all school-houses, all taxpayers will be burdened alike. Now the taxpayers in no two districts bear the same burdens for these purposes, and the heavier burdens, as a rule, fall upon the poorer.

3. Better school-houses, better furnished with necessary appliances for teaching.

4. Better teachers more permanently employed.

5. Better supervision of the schools, because responsible for their success.

6. More systematic and thorough instruction. As the result of equal school terms in all sections of the town, of better teachers more permanently employed, and of responsible supervision, courses of study can be arranged and carried into successful operation in the ungraded schools. Their work can thus be largely increased in effectiveness.

7. A gradual and wise reducing of the number of schools. While abolition, in itself, will not do away with unnecessary small and weak schools, it will make it easier to dispense with them.

8. Less truancy and absenteeism. The fruitful cause of much of the truancy and absenteeism, of which complaint is made in nearly every school report coming to hand, is to be found in unsightly and uncomfortable school-houses, and in the lack of interest in study consequent upon poor teaching

and small schools, all of which are largely due to the district system.

In short, the district system, as it is to-day, is the embodiment of educational injustice and inequity, inefficiency and waste, unsystem and unthrift, and is a hindrance and bar to any considerable educational improvement. Hence all who have in charge or at heart the interests of our common schools, should work together for its final and utter destruction. And I am persuaded that, should all who think alike in this matter, act earnestly together to make others think with them, the next Legislature would take action to rid our educational interests of this hindrance to progress. The end is worth the effort. Let us make it.

V. EXTENSION OF THE FREE HIGH SCHOOL SYSTEM.

The steady and marked growth in the number of these schools, as elsewhere shown, indicates their growth in public favor. That growth has not been secured wholly without effort. School officers, teachers and others interested, have had to do much hard work to secure it. Much is still to be done. The time is surely coming when they are to become a general and an integral part of our system of public instruction, under the same compulsion of law that makes the common school general. But for this the time is not yet ripe. The common school must first be brought into proper condition, by the abolition of the district system, and the improvements consequent thereon. For a time yet the further development of the free high schools must be secured under the optional form in which they now exist. And under this form they are capable of far more general extension. Not yet in half of the towns in the State are they, or have they been on trial.

In view of the important purpose they serve, in furnishing teachers for the common schools, and otherwise aiding in their improvement, as well as in giving that more perfect preparation for life which the common school can not be expected to give, no pains should be spared to make them a part of the

school system of many more towns than they are yet found in. Among the suggestions and recommendations which school committees and supervisors make to their townsmen, formally in their reports or in a more specific way, the establishing of these schools should be made prominent. Reiterated and persistent efforts in this direction will succeed at last. Let there be no lack of such efforts.

VI. INCREASED EFFICIENCY OF NORMAL SCHOOLS.

Our three normal schools are growing in popular favor, in efficiency and in power for good. The outlook for their future was never before so full of promise. That such promise may be fully realized, needs the encouragement and aid which school authorities have especial facilities for giving. Let them not fail in this regard. Let them, first, aid in giving them increased efficiency by employing, and encouraging the employment of their graduates. In the second place, whenever they find in the schools under their charge a young teacher showing special aptness for school work, or an older pupil exhibiting the qualities of mind which must characterize the good teacher, let them strongly urge such to seek the preparation which it is the province of normal schools to give. The present and prospective prosperity of these schools is largely the effect of such efforts of school officers in the past. Their future must depend upon the action of like forces.

CONCLUSION.

I. SUMMARY.

The exhibit made by the facts adduced in this report relating to the condition of our schools, may be generalized in this statement :

Our system of public instruction in all its departments, is in a condition of healthy, if slow, progress toward greater efficiency.

Stated more in detail those facts show in relation to,

First, The Common Schools—(1) more economy in their management ; (2) improvement in organization ; (3) better quality of instruction ; (4) comparative increase in amount of work done ; (5) more efficient supervision.

Second, The Free High Schools—(1) marked extension of the system ; (2) growing adjustment of their work to that of the common schools.

Third, The Normal Schools—(1) marked increase in numbers entering ; (2) increase in constancy of attendance ; (3) consequent increase in number graduating.

Fourth, Teachers' Associations—(1) more efficient organization ; (2) increased attendance of teachers upon meetings ; (3) more systematic and practical work.

The showing made by the same and collateral facts as regards the needs of the system as a whole may be thus generalized :

There is need of further progress along the lines upon which progress has been made, as well as along other lines. In order to any considerable progress in any direction, there is need of certain changes in system, some of which can be had only through legislation ; others, in whole or in part, through more concert and vigor of action on the part of all having our educational interests in charge. Hence, there is special need of greater earnestness, activity and unity of effort on the part of school officers especially.

More specifically stated, united and vigorous effort on the part of school committees and supervisors, is needed to secure :

First, For the Common Schools—(1) more efficient instruction ; (2) more effective supervision in the direction of more searching inspection of schools, and more earnest attempts to arouse popular interest ; (3) more extended adoption of free text-books ; (4) abolition of the school district system.

Second, For the Free High Schools—a more general adoption by towns.

Third, For the Normal Schools—(1) more extended employment of their graduates ; (2) larger attendance of those having special aptness for teaching.

II. RECOMMENDATIONS.

To School Committees and Supervisors :—As the annual report of the State Superintendent is, by law, made the medium through which he may communicate to you “such suggestions and recommendations, as in his judgment would best promote the improvement of the common schools,” I shall be pardoned in the use here of the more familiar style of direct address. And especially so, since by reason of there being no session of the Legislature till another year, whatever recommendations are here made, must refer to such changes and improvements in the schools as can be wrought out without change of law—as must be wrought out by you chiefly, in whose hands is placed, for the time being, the welfare of the schools.

Whatever progress has been made during the past year or years—and, considering the difficulties to be overcome, very considerable progress has evidently been made—has been largely made through your efforts, or those of your predecessors in office. Whatever shall mark the coming year or years—and much is possible and practicable—must be placed largely to your credit. If we shall work vigorously together—each in his own field, but all working to the same ends—

our labor will not prove barren of fruits. To what ends, then, shall we direct our efforts?

If the conclusions reached in the foregoing pages in detail and as summarized, be correct, the path of duty is plain. We are to work along the lines there suggested. And I recommend that, so far as those conclusions agree with your own views of the special needs of your own schools, as well as of the general school interests of the State, you work in the directions and by the methods there suggested. Of those lines of effort, however, which lead somewhat aside from the customary and formal duties devolving upon you, let me urge the special importance of three, in strongly recommending,

1. That you do what you can to lead your people to adopt the free text-book plan.

2. That you seek to secure the adoption of the free high school, if your town has not already adopted it.

3. That you work energetically to create a public opinion among your people in favor of the abolition of the district system.

And in conclusion, let me emphasize the last recommendation. Therein is the one reform which holds within itself more of good for the public schools than all others combined. The longer and more carefully I study the condition and needs of our school system, the more thoroughly am I convinced that this is "the one thing needful"—the one end for the attainment of which we should all combine in one united and vigorous effort. It is a reform which is surely coming. Let us spare no effort—omit to speak no word in season and out of season, if thereby we may hasten its coming.

APPENDIX.

ANDROSCOGGIN COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer.	Number Female Teachers employed in Winter.	No. Teachers graduates from Normal Schools	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week.	Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Auburn.....	50	51	10	\$32 00	7 60	3 00	10,500	2,856	-	3 46	10,500	4,245	-	14,745	16,955	-	2,210	-	1,250
Durham.....	10	7	1	24 12	3 40	2 25	1,200	- 175	-	3 17	1,254	609	-	1,863	1,799	64	-	-	102
East Livermore.....	8	7	2	35 00	4 46	2 10	864	-	-	2 35	1,556	501	258	2,315	1,867	448	-	-	51
Greene.....	7	8	-	24 00	3 63	1 62	799	-	-	2 58	893	473	-	1,366	1,222	144	-	-	41
Leeds.....	11	5	7	21 18	3 08	1 72	1,600	- 47	-	2 65	1,111	601	-	1,712	1,626	86	-	10	55
Lewiston.....	59	59	11	133 90	8 54	3 50	24,500	9,234	-	3 57	24,352	10,545	-	34,897	34,897	-	-	-	1,500
Lisbon.....	17	17	2	41 50	4 84	2 15	2,700	587	-	3 01	2,538	1,368	24	3,930	3,806	124	-	-	157
Livermore.....	15	3	1	24 00	3 25	2 00	1,200	- 2	-	3 28	1,442	514	108	2,064	1,846	218	-	-	60
Minot.....	11	9	1	35 00	4 08	2 13	1,410	-	-	3 00	1,583	678	-	2,261	2,146	115	-	-	85
Poland.....	15	7	-	22 40	3 35	2 00	2,500	546	-	3 69	2,271	1,062	176	3,509	2,909	600	-	-	83
Turner.....	20	11	3	36 00	5 50	2 00	2,000	172	-	3 20	3,282	1,029	39	4,350	2,887	1,463	-	130	129
Wales.....	8	4	-	25 00	3 25	2 00	600	196	-	4 44	725	215	-	940	819	121	-	40	36
Webster.....	7	8	-	28 33	3 73	1 59	784	-	-	2 51	778	453	-	1,231	1,180	51	-	100	49
	238	196	38	37 11	4 52	2 16	50,107	13,815	-	3 15	52,285	22,293	605	75,183	73,959	3,434	2,210	280	3,598

APPENDIX.

AROOSTOOK COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number different pupils registered.		Percentage of average attendance.		Average length of Summer Schools, 5 days per week.		Average length of Winter Schools, 5 days per week.		Number districts in town.		Parts of districts.		Number school-houses in town		Number in good repair		Number built last year		Cost of same.		Estimated value of all the school property in town.		Number Male Teachers employed in Summer.		Number 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	166	158	120	72	53	142	.52	10	2	10	-	4	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	4		
Ashland	220	121	68	116	70	159	.31	10	3	10	-	6	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	4		
Benedicta	139	91	69	85	59	97	.46	13	-	13	-	3	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	4		
Blaine	278	163	110	151	119	238	.41	11	1	11	3	5	-	-	-	5	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	5		
Bridgewater	354	177	169	187	175	200	.49	13	3	13	4	6	-	-	-	6	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	4		
Caribou	1,212	519	400	524	402	727	.33	10	2	12	1	19	-	-	-	18	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	1		
Easton	379	217	168	251	185	288	.47	8	2	10	2	-	-	-	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1		
Fort Fairfield	1,014	822	586	689	513	941	.54	9	3	9	1	-	-	-	-	22	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	8		
Fort Kent	700	334	288	-	-	334	.41	19	-	-	-	11	-	-	-	1	9	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1		
Frenchville	1,194	557	351	-	-	518	.29	19	-	-	-	-	-	-	-	25	13	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	5	8		
Grand Isle	432	320	214	156	106	342	.39	11	1	10	3	6	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Haynesville	86	56	43	46	46	60	.50	12	3	10	3	3	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-		
Hersey	91	44	33	45	36	45	.38	13	3	16	2	2	1	-	-	2	1	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Hodgdon	399	283	229	209	164	310	.49	11	1	10	-	10	4	10	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	4		
Houlton	1,080	548	478	547	423	625	.42	16	-	17	-	9	-	-	-	9	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	7		
Island Falls	94	54	43	77	66	90	.58	10	-	10	2	5	-	-	-	1	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Limestone	293	187	134	201	183	201	.54	10	-	10	-	-	-	-	-	8	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1		
Linneus	373	219	167	212	164	241	.45	10	-	11	4	10	2	8	8	-	8	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	6		
Littleton	405	239	157	159	110	268	.33	13	2	11	2	9	-	-	-	9	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3		
Ludlow	192	129	87	93	73	142	.42	12	-	11	-	6	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3		
Madawaska	627	270	182	91	55	270	.19	19	-	6	3	14	-	-	-	6	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2		
Mapleton	290	208	157	150	125	216	.49	10	4	9	4	9	-	-	-	8	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3		

Mars Hill	340	195	150	190	146	270	.44	9	3	11	1	10	-	9	8	-	-	2,400	-	5
Masardis	96	52	46	65	48	70	.49	9	-	11	-	3	-	3	3	-	175	1,050	-	2
Monticello	452	219	147	230	161	250	.34	15	-	10	-	8	-	8	1	-	-	1,000	-	7
New Limerick	231	115	90	114	81	152	.37	13	1	14	1	5	-	5	2	-	-	800	-	2
Orient	91	73	44	-	-	73	.48	10	4	-	-	3	-	3	2	-	-	1,200	-	3
Presque Isle	953	537	421	549	438	757	.45	10	-	10	-	-	-	21	10	-	-	5,550	-	3
Sherman	339	185	155	181	144	255	.44	10	3	11	1	6	-	6	3	-	-	2,000	-	3
Smyrna	92	43	31	34	26	59	.32	10	-	13	2	4	1	3	-	-	-	600	-	1
Van Buren	513	269	169	164	140	290	.30	19	2	11	2	10	-	8	5	-	-	1,500	-	2
Washburn	280	191	154	193	166	195	.42	12	-	11	-	9	-	6	5	-	-	1,800	-	3
Weston	163	109	83	78	60	126	.44	13	1	11	2	5	1	4	2	-	-	931	-	2
Woodland	323	148	115	214	164	234	.43	10	3	11	3	8	-	8	6	-	-	2,000	-	6
Bancroft... Pls	105	85	65	-	-	83	.62	18	-	-	-	5	1	3	3	-	-	1,500	-	-
Cary	192	118	107	71	55	158	.42	12	2	12	-	5	-	5	-	-	-	800	-	3
Castle Hill	176	89	69	132	121	147	.54	7	1	10	1	6	1	5	2	-	-	2,000	-	1
Caswell	117	41	27	16	14	47	.18	13	3	27	-	5	1	1	-	-	-	30	-	-
Chapman	78	41	39	39	31	45	.45	11	-	9	3	3	-	2	1	-	-	260	-	-
Connor	230	117	116	-	-	117	.50	12	4	-	-	4	-	3	2	3	320	320	1	-
Crystal	103	63	50	57	50	69	.49	9	-	15	-	6	-	3	2	-	-	475	-	1
Cyr	255	107	64	-	-	107	.25	18	-	-	-	5	-	5	2	1	300	550	-	-
Dyer Brook	81	57	42	76	67	76	.68	8	4	5	4	3	1	3	2	-	-	800	-	-
Engle Lake	122	60	36	-	-	60	.30	24	-	-	-	2	-	2	2	-	-	240	-	-
Garfield	33	New	Organization	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Glenwood	63	47	43	49	45	49	.70	16	-	13	-	3	-	3	-	1	100	300	-	-
Hamlin	257	143	91	31	22	143	.22	14	1	10	2	6	-	6	4	-	-	600	-	-
Macwahoc	83	47	35	28	19	66	.33	16	-	10	-	2	-	1	1	-	-	500	1	1
Merrill	115	59	40	58	35	74	.33	10	-	11	-	3	-	2	1	-	-	400	-	-
Molunkus	33	16	16	20	20	20	.55	20	-	10	-	1	1	1	-	-	-	100	-	-
Moro	74	45	42	-	-	45	.57	20	-	-	-	2	1	3	-	1	400	900	-	-
New Canada	116	60	45	-	-	60	.39	20	-	-	-	3	-	1	1	1	200	200	1	-
New Sweden	249	118	97	149	113	161	.42	6	-	9	4	6	-	6	4	-	-	600	1	-
Oakfield	270	130	80	135	93	176	.33	10	4	11	3	7	2	7	4	-	-	1,600	-	3
Oxbow	-	-	No	Retu rns.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Perham	154	70	56	109	86	121	.46	8	-	9	3	6	1	4	4	1	460	1,300	1	3
Portage Lake	62	41	28	-	-	41	.45	24	-	-	-	1	-	1	1	-	-	600	-	-
Reed	63	45	36	49	32	53	.54	10	3	12	-	-	-	3	2	2	900	1,000	1	2
St. Francis	151	80	45	-	-	80	.29	12	-	-	-	2	1	-	-	1	150	150	-	2
St. John	85	37	28	-	-	37	.33	20	-	-	-	2	-	1	-	-	-	100	-	-
Silver Ridge	75	38	27	43	31	43	.39	10	1	15	-	3	-	3	2	-	-	250	-	-

AROOSTOOK COUNTY—CONTINUED.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number different pupils registered.		Percentage of average attendance.		Average length of Summer Schools, 5 days per week.		Average length of Winter Schools, 5 days per week.		Number districts in town.		Parts of districts		Number school-houses in town.		Number in good repair.		Number built last year.		Cost of same.		Estimated value of all the school property in town.		Number Male Teachers employed in Summer.		Number 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.					
Wade Pis.	45		30		25		20		14		30		.60	12	-	12	-	2		2		1		1		-		-	-								
Wallagrass	231		88		66		-		-		88		.28	20	-	20	-	3		3		3		-		-		-				\$200					
Westfield	55		23		19		21		17		38		.33	8	2	12	-	2		2		1		1		-		-		300		-					
Winterville	40		25		20		-		-		25		.50	16	-	16	-	1		1		-		-		-		-									
	17,704		9,773		7,258		7,276		5,566		11,444		.36	13	1	11	3	33		24		330		180		22		5,595		98,506		33		120			

AROOSTOOK COUNTY—CONTINUED.

TOWNS.	Number Female Teachers employed in Summer.	Number Female Teachers employed in Winter.	No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week.	Amount of school money voted in 1886.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Amity.....	4	-	-	\$26 33	5 14	1 96	300	-	-	1 81	423	229	202	854	855	-	-	-	16 00
Ashland.....	3	-	1	23 40	3 83	2 12	440	36	-	2 00	474	331	43	848	820	28	-	-	14 00
Benedicta.....	2	2	-	21 80	3 30	2 17	250	-	-	1 80	243	212	77	532	490	42	-	-	27 00
Blaine.....	5	1	-	24 50	3 75	1 45	517	-	-	1 86	417	437	-	854	948	-	-	-	15 00
Bridgewater.....	6	1	1	22 60	4 16	1 32	578	-	-	1 64	931	515	129	1,575	1,233	342	-	-	35 00
Caribou.....	19	12	4	30 50	4 20	2 11	2,205	-	-	1 82	3,046	1,854	85	4,985	4,954	31	-	-	110 00
Boston.....	10	8	-	25 00	4 36	1 52	668	-	-	1 84	1,009	562	58	1,629	1,303	326	-	-	45 00
Fort Fairfield.....	25	19	-	23 89	4 64	2 00	2,246	-	-	2 22	2,518	1,648	106	4,273	4,178	95	-	-	200 00
Fort Kent.....	11	-	-	25 00	3 25	2 00	350	-	-	50	350	1,124	-	1,474	1,344	130	-	-	30 00
Frenchville.....	20	-	-	14 60	2 66	82	375	-	-	32	477	1,645	20	2,142	2,191	-	49	-	18 00
Grand Isle.....	7	3	1	-	4 13	1 20	250	-	-	58	1,006	628	-	1,634	950	684	-	-	10 00
Haynesville.....	3	1	1	29 00	3 50	1 56	170	-	-	9 98	195	133	42	370	364	6	-	-	9 00
Hersey.....	2	2	-	-	3 00	1 50	250	123	-	2 75	150	128	25	303	303	-	-	-	6 00
Hodgdon.....	8	4	1	26 28	4 02	1 65	850	-	-	2 13	1,022	623	18	1,663	1,532	131	-	-	41 00
Houlton.....	15	7	1	43 00	5 45	3 00	2,584	2	-	2 39	4,192	1,632	-	5,824	4,629	1,195	-	-	85 00
Island Falls.....	4	5	1	-	3 65	1 61	200	11	-	2 13	233	151	144	528	497	31	-	-	13 00
Limestone.....	8	7	-	30 00	4 00	2 00	524	-	-	1 79	537	400	142	1,079	1,093	-	-	-	14 00
Linneus.....	8	1	1	22 88	4 62	1 82	850	-	-	2 28	998	593	11	1,602	1,502	100	14	-	25 00
Littleton.....	9	4	-	25 66	3 44	1 76	723	-	-	1 78	869	628	-	1,497	1,475	22	-	-	32 00
Ludlow.....	5	2	-	24 33	2 86	1 62	374	-	-	1 95	475	326	74	875	726	149	-	-	13 00
Madawaska.....	12	12	2	28 00	1 14	1 07	425	-	-	68	406	813	-	1,219	1,033	186	-	-	15 00
Mapleton.....	9	3	-	19 33	4 00	1 66	564	-	-	1 94	669	386	41	1,096	943	153	-	-	36 00
Mars Hill.....	9	4	-	24 60	3 26	1 30	573	-	-	1 69	698	528	64	1,290	1,146	144	-	-	34 00
Masardis.....	3	1	-	25 00	3 00	2 00	175	-	-	1 82	294	157	38	489	356	133	-	-	2 00

APPENDIX.

AROOSTOOK COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer	Number Female Teachers employed in Winter.	No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week.	Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Monticello.....	8	1	-	\$28 00	3 98	1 92	771	-	-	1 71	919	547	91	1,557	1,500	57	-	-	34 00
New Limerick.....	6	3	-	23 00	4 25	1 88	431	-	-	1 87	473	359	46	878	849	29	-	-	30 00
Orient.....	1	-	1	28 17	3 75	2 00	250	71	-	2 75	378	150	75	603	492	111	-	-	10 00
Presque Isle.....	19	18	-	22 00	4 45	2 00	1,926	-	31	2 02	2,283	1,453	100	3,836	3,442	394	-	-	180 00
Sherman.....	7	3	-	31 67	4 86	1 70	650	12	-	1 91	585	523	149	1,257	1,234	23	-	-	28 00
Smyrna.....	3	2	-	21 46	2 42	1 59	220	30	-	2 39	249	131	-	380	372	8	-	-	3 00
Van Buren.....	7	6	2	22 00	3 72	1 20	888	-	-	1 73	1,594	795	80	2,469	1,679	790	-	-	25 00
Washburn.....	9	6	-	22 50	5 15	1 86	666	19	-	1 75	761	570	140	1,471	1,397	74	-	-	57 00
Weston.....	6	-	-	30 00	3 44	1 81	334	-	12	2 05	368	254	56	678	684	-	6	-	12 00
Woodland.....	7	2	-	24 77	3 61	1 92	550	7	-	1 70	609	463	183	1,255	1,227	28	-	-	36 00
Bancroft.. Pls.....	5	-	-	-	3 90	1 66	225	49	-	2 14	225	264	125	614	602	12	-	-	9 00
Cary.....	5	-	-	24 00	3 80	1 55	326	-	4	1 70	527	256	64	847	701	146	-	-	10 00
Castle Hill.....	4	5	-	18 00	3 84	1 48	335	-	-	1 90	543	275	30	848	681	167	-	-	24 00
Caswell.....	3	1	1	-	3 50	1 50	261	-	-	2 23	316	156	-	472	330	142	-	-	6 00
Chapman.....	3	2	-	-	3 51	1 47	135	2	-	1 73	249	126	-	375	331	44	-	-	15 00
Connor.....	3	-	-	12 00	3 25	1 56	100	-	-	-	25	303	-	328	275	53	-	-	5 00
Crystal.....	5	1	-	20 00	2 61	1 38	220	-	-	2 14	333	166	-	499	477	22	-	-	16 00
Cyr.....	4	-	-	-	3 56	1 25	75	-	-	-	86	345	-	431	349	82	-	-	9 00
Dyer Brook.....	4	2	-	-	4 59	1 07	279	141	-	3 44	189	114	-	318	245	73	-	-	8 00
Eagle Lake.....	2	-	-	-	4 50	1 00	60	-	-	-	147	153	-	300	264	36	-	-	-
Garfield.....	-	-	-	-	-	-	64	-	-	1 99	-	-	-	-	-	-	-	-	-
Glenwood.....	3	2	-	-	3 00	1 83	190	32	-	3 02	197	227	-	424	412	12	-	-	6 00
Hamlin.....	4	2	3	-	3 50	1 37	150	-	-	-	252	400	-	652	486	166	-	-	12 00
Maawahoc.....	1	-	2	26 00	5 00	2 75	150	-	-	1 81	140	112	1	253	254	-	1	-	17 00

Merrill	3	2	-	-	3 00	1 50	161	-	4 1 40	165	131	70	366	375	-	9	-	8 00	
Molunkus	1	1	-	-	3 00	2 50	100	39	-	3 00	-	-	-	-	-	-	-	-	
Moro	3	-	-	-	4 00	1 50	170	33	-	2 30	210	112	-	322	293	29	-	6 00	
New Canada	1	-	1	28 00	5 00	1 25	60	-	-	-	105	145	-	250	225	25	-	15 00	
New Sweden	5	1	2	19 41	3 37	1 37	224	-	-	-	226	373	-	599	561	38	-	14 00	
Oakfield	7	4	2	24 14	3 01	1 86	510	1	-	1 89	1,079	433	72	1,584	1,212	372	-	28 00	
Oxbow	-	-	-	-	-	-	-	-	-	-	110	86	-	196	119	77	-	-	
Perham	3	3	-	24 35	3 21	1 70	280	3	-	1 82	331	250	1	582	485	97	-	15 00	
Portage Lake	1	-	-	-	3 50	2 00	75	-	31	1 21	139	99	-	229	162	67	-	-	
Reed	2	1	-	23 00	3 25	2 38	200	113	-	3 17	238	94	169	501	478	23	-	3 00	
St. Francis	-	-	-	30 06	-	-	100	-	-	-	210	198	-	408	293	115	-	3 00	
St. John	2	-	-	-	8 00	3 00	100	-	-	-	119	115	29	263	242	21	-	10 00	
Silver Ridge	3	3	-	-	2 06	1 52	183	-	-	2 44	192	190	211	593	391	202	-	22 00	
Wade	1	1	-	-	4 00	1 50	104	1	-	2 31	88	72	-	160	159	1	-	5 00	
Wallagrass	3	-	3	-	5 00	1 50	100	-	-	-	161	300	-	461	446	15	-	17 00	
Westfield	2	-	-	22 00	3 00	1 75	115	33	-	2 09	93	80	-	182	180	2	-	4 00	
Winterville	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	364	171	31	24 61	3 80	1 71	28,179	882	188	1 95	36,546	26,504	3026	66,076	58,769	7,481	174	35	1,547

APPENDIX.

CUMBERLAND COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number different pupils registered.	Percentage of average attendance.	Average length of Summer Schools, 5 days per week.				Average length of Winter Schools, 5 days per week.				Number districts in town.	Parts of districts.	Number school-houses in town.	Number in good repair.	Number built last year.	Cost of same.	Estimated value of all the school property in town.	Number Male Teachers employed in Summer.	Number Male Teachers employed in Winter.
								W.	F.	W.	F.	W.	F.	W.	F.									
Baldwin	346	214	181	221	175	281	.51	9	4	8	1	12	-	-	12	10	-	-	-	-	\$ 4,700	-	6	
Bridgton	842	405	371	391	355	441	.43	10	1	12	2	18	-	-	21	18	-	-	-	-	16,500	1	6	
Brunswick	1,849	725	597	768	609	821	.33	9	2	10	3	19	-	-	23	18	-	-	-	-	30,185	1	3	
Cape Elizabeth	1,911	1,013	917	1,041	879	1,063	.47	11	-	11	-	14	-	-	15	15	-	-	-	-	34,000	3	7	
Casco	282	181	169	216	187	203	.63	10	-	11	2	9	-	-	8	8	-	-	-	-	3,500	-	6	
Cumberland	562	252	212	332	308	420	.46	9	1	10	3	11	-	3	9	7	-	-	-	-	5,400	-	4	
Deering	1,317	784	688	761	618	804	.50	11	-	11	-	12	-	-	14	13	-	-	-	-	60,000	1	1	
Falmouth	481	273	229	285	245	328	.49	8	1	11	3	12	-	-	12	5	-	-	-	-	6,000	2	4	
Freeport	641	440	377	431	361	467	.58	15	-	15	-	-	-	-	18	18	-	-	-	-	20,000	2	7	
Gorham	893	539	428	582	454	675	.49	11	-	14	1	19	-	-	19	9	-	1	\$960	-	3	12		
Gray	550	296	243	324	238	426	.44	10	-	2	9	3	12	-	12	5	-	-	-	-	25,000	-	9	
Harpswell	611	356	308	324	271	408	.47	13	2	10	-	20	-	-	16	12	1	-	400	-	6,100	-	7	
Harrison	347	274	244	245	208	305	.65	9	1	9	4	8	1	10	4	1	-	-	600	-	3,225	1	3	
Naples	280	149	133	232	200	240	.60	8	-	12	-	11	-	-	11	10	-	-	-	-	4,700	-	7	
New Gloucester	388	212	182	210	201	283	.49	10	-	12	-	-	-	-	12	11	1	-	770	-	10,500	-	3	
North Yarmouth	224	110	96	128	103	143	.45	12	2	13	-	7	2	7	4	1	-	-	-	-	2,500	-	2	
Otisfield	278	169	135	200	160	204	.53	9	3	12	2	12	1	12	10	-	-	-	-	-	3,200	-	3	
Portland	11,669	5,653	4,953	5,789	4,954	7,027	.42	17	-	21	-	-	-	-	16	15	-	-	-	-	257,240	11	11	
Pownal	264	174	148	215	188	225	.64	8	-	11	2	9	2	11	11	-	-	-	-	-	4,500	-	5	
Raymond	381	228	188	238	201	251	.51	9	-	11	-	10	-	-	10	8	-	-	-	-	3,000	-	5	
Scarborough	610	329	285	367	319	452	.50	15	3	12	-	11	1	11	9	-	1	800	-	-	8,000	-	8	
Sebago	278	175	151	188	154	220	.55	7	3	11	-	9	-	-	9	5	-	-	-	-	1,850	-	5	
Standish	569	338	273	337	273	384	.48	16	-	4	11	-	13	-	12	9	-	-	-	-	5,550	4	11	
Westbrook	1,803	788	650	848	704	888	.38	17	-	18	-	-	-	-	10	10	-	-	-	-	36,500	3	4	

Windham.....	707	377	324	451	401	460	.51	8	1	10	4	19	-	19	10	-	-	9,500	-	8
Yarmouth	606	368	316	402	331	453	.53	10	-	11	4	8	3	10	7	-	-	5,575	1	4
	28,689	14,822	12,798	15,556	13,099	17,912	.45	11	-	12	-	263	13	339	261	6	4,280	681,725	34	151

CUMBERLAND COUNTY—CONTINUED.

TOWNS.	Number Female Teachers employed in Summer	Number Female Teachers employed in Winter from Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week.	Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Baldwin	12	7	\$27 67	3 51	1 83	1,400	502	-	4 65	1,152	568	72	1,792	1,615	177	-	-	36 00
Bridgton	10	9	34 77	5 07	1 99	3,500	1,210	-	4 15	3,620	1,324	137	5,081	4,888	193	-	-	150 00
Brunswick.....	33	31	5 55	3 00	3 00	6,000	1,693	-	3 24	8,471	2,924	229	11,624	11,600	24	-	-	300 00
Cape Elizabeth....	19	14	2 56	10 00	3 50	4,300	58	-	2 25	8,051	2,995	170	11,216	7,772	3,444	-	200	223 00
Casco	8	2	24 00	4 13	1 88	800	74	-	2 83	812	437	120	1,369	1,362	7	-	-	35 00
Cumberland.....	10	6	1 32	4 87	2 23	1,295	-	-	2 30	1,636	875	102	2,613	2,247	366	-	-	66 00
Deersing	18	18	7 12	8 50	2 75	5,000	1,341	-	3 64	4,553	1,908	-	6,461	6,477	-	16	-	300 00
Falmouth.....	10	8	3 32	4 75	2 13	2,000	702	-	4 16	2,101	762	8	2,871	2,751	120	-	20	72 00
Freeport	15	11	1 16	3 11	2 50	2,600	527	-	3 67	2,810	931	7	3,748	3,417	331	-	-	135 00
Gorham	18	9	10 38	4 78	2 56	3,300	714	-	3 69	3,620	1,368	-	4,988	4,994	-	6	-	103 00
Gray	13	4	5 27	3 26	2 38	1,450	2	-	2 62	1,553	874	64	2,491	2,160	331	-	-	75 00
Harpsswell....	21	9	4 32	3 68	2 85	1,600	172	-	2 62	1,816	940	-	2,756	2,633	117	-	5	104 00
Harrison	9	6	-	28 25	3 67	1,000	66	-	2 88	1,002	561	44	1,607	1,591	16	-	-	40 00
Naples	6	4	-	3 75	2 01	1,200	394	-	4 28	1,273	442	16	1,731	1,609	122	-	-	48 00
New Gloucester....	12	9	1 25	4 36	2 18	1,800	694	-	4 64	1,919	656	337	2,912	2,881	31	-	-	70 00
North Yarmouth....	6	5	2 37	3 81	2 33	800	138	-	3 57	817	367	259	1,443	1,443	-	-	-	35 00

CUMBERLAND COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer.	Number Female Teachers in Winter.	No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week.	Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by law.	Amount falsed per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Otisfield	11	9	-	524 67	3 48 1 51	-	1,000	258	-	3 60	1,122	433	277	1,832	1,700	132	-	-	58 00
Portland	140	140	-	150 00	8 00 4 50	-	88,000	60,952	-	7 54	66,870	18,290	-	85,160	85,160	-	-	-	2,250 00
Pownal	10	6	-	32 60	3 50 2 60	-	800	101	-	3 03	800	411	-	1,211	1,211	-	-	-	39 00
Raymond	10	5	3	23 00	4 00 2 50	-	1,007	94	-	2 62	1,099	598	118	1,815	1,571	244	-	-	40 00
Scarborough	11	3	2	34 00	5 40 2 43	-	1,500	22	-	2 46	1,658	891	-	2,549	2,393	156	-	-	87 00
Sebago	9	4	-	20 40	3 46 1 56	-	650	4	-	2 34	666	418	-	1,084	1,016	38	-	-	25 00
Standish	13	1	1	33 00	4 50 2 34	-	2,100	472	-	3 69	2,724	918	94	3,736	3,349	387	-	-	125 00
Westbrook	16	16	12	55 00	8 00 3 00	-	4,500	1,315	-	2 50	4,000	2,658	88	6,746	4,742	2,004	-	-	125 00
Windham	18	9	1	25 25	4 00 2 25	-	2,146	150	-	2 83	2,289	1,104	-	3,393	3,210	183	-	30	105 00
Yarmouth	9	6	2	33 00	4 66 2 50	-	1,616	-	1	2 67	1,632	942	-	2,574	2,557	17	-	-	75 00
	467	351	66	40 32	4 40 2 44	-	141,964	71,655	13	38	128,066	44,595	2,142	174,803	166,385	8,440	22	255	4,728 00

FRANKLIN COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.	Number registered in Summer Schools.	Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number different pupils registered.	Percentage of average attendance.	Average length of Summer Schools, 5 days per week.		Average length of Winter Schools, 5 days per week.		Number districts in town.	Parts of districts.	Number school-houses in town.	Number in good repair.	Number built last year.	Cost of same.	Estimated value of all the school property in the town.	Number Male Teachers employed in Summer	Number Male Teachers employed in Winter.
			♂	♀	♂	♀	♂	♀			♂	♀											
Avon	201	102	78	152	120	161	49	8	1	9	4	12	-	11	-	11	4	-	-	-	\$2,000	-	4
Carthage	155	94	87	117	103	122	62	8	-	10	-	6	1	6	-	6	2	-	-	-	2,000	-	2
Chesterville	286	141	122	169	143	192	47	8	3	9	2	11	2	12	9	-	-	-	-	-	3,000	-	8
Eustis	89	71	63	57	32	80	54	8	3	9	-	4	-	4	3	-	-	-	-	-	1,100	-	-
Farmington	975	433	351	534	449	709	41	11	-	12	-	21	5	21	12	-	1	-	-	\$300	17,500	1	9
Freeman	213	149	116	170	136	206	59	9	3	9	4	9	1	10	4	-	-	-	-	-	1,500	-	5
Industry	216	125	95	170	138	174	54	7	2	10	-	10	1	10	5	-	-	-	-	-	2,500	-	4
Jay	398	208	173	287	240	295	52	7	4	11	-	-	-	16	8	-	-	-	-	-	4,500	-	7
Kingfield	175	101	84	113	92	124	50	12	-	14	-	2	-	3	3	-	-	-	-	-	3,000	-	1
Madrid	135	86	72	78	67	89	52	7	2	7	4	9	-	9	8	-	1	-	-	-	1,000	-	4
New Sharon	359	274	224	252	206	326	60	7	1	10	1	18	2	17	12	-	-	-	-	-	3,500	1	4
New Vineyard	254	128	97	161	131	193	45	8	-	10	-	11	-	10	7	-	-	-	-	-	3,000	-	3
Phillips	512	468	397	305	250	437	63	8	-	9	-	16	7	15	11	-	-	-	-	-	6,500	2	7
Raugley	232	135	105	140	110	150	46	10	-	11	-	4	-	4	4	-	-	-	-	-	2,000	-	2
Salem	99	35	29	50	40	79	35	10	-	10	2	2	-	3	2	-	-	-	-	-	300	-	2
Strong	182	127	107	120	90	139	54	8	3	10	3	8	-	7	6	-	-	-	-	-	1,250	-	2
Temple	178	92	70	107	97	140	47	7	-	8	3	9	1	9	4	-	-	-	-	-	1,000	-	4
Weld	318	207	170	228	201	247	58	8	-	10	2	10	1	10	7	-	-	-	-	-	3,800	-	7
Wilton	560	260	221	339	296	346	46	8	1	10	1	12	2	13	11	-	-	-	-	-	10,000	1	9
Coplin PIs.	35	22	17	24	19	29	56	8	-	12	-	3	-	1	-	-	-	-	-	-	400	-	-
Dallas	81	68	33	-	-	68	4	6	-	2	-	2	-	1	-	-	-	-	-	-	10	-	-
Greenville	13	16	13	-	-	34	100	16	-	-	-	1	-	1	-	-	-	-	-	-	200	-	-

FRANKLIN COUNTY—CONTINUED.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number different pupils registered.	Percentage of average attendance.	Average length of Summer Schools, 5 days per week.	Average length of Winter Schools, 5 days per week.	Number districts in town.	Parts of districts.	Number school-houses in town.	Number in good repair.	Number built last year.	Cost of same.	Estimated value of all the school property in town.	Number Male Teachers employed in Summer.	Number Male Teachers employed in Winter.		
Letter E... PIs.....	16	11	9	11	9	11	.56	6	4	1	-	-	1	-	-	\$100	-	-		
Perkins.....	42	35	29	43	34	48	.75	7	3	3	-	3	-	-	-	200	-	-		
Rangleley.....	20	-	-	11	6	11	.30	-	13	1	-	1	1	-	-	100	-	1		
	5,744	3,391	2,762	3,638	3,011	4,416	.50	8	3	10	1	185	23	198	126	2	450	70,460	5	85

FRANKLIN COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer.	Number Female Teachers employed in Winter.	No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week.	Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Avon.....	10	7	1	\$15 00	2 99	1 44	500	43	-	2 49	606	327	-	933	846	87	-	86	30 00
Carthage.....	6	4	-	20 00	3 13	1 50	406	-	-	2 65	498	242	30	770	676	94	-	-	36 00
Chesterville.....	9	5	-	23 75	3 10	1 63	860	96	-	3 01	934	411	39	1,384	1,361	23	-	50	40 00

Eustis.....	4	4	1	-	4 34	1 95	275	58	-	3 37	302	150	21	473	460	13	-	-	13 00
Farmington.....	25	20	15	36 20	2 87	1 82	3,000	318	-	3 08	3,446	1,468	90	5,004	4,425	579	-	-	147 00
Freeman.....	8	3	-	24 80	2 89	1 46	500	61	-	2 35	569	319	1	889	858	31	-	-	30 00
Industry.....	7	6	2	20 45	2 96	1 61	572	-	-	2 65	637	351	-	988	867	121	-	-	29 00
Jay.....	14	10	2	23 62	3 10	1 87	1,200	167	-	3 01	1,200	626	73	1,899	1,797	102	-	-	70 00
Kingfield.....	2	3	1	41 00	4 25	2 25	364	-	-	2 08	425	253	41	719	620	99	-	-	12 00
Madrid.....	8	3	1	19 50	2 65	1 50	340	-	10	2 52	354	189	32	575	562	13	-	25	30 00
New Sharon.....	18	11	5	22 50	3 33	1 52	1,160	115	-	3 23	1,190	545	38	1,773	1,732	41	-	-	96 00
New Vineyard.....	9	6	-	36 00	3 23	1 56	630	-	-	2 48	686	408	6	1,100	1,030	70	-	-	27 00
Phillips.....	20	9	-	28 67	3 22	1 76	1,470	250	-	2 73	1,616	790	-	2,406	2,100	306	-	-	94 00
Rangeley.....	5	3	-	25 00	4 00	2 00	452	2	-	1 95	529	351	143	1,023	862	161	-	-	20 00
Salem.....	1	1	1	25 50	3 50	1 65	224	6	-	2 26	267	141	-	408	323	85	-	-	6 00
Strong.....	9	7	1	17 50	3 28	1 41	500	23	-	2 75	675	283	87	1,045	1,016	29	-	-	24 00
Temple.....	7	3	-	20 58	2 22	1 57	464	-	-	2 61	585	278	-	863	705	158	-	-	21 00
Weld.....	10	3	-	19 50	3 10	1 45	870	38	-	2 74	984	473	-	1,457	1,426	31	-	-	59 00
Wilton.....	21	4	1	27 43	4 05	1 88	1,391	-	-	2 49	1,665	747	125	2,537	2,359	178	-	-	90 00
Coplin..... Pls.....	1	1	-	-	4 00	1 50	100	37	-	2 86	80	50	-	130	130	-	-	-	3 00
Dallas.....	3	-	1	-	3 40	1 75	133	17	-	1 64	358	117	-	475	114	361	-	-	4 00
Greenville.....	2	-	-	-	2 25	1 50	50	10	-	3 85	50	17	-	67	57	10	-	-	2 00
Letter E.....	1	1	-	-	2 00	1 42	35	11	-	2 19	35	19	-	54	42	12	-	-	4 00
Perkins.....	3	2	-	10 00	2 60	1 58	107	-	-	2 55	161	80	-	241	231	10	-	-	4 00
Rangeley.....	-	1	-	-	2 50	1 50	27	-	24	1 35	No	Fiscal Return.	-	-	-	-	-	-	4 00
	203	117	32	25 11	3 16	1 64	15,630	1,252	34	2 20	17,852	8,635	726	27,213	24,599	2,614	-	161	891 00

HANCOCK COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.		Number registered in Summer Schools		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number different pupils registered.		Percentage of average attendance.		Average length of Summer Schools, 5 days per week.		Average length of Winter Schools, 5 days per week.		Number districts in town.		Parts of districts.		Number school-houses in town.		Number in good repair.		Number built last year.		Cost of same.		Estimated value of all the school property in town.		Number Male Teachers employed in Summer.		Number 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.				
Amherst	146	88	74	62	48	112	.42	9	-	12	1	4	-	-	-	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Aurora	76	49	39	40	36	60	.49	7	-	3	10	4	3	-	-	20	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
Bluehill	729	483	418	540	479	552	.61	9	-	10	-	-	-	-	-	18	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6		
Brooklin	356	190	155	268	210	310	.51	9	-	3	9	2	9	-	-	9	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	
Brooksville	527	293	255	255	194	344	.43	14	-	10	3	9	9	-	-	9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Bucksport	908	550	471	509	460	688	.51	12	-	13	1	16	1	16	2	19	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Castine	357	155	95	241	207	257	.30	10	-	2	17	1	4	-	-	6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Cranberry Isles	119	64	60	89	79	106	.52	7	-	4	10	4	5	-	-	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Deer Isle	1,353	948	768	670	573	1,040	.50	12	-	10	-	22	7	22	1	20	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	
Dedham	156	113	84	91	78	117	.52	7	-	8	2	7	5	-	-	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Eastbrook	115	80	60	67	55	80	.54	7	-	3	8	4	4	-	-	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Eden	590	308	262	353	288	371	.47	9	-	10	-	13	13	-	-	13	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
Ellsworth	1,737	919	780	967	777	1,236	.45	10	-	9	1	19	2	23	14	19	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Franklin	425	323	260	312	240	425	.59	7	-	1	8	-	10	-	-	9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Gouldsborough	575	380	340	442	359	445	.61	9	-	10	2	14	1	12	10	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hancock	410	215	175	223	181	268	.43	9	-	4	10	1	6	-	-	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
Isle au Haut	84	20	15	57	49	77	.38	8	-	8	1	5	5	-	-	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Lamoine	257	146	123	164	135	226	.50	13	-	4	11	2	4	-	-	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Mariaville	124	94	81	95	81	103	.66	8	-	10	1	5	-	-	-	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Mount Desert	378	204	179	209	182	275	.48	9	-	9	-	10	-	9	-	9	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Orland	498	291	231	306	252	357	.49	9	-	3	12	4	14	-	-	14	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Otis	114	72	58	78	54	84	.50	8	-	7	2	3	3	-	-	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Penobscot	434	308	286	309	220	322	.58	9	-	2	9	4	12	-	-	12	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Sedgwick	381	248	214	281	244	295	.60	8	-	4	9	3	9	-	-	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Sullivan	367	200	160	230	200	265	.49	11	-	12	-	7	-	8	6	-	-	2,500	-	7
Surry	385	247	217	259	229	294	.58	8	4	9	3	9	-	9	9	-	-	2,900	-	5
Tremont	753	632	522	489	395	552	.61	8	-	9	2	15	-	13	13	-	-	8,000	-	10
Trenton	181	122	100	113	102	144	.56	8	-	9	-	7	-	7	7	-	-	2,550	-	2
Verona	102	60	60	73	58	80	.58	8	1	8	4	4	-	4	4	-	-	2,000	-	-
Waltham	83	63	45	48	41	62	.52	8	4	9	-	3	-	4	2	-	-	700	-	2
Long Island..Pls	51	24	20	27	21	34	.40	8	-	8	3	1	-	1	1	-	-	300	-	1
No. 7	21	9	6	-	-	9	.29	-	-	-	-	1	-	1	1	-	-	340	-	-
No. 21	24	20	18	-	-	24	.75	20	-	-	-	1	-	1	-	-	-	500	-	-
No. 33	71	47	39	49	30	52	.49	8	-	7	-	1	-	1	1	-	-	500	-	-
Swan's Island.....	240	138	108	155	112	187	.46	7	2	9	4	5	-	5	4	-	-	850	-	3
	13,127	8,103	6,778	8,071	6,669	9,854	.51	9	2	10	-	281	10	276	198	4	6,100	148,115	11	152

25

HANCOCK COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer.	Number Female Teachers employed in Winter.	No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week.	Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Amherst	4	3	-	\$35 00	3 50	2 00	320	-	-	2 19	486	228	80	794	657	137	-	-	18 00
Aurora	3	2	-	30 00	3 30	1 58	175	5	-	2 30	536	114	74	724	249	475	-	-	54 00
Bluehill	19	10	-	32 00	4 55	2 00	1,800	30	-	2 47	1,915	1,260	150	3,325	3,197	128	-	-	90 00
Brooklin	8	4	-	28 90	4 20	2 14	1,000	218	-	2 81	821	587	13	1,421	1,411	10	-	-	54 00
Brooksville	10	5	1	33 00	3 84	1 88	1,140	5	-	2 16	1,196	867	-	2,063	1,941	122	-	-	46 00
Bucksport	17	14	-	50 00	3 00	1 50	2,500	62	-	2 75	2,903	1,401	77	4,381	4,042	339	-	-	103 00
Castine	6	5	2	42 00	7 15	2 25	1,200	228	-	3 36	1,345	586	45	2,016	1,840	176	-	-	50 00
Cranberry Isles	3	4	-	32 50	3 71	2 06	274	-	-	2 30	314	191	6	511	486	25	-	98	24 00
Deer Isle	30	8	7	38 00	4 70	2 35	2,613	-	-	1 94	2,795	2,098	-	4,893	4,875	18	-	-	60 00
Dedham	6	3	1	29 00	2 60	1 70	400	75	-	2 50	470	241	102	813	781	32	-	-	25 00
Eastbrook	4	2	1	32 50	4 00	2 00	300	69	-	2 61	300	189	23	512	512	-	-	-	12 00
Eden	13	3	-	36 00	4 00	2 10	1,400	97	-	2 37	1,605	911	109	2,625	2,358	267	-	-	140 00
Ellsworth	26	13	1	34 00	4 46	2 29	4,200	158	-	2 42	5,149	2,624	-	7,773	6,881	892	-	130	250 00
Franklin	6	6	-	32 50	3 50	2 50	882	-	-	2 07	1,524	669	-	2,193	1,608	585	-	-	25 00
Gouldsborough	16	9	-	33 50	3 50	2 08	1,459	-	-	2 54	1,559	923	34	2,516	2,463	53	-	-	70 00
Hancock	9	-	3	37 00	5 46	2 75	876	-	-	2 13	1,121	626	-	1,747	1,694	53	-	-	65 00
Isle au Haut	1	4	-	12 00	3 30	2 50	222	3	-	2 64	216	113	-	329	313	16	-	-	10 00
Lamoine	4	1	-	36 00	5 00	1 95	601	9	-	2 36	685	401	-	1,086	1,038	48	-	-	33 00
Mariaville	5	4	-	22 00	3 36	1 66	325	19	-	2 62	339	204	43	586	517	69	-	-	13 00
Mount Desert	10	1	-	34 00	3 67	1 60	814	-	-	2 15	882	584	2	1,468	1,397	71	-	-	86 00
Orland	17	8	2	32 50	3 88	1 90	1,360	9	-	2 73	1,510	754	135	2,399	2,252	147	-	-	75 00
Otis	3	1	2	9 00	3 75	2 00	250	7	-	2 19	250	181	34	465	355	110	-	-	21 00
Penobscot	12	6	-	32 00	4 42	2 05	1,115	-	-	2 47	1,227	659	42	1,928	1,857	71	-	-	46 00
Sedgwick	10	4	2	35 17	4 23	1 99	1,000	98	-	2 62	1,064	589	54	1,707	1,470	237	-	20	59 00

Sullivan	8	1	-	37 00	3 75 2 10	850	-	-	2 23	985	565	-	1,550	1,498	52	-	-	25 00
Surry	10	5	-	30 40	3 70 2 00	950	3	-	2 47	1,013	600	-	1,613	1,562	51	-	-	65 00
Tremont	14	4	-	37 00	4 38 2 05	1,609	-	-	2 13	1,694	1,182	-	2,876	2,747	129	-	-	71 00
Trenton	8	5	-	36 25	3 50 1 75	550	39	-	3 04	663	260	-	923	916	7	-	-	30 00
Verona	4	4	-	-	4 03 1 92	285	-	-	2 79	309	176	-	485	462	23	-	-	16 00
Waltham	3	1	-	23 50	3 50 1 13	237	-	-	2 85	316	128	89	533	383	150	-	-	6 00
Long Island..Pls....	1	-	-	40 00	4 00 2 75	120	-	-	2 35	120	83	-	203	197	6	-	30	5 00
No. 7.....	1	-	-	-	2 25 2 00	71	-	-	3 39	55	33	15	103	100	3	-	-	-
No. 21.....	2	-	-	-	2 50 1 25	65	16	-	2 71	No Fiscal	Ret	urns.	262	115	147	-	-	6 00
No. 33.....	-	1	-	26 00	3 75 1 58	100	6	-	1 41	151	111	-	262	115	147	-	-	6 00
Swan's Island.....	6	2	-	38 33	3 55 2 18	490	-	-	122 2 04	655	356	-	1,011	826	185	-	-	37 00
	299	143	22	32 41	3 89 1 99	31,553	1,156	-	122 2 46	36,213	20,494	1127	57,834	53,000	4,834	-	278	1,586 00

KENNEBEC COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number different pupils registered.	Percentage of average attendance.		Average length of Summer Schools, 5 days per week.		Average length of Winter Schools, 5 days per week.		Number districts in town.	Parts of districts.	Number school-houses in town.	Number in good repair.	Number built last year.	Cost of same.	Estimated value of all the school property in town.	Number Male Teachers employed in Summer.	Number Male Teachers employed in Winter.
	Number registered in Summer Schools.	Average number attending Summer Schools.					Number registered in Winter Schools.	Average number attending Winter Schools.	Number different pupils registered.	Per cent.	Days.	Per cent.										Days.
Albion	359	213	173	258	191	268	5.1	10	-	12	-	12	-	13	7	-	-	\$ 2,600	1	3	
Augusta	2,192	1,141	963	1,178	987	1,217	.44	9	1	10	4	21	-	31	25	-	-	51,000	3	8	
Belgrade	395	216	178	305	253	324	.55	10	3	10	-	18	-	18	12	-	-	4,575	1	9	
Benton	357	227	191	201	157	447	.49	8	-	9	4	11	-	10	8	-	-	3,400	-	2	
Chelsea	282	180	158	198	170	239	.58	10	-	9	-	9	1	9	6	1	\$500	3,000	-	1	
China	444	253	206	321	252	375	.52	8	-	9	3	21	1	20	6	-	-	3,000	1	6	
Clinton	521	304	255	327	271	401	.50	9	2	10	2	13	-	13	5	-	-	4,000	1	8	
Farmingdale	231	115	95	100	82	146	.38	10	1	10	-	3	-	4	4	-	-	4,000	2	3	
Fayette	244	109	95	164	144	175	.49	7	2	11	1	9	-	4	9	8	-	2,500	-	3	
Gardiner	1,341	745	648	629	570	861	.45	18	-	18	-	-	-	11	9	-	-	40,000	3	3	
Hallowell	770	467	414	465	411	572	.54	11	-	11	-	-	-	11	11	-	-	25,000	-	-	
Litchfield	378	233	195	268	227	294	.56	9	-	8	4	15	-	15	2	-	-	3,000	2	9	
Manchester	170	83	65	95	75	115	.41	9	-	10	-	-	-	7	5	-	-	3,000	2	3	
Monmouth	317	199	167	174	142	222	.49	16	-	9	-	-	-	13	5	-	-	4,000	-	-	
Mt. Vernon	305	167	132	218	171	217	.50	8	-	10	-	11	2	11	9	-	-	7,700	-	4	
Oakland	589	435	302	346	265	502	.48	17	4	10	3	-	-	11	8	1	1,388	7,500	1	1	
Pittston	686	394	315	362	291	430	.44	16	-	8	-	17	-	17	5	-	-	6,000	-	5	
Readfield	271	174	147	168	132	199	.51	11	-	12	-	9	-	10	3	-	-	4,000	-	1	
Rome	170	91	71	125	102	129	.51	9	2	10	-	7	1	6	5	-	-	1,300	-	5	
Sidney	432	301	251	343	287	368	.62	8	-	10	2	19	-	19	6	2	600	1,900	-	1	
Vassalborough	757	404	387	443	402	459	.52	9	-	11	3	21	-	23	18	-	-	9,875	1	4	
Vienna	186	120	96	139	118	173	.57	8	1	8	1	10	-	10	6	-	-	1,200	-	2	

COMMON SCHOOLS.

Waterville	2,254	1,127	732	1,104	714	1,127	.32	18	-	18	-	-	-	10	9	1	1,400	31,500	1	2
Wayne.....	244	132	109	160	125	175	.48	9	-	10	-	-	-	9	6	-	-	6,000	-	1
West Gardiner.....	287	188	165	193	176	183	.59	8	2	10	-	9	-	9	5	-	-	2,200	2	6
Windsor.....	311	175	156	240	207	255	.58	7	2	8	3	13	-	13	4	-	-	3,000	-	7
Winslow.....	628	286	231	271	215	376	.36	7	1	9	3	16	1	16	7	-	-	4,500	-	6
Winthrop	597	322	312	350	306	450	.52	10	-	15	-	10	-	10	7	-	-	15,000	-	1
Unity Pl.....	25	15	12	20	18	20	.60	8	-	8	-	1	-	1	-	-	-	250	-	-
	15,743	8,816	7,221	9,165	7,461	10,719	.47	10	1	10	3	275	10	359	211	5	3,888	255,000	23	104

KENNEBEC COUNTY—CONCLUDED.

TOWNS.	Number Male Teachers employed in Summer.	Number Female Teachers employed in Winter.	No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week	Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by l. w.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Albion	10	9	-	\$26 62	3 10 1 62	954	-	-	2 66	989	551	200	1,740	1,650	90	-	-	61 00	
Augusta	35	27	4	51 00	3 92 2 13	6,500	-	433	2 96	6,761	3,467	15	10,243	10,002	241	-	-	300 00	
Belgrade	13	7	3	24 67	3 72 2 03	1,200	143	-	3 04	1,680	653	-	2,333	2,239	94	-	-	80 00	
Benton	10	13	-	25 00	4 03 1 51	1,000	62	-	2 80	1,313	605	-	1,918	1,497	421	-	-	50 00	
Chelsea	11	8	-	20 00	3 22 1 83	750	75	-	2 66	923	398	-	1,321	1,332	-	11	-	35 00	
China	17	14	-	21 57	3 42 1 74	1,415	-	-	3 14	1,418	718	-	2,136	2,124	12	-	-	90 00	
Clinton	13	7	-	34 12	3 45 1 84	1,500	168	-	2 88	1,588	815	15	2,418	2,317	101	-	-	80 00	
Farmingdale	3	1	-	28 75	3 75 2 00	1,000	369	-	4 33	1,012	350	-	1,362	1,280	82	-	-	38 00	
Fayette	8	8	5	26 00	3 60 1 64	725	113	-	2 97	887	402	-	1,289	1,183	106	-	-	36 00	
Gardiner	17	17	5	81 13	7 50 3 50	5,100	1,249	-	3 59	4,825	2,114	361	7,300	7,275	25	-	-	200 00	
Hallowell	11	11	-	-	9 67 2 50	2,800	277	-	3 63	3,000	1,312	32	4,344	5,350	-	1,006	-	150 00	
Litchfield	12	6	-	24 00	3 25 1 75	1,048	-	-	2 80	1,251	615	-	1,866	1,668	198	-	-	61 00	
Manchester	4	4	-	20 25	3 30 2 00	700	202	-	4 12	752	303	-	1,055	957	98	-	-	35 00	
Monmouth	12	10	1	4 00	2 00	1,800	584	-	5 67	1,520	484	-	2,004	1,993	11	-	-	97 00	
Mt. Vernon	11	7	3	18 50	4 00 1 70	912	-	24	2 99	975	464	-	1,439	1,349	90	-	-	60 00	
Oakland	14	12	3	62 97	5 00 2 10	2,300	983	-	3 90	1,789	1,007	66	2,862	2,999	-	137	-	125 00	
Pittston	10	8	-	32 00	4 17 2 29	2,000	34	-	2 92	2,941	1,020	-	3,961	3,961	-	-	-	150 00	
Readfield	11	10	3	25 00	4 25 1 75	1,000	-	6	3 69	1,178	419	100	1,697	1,346	351	-	100	50 00	
Rome	5	1	-	21 50	3 71 2 00	485	-	-	2 85	489	275	-	764	762	2	-	-	28 00	
Sidney	19	18	2	18 00	3 84 1 35	1,500	383	-	3 47	1,520	677	57	2,254	2,120	134	-	150	90 00	
Vassalborough	20	19	1	31 00	5 25 1 95	2,500	403	-	3 30	2,744	1,220	-	3,964	3,578	386	-	-	120 00	
Vienna	9	8	1	21 00	2 93 1 55	615	-	-	2 77	555	289	-	844	670	174	-	-	25 00	

COMMON SCHOOLS.

Waterville.....	20	19	4	60 00	8 00	3 00	5,000	1,262	-	2 22	6,514	3,298	112	9,924	8,343	1,581	-	-	631 00	
Wayne	8	7	1	31 50	3 58	2 05	760	-	-	3 11	1,014	375	55	1,444	1,345	99	-	100	75 00	
West Gardiner.....	7	3	1	23 00	3 44	2 00	850	68	-	2 96	879	474	-	1,353	1,269	84	-	-	45 00	
Windsor.....	12	6	-	22 57	3 25	1 47	860	-	-	3 27	935	497	-	1,432	1,376	56	-	-	45 00	
Winslow	15	10	1	26 00	2 75	1 90	1,200	26	-	1 91	1,364	932	-	2,296	1,747	549	-	25	69 00	
Winthrop	13	12	2	24 00	3 50	2 00	1,800	83	-	3 02	1,998	946	170	3,114	2,600	514	-	-	110 00	
Unity Pl.	1	1	-	-	3 00	1 12	50	1	-	2 00	No	Fiscal R	eturns.	-	-	-	-	-	2 00	
	351	283	40	30 78	4 19	1 94	48,224	6,491	-	460	3 14	52,814	24,680	1183	78,677	74,332	5,499	1,154	375	2,938 00

KNOX COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number different pupils registered.		Percentage of average attendance.		Average length of Summer Schools, 5 days per week.		Average length of Winter Schools, 5 days per week.		Number districts in town.		Parts of districts.		Number school-houses in town		Number in good repair.		Number built last year.		Cost of same.		Estimated value of all the school property in town.		Number Male Teachers employed in Summer.		Number 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.				
Appleton	428	383	232	273	214	393	.52	8	-	9	4	11	1	11	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Camden	1,403	750	654	762	620	873	.45	13	4	10	4	13	4	15	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Cushing	268	145	116	160	124	187	.45	14	-	12	-	6	1	6	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Friendship	330	194	154	209	174	254	.50	9	-	9	3	7	2	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hope	244	142	121	142	118	210	.49	14	-	11	-	1	-	7	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hurricane Isle	67	48	33	29	21	51	.40	11	-	11	-	1	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
North Haven	248	139	120	172	147	198	.54	7	2	10	2	6	-	6	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Rockland	2,227	1,314	1,110	1,215	1,049	1,314	.44	22	-	7	2	-	-	12	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
South Thomaston	616	345	281	377	310	492	.48	8	4	13	3	12	-	14	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
St George	988	644	548	648	552	758	.56	11	3	11	4	19	4	17	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Thomaston	888	607	525	588	485	661	.57	16	-	16	-	-	-	12	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Union	437	256	220	306	248	326	.53	8	4	10	2	14	-	14	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Vinalhaven	932	591	519	630	529	710	.56	11	-	10	3	11	-	13	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Warren	712	456	363	459	366	507	.51	8	3	9	3	20	1	20	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Washington	422	234	201	250	230	350	.51	9	2	8	1	13	2	12	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Matinicus Isle Pl.	60	46	40	41	39	53	.66	16	-	12	-	1	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	10,170	6,294	5,237	6,261	5,226	7,337	.51	11	4	10	4	147	16	168	116	2	700	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

COMMON SCHOOLS.

KNOX COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer.	Number Female Teachers in Winter.	No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week.	Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Appleton	15	5	4	\$28 78	3 40 1 75	1,079	-	-	2 52	1,485	656	-	2,141	1,929	212	-	-	53 00	
Camden	24	14	14	31 14	3 81 2 32	4,000	491	-	2 85	4,055	2,185	712	6,952	6,570	382	-	700	91 00	
Cushing	6	7	1	31 00	3 43 1 69	644	-	-	2 40	706	442	-	1,148	996	152	-	-	13 00	
Friendship	8	6	1	37 00	3 80 2 00	750	-	2	2 28	751	526	-	1,277	1,251	26	-	-	17 00	
Hope	9	3	3	25 00	3 50 1 75	665	-	-	2 73	741	387	5	1,133	1,055	78	-	-	33 00	
Hurricane Isle.....	1	1	-	-	8 00 3 50	450	274	-	4 09	637	108	51	796	591	205	-	-	10 00	
North Haven	6	1	2	34 40	3 18 2 27	650	46	-	2 62	701	400	-	1,101	1,044	57	-	-	34 00	
Rockland	29	28	-	104 00	4 59 3 27	8,580	2,501	-	3 85	7,144	3,131	34	10,309	10,257	52	-	-	300 00	
South Thomaston...	11	8	3	43 87	6 47 2 90	1,417	-	-	2 30	1,740	975	-	2,715	2,521	194	-	-	58 00	
St. George	18	3	4	28 00	4 60 2 37	2,300	-	-	2 33	2,342	1,537	1	4,080	3,885	195	-	-	50 00	
Thomaston.....	12	12	2	63 00	6 75 3 00	3,000	586	-	3 38	3,032	1,395	23	4,450	4,450	-	-	75	150 00	
Union	12	7	5	33 00	3 77 2 00	1,238	-	-	2 83	1,551	697	-	2,248	1,948	300	-	-	68 00	
Vinalhaven.....	16	10	10	45 66	3 74 2 83	2,285	-	-	2 45	2,281	1,516	-	3,797	3,646	151	-	-	150 00	
Warren	19	10	-	27 50	4 00 2 10	1,733	-	-	2 43	1,864	1,118	250	3,232	3,016	216	-	-	68 00	
Washington	15	5	2	26 00	3 50 2 00	999	-	-	2 37	1,128	664	-	1,792	1,664	128	-	-	60 00	
Matinecus Isle Pl...	1	-	-	40 00	4 00 2 50	200	-	-	43 33	308	100	-	408	299	109	-	-	-	
	202	114	49	39 89	4 41 2 39	29,990	3,900	43	2 80	30,666	15,837	1076	47,579	45,122	2,457	-	775	1,155 00	

LINCOLN COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number different pupils registered.		Percentage of average attendance.		Average length of Summer Schools, 5 days per week.			Average length of Winter Schools, 5 days per week.			Number districts in town.		Parts of districts		Number school-houses in town.		Number in good repair.		Number built last year.		Cost of same.		Estimated value of all the school property in town.		Number Male Teachers employed in Summer.		Number 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.....	191	125	110	139	108	166	.57	8	1	11	-	6	-	16	-	6	-	15	6	1	-	-	-	-	-	-	-	-	-	-	-	\$	2,500	-	2			
Boothbay.....	1,334	743	697	821	757	924	.55	9	1	7	3	16	-	9	-	15	6	9	6	-	-	-	-	-	-	-	-	-	-	-	-	25,000	-	16				
Bremen.....	273	154	136	190	135	196	.50	8	1	8	-	9	1	9	-	9	6	9	6	-	-	-	-	-	-	-	-	-	-	-	4,680	-	7					
Bristol.....	1,045	577	476	703	596	705	.50	10	-	11	2	21	-	21	-	21	10	10	10	-	2	-	-	-	-	-	-	-	-	\$	12,500	1	12					
Damariscotta.....	321	174	149	184	154	209	.47	9	-	11	-	6	-	7	-	7	7	7	7	-	-	-	-	-	-	-	-	-	-	-	3,500	-	6					
Dresden.....	324	155	134	292	226	309	.56	8	-	11	-	9	1	9	1	9	6	6	6	-	-	-	-	-	-	-	-	-	-	-	2,000	-	9					
Edgecomb.....	300	156	122	184	154	196	.46	9	3	12	1	7	-	7	-	7	7	7	7	-	-	-	-	-	-	-	-	-	-	-	4,000	-	5					
Jefferson.....	485	288	251	395	335	406	.60	7	4	9	4	15	-	14	-	14	11	11	11	-	-	-	-	-	-	-	-	-	-	-	4,500	-	8					
Newcastle.....	438	226	204	343	294	305	.57	8	1	10	-	15	-	14	-	14	8	8	8	-	-	-	-	-	-	-	-	-	-	-	4,500	-	7					
Nobleborough.....	339	215	184	246	228	278	.68	11	-	10	-	12	-	12	-	12	8	8	8	-	-	-	-	-	-	-	-	-	-	2,500	-	7						
Somerville.....	214	95	76	117	97	149	.40	8	4	10	4	7	1	5	1	5	4	4	4	-	-	-	-	-	-	-	-	-	-	-	1,000	-	1					
Southport.....	245	146	122	201	167	208	.58	11	2	10	4	6	-	5	-	5	4	4	4	-	-	-	-	-	-	-	-	-	-	2,100	-	4						
Waldoborough.....	1,146	640	536	641	547	781	.47	9	2	10	3	31	-	30	-	30	17	17	17	1	-	-	-	-	-	-	-	-	-	650	13,000	1	14					
Westport.....	175	108	92	114	94	137	.53	10	-	11	-	4	-	4	-	4	3	3	3	-	-	-	-	-	-	-	-	-	-	1,800	-	4						
Whitefield.....	464	250	180	400	320	439	.54	8	2	9	2	16	-	16	-	16	12	12	12	-	-	-	-	-	-	-	-	-	-	5,000	-	11						
Wiscasset.....	626	392	331	377	303	472	.50	17	3	12	2	6	-	7	-	7	6	6	6	-	-	-	-	-	-	-	-	-	-	5,000	1	2						
Monhegan Pt.....	40	21	18	24	20	25	.48	8	-	16	-	1	-	1	-	1	1	1	1	-	-	-	-	-	-	-	-	-	500	-	-							
	7,960	4,465	3,818	5,371	4,535	5,905	.52	9	3	11	4	187	3	182	115	3	4,700	95,080	7	115																		

COMMON SCHOOLS.

LINCOLN COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer.	Number Female Teachers employed in Winter.	No Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week.	Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Alna	6	4	-	\$25 50	3 99	1 94	600	50	-	3 14	650	309	-	959	802	157	-	-	29 00
Boothbay	20	1	12	34 50	5 00	2 50	3,600	739	-	2 70	3,831	2,072	-	5,903	5,700	203	-	-	175 00
Bremen	9	4	-	35 00	3 25	1 94	678	7	-	2 48	747	405	-	1,152	946	206	-	-	18 00
Bristol	22	11	2	37 82	3 81	2 17	2,600	43	-	2 49	2,901	1,584	-	4,485	4,197	288	-	100	105 00
Damariscotta	6	1	-	29 36	3 43	2 50	914	146	-	3 30	1,115	657	-	1,772	1,548	224	-	50	60 00
Dresden	2	4	4	27 45	4 20	2 26	826	-	-	2 55	1,415	483	-	1,898	1,646	252	-	-	30 00
Edgecomb	8	2	2	34 00	4 10	2 49	800	102	-	2 67	838	468	-	1,306	1,300	6	-	-	43 00
Jefferson	14	7	2	28 40	3 79	1 65	1,272	-	-	2 62	1,706	800	-	2,506	2,233	273	-	-	55 00
Newcastle	12	10	-	29 57	3 54	2 06	1,227	-	-	2 80	1,334	684	-	2,018	1,953	65	-	-	95 00
Nobleborough	12	5	-	26 86	3 43	2 00	914	-	-	2 70	1,134	553	-	1,687	1,566	121	-	-	50 00
Somerville	6	5	1	20 00	2 95	1 59	432	1	-	2 02	507	253	-	760	728	32	-	-	15 00
Southport	6	1	-	34 00	3 67	2 64	679	136	-	2 77	794	384	-	1,178	1,079	99	-	-	32 00
Waldoborough	31	15	-	28 15	3 75	2 02	3,000	6	-	2 70	3,644	1,815	-	5,459	5,144	315	-	-	192 00
Westport	4	-	-	35 50	4 38	2 31	490	-	-	2 80	642	272	-	914	868	46	-	-	8 00
Whitefield	22	8	-	24 50	3 50	1 75	1,400	191	-	3 02	1,938	756	-	2,694	2,206	488	-	-	95 00
Wisasset	9	8	2	50 00	5 20	2 80	1,500	22	-	2 39	1,826	906	-	2,732	2,624	108	-	-	103 00
Monhegan Pl.	1	1	-	-	4 50	2 50	95	-	-	6 2 50	209	56	-	265	195	70	-	-	-
	196	87	25	31 29	3 97	2 18	21,027	1,443	-	6 2 68	25,231	12,457	-	37,688	34,735	2,953	-	150	1,105 00

OXFORD COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number different pupils registered.	Percentage of average attendance.	Average length of Summer Schools, 5 days per week.			Average length of Winter Schools, 5 days per week.			Number districts in town.	Parts of districts.	Number school-houses in town.	Number in good repair.	Number built last year.	Cost of same.	Estimated value of all the school property in town.	Number Male Teachers employed in Summer.	Number Male Teachers employed in Winter.
	w.	d.							w.	d.	w.	d.											
Albany	219	145	123	144	111	180	.53	7	4	10	3	10	1	10	5	-	-	-	-	\$2,000	-	2	
Andover	291	163	134	141	109	174	.42	8	3	9	9	6	-	6	4	-	-	-	-	4,000	-	2	
Bethel	620	309	272	325	273	402	.44	7	4	9	4	24	2	22	22	2	-	-	500	6,000	1	6	
Brownfield	387	222	179	247	198	280	.49	8	4	11	13	1	14	9	-	-	-	-	-	4,500	-	2	
Buckfield	399	236	213	285	226	295	.55	8	3	10	2	13	3	13	3	1	-	-	500	3,000	1	3	
Byron	76	22	20	56	50	57	.46	8	-	8	3	6	-	3	1	-	-	-	-	500	1	2	
Canton	416	222	192	292	251	301	.53	7	4	11	3	11	1	10	9	-	-	-	-	4,000	-	5	
Denmark	318	184	163	235	203	290	.58	9	2	11	1	12	1	13	6	-	-	-	-	3,000	1	1	
Dixfield	280	149	124	178	155	192	.56	3	3	16	2	9	1	9	8	-	-	-	-	7,000	1	8	
Fryeburg	495	250	220	338	263	348	.49	8	3	11	3	17	1	16	13	-	-	-	-	5,000	-	8	
Gilead	86	39	35	59	49	61	.49	6	-	9	4	6	-	6	5	-	-	-	-	1,100	-	2	
Grafton	38	28	26	26	19	38	.59	9	2	12	-	3	-	1	-	-	-	-	-	150	-	3	
Greenwood	288	179	156	197	156	199	.54	8	-	10	-	12	-	12	5	-	-	-	-	2,500	-	1	
Hanover	52	31	24	39	33	44	.55	9	-	15	-	3	1	3	2	-	-	-	-	1,000	-	1	
Hartford	232	178	165	180	148	213	.67	7	4	9	-	14	4	14	8	-	-	-	-	4,000	-	6	
Hebron	185	97	86	130	111	152	.53	7	4	9	1	7	3	7	4	-	-	-	-	2,700	-	3	
Hiram	412	234	193	249	206	298	.48	9	2	10	3	13	2	13	8	-	-	-	-	5,500	-	6	
Lovell	291	249	217	238	214	268	.74	8	-	9	-	12	1	12	10	-	-	-	-	5,000	-	5	
Mason	34	19	19	20	18	20	.54	8	-	10	2	1	-	1	1	-	-	-	-	400	-	1	
Mexico	121	57	49	96	78	106	.52	8	-	10	-	6	-	5	3	-	-	-	-	600	-	2	
Newry	111	63	51	75	59	81	.50	8	2	9	-	6	-	6	3	-	-	-	-	1,200	-	2	
Norway	789	452	399	451	385	522	.50	9	1	9	-	15	2	17	17	1	-	4,000	-	9,000	-	7	
Oxford	510	241	202	285	208	310	.40	8	2	11	-	12	-	12	10	-	-	-	-	7,700	-	3	
Paris	857	518	430	500	415	610	.49	9	3	10	1	20	-	20	19	-	-	-	-	11,000	1	13	

COMMON SCHOOLS.

Peru.....	255	165	145	178	147	228	.57	9	-	9	2	10	-	10	7	-	-	3,000	1	6
Porter.....	342	298	252	172	123	311	.55	7	1	10	2	13	-	13	1	1	1,000	3,000	3	7
Roxbury	62	34	27	25	20	40	.38	6	-	7	3	6	1	4	4	-	-	850	-	1
Rumford	338	178	152	218	177	233	.49	8	4	10	-	13	1	13	10	-	-	2,400	-	8
Stoneham.....	140	91	75	106	83	116	.56	10	1	10	-	5	-	4	2	-	-	1,500	-	1
Stow	126	120	102	90	69	125	.67	8	2	9	4	8	-	8	4	-	-	1,700	-	4
Summer.....	336	184	158	237	201	271	.53	8	4	9	-	16	1	16	12	-	-	4,500	-	13
Sweden	132	93	73	108	89	121	.61	9	-	10	3	7	-	7	7	-	-	3,800	-	2
Upton	83	51	42	58	48	66	.54	7	1	9	2	4	1	3	2	-	-	400	-	2
Waterford	493	208	169	209	143	281	.31	9	3	11	-	14	-	14	13	-	-	9,000	-	9
Woodstock.....	343	161	137	208	172	242	.45	7	1	11	3	11	1	11	9	-	-	4,100	-	1
Franklin... Pls.....	58	50	48	43	41	54	.76	9	-	8	-	3	-	3	2	-	-	400	-	-
Lincoln	22	15	11	16	12	17	.50	8	-	10	-	1	-	1	1	1	775	800	-	-
Milton.....	100	23	20	29	22	31	.21	9	-	12	-	2	2	1	1	-	-	500	-	1
Riley..		No	Return	s.																
	10,337	5,958	5,104	6,483	5,285	8,077	.50	8	3	10	2	364	32	353	250	6	6,775	126,800	10	154

OXFORD COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer.		Number Female Teachers employed in Winter.		No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board		Average wages of Female Teachers per week, excluding board.		Average price of Teachers' Board per week.		Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885	Amount raised to prolong public schools.	Amount paid for school supervision.			
	Male	Female	Male	Female		Male	Female	Male	Female																		
Albany.....	9	8	\$25	50	2	80	1	39	555	-	-	4	2	51	640	356	20	1,016	1,015	-	1	-	-	31	00		
Andover.....	4	2	26	25	3	25	2	43	700	-	76	-	-	2	37	687	419	21	1,127	1,142	-	-	-	-	25	00	
Bethel.....	21	17	30	00	3	55	1	78	1,662	-	-	-	-	2	68	1,719	1,028	36	2,783	2,716	67	-	-	-	112	00	
Brownfield.....	12	6	27	43	3	58	1	71	1,095	112	-	-	-	2	51	1,160	626	-	1,786	1,755	31	-	20	-	45	00	
Buckfield.....	14	12	32	50	3	03	1	96	1,500	397	-	-	-	3	76	1,263	640	213	2,116	1,980	136	-	-	-	57	00	
Byron.....	2	2	26	50	2	50	1	50	194	41	-	-	-	2	55	258	120	31	409	325	84	-	-	-	15	00	
Canton.....	10	7	29	20	3	50	2	25	824	-	-	-	-	1	98	858	623	3	1,484	1,433	51	-	-	-	47	00	
Denmark.....	12	10	26	50	3	75	1	25	1,000	277	-	-	-	3	15	1,125	497	32	1,654	1,557	97	-	15	-	55	00	
Dixfield.....	8	1	23	36	3	67	0	20	730	-	-	-	-	2	61	785	445	-	1,230	1,204	26	-	-	-	40	00	
Fryeburg.....	15	7	23	00	3	58	1	49	1,400	94	-	-	-	2	83	1,562	765	-	2,327	2,088	239	-	52	-	75	00	
Gilead.....	4	6	3	47	1	32	235	-	273	-	-	-	-	2	73	274	127	15	416	412	4	-	24	-	20	00	
Grafton.....	3	-	18	50	2	75	1	50	100	8	-	-	-	2	63	160	69	98	225	225	42	-	-	103	-	4	00
Greenwood.....	12	9	28	70	3	00	1	35	700	30	-	-	-	2	43	No	-	-	-	-	-	-	-	-	-	50	00
Hanover.....	2	2	20	00	4	25	1	82	200	38	-	-	-	4	12	273	94	12	379	331	48	-	-	-	10	00	
Hartford.....	12	8	21	33	3	20	1	70	800	110	-	-	-	3	45	862	376	24	1,262	1,199	63	-	132	-	42	00	
Hebron.....	7	4	20	00	3	05	1	78	481	-	-	-	-	2	60	520	306	-	826	764	62	-	-	-	30	00	
Hiram.....	12	8	25	87	4	75	2	03	1,500	338	-	-	-	3	64	1,803	679	4	2,486	2,406	80	-	-	-	70	00	
Lovell.....	10	6	27	20	3	74	1	52	900	38	-	-	-	3	09	1,072	492	193	1,757	1,625	132	-	-	-	50	00	
Mason.....	1	-	26	00	3	00	1	75	100	25	-	-	-	2	95	76	56	-	132	132	-	-	-	-	3	00	
Mexico.....	5	4	23	00	3	64	1	57	366	44	-	-	-	3	02	369	220	-	589	588	1	-	-	-	19	00	
Newry.....	6	4	24	50	3	10	2	00	332	62	-	-	-	2	98	354	147	59	560	539	21	-	-	91	18	00	
Norway.....	20	13	35	50	3	89	1	87	2,500	485	-	-	-	3	17	3,186	1,206	58	4,450	4,292	158	-	104	-	100	00	
Oxford.....	12	11	35	33	5	11	1	93	1,500	176	-	-	-	2	94	1,504	761	-	2,265	2,121	144	-	25	-	65	00	
Paris.....	21	7	29	75	3	60	1	90	2,344	-	-	-	-	2	73	2,933	1,351	218	4,502	3,931	571	-	40	-	110	00	

COMMON SCHOOLS.

Peru.....	11	2	1	22 50	3 14	-	800	140	-	3 14	737	415	35	1,187	1,160	27	-	30	40 00
Porter.....	9	-	1	24 95	3 00	1 95	876	-	-	2 56	920	530	100	1,550	1,465	85	-	-	49 00
Roxbury.....	5	1	1	17 50	2 67	1 40	200	60	-	3 23	189	98	27	314	268	46	-	-	10 00
Rumford.....	11	4	1	25 00	3 80	1 62	805	-	-	2 38	936	515	168	1,619	1,478	141	-	-	40 00
Stoneham.....	5	4	-	16 00	4 03	2 82	380	-	-	2 71	449	240	-	689	698	-	-	9	19 00
Stow.....	10	2	2	20 00	3 35	1 33	400	79	-	3 17	472	203	-	675	649	26	-	60	16 00
Sumner.....	14	2	-	21 73	2 49	2 00	811	-	-	2 41	899	523	11	1,433	1,275	158	-	290	
Sweden.....	7	5	-	24 50	3 54	1 42	500	121	-	3 79	535	208	100	843	799	44	-	-	30 00
Upton.....	4	2	-	34 00	2 92	1 64	196	4	-	2 36	196	134	125	455	460	-	-	5	6 00
Waterford.....	11	4	5	22 00	3 00	2 00	1,200	271	-	2 45	1,080	534	-	1,614	1,507	107	-	-	95 00
Woodstock.....	10	18	3	21 57	2 93	1 67	800	38	-	2 33	848	523	-	1,371	1,347	24	-	-	31 00
Franklin.. Pls.....	2	4	1	-	3 00	1 37	127	-	-	2 09	140	81	3	224	216	8	-	11	7 00
Lincoln.....	1	1	-	-	3 93	1 50	50	8	-	2 27	200	40	-	240	119	121	-	-	17 00
Milton.....	2	-	1	25 00	3 50	1 45	216	-	10	2 16	256	161	-	417	426	-	9	-	3 00
Riley.....																			
	336	203	38	25 16	3 40	1 73	29,079	3,072		14 2 80	31,240	15,608	1606	48,454	45,647	2,845	38	1,022	1,464

PENOBSCOT COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number different pupils registered.	Percentage of average attendance.	Average length of Summer Schools, 5 days per week.		Average length of Winter Schools, 5 days per week.		Number districts in town.	Parts of districts.	Number school-houses in town.	Number in good repair.	Number built last year.	Cost of same.	Estimated value of all the school property in town.	Number Male Teachers employed in Summer.	Number Male Teachers employed in Winter.
	w.	d.	w.	d.	w.	d.	w.	d.																	
Alton	132	82	63	103	83	123	.55	10	-	10	-	6	-	-	-	4	1	-	-	-	-	\$1,200	-	1	
Argyle	91	74	68	79	70	87	.76	10	-	10	-	4	-	-	-	4	4	-	-	-	-	2,000	-	1	
Bangor	5,253	2,943	2,719	2,841	2,449	2,943	.54	13	-	10	-	15	-	-	-	36	36	-	-	-	-	125,000	4	5	
Bradford	481	281	242	298	259	349	.52	8	4	10	1	3	-	-	-	14	13	-	-	-	-	7,000	-	5	
Bradley	266	139	129	142	114	160	.46	16	-	12	-	3	-	-	-	4	2	-	-	-	-	1,000	2	2	
Brewer	967	590	514	577	417	696	.48	11	-	11	-	11	-	-	-	11	10	-	-	-	-	17,000	-	3	
Burlington	182	127	100	89	73	142	.47	13	-	10	4	6	-	-	-	6	6	-	-	-	-	3,000	-	1	
Carmel	406	248	209	264	231	308	.54	10	3	11	-	11	-	-	-	11	3	-	-	-	-	2,500	-	3	
Carroll	217	149	122	138	114	168	.54	8	4	9	-	7	1	-	7	3	1	-	-	-	\$500	1,700	9	9	
Charleston	365	205	172	249	202	295	.51	10	1	10	-	10	1	-	10	2	2	-	-	-	-	5,000	-	6	
Chester	142	99	79	118	93	124	.60	11	3	10	1	6	-	-	6	2	-	-	-	-	-	2,100	-	4	
Clifton	104	67	55	65	53	80	.52	9	4	10	2	5	-	-	5	5	-	-	-	-	-	500	-	1	
Corinna	423	239	200	244	231	302	.51	8	-	9	1	12	3	-	14	8	-	-	-	-	-	5,000	-	4	
Corinth	392	255	209	268	232	308	.56	9	4	10	2	12	-	-	12	10	-	-	-	-	-	3,500	-	6	
Dexter	716	470	410	465	416	479	.58	12	-	12	-	12	-	-	15	13	1	-	-	-	480	10,000	-	4	
Dixmont	354	213	181	257	210	291	.55	10	3	12	-	14	2	-	13	12	-	-	-	-	-	4,500	-	1	
Edington	256	128	102	148	127	190	.45	8	3	11	-	7	-	-	7	1	-	-	-	-	-	1,500	-	3	
Edinburg	21	14	10	-	-	14	.49	18	-	-	-	2	-	-	2	2	-	-	-	-	-	1,500	-	-	
Enfield	190	130	115	95	68	140	.48	10	-	12	-	7	-	-	7	4	-	-	-	-	-	1,000	-	1	
Etna	255	155	132	180	151	201	.55	8	4	13	1	8	-	-	8	8	-	-	-	-	-	3,000	-	7	
Exeter	364	203	167	259	206	285	.51	10	-	11	-	12	2	-	12	11	-	-	-	-	-	4,500	-	4	
Garland	344	182	154	231	190	268	.50	8	4	10	1	11	2	-	11	6	-	-	-	-	-	3,600	-	3	
Glenburn	227	138	106	140	114	152	.48	8	1	10	4	7	-	-	7	7	-	-	-	-	-	700	-	2	
Greenbush	256	168	143	147	113	202	.50	7	2	9	4	8	-	-	8	8	-	-	-	-	-	2,000	2	1	
Greenfield	104	61	54	40	28	76	.39	12	-	12	-	5	-	-	5	5	-	-	-	-	-	1,200	-	2	

Hampden	796	483	402	509	402	568	.51	13	4	11	3	18	-	18	14	-	-	8,000	-	11
Hermon	433	236	197	270	224	312	.50	9	4	11	1	13	-	13	7	-	-	2,380	-	8
Holden	207	126	107	126	100	133	.50	7	3	8	4	8	-	8	6	-	-	2,200	-	3
Howland	39	22	19	19	16	22	.45	8	2	11	-	5	-	2	1	-	-	400	-	-
Hudson	215	119	95	153	120	181	.50	7	4	8	4	7	-	7	4	-	-	2,000	-	3
Kenduskeag																				
Kingman	214	108	69	98	74	114	.33	9	4	13	4	3	-	2	2	-	-	1,200	-	-
Lagrange	250	138	83	139	106	163	.38	13	-	9	-	5	-	5	4	-	-	1,500	1	2
Lee	376	221	189	269	211	282	.56	8	-	11	-	8	1	9	7	-	-	2,200	-	7
Levant	349	183	120	262	206	289	.47	8	1	9	1	12	1	12	11	1	435	3,900	-	6
Lincoln	516	297	227	307	261	429	.47	10	1	10	4	9	1	9	9	-	-	5,700	-	1
Lowell	141	127	95	103	90	116	.65	8	2	9	-	8	-	7	4	-	-	700	1	-
Mattamiscontis	19	13	12	16	13	16	.65	8	-	8	-	1	-	1	1	-	-	400	-	-
Mattawamkeag	173	133	110	124	87	153	.57	9	4	10	-	5	-	4	3	-	-	1,000	-	-
Maxfield	48	38	31	11	11	43	.44	11	4	8	-	4	-	2	1	-	-	300	-	-
Medway	216	149	130	-	-	149	.60	16	3	-	-	7	-	6	5	-	-	2,500	-	-
Milford	233	136	102	123	97	161	.43	9	4	12	2	4	-	4	4	-	-	6,000	1	3
Mt. Chase	108	76	46	48	20	102	.30	10	-	16	-	5	-	4	1	-	-	500	1	1
Newbarg	309	179	149	224	182	254	.53	8	4	11	-	11	1	11	6	-	-	3,000	-	7
Newport	401	254	221	283	243	304	.58	9	2	10	3	10	2	10	9	-	-	7,500	2	4
Oldtown	1,281	752	616	657	563	855	.47	17	-	11	1	9	-	13	9	-	-	10,000	1	5
Orono	746	433	370	401	303	555	.45	11	-	12	-	-	-	10	10	-	-	10,200	1	2
Orrington	431	243	205	296	240	389	.52	10	4	11	1	11	-	12	10	-	-	3,200	-	4
Passadumkeag	102	76	61	31	27	78	.43	8	-	11	-	4	1	4	3	-	-	2,000	-	-
Patten	237	118	100	115	95	150	.41	9	4	9	3	6	-	6	2	1	410	1,750	-	3
Plymouth	258	159	128	165	146	168	.53	8	4	10	4	8	1	9	5	-	-	2,700	-	2
Prentiss	160	89	75	110	90	125	.52	8	1	11	-	5	1	5	5	-	-	1,450	-	3
Springfield	269	187	158	140	115	201	.51	10	-	12	-	7	3	7	6	-	-	5,000	-	3
Stetson	244	190	150	134	105	172	.52	11	-	9	3	7	-	7	7	-	-	3,800	-	3
Yeazie	208	127	82	126	95	158	.43	16	-	11	-	-	-	2	1	-	-	1,600	-	1
Winn	302	192	157	160	130	212	.47	9	2	10	-	-	-	6	6	-	-	2,800	1	-
Drew PIs	41	30	29	27	24	35	.65	9	-	10	4	2	1	2	2	-	-	400	-	1
Lakeville	61	38	26	35	29	40	.45	14	-	14	3	2	1	2	2	-	-	800	-	1
No. 2, Grand Falls	39	15	12	-	-	15	.38	24	-	-	-	1	-	1	-	-	-	150	-	-
Stacyville	67	61	48	-	-	61	.72	9	3	-	-	4	-	4	2	-	-	300	-	-
Webster	52	31	26	19	12	50	.37	13	-	10	-	4	-	3	-	-	-	150	-	1
Woodville	86	59	42	26	23	68	.38	13	-	8	-	4	-	2	1	-	-	175	-	-
	22,134	13,198	11,174	12,962	10,504	15,506	.49	10	4	10	-	395	25	468	358	4	1,825	307,855	17	160

APPENDIX.

PENOBSCOT COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer		No. Teachers graduates from Normal Schools	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average price of Teachers' Board per week.		Amount of school money voted in 1885.		Excess above amount required by law.		Less than the amount required by law.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1884, to April 1, 1885.		Amount available from State Treasury from April 1, 1884, to April 1, 1885.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.		Balance unexpended April 1, 1885.		Balance over-expended April 1, 1885.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	Number	Female		Teachers	Male	Teachers	Female	Teachers	Price	Board	Amount	Excess	Less	Amount	Amount	Amount	Amount	Amount	Total	Total	Balance	Balance	Amount	Amount											
Alton	5	5	1	25	00	2	88	1	80	400	65	-	3	03	403	242	-	645	592	53	-	-	-	-	-	-	-	-	-	13	00				
Argyle	4	3	-	19	00	3	50	2	00	329	101	-	3	62	406	139	-	545	505	40	-	-	-	-	-	-	-	-	-	-	-				
Bangor	82	84	4	78	81	7	30	3	50	29,500	16,014	-	5	62	29,000	8,730	345	38,075	37,185	890	-	-	-	-	-	-	-	-	-	1,200	00				
Bradford	15	6	1	24	14	3	69	1	65	1,200	32	-	2	48	1,327	756	92	2,175	2,002	173	-	-	-	-	-	-	-	-	-	83	00				
Bradley	4	4	-	33	91	3	91	2	50	665	2	-	2	50	782	412	49	1,243	1,172	71	-	-	-	-	-	-	-	-	-	32	00				
Brewer	15	14	-	20	00	5	07	2	00	2,600	64	-	2	69	2,512	1,523	358	4,393	4,212	181	-	-	-	-	-	-	-	-	-	197	00				
Burlington	6	-	-	27	33	3	80	2	14	429	-	-	2	35	392	286	233	911	891	20	-	-	-	-	-	-	-	-	-	24	00				
Carmel	12	3	-	27	00	2	75	1	65	976	-	-	2	40	1,143	655	64	1,862	1,792	70	-	-	-	-	-	-	-	-	-	65	00				
Carroll	7	4	-	26	00	3	52	1	60	500	-	-	2	30	552	370	72	994	932	62	-	-	-	-	-	-	-	-	-	28	00				
Charleston	10	4	1	28	00	3	26	1	61	890	10	-	2	17	934	583	119	1,636	1,512	124	-	-	-	-	-	-	-	-	-	50	00				
Chester	6	6	-	-	-	3	45	1	64	282	-	-	8	1	99	322	150	695	589	106	-	-	-	-	-	-	-	-	-	24	00				
Clifton	5	4	-	35	00	3	25	1	33	280	-	-	2	69	302	183	155	640	612	28	-	-	-	-	-	-	-	-	-	22	00				
Corinna	15	9	2	33	22	3	13	1	54	1,273	71	-	3	01	1,423	675	-	2,098	2,007	91	-	-	-	-	-	-	-	-	-	107	00				
Corinth	13	4	-	28	67	3	40	1	67	1,066	-	-	2	72	1,141	584	63	1,788	1,605	183	-	-	-	-	-	-	-	-	-	70	00				
Dexter	16	16	-	60	00	6	00	2	00	2,800	750	-	3	49	2,411	1,156	166	3,733	3,878	-	-	145	-	-	-	-	-	-	-	150	00				
Dixmont	9	5	-	22	00	3	36	1	66	1,000	94	-	2	82	1,064	556	154	1,774	1,750	24	-	-	-	-	-	-	-	-	-	48	00				
Eddington	8	3	1	31	00	3	96	1	78	700	103	-	2	73	758	394	-	1,152	1,119	33	-	-	-	-	-	-	-	-	-	17	00				
Edinburg	1	-	-	-	-	3	00	2	00	50	14	-	2	38	50	31	9	90	90	-	-	-	-	-	-	-	-	-	-	3	00				
Enfield	7	2	-	30	00	3	50	2	10	450	59	-	2	37	528	283	55	866	818	48	-	-	-	-	-	-	-	-	-	25	00				
Etna	8	4	1	25	00	3	52	1	47	716	-	-	2	81	695	416	52	1,163	1,120	43	-	-	-	-	-	-	-	-	-	30	00				
Exeter	12	6	1	29	50	3	57	1	75	1,200	181	-	3	29	1,570	562	156	2,288	1,901	387	-	-	-	-	-	-	-	-	-	57	00				
Garland	11	8	-	30	00	3	48	1	74	1,065	96	-	3	09	1,155	532	92	1,779	1,676	103	-	-	-	-	-	-	-	-	-	63	00				
Glenburn	7	5	1	25	50	3	96	1	95	724	200	-	3	19	774	347	229	1,350	1,223	127	-	-	-	-	-	-	-	-	-	43	00				
Greenbush	6	6	1	21	67	3	35	1	97	525	-	-	2	05	596	389	-	985	909	-	-	-	-	-	-	-	-	-	-	40	00				
Greenfield	5	-	-	32	50	3	20	1	79	275	5	-	2	64	499	163	-	662	680	-	-	18	-	-	-	-	-	-	-	-	-				

COMMON SCHOOLS.

Hampden	24	9	3	33 33	3 76 2 03	2,500	171	-	3 14	3,372	1,359	62	4,793	4,248	545	-	-	100 00	
Heron	11	12	-	28 25	3 53 1 69	1,200	85	-	2 77	1,297	687	-	1,984	1,752	232	-	-	60 00	
Holden	8	5	3	28 00	3 81 1 56	650	76	-	3 24	722	334	15	1,071	1,014	57	-	61	43 00	
Howland	3	2	-	-	3 10 1 64	250	140	-	6 41	330	51	-	381	353	28	-	-	6 00	
Hudson	6	4	-	30 00	3 25 1 85	530	3	-	2 46	544	353	111	1,008	1,020	-	12	-	26 00	
Kenduskeag	-	-	-	-	-	520	-	-	-	530	286	80	896	885	11	-	-	-	
Kingman	3	4	1	-	4 27 2 42	500	63	-	2 34	504	258	-	762	731	31	-	-	18 00	
Lagrange	5	4	-	35 00	4 00 2 00	600	23	-	2 40	631	389	54	1,074	1,063	11	-	-	20 00	
Lee	9	2	12	22 00	3 83 1 82	716	-	-	1 90	765	581	60	1,406	1,389	17	-	-	44 00	
Levant	10	4	1	33 33	3 27 1 85	1,200	339	-	3 44	1,190	526	110	1,826	1,704	122	-	-	43 00	
Lincoln	10	11	7	30 00	5 13 2 11	1,350	23	-	2 62	1,447	892	198	2,537	2,333	204	-	-	120 00	
Lowell	7	6	-	20 00	3 40 1 80	500	154	-	3 55	452	220	66	738	735	3	-	-	21 00	
Mattamiscotis	1	1	-	-	3 50 1 40	50	-	-	12 63	55	30	-	85	85	-	-	-	-	
Mattawamkeag	6	7	-	-	3 81 2 28	365	-	-	2 11	407	387	152	946	811	135	-	30	22 00	
Maxfield	4	1	-	-	3 20 1 55	160	-	-	11 2 08	131	72	73	276	256	20	-	-	6 00	
Medway	7	-	2	-	3 92 1 90	500	-	-	2 2 32	497	339	97	933	845	88	-	-	19 00	
Milford	5	2	-	29 00	2 94 2 50	700	113	-	3 00	2,032	329	180	2,541	1,427	1,114	-	-	44 00	
Mt. Chase	3	-	-	16 00	3 50 2 00	250	2	-	2 31	No	Fiscal Return s.	-	-	-	-	-	-	50 00	
Newburg	9	4	-	28 28	3 46 1 82	1,000	154	-	3 23	1,180	506	-	1,686	1,601	85	-	-	42 00	
Newport	10	9	1	30 00	3 90 1 60	1,161	-	-	2 89	1,393	658	144	2,195	1,926	269	-	-	85 00	
Oldtown	18	13	1	45 26	4 06 2 27	2,456	-	260	1 92	3,140	1,924	2181	7,245	6,162	1,083	-	-	150 00	
Orono	12	7	2	33 00	4 00 3 00	2,175	379	-	2 92	2,082	1,156	32	3,270	3,535	-	265	-	65 00	
Orrington	11	7	-	34 50	5 37 2 25	1,250	27	-	2 84	1,434	904	70	2,408	2,272	136	-	-	104 00	
Passadumkeag	3	1	1	-	4 62 1 70	300	58	-	2 94	318	190	169	677	632	45	-	-	-	
Patten	6	3	-	24 67	3 94 1 77	600	27	-	2 53	641	358	70	1,069	1,090	-	21	-	40 00	
Plymouth	9	7	3	30 00	3 11 1 55	700	38	-	2 71	766	395	-	1,161	1,132	29	-	-	32 00	
Prentiss	5	2	-	22 25	3 21 1 68	333	-	-	2 09	500	275	119	894	756	138	-	-	18 00	
Springfield	7	1	-	35 00	4 00 2 00	800	98	-	2 97	904	495	82	1,481	1,521	-	40	-	55 00	
Stetson	7	4	-	32 00	3 31 1 81	600	17	-	2 46	657	359	162	1,178	1,067	111	-	-	38 00	
Veazie	3	2	1	48 00	4 75 2 83	600	102	-	2 88	600	322	44	966	966	-	-	-	48 00	
Winn	6	5	3	40 00	4 99 1 84	800	82	-	2 65	900	487	50	1,437	1,565	-	128	-	32 00	
Drew . PIs	3	2	1	20 00	3 17 1 90	300	190	-	7 32	271	78	-	349	291	58	-	-	7 00	
Lakeville	3	2	1	27 00	3 99 1 61	109	-	-	1 79	253	261	-	514	381	133	-	-	9 00	
No. 2, Grand Falls.	1	-	-	-	3 50 2 00	74	-	-	1 90	No	Fiscal Return s.	-	-	-	-	-	-	3 00	
Stacyville	4	-	-	-	3 50 1 81	290	53	-	2 98	167	112	-	279	357	-	78	-	-	
Webster	4	-	-	26 00	3 00 2 00	100	6	-	1 98	292	140	-	432	294	138	-	-	5 00	
Woodville	4	1	-	-	3 67 2 00	200	22	-	2 33	195	141	29	365	353	12	-	-	12 00	
	536	349	57	30 49	3 76 1 91	76,134	20,206	-	302	2 83	81,338	36,044	7023	124,405	117,324	7,788	707	91	3,778 00

APPENDIX.

PISCATAQUIS COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.		Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number different pupils registered.	Percentage of average attendance.	Average length of Summer Schools, 5 days per week.		Average length of Winter Schools, 5 days per week.		Number districts in town.	Parts of districts.	Number school-houses in town.	Number in good repair.	Number built last year.	Cost of same.	Estimated value of all the school property in town.	Number Male Teachers employed in Summer.	Number Male Teachers employed in Winter.
	w.	d.							w.	d.											
Abbot.	241	138	114	148	129	181	.50	10	-	10	-	-	-	8	6	-	-	-	\$2,000	-	2
Atkinson	266	159	135	212	185	234	.60	10	-	12	-	10	1	10	10	-	-	-	3,100	-	4
Blanchard	64	34	26	38	23	52	.38	10	-	10	-	-	-	1	1	-	-	-	1,100	1	1
Brownville	330	195	167	207	165	288	.50	10	-	10	-	-	-	9	6	-	-	-	3,500	1	2
Dover	491	322	280	397	338	423	.63	10	2	12	-	14	-	14	12	-	-	-	15,000	-	7
Foxcroft	397	205	182	250	210	294	.49	10	-	11	-	8	-	8	7	-	-	-	4,000	1	1
Greenville	220	97	74	109	85	116	.36	10	-	9	2	4	-	4	2	-	-	-	2,500	-	2
Guilford	320	189	150	229	197	233	.54	8	-	11	3	8	-	8	6	-	-	-	3,000	1	5
Medford	142	99	72	70	54	106	.44	11	-	9	4	6	-	6	4	-	-	-	1,000	-	1
Milo	328	211	188	215	178	258	.56	8	-	10	-	-	-	9	4	-	-	-	2,425	-	2
Monson	404	207	179	206	170	219	.43	10	-	10	4	-	-	7	4	-	-	-	1,500	1	2
Orneville	203	80	62	136	105	138	.41	8	3	8	4	9	1	7	5	-	-	-	1,800	-	1
Parkman	352	221	173	257	207	289	.54	9	-	9	-	14	-	14	10	-	-	-	3,500	-	1
Sangerville	331	192	146	223	186	274	.50	10	4	12	-	9	3	9	9	-	-	-	3,500	-	4
Sebec	258	191	127	151	120	234	.48	8	2	11	2	9	-	9	9	-	-	-	4,000	-	4
Shirley	87	53	43	55	37	64	.46	9	4	13	2	3	-	3	2	-	-	-	600	-	1
Wellington	241	170	155	230	210	230	.76	8	-	10	3	9	1	9	8	-	-	-	2,000	-	3
Williamsburg	67	28	23	44	36	49	.44	9	-	11	2	2	-	3	1	-	-	-	300	-	2
Willimantic	113	62	51	76	59	82	.49	10	-	10	-	3	-	3	3	1	-	\$850	1,000	-	1
Kingsbury Pl.	92	73	58	75	58	82	.63	9	-	10	-	3	-	3	3	-	-	-	800	-	-
	4,947	2,926	2,205	3,333	2,752	3,836	.52	9	3	10	3	111	6	143	112	1	850	56,625	4	46	

PISCATAQUIS COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer.	Number Female Teachers employed in Winter.	No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week	Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Abbot	9	6	-	\$30 00	3 44	1 58	650	94	-	2 70	705	350	75	1,130	1,151	-	-	-	67 00
Atkinson	9	6	-	22 00	5 00	2 00	650	-	12	2 44	795	402	100	1,297	1,238	59	-	-	25 00
Blanchard	1	-	-	26 00	3 00	2 65	133	-	12	08	161	89	41	291	275	16	-	-	5 00
Brownville	8	7	-	37 00	3 54	1 94	800	83	-	2 41	822	586	-	1,408	1,386	22	-	-	55 00
Dover	15	9	-	27 00	3 60	1 75	1,600	250	-	3 26	1,592	862	84	2,538	2,539	-	-	-	91 00
Foxcroft	10	9	-	40 00	4 50	2 50	1,150	140	-	2 89	1,300	617	72	1,989	1,638	351	-	-	51 00
Greenville	5	2	-	31 00	3 25	2 75	460	15	-	2 09	457	295	50	802	900	-	-	-	12 00
Guilford	7	3	-	35 00	3 00	2 00	1,000	295	-	3 13	1,113	459	-	1,572	1,555	17	-	-	33 00
Medford	5	3	-	30 00	2 84	1 51	320	2	-	2 25	391	254	-	645	540	105	-	-	20 00
Milo	9	6	-	40 00	3 50	1 50	750	3	-	2 29	1,026	534	73	1,633	1,612	21	-	-	48 00
Monson	6	6	-	25 00	4 07	2 00	675	13	-	1 67	768	501	52	1,321	1,376	-	55	-	55 00
Orneville	7	6	-	25 00	2 86	1 30	401	-	-	1 97	409	290	40	739	737	2	-	-	21 00
Parkman	13	13	3	32 00	3 95	1 75	1,000	196	-	2 84	1,043	573	-	1,616	1,571	45	-	-	60 00
Sangerville	9	5	3	28 00	4 00	1 75	1,000	163	-	3 02	1,163	504	53	1,720	1,560	160	-	-	15 00
Sebec	12	4	-	31 50	3 23	2 00	725	24	-	2 80	1,130	386	100	1,616	1,563	53	-	-	52 00
Shirley	3	2	-	25 50	3 20	2 53	200	-	2	30	230	134	126	490	490	-	-	-	6 00
Wellington	8	6	1	22 50	3 50	1 40	550	32	-	2 28	573	367	-	940	925	15	-	-	28 00
Williamsburg	1	-	-	-	4 00	1 61	200	12	-	2 99	203	98	-	301	290	11	-	-	5 00
Williamantic	3	2	-	22 00	3 27	1 50	300	66	-	2 66	249	180	40	469	355	114	-	-	8 00
Kingsbury Pl.	3	3	1	-	4 00	1 50	158	-	-	1 72	158	149	-	307	307	-	-	-	10 00
	143	98	13	29 42	3 59	1 88	12,722	1,388	15	2 49	14,288	7,630	906	22,824	22,008	991	175	-	667 00

SAGADAHOC COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.		Number registered in Summer Schools		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools		Number different pupils registered.		Percentage of average attendance.		Average length of Summer Schools, 5 days per week		Average length of Winter Schools, 5 days per week.		Number districts in town.		Parts of districts.		Number school-houses in town.		Number in good repair.		Number built last year.		Cost of same.		Estimated value of all the school property in town.		Number Male Teachers employed in Summer.		Number 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	60	34	30	45	31	38	.51	9	-	11	2	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	-	-	\$	600	-	-	1	3	
Bath	2,771	1,732	1,459	1,896	1,478	2,254	.53	13	-	21	2	15	-	15	-	15	-	15	-	15	-	15	-	15	-	15	-	-	-	85,000	-	3	3			
Bowdoin	356	199	170	231	185	262	.50	8	-	210	3	14	-	14	-	14	-	14	-	14	-	14	-	14	-	14	-	-	-	4,200	-	1	11			
Bowdoinham	508	277	262	228	210	352	.46	9	-	11	3	13	-	14	-	14	-	14	-	14	-	14	-	14	-	14	-	-	-	4,500	-	1	7			
Georgetown	326	216	181	190	145	230	.50	8	-	2	10	1	-	10	-	9	-	9	-	9	-	9	-	9	-	9	-	-	-	2,000	-	-	3			
Perkins	18	9	7	9	7	9	.39	8	-	7	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	-	-	400	-	-	7			
Phippsburg	541	309	249	338	269	402	.48	9	-	10	-	12	13	13	12	13	12	13	12	13	12	13	12	13	12	13	-	-	2,000	-	-	7				
Richmond	896	529	448	510	406	594	.48	10	-	11	-	11	-	14	10	14	10	14	10	14	10	14	10	14	10	14	-	-	6,000	-	1	7				
Topsham	396	265	176	255	213	310	.49	16	-	8	-	8	-	13	13	13	13	13	13	13	13	13	13	13	13	-	-	6,160	-	-	1	1				
West Bath	101	49	42	67	59	76	.50	9	-	16	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	-	-	1,200	-	-	1			
Woolwich	380	201	172	262	219	302	.51	8	3	9	4	8	-	8	-	8	-	8	-	8	-	8	-	8	-	8	1	\$425	3,700	1	6	6				
	6,413	3,820	3,196	4,031	3,222	4,859	.50	9	4	11	3	65	13	107	83	83	1	425	115,700	6	46															

SAGADAHOC COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer.	Number Female Teachers employed in Winter.	No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week	Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Arrowsic.....	2	1	1	\$25 00	6 00	3 00	200	-	4	3 33	257	96	-	353	325	28	-	-	8
Bath.....	34	34	3	86 80	8 00	4 00	11,250	4,950	-	4 06	13,250	4,301	74	17,625	17,623	2	-	-	400
Bowdoin.....	14	4	1	17 81	3 44	1 71	1,080	171	-	3 03	1,313	586	14	1,913	1,807	106	-	-	52
Bowdoinham.....	12	6	1	28 50	4 00	2 25	1,600	255	-	3 15	1,696	764	-	2,460	2,325	135	-	-	75
Georgetown.....	9	5	-	40 67	5 11	2 54	950	-	-	2 91	1,208	537	-	1,745	1,540	205	-	-	61
Perkins.....	1	1	1	-	3 50	2 00	62	-	-	3 44	63	23	-	86	88	-	2	-	-
Phippsburg.....	12	5	3	29 35	4 50	2 75	1,200	2	-	2 22	1,199	848	-	2,047	2,117	-	70	81	70
Richmond.....	17	12	2	37 42	4 05	2 50	2,500	374	-	3 35	3,062	1,449	-	4,517	4,207	310	-	80	120
Topsham.....	12	11	-	51 37	3 40	1 75	1,500	265	-	5 05	1,835	625	33	2,493	1,884	609	-	120	128
West Bath.....	3	4	1	-	4 00	1 48	400	148	-	3 96	384	144	-	528	516	12	-	13	12
Woolwich.....	6	2	3	33 50	4 89	2 80	1,000	77	-	2 63	1,024	606	-	1,630	1,462	168	-	-	65
	122	85	16	38 94	4 62	2 43	21,742	6,328	4	3 38	25,297	9,979	121	35,397	33,894	1,575	72	294	991

APPENDIX.

SOMERSET COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number different pupils registered.	Percentage of average attendance.	Average length of Summer Schools, 5 days per week.				Average length of Winter Schools, 5 days per week.				Number districts in town.	Parts of districts.	Number school-houses in town.	Number in good repair.	Number built last year.	Cost of same.	Estimated value of all the school property in town.	Number Male Teachers employed in Summer.	Number Male Teachers employed in Winter.
	No.	Per cent.						No.	Per cent.	No.	Per cent.	No.	Per cent.											
Anson	492	225	203	335	298	302	.51	7	3	8	2	18	3	18	17	-	-	-	-	-	\$8,000	-	3	
Athens	432	252	191	264	221	294	.49	9	4	12	-	13	3	13	8	-	-	-	-	-	4,000	-	4	
Bingham	225	123	103	174	140	195	.54	8	-	8	3	10	1	9	2	-	-	-	-	-	3,500	-	2	
Brighton	216	109	89	154	117	136	.43	8	1	12	1	8	3	8	3	-	-	-	-	-	1,000	-	1	
Cambridge	153	87	73	98	71	111	.47	8	3	9	4	5	1	5	3	-	-	-	-	-	400	-	3	
Canaan	393	233	200	285	238	285	.56	8	2	9	3	12	12	12	12	-	-	-	-	-	6,000	-	7	
Concord	141	59	50	99	85	119	.48	6	3	8	4	11	1	10	5	-	-	-	-	-	1,200	-	1	
Cornville	258	175	150	186	149	198	.58	7	1	10	1	12	-	12	9	-	-	-	-	-	3,000	-	6	
Detroit	207	128	102	153	123	162	.54	7	4	14	-	6	1	6	1	-	-	-	-	-	1,800	-	2	
Emden	235	158	133	157	127	176	.55	11	1	11	2	11	1	11	4	-	-	-	-	-	2,200	-	4	
Fairfield	957	534	478	557	483	689	.50	14	2	10	3	-	-	18	14	-	-	-	-	-	15,000	2	5	
Harmony	255	148	114	169	136	194	.49	9	2	10	1	11	-	11	4	-	-	-	-	-	2,000	-	1	
Hartland	322	183	158	170	145	225	.47	7	-	9	-	7	5	10	2	-	-	-	-	-	2,400	-	1	
Madison	468	234	183	297	242	316	.45	9	-	8	-	20	2	18	13	1	-	-	-	\$500	7,500	1	4	
Mayfield	51	38	33	21	18	40	.50	9	-	8	-	2	-	2	1	1	-	-	-	-	400	-	-	
Mercer	221	151	136	165	135	166	.61	6	4	9	-	10	-	10	7	-	-	-	-	-	1,500	-	6	
Moscow	210	143	120	143	114	181	.56	9	-	9	-	8	-	8	5	-	-	-	-	-	1,450	-	2	
New Portland	387	299	262	286	242	318	.65	6	3	10	4	17	1	16	7	-	-	-	-	-	4,000	1	3	
Norridgewock	475	252	208	236	205	282	.43	11	-	10	1	16	6	16	12	-	-	-	-	-	4,600	1	5	
Palmyra	336	210	177	224	188	267	.54	10	-	10	4	15	2	16	10	-	-	-	-	-	3,000	-	2	
Pittsfield	584	334	270	378	298	435	.49	10	3	12	1	11	4	11	6	-	-	-	-	-	4,500	-	1	
Ripley	154	85	73	84	69	102	.46	9	-	10	3	5	-	5	4	-	-	-	-	-	500	-	6	
St. Albans	453	223	192	210	165	341	.39	8	-	9	3	16	2	16	12	-	-	-	-	-	6,000	-	3	
Solon	312	184	156	233	193	235	.56	8	-	10	2	14	-	13	8	-	-	-	-	-	3,000	-	6	

Skowhegan	1,236	739	637	721	597	894	.50	9	1	9	1	19	-	24	22	-	-	25,000	1	2
Smithfield	165	138	136	97	82	139	.66	9	-	11	-	7	-	7	3	-	-	1,300	-	1
Starks.....	288	126	113	216	185	222	.52	6	3	10	-	14	2	14	10	-	-	2,500	-	7
Carratunk Pls.....	83	68	54	74	60	80	.69	8	-	8	-	4	3	4	4	-	-	800	-	-
Carrying Place	17	-	-	-	-	-	-	-	-	-	-	2	-	2	-	-	-	50	-	-
Dead River.....	37	18	12	21	16	21	.38	9	-	12	-	2	-	2	-	-	-	400	-	-
Dennistown.....	23	16	11	16	11	16	.49	12	-	6	-	1	-	1	1	1	200	200	-	-
Flag Staff.....	29	30	24	22	21	30	.78	11	-	8	-	1	-	1	1	-	-	350	1	1
Jackmanton.....	49	24	19	23	16	29	.36	12	-	12	-	1	-	1	1	-	-	300	-	-
Lexington.....	83	42	36	90	81	101	.76	6	3	8	1	7	-	7	2	-	-	500	-	-
Moose River.....	46	39	34	29	22	39	.61	12	-	10	-	1	-	1	1	-	-	400	-	-
No. 1, R. 2, W. K. R.....	43	22	22	-	-	22	.50	30	-	-	-	4	1	4	3	-	-	275	1	-
The Forks.....	61	43	40	-	-	43	.74	9	-	-	-	4	-	2	1	-	-	600	-	-
West Forks.....	59	34	27	12	9	39	.31	10	-	10	-	3	-	1	1	-	-	500	-	-
	10,156	5,906	5,019	6,399	5,302	7,744	.51	9	3	10	-	328	39	345	219	3	1,000	120,125	10	89

SOMERSET COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer.	Number Female Teachers employed in Winter.	No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week.	Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Anson	16	15	2	29 00	3 54	1 62	1,200	-	44	2 44	No Fiscal Returns.	-	-	-	-	-	-	-	79 00
Athens	13	9	-	25 00	3 30	1 50	1,048	-	-	2 43	1,162	682	161	2,005	1,994	11	-	-	56 00
Bingham	9	9	-	17 66	3 40	1 55	663	1	-	2 95	676	317	63	1,056	1,031	25	-	-	25 00
Brighton	5	5	-	20 00	3 09	1 35	465	-	3	2 15	509	351	-	860	794	66	-	-	23 00
Cambridge	5	3	-	25 33	3 81	1 50	378	-	-	2 47	382	250	30	662	633	29	-	-	21 00
Canaan	13	6	-	28 50	3 50	1 63	1,067	42	-	2 72	1,192	618	56	1,866	1,764	102	-	-	72 00
Concord	6	2	2	19 00	3 33	93	325	-	-	2 30	362	238	-	600	566	34	-	-	24 00
Cornville	11	7	-	23 35	3 56	1 61	746	-	-	2 89	831	409	94	1,334	1,303	31	-	23	74 00
Detroit	6	4	-	26 00	2 69	1 54	530	1	-	2 51	552	314	73	939	894	45	-	-	25 00
Emden	10	4	-	22 00	3 25	1 16	539	-	-	2 29	599	376	-	975	929	46	-	-	20 00
Fairfield	19	16	8	33 50	4 48	2 21	3,500	1,065	-	3 66	3,552	1,455	-	5,007	5,159	-	152	-	193 00
Harmony	8	10	1	20 00	3 95	1 36	705	-	-	2 77	959	355	-	1,314	1,198	116	-	-	38 00
Hartland	10	8	1	50 00	3 00	2 00	850	15	-	2 64	849	579	15	1,443	1,315	128	-	-	62 00
Madison	14	15	4	28 00	3 00	2 25	1,052	-	-	2 25	1,063	704	105	1,872	1,868	4	-	-	68 00
Mayfield	2	1	-	-	3 75	1 25	75	-	38	1 50	112	-	7	119	116	3	-	-	-
Mercer	10	4	1	22 83	3 09	1 39	604	-	-	2 73	624	345	-	969	929	40	-	-	25 00
Moscow	8	5	-	25 00	3 36	1 50	420	2	-	2 00	534	301	34	869	764	105	-	34	15 00
New Portland	16	13	3	28 00	3 29	1 41	1,200	183	-	3 10	1,226	612	-	1,838	1,603	235	-	-	75 00
Norridgewock	15	12	-	27 35	3 00	1 67	1,200	7	-	2 53	1,308	729	-	2,037	1,925	112	-	-	80 00
Palmyra	15	13	-	25 00	3 21	1 39	1,017	-	-	3 02	1,016	536	69	1,621	1,603	18	-	8	55 00
Pittsfield	12	7	-	1 30 00	4 50	2 00	1,530	3	-	2 62	1,895	916	-	2,811	2,707	104	-	-	94 00
Ripley	5	4	1	20 00	3 86	1 40	440	-	-	2 88	507	220	33	760	701	59	-	-	19 00
St. Albans	16	18	2	32 00	3 58	1 48	1,340	225	-	2 96	1,621	675	71	2,367	2,169	198	-	-	77 00
Solon	18	6	1	27 00	3 90	1 50	810	-	-	2 59	863	496	64	1,423	1,355	68	-	-	29 00

COMMON SCHOOLS.

Skowhegan.....	27	27	3	64 11	6 03	2 33	3,700	612	-	3 00	4,162	1,934	20	6,116	5,843	273	-	-	166 00
Smithfield ..	8	4	1	20 00	3 16	1 52	451	-	-	2 74	455	261	-	716	697	19	-	-	25 00
Starks	10	7	1	24 15	2 87	1 50	743	-	-	2 58	787	447	-	1,234	1,198	36	-	30	65 00
Carratunk...Pls.....	7	5	-	-	3 50	1 50	138	-	-	1 66	138	163	73	374	374	-	-	73	-
Carrying Place.....	-	-	-	-	-	-	25	-	-	4 1 50	Organization Renewed.	-	-	-	-	-	-	-	-
Dead River.....	2	1	-	-	3 67	1 25	80	-	-	10 2 16	168	47	-	215	169	46	-	-	3 00
Dennistown.....	1	1	-	-	3 00	2 00	50	-	-	8 2 17	50	39	-	89	89	-	-	-	3 00
Flag Staff.....	-	-	-	25 00	-	2 23	60	-	-	12 07	69	126	-	195	165	30	-	10	3 00
Jackmantown.....	1	1	-	-	4 00	2 00	80	4	-	1 63	80	72	-	152	152	-	-	-	-
Lexington.....	4	6	1	-	3 10	1 06	275	17	-	3 31	293	150	1	444	423	21	-	-	10 00
Moose River.....	1	1	-	-	4 00	2 00	85	3	-	1 85	83	69	-	152	152	-	-	-	4 00
No. 1, R. 2, W. K. R.	3	-	-	15 00	3 00	1 00	110	-	-	1 85	170	61	-	231	204	27	-	-	3 00
The Forks.....	5	-	-	-	3 15	2 00	160	1	-	2 62	188	217	9	414	261	153	-	134	-
West Forks.....	2	1	1	-	3 00	2 00	68	-	-	8 1 15	200	86	-	286	175	111	-	-	8 00
	335	258	36	26 88	3 49	1 61	27,729	2,181	116	2 50	29,237	15,150	978	45,365	43,222	2,295	152	436	1,537 00

APPENDIX.

WALDO COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.		Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number different pupils registered.	Percentage of average attendance.	Average length of Summer Schools, 5 days per week.		Average length of Winter Schools, 5 days per week.		Number districts in town.	Parts of districts	Number school-houses in town.	Number in good repair.	Number built last year.	Cost of same.	Estimated value of all the school property in town.	Number Male Teachers employed in Summer.	Number Male Teachers employed in Winter.
	Number registered in Summer Schools	No. of Children						No. of Children	No. of Children	No. of Children	No. of Children									
Belfast	1,496	885	675	930	690	925	.46	10	3	11	-	14	1	18	8	-	-	\$12,000	2	15
Belmont	174	121	83	112	85	142	.48	10	2	11	-	5	-	5	1	-	-	900	-	2
Brooks	262	175	145	184	150	204	.57	10	-	10	3	7	-	7	4	-	-	2,800	-	6
Burnham	337	198	161	231	173	231	.49	8	1	10	3	7	-	10	9	-	-	3,250	-	6
Frankfort	431	227	189	261	205	265	.46	11	1	9	-	8	1	8	5	-	-	3,800	-	6
Freedom	208	121	95	158	123	190	.50	9	4	8	4	7	2	9	5	-	-	800	-	1
Islesborough	384	230	202	248	193	297	.54	11	-	10	3	8	-	8	6	1	-	3,000	-	6
Jackson	215	162	111	106	96	200	.48	8	-	4	9	9	1	10	5	-	-	1,500	-	5
Knox	276	170	129	195	159	197	.52	9	-	9	4	9	2	9	3	-	-	2,450	-	8
Liberty	281	191	160	205	162	225	.57	10	2	10	3	9	3	9	6	-	-	3,300	-	5
Lincolnton	547	323	266	382	341	456	.56	9	4	10	2	17	-	17	14	-	-	8,500	-	7
Monroe	365	196	169	240	198	256	.50	8	2	11	-	13	2	13	13	-	-	6,200	-	5
Montville	465	240	201	283	230	396	.47	8	-	9	3	15	2	15	12	-	-	4,800	-	7
Morrill	154	82	75	138	121	140	.64	9	-	11	-	4	2	4	4	-	-	2,100	1	2
Northport	259	172	142	170	130	211	.52	9	-	10	-	9	-	9	8	-	-	3,000	-	5
Palermo	326	204	166	219	173	234	.52	8	3	9	3	13	2	13	9	-	-	2,500	-	7
Prospect	241	187	164	166	148	190	.64	8	1	9	2	6	2	7	7	-	-	2,150	-	4
Searsmont	420	267	206	285	226	350	.51	10	3	11	-	12	3	12	7	-	-	4,000	1	7
Searsport	590	352	225	331	282	347	.43	18	2	11	-	11	1	11	6	-	-	5,000	1	4

COMMON SCHOOLS.

Stockton	406	243	209	283	225	347	.53	8	210	3	9	-	9	6	-	-	3,625	-	5	
Swanville	236	120	107	148	121	156	.48	8	211	-	6	1	6	5	-	-	1,950	-	6	
Thorndike	227	127	103	181	145	218	.54	8	3	7	-	10	-	9	8	-	3,000	-	6	
Troy	310	200	150	244	208	280	.58	9	4	11	2	11	4	10	8	-	2,800	-	3	
Unity	344	155	136	306	247	317	.56	15	3	10	3	12	-	12	6	-	2,500	-	7	
Waldo	276	166	149	239	205	257	.65	8	-	10	4	7	-	7	6	-	1,800	-	4	
Winterport	763	438	346	551	453	630	.46	9	-	9	3	16	-	16	10	-	6,400	-	11	
	10,096	5,852	4,764	6,796	5,496	7,681	.51	9	4	10	1	256	30	263	180	1	125	94,125	6	156

WALDO COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer.		Number Female Teachers employed in Winter.		No. Teachers graduates from Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average price of Teachers' Board per week.		Amount of school money voted in 1885.		Excess above amount required by law.		Less than the amount required by law.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1884, to April 1, 1885.		Amount available from State Treasury from April 1, 1884, to April 1, 1885.		Amount derived from local funds.		Total School Resources.		Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.		Balance unexpended April 1, 1885.		Balance over-expended April 1, 1885.		Amount raised to prolong public schools.		Amount paid for school supervision.	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Belfast	28	13	2				\$39 00	4 25	2 75	5,000	754	-	-	3 34	5,379	2,410	1248	-	-	9,037	8,973	64	-	-	-	-	-	-	-	-	-	-	-	-	-	150 00	10 00	
Belmont	5	2	-	-	-	-	30 00	3 34	1 64	416	-	-	-	-	2 39	423	222	-	-	645	622	23	-	-	-	-	-	-	-	-	-	-	-	-	-	30 00	39 00	
Brooks	7	1	-	-	-	-	32 00	3 00	1 85	700	-	-	-	-	2 67	855	406	-	-	1,261	1,027	234	-	-	-	-	-	-	-	-	-	-	-	-	-	50 00	24 00	
Burnham	10	4	-	-	-	-	25 50	3 09	1 71	774	-	-	-	-	2 29	829	526	-	-	1,355	1,311	44	-	-	-	-	-	-	-	-	-	-	-	-	-	22 00	24 00	
Frankfort	10	9	-	-	-	-	50 00	3 97	2 00	930	4	-	-	-	2 32	1,041	623	-	-	1,664	1,671	-	-	-	-	-	-	-	-	-	-	-	-	-	-	39 00	50 00	
Freedom	7	3	-	-	-	-	23 17	2 92	1 52	525	3	-	-	-	2 52	575	280	-	-	855	792	63	-	-	-	-	-	-	-	-	-	-	-	-	-	24 00	22 00	
Islesborough	8	2	-	-	-	-	33 33	3 90	2 63	966	-	-	-	-	2 51	1,068	597	-	-	1,665	1,607	58	-	-	-	-	-	-	-	-	-	-	-	-	-	24 00	39 00	
Jackson	13	4	-	-	-	-	27 00	3 21	1 42	566	20	-	-	-	2 63	662	342	-	-	1,004	933	71	-	-	-	-	-	-	-	-	-	-	-	-	-	39 00	45 00	
Knox	9	1	-	-	-	-	23 55	2 70	1 53	700	18	-	-	-	2 47	852	414	19	-	1,285	1,181	104	-	-	-	-	-	-	-	-	-	-	-	-	-	45 00	45 00	
Liberty	8	4	1	-	-	-	28 00	3 37	1 73	776	-	-	-	-	2 76	811	437	-	-	1,248	1,208	40	-	-	-	-	-	-	-	-	-	-	-	-	-	45 00	35 00	
Lincolnton	15	4	1	-	-	-	25 00	2 85	2 00	1,383	19	-	-	-	2 53	1,423	866	-	-	2,289	2,294	-	-	-	-	-	-	-	-	-	-	-	-	-	-	51 00	18 00	
Monroe	13	8	3	-	-	-	31 00	4 06	1 93	1,200	107	-	-	-	3 29	1,286	631	-	-	1,917	1,729	188	-	-	-	-	-	-	-	-	-	-	-	-	-	31 00	40 00	
Montville	13	6	1	-	-	-	25 00	3 11	1 37	1,015	11	-	-	-	2 18	1,214	647	-	-	1,861	1,755	106	-	-	-	-	-	-	-	-	-	-	-	-	-	23 00	36 00	
Morrill	4	3	-	-	-	-	26 00	3 40	1 87	395	-	-	-	-	2 56	502	305	-	-	807	609	198	-	-	-	-	-	-	-	-	-	-	-	-	-	18 00	31 00	
Northport	9	4	1	-	-	-	26 60	2 96	1 90	698	-	-	-	-	2 69	750	388	-	-	1,138	1,105	33	-	-	-	-	-	-	-	-	-	-	-	-	-	40 00	40 00	
Palermo	12	5	-	-	-	-	24 08	3 20	1 46	891	-	-	-	-	2 74	926	514	42	-	1,482	1,428	54	-	-	-	-	-	-	-	-	-	-	-	-	-	23 00	36 00	
Prospect	7	3	-	-	-	-	34 50	3 35	1 97	616	-	-	-	-	2 52	705	358	64	-	1,127	1,033	93	-	-	-	-	-	-	-	-	-	-	-	-	-	36 00	101 00	
Searsmont	14	4	2	-	-	-	29 71	3 44	1 78	1,064	-	-	-	-	2 53	1,153	684	-	-	1,837	1,740	97	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Searsport	15	7	6	-	-	-	49 92	4 54	2 21	2,250	392	-	-	-	3 81	2,825	966	-	-	3,791	3,427	364	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

COMMON SCHOOLS.

Stockton	10	5	3	43 00	4 00	2 00	1,237	-	13 05	1,322	664	2	1,988	1,830	158	-	-	66 00
Swanville	6	-	5	29 00	2 88	1 73	600	38	- 2 54	793	389	-	1,182	1,110	66	-	-	17 00
Thorndike	9	3	2	25 67	2 50	1 28	600	30	- 2 51	645	342	-	987	944	43	-	30	25 00
Troy	10	8	-	27 00	3 00	1 50	1,000	153	- 3 26	925	480	49	1,454	1,435	19	-	-	33 00
Unity	18	5	-	21 66	2 78	1 50	880	6	- 2 54	958	499	-	1,457	1,415	42	-	-	38 00
Waldo	7	3	-	35 50	3 17	1 52	532	2	- 1 93	659	429	-	1,088	944	144	-	-	15 00
Winterport	18	5	3	31 50	3 37	2 25	2,200	392	- 2 89	2,523	1,173	-	3,696	3,613	83	-	-	105 00
	285	116	30	30 64	3 32	1 81	36,287	1,949	3 2 67	31,104	15,592	1424	48,120	45,742	2,390	12	40	1,112 00

WASHINGTON COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools	Average number attending Winter Schools.	Number different pupils registered.	Percentage of average attendance.	Average length of Summer Schools, 5 days per week		Average length of Winter Schools, 5 days per week.		Number districts in town.	Parts of districts	Number school-houses in town.	Number in good repair.	Number built last year.	Cost of same.	Estimated value of all the school property in town.	Number Male Teachers employed in Summer.	Number Male Teachers employed in Winter.
								w.	d.	w.	d.									
Addison	397	240	216	227	204	297	.53	8	3	9	2	12	1	12	6	-	-	\$3,650	-	6
Alexander	202	89	68	99	75	117	.35	12	2	10	3	3	3	4	4	-	-	2,000	1	4
Baileyville	135	80	65	-	-	80	.49	10	2	-	-	5	1	5	3	-	-	800	1	-
Baring	113	63	49	71	57	84	.47	8	-	10	-	-	-	1	1	-	-	2,000	-	1
Beddington	65	44	36	30	25	44	.48	9	-	8	-	-	-	2	2	-	-	1,300	-	-
Brookton	138	80	65	73	56	87	.44	16	-	12	-	2	-	2	2	-	-	2,000	-	1
Calais	2,486	1,407	1,272	1,453	1,281	1,471	.51	18	-	18	-	-	-	14	12	-	-	50,000	4	4
Centerville	66	40	37	39	32	53	.52	10	-	10	-	5	-	2	1	-	-	1,000	1	1
Charlotte	177	106	86	109	92	138	.50	12	-	12	2	5	-	5	5	-	-	2,000	1	2
Cherryfield	664	526	412	195	179	529	.45	11	3	8	2	8	-	10	6	-	-	12,000	1	1
Columbia	220	161	140	204	171	265	.70	8	4	8	4	7	-	7	3	-	-	1,000	1	2
Columbia Falls	269	163	145	85	80	213	.46	18	3	10	-	3	-	4	3	-	-	2,500	1	1
Cooper	133	76	59	77	63	84	.46	9	3	8	-	5	-	5	3	-	-	1,500	-	3
Crawford	71	52	38	57	40	66	.55	13	-	9	-	2	-	2	2	-	-	1,600	-	2
Cutler	309	205	169	177	153	235	.52	12	1	11	3	8	1	8	6	-	-	2,400	2	5
Danforth	275	158	138	180	137	195	.50	14	-	10	-	5	-	5	4	-	-	3,000	1	4
Deblois	41	28	24	-	-	28	.59	9	3	-	-	-	-	1	1	-	-	850	1	-
Dennysville	207	110	82	101	79	130	.39	10	3	12	-	-	-	2	2	-	-	2,800	-	1
East Machias	607	312	277	217	193	347	.39	10	3	11	4	8	3	10	9	-	-	4,500	-	1
Eastport	1,680	685	520	865	666	1,118	.41	20	-	20	-	-	-	5	5	-	-	11,000	2	4
Eaton	131	112	90	115	91	121	.69	13	-	6	3	3	-	3	3	-	-	1,400	-	3
Edmunds	166	102	86	107	88	117	.52	9	3	11	2	4	4	4	4	-	-	600	-	2
Harrington	444	258	228	283	240	291	.53	8	3	10	2	9	1	9	9	-	-	3,000	1	3
Jonesborough	221	189	168	115	69	195	.54	9	1	12	-	-	-	6	5	-	-	3,200	1	2

Jonesport	749	368	291	468	393	573	.46	9	2	9	2	14	-	11	7	2	\$2,665	8,300	-	3
Kossuth	38	19	16	28	23	34	.51	11	3	10	-	2	1	2	1	-	-	300	-	2
Lubec	778	345	276	516	427	532	.45	11	1	10	3	13	-	14	7	-	-	2,500	-	11
Machias	858	518	466	498	441	620	.53	10	-	10	2	-	-	9	9	-	-	12,500	2	2
Machiasport	556	346	292	370	329	387	.56	11	3	11	1	11	-	8	8	-	-	6,150	1	5
Marion	42	33	27	15	12	33	.44	9	-	12	-	4	-	3	2	-	-	400	-	-
Marshfield	146	117	100	88	73	120	.59	10	-	11	-	2	-	2	2	-	-	700	1	1
Meddybemps	67	29	25	49	45	49	.52	6	-	13	-	2	-	2	2	-	-	700	-	2
Millbridge	671	351	321	395	331	406	.49	10	3	9	3	10	2	9	8	1	400	5,600	1	6
Northfield	65	60	55	54	50	60	.81	9	-	10	-	3	-	3	1	-	-	500	-	2
Pembroke	734	456	377	492	350	532	.48	17	1	10	3	-	-	13	12	-	-	15,000	3	7
Perry	438	244	202	246	203	272	.46	8	3	11	-	11	-	11	4	-	-	1,300	-	2
Princeton	357	220	173	183	167	256	.48	9	3	11	1	4	1	5	5	-	-	3,500	2	2
Robbinston	351	149	114	216	165	235	.38	10	4	13	4	6	-	6	1	-	-	2,600	-	4
Steuben	380	273	217	292	251	317	.62	9	-	10	3	11	1	11	8	-	-	3,800	-	2
Talmadge	50	34	25	36	26	37	.51	11	1	11	-	2	-	2	2	-	-	700	1	2
Topsfield	153	86	61	67	48	101	.36	16	-	12	3	4	-	4	-	-	-	400	-	4
Treacott	222	85	71	151	123	201	.41	8	3	8	4	8	-	9	3	-	-	1,000	-	2
Vanceboro'	247	143	111	110	88	163	.44	19	-	11	-	3	-	1	1	-	-	100	-	-
Waite	80	56	48	25	20	60	.43	11	-	12	-	2	1	3	3	-	-	3,230	-	1
Wesley	95	40	36	91	82	91	.61	8	-	8	-	4	-	4	-	-	-	2,500	2	3
Whiting	169	106	92	92	83	110	.52	10	3	9	3	6	-	5	4	-	-	1,500	-	1
Whitneyville	167	108	87	125	96	142	.55	17	-	10	-	1	1	2	2	-	-	2,200	1	1
Codyville..Pls.....	32	26	18	24	14	28	.50	12	-	12	-	1	-	1	1	-	-	400	-	-
No. 14	74	41	34	47	38	57	.49	9	-	8	-	2	-	3	2	-	-	700	2	1
No. 18	15	11	9	-	-	11	.60	14	-	-	-	1	-	1	1	-	-	150	-	-
No. 21	42	38	29	-	-	38	.69	8	3	-	-	2	-	2	-	-	-	300	-	-
	16,793	9,588	7,943	9,557	7,949	10,710	.50	11	2	10	-	218	21	274	197	3	3,065	192,530	35	119

WASHINGTON COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer	Number Female Teachers employed in Winter.	No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week.	Amount of school money voted in 1885.	Excess above amount required by law	Less than the amount required by law	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Addison.....	10	5	1	\$30 50	4 35	1 85	992	-	-	2 50	1,050	625	-	1,675	1,599	85	-	-	48 00
Alexander.....	4	-	-	27 00	4 33	1 71	351	-	-	1 74	427	312	112	851	762	89	-	-	28 00
Baileyville.....	8	-	-	30 00	3 22	1 76	325	24	-	2 41	434	211	-	645	586	59	-	325	15 00
Baring.....	4	1	1	48 00	4 06	3 00	307	65	-	2 21	265	153	9	427	473	-	46	-	18 00
Beddington.....	2	1	-	-	4 80	2 00	163	125	-	3 66	234	78	-	312	321	-	9	30	13 00
Brookton.....	3	2	-	30 00	3 87	3 00	400	132	-	2 90	360	189	112	661	702	-	41	-	11 00
Calais.....	22	22	2	85 00	6 50	3 00	5,875	937	-	2 37	6,000	3,815	5	9,820	10,257	-	437	-	300 00
Centerville.....	-	-	1	38 00	1 75	2 56	146	30	-	2 12	115	100	56	271	305	-	34	-	1 00
Charlotte.....	3	2	-	30 67	4 55	1 64	400	9	-	2 26	439	355	60	854	784	70	-	-	24 00
Cherryfield.....	12	3	3	59 09	4 60	2 15	1,550	116	-	2 26	1,588	1,042	50	2,680	2,551	129	-	-	100 00
Columbia.....	5	5	-	30 00	4 09	2 00	550	36	-	2 50	625	362	80	1,067	1,054	13	-	-	15 00
Columbia Falls.....	4	-	2	34 33	5 84	2 76	650	102	-	2 42	693	423	4	1,128	945	183	-	-	25 00
Cooper.....	4	1	-	30 00	4 13	1 81	300	23	-	2 26	342	231	30	595	569	26	-	-	18 00
Crawford.....	3	-	-	27 50	3 67	1 38	200	35	-	2 82	240	112	-	352	351	1	-	-	11 00
Cutler.....	8	-	-	29 28	4 15	2 10	862	199	-	2 43	960	521	112	1,593	1,463	130	-	-	20 00
Danforth.....	4	-	-	28 50	5 00	2 00	800	310	-	2 91	671	376	-	1,047	1,021	26	-	-	26 00
Debiois.....	-	-	-	26 50	-	2 00	90	6	-	2 20	137	59	15	211	189	22	-	-	-
Dennysville.....	3	2	3	35 00	6 97	3 55	418	-	-	2 02	481	339	-	820	882	-	62	-	20 00
East Machias.....	12	5	-	36 00	4 40	2 58	1,500	-	-	2 47	1,779	1,012	-	2,791	2,434	337	-	-	65 00
Eastport.....	12	13	1	75 00	6 23	3 10	4,000	795	-	2 38	3,544	2,490	-	6,034	5,906	128	-	-	25 00
Eaton.....	3	-	-	28 00	4 23	3 00	278	27	-	2 12	237	242	50	529	581	-	52	-	10 00
Edmunds.....	4	2	-	32 50	5 00	3 35	356	-	-	2 14	359	242	133	734	773	-	39	-	-
Harrington.....	7	8	-	36 50	4 43	1 80	1,300	268	-	2 93	1,332	694	-	2,026	1,877	149	-	-	25 00
Jonesborough.....	6	1	-	22 33	3 36	2 09	475	31	-	2 15	722	350	-	1,072	844	228	-	-	21 00

Jonesport	10	12	2	41	66	4	43	2	51	1,250	-	-	1	67	1,865	1,177	-	3,042	2,716	326	-	-	127	39	00
Kossuth	2	2	1	22	00	2	83	2	17	98	-	-	2	59	168	67	132	367	302	65	-	-	-	10	00
Lubec	14	3	2	31	00	4	19	2	44	1,600	113	-	2	31	1,831	1,207	-	3,038	2,984	54	-	-	-	25	00
Machias	12	12	2	93	23	5	75	3	50	2,200	438	-	3	14	2,200	1,494	80	3,774	4,589	-	815	-	-	100	00
Machiasport	8	3	4	37	46	4	25	2	75	1,250	25	-	2	25	1,700	865	-	2,565	2,323	242	-	-	-	25	00
Marion	4	1	-	-	-	2	37	1	75	146	-	-	3	48	239	75	13	327	240	87	-	-	13	10	00
Marshfield	2	2	-	31	00	3	50	2	50	300	60	-	2	06	211	207	-	518	497	21	-	-	60	6	00
Meddybemps	1	-	-	35	00	6	25	2	12	200	62	-	2	99	226	104	-	330	295	35	-	-	-	5	00
Millbridge	9	4	1	40	00	3	75	3	25	1,442	40	-	2	15	1,432	1,044	-	2,476	2,350	126	-	-	-	50	00
Northfield	3	1	-	35	00	3	50	2	00	200	46	-	3	08	207	122	15	344	215	129	-	-	-	8	00
Pembroke	13	5	2	26	83	3	87	2	27	1,859	-	-	2	87	2,131	1,171	165	3,467	3,467	-	-	-	-	75	00
Perry	11	9	2	25	00	4	00	2	00	838	-	-	1	91	816	651	94	1,561	1,529	32	-	-	-	60	00
Princeton	5	2	1	32	75	4	10	1	97	850	20	-	2	10	1,238	607	-	1,845	1,518	327	-	-	-	25	00
Robbinston	6	2	2	31	75	4	22	2	31	745	17	-	2	12	821	568	104	1,493	1,486	7	-	-	-	30	00
Steuben	11	10	4	38	00	4	13	2	00	932	-	-	2	45	1,009	620	12	1,641	1,503	138	-	-	-	42	00
Talmadge	1	-	-	24	00	3	00	2	50	100	10	-	2	00	477	76	128	681	296	385	-	-	-	9	00
Topsfield	7	-	-	27	00	3	58	1	77	380	28	-	2	48	370	258	150	778	752	26	-	-	-	18	00
Trescott	5	6	-	24	00	3	38	1	80	442	-	-	1	99	446	359	-	805	797	8	-	-	-	25	00
Vanceboro	3	2	-	-	-	4	50	3	00	400	95	-	1	62	924	311	204	1,439	875	564	-	-	-	18	00
Waite	4	-	-	25	00	2	95	2	00	150	-	-	13	1	88	261	123	107	491	440	51	-	-	10	00
Wesley	-	-	-	32	80	-	2	07	196	16	-	-	2	06	347	147	78	572	482	90	-	-	-	10	00
Whiting	6	5	1	32	00	3	54	1	73	416	76	-	2	46	438	259	146	843	684	159	-	-	-	18	00
Whitneyville	3	2	2	38	50	3	83	3	50	400	6	-	2	39	441	261	-	702	684	18	-	-	-	16	00
Codyville..Pls.	1	1	-	-	-	3	50	1	25	100	37	-	3	12	135	48	-	183	124	59	-	-	-	10	00
No. 14	-	1	-	23	66	4	00	2	41	150	19	-	2	03	172	177	-	349	294	55	-	-	-	6	00
No. 18	2	-	-	-	-	3	30	2	25	38	6	-	2	53	39	81	-	120	105	15	-	-	-	3	00
No. 21	4	-	-	-	-	3	23	1	70	100	13	-	2	38	126	73	-	199	197	2	-	-	-	5	00
	291	159	46	35	45	4	15	2	30	39,264	4,309	-	13	2	40	43,404	26,485	2256	72,145	68,984	4,696	1,535	555	1,497	00

YORK COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21.		Number registered in Summer Schools.		Average number attending Summer Schools.		Number registered in Winter Schools.		Average number attending Winter Schools.		Number different pupils registered.		Percentage of average attendance.		Average length of Summer Schools, 5 days per week.		Average length of Winter Schools, 5 days per week.		Number districts in town.		Parts of districts.		Number school-houses in town.		Number in good repair.		Number built last year.		Cost of same.		Estimated value of all the school property in town.		Number Male Teachers employed in Summer.		Number 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	306	174	145	225	181	244	.53	7	11	2	14	-	-	-	-	14	-	-	-	-	-	-	-	14	-	7	7	1	-	\$600	\$3,500	-	2			
Alfred	351	224	180	239	178	260	.51	10	2	13	-	7	-	-	-	7	-	-	-	-	-	-	-	7	7	-	-	-	-	5,000	-	3				
Berwick	632	378	318	362	299	477	.49	18	3	9	3	12	-	-	-	15	15	-	-	-	-	-	15	15	-	-	-	-	15,000	-	4					
Biddeford	4,505	1,545	1,300	1,407	1,165	1,625	.27	10	-	14	-	12	-	-	-	23	21	-	-	-	-	-	-	23	21	-	-	-	62,500	6	7					
Buxton	635	410	340	452	402	461	.58	11	-	11	2	16	-	-	-	17	12	-	-	-	-	-	-	17	12	-	-	-	6,000	1	12					
Cornish	333	185	156	170	141	199	.45	11	-	11	-	8	1	8	3	8	3	-	-	-	-	-	-	8	3	-	-	-	1,250	1	2					
Dayton	172	79	70	89	78	101	.43	10	-	12	3	4	2	4	3	4	3	-	-	-	-	-	-	4	3	-	-	-	2,000	-	1					
Eliot	450	261	215	291	232	380	.50	13	-	14	3	8	-	-	-	8	6	1	-	-	-	-	8	6	1	1,000	10,400	1	6							
Hollis	435	266	208	207	190	294	.46	8	2	9	2	14	-	-	-	14	13	-	-	-	-	-	-	14	13	-	-	-	6,300	4	8					
Kennebunk	859	520	412	735	618	794	.60	9	-	10	-	11	-	-	-	14	12	1	-	-	-	-	14	12	1	2,500	15,000	2	2							
Kennebunkport	675	416	354	431	376	431	.54	9	3	9	3	12	2	12	11	12	11	-	-	-	-	-	12	11	-	-	-	9,200	-	3						
Kittery	890	440	377	444	362	477	.42	10	-	12	-	10	-	-	-	10	10	-	-	-	-	-	-	10	10	-	-	-	15,000	1	7					
Lebanon	470	265	231	284	230	320	.49	7	3	10	-	20	2	18	12	12	12	-	-	-	-	-	18	12	-	-	-	5,000	-	6						
Limerick	325	149	116	218	151	224	.41	8	-	10	2	10	-	-	-	10	10	1	-	-	-	-	10	10	1	300	4,000	1	2							
Limington	400	208	196	220	204	300	.67	8	-	10	-	16	-	-	-	16	8	-	-	-	-	-	16	8	-	-	-	3,500	-	8						
Lyman	286	190	163	174	141	201	.53	7	2	12	-	10	1	9	9	10	9	-	-	-	-	-	10	9	-	-	-	5,000	-	2						
Newfield	236	165	137	192	148	171	.60	8	-	9	-	7	1	7	7	7	7	-	-	-	-	-	7	7	-	-	-	5,000	-	3						
North Berwick	544	300	250	325	265	343	.47	14	-	9	-	-	-	-	-	18	18	1	-	-	-	-	18	18	1	250	9,500	1	-							
Old Orchard	179	87	72	76	68	89	.39	26	-	10	-	-	-	-	-	1	1	-	-	-	-	-	-	1	1	-	-	4,000	1	1						
Parsonsfield	481	190	141	288	227	250	.38	9	-	9	2	17	4	17	14	17	14	1	-	-	-	-	17	14	1	1,200	4,000	2	14							

Saco.....	1,764	873	759	843	703	1,009	.41	9	3	25	1	8	-	13	12	-	-	33,000	4	7
Sanford.....	832	407	351	411	342	453	.42	8	-	11	2	17	3	15	15	-	-	12,000	2	4
Shapleigh.....	321	186	156	168	136	234	.45	12	2	9	3	10	2	9	9	-	-	4,500	-	4
South Berwick.....	987	606	416	609	394	644	.41	13	4	10	3	16	-	14	7	-	-	9,800	1	6
Waterborough.....	403	210	178	327	302	347	.60	9	4	10	-	13	-	13	11	-	-	5,000	-	7
Wells.....	774	385	315	333	244	469	.36	10	1	11	4	17	-	17	11	-	-	11,500	-	11
York.....	779	403	319	396	322	516	.41	13	3	13	-	14	-	14	14	1	1,000	7,000	-	8
	19,024	9,522	7,875	9,916	8,099	11,313	.47	10	4	11	3	303	20	338	278	7	6,850	273,950	31	140

YORK COUNTY—CONCLUDED.

TOWNS.	Number Female Teachers employed in Summer.		No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week.	Amount of school money voted in 1885.	Excess a above amount required by law.	Less than the amount required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885	Amount raised to prolong public schools.	Amount paid for school supervision.
	Number Female Teachers employed in Winter.	No. Teachers graduates from Normal Schools.																	
Acton.....	8	11	1	\$22 00	3 80	1 78	840	-	-	2 75	865	437	-	1,302	1,292	10	-	11	30 00
Alfred.....	9	6	2	47 25	4 34	2 32	1,150	269	-	3 28	1,174	537	-	1,711	1,679	32	-	-	56 00
Berwick.....	15	14	1	41 44	4 30	2 55	2,500	281	-	3 96	2,942	988	-	3,930	3,277	653	-	-	128 00
Biddeford.....	38	37	3	64 00	9 00	3 50	16,000	5,878	-	3 55	13,177	6,748	173	20,098	23,628	-	3,530	-	1,300 00
Buxton.....	15	4	10	25 00	3 66	2 25	2,100	316	-	3 31	2,717	960	-	3,677	2,829	848	-	-	125 00
Cornish.....	7	7	1	28 25	3 63	2 22	935	-	-	2 81	1,017	567	116	1,700	1,325	375	-	90	65 00
Dayton.....	4	3	1	36 00	4 36	1 97	600	126	-	3 49	501	259	-	760	744	16	-	-	12 00
Eliot.....	8	3	4	45 00	6 25	1 00	1,800	488	-	4 00	2,168	732	-	2,900	2,585	315	-	-	60 00
Hollis.....	14	8	-	23 50	4 15	1 83	1,250	16	-	2 87	1,355	669	-	2,022	1,871	151	-	-	40 00
Kennebunk.....	14	16	1	43 00	7 00	2 50	2,600	318	-	3 14	2,922	1,332	-	4,254	4,047	207	-	-	150 00
Kennebunkport.....	15	12	1	34 67	4 27	2 09	2,000	76	-	2 96	2,339	1,037	-	3,376	3,129	247	-	-	75 00
Kittery.....	12	7	1	43 75	6 67	3 00	2,700	116	-	3 03	2,790	1,437	263	4,490	4,296	194	-	-	97 00
Lebanon.....	15	9	2	26 33	4 20	2 00	1,281	-	-	2 73	1,404	732	-	2,136	2,027	109	-	-	136 00
Limerick.....	9	8	1	19 33	4 10	1 83	1,002	-	-	3 06	1,182	507	-	1,689	1,482	207	-	-	64 00
Limington.....	14	4	1	28 50	3 83	2 25	1,200	55	-	3 00	1,636	600	-	2,236	2,024	212	-	-	55 00
Lyman.....	11	6	-	28 50	4 00	1 90	802	-	-	12 80	1,046	439	-	1,485	1,429	56	-	-	45 00
Newfield.....	9	4	2	26 00	4 30	2 27	797	1	-	3 38	939	405	-	1,344	1,298	46	-	-	40 00
North Berwick.....	18	16	2	30 00	3 50	2 00	2,000	559	-	3 65	2,067	875	54	2,996	3,107	-	111	-	108 00
Old Orchard.....	1	1	1	34 00	5 00	3 50	500	100	-	2 79	897	233	-	1,130	1,036	94	-	-	10 00
Parsonsfeld.....	8	3	1	20 00	3 50	2 50	1,300	10	-	2 70	1,801	754	136	2,691	2,121	570	-	-	96 00

Saco.....	24	21	-	78 00	8 08	2 89	10,000	4,883	-	5 67	11,252	2,566	98	13,916	11,674	2,242	-	-	250 00
Sanford.....	16	4	3	38 75	4 70	2 75	2,500	313	-	3 00	2,356	1,299	65	3,720	3,568	152	-	-	95 00
Shapleigh.....	11	4	-	29 00	3 90	2 13	902	-	-	2 81	1,163	529	53	1,745	1,581	164	-	-	66 00
South Berwick.....	15	9	1	32 84	6 00	2 50	2,600	558	-	2 99	3,539	1,541	-	5,080	4,392	688	-	-	82 00
Waterborough.....	14	5	2	21 00	3 63	2 10	1,186	-	-	2 94	2,147	534	-	2,681	1,792	889	-	-	50 00
Wells.....	16	2	-	32 00	4 58	2 15	2,500	540	-	3 23	2,671	1,300	-	3,971	3,491	480	-	-	150 00
York.....	15	5	-	35 31	4 33	3 00	2,000	30	-	2 57	2,012	1,217	-	3,229	3,119	110	-	-	130 00
	355	229	38	34 57	4 78	2 44	65,045	14,933	-	3 20	70,079	29,232	958	100,269	94,844	9,067	3,642	101	3,515 00

SUMMARY.

COUNTIES.	No. of Children belonging in town between the ages of 4 and 21.	Number registered in Summer Schools.	Average number attending Summer Schools.	Number registered in Winter Schools.	Average number attending Winter Schools.	Number different pupils registered.	Percentage of average attendance.	Average length of Summer Schools, 5 days per week.		Average length of Winter Schools, 5 days per week.		Number districts in county.	Number of parts of districts.	Number school-houses in county.	Number in good repair.
								W.	d.	W.	d.				
Androscoggin.....	14,806	6,360	5,485	6,988	5,665	7,596	.38	10	4	10	3	100	21	200	161
Aroostook.....	17,704	9,773	7,258	7,270	5,566	11,444	.36	13	1	11	3	333	24	330	180
Cumberland.....	28,689	14,822	12,798	15,556	13,095	17,912	.45	11	-	12	-	263	13	339	261
Franklin.....	5,744	3,391	2,762	3,638	3,011	4,416	.50	8	3	10	1	185	23	198	126
Hancock.....	13,127	8,103	6,778	8,071	6,669	9,854	.51	9	2	10	-	281	10	276	198
Kennebec.....	15,743	8,816	7,221	9,165	7,461	10,719	.47	10	1	10	3	275	10	359	211
Knox.....	10,170	6,294	5,237	6,261	5,226	7,337	.51	11	4	10	4	147	16	168	116
Lincoln.....	7,960	4,465	3,818	5,371	4,535	5,905	.52	9	3	11	4	187	3	182	115
Oxford.....	10,357	5,958	5,104	6,483	5,285	8,077	.50	8	3	10	2	364	32	353	250
Penobscot.....	22,134	13,198	11,174	12,962	10,504	15,506	.49	10	4	10	-	395	25	468	358
Piscataquis...	4,947	2,926	2,205	3,333	2,752	3,836	.52	9	3	10	3	111	6	143	112
Sagadahoc.....	6,413	3,820	3,192	4,031	3,222	4,859	.50	9	4	11	3	65	13	107	83
Somerset.....	10,156	5,906	5,019	6,399	5,302	7,744	.51	9	3	10	-	328	39	345	219
Waldo.....	10,096	5,852	4,764	6,796	5,496	7,681	.51	9	4	10	1	256	30	263	180
Washington.....	16,793	9,588	7,943	9,557	7,949	10,710	.50	11	2	10	-	218	21	274	197
York.....	19,024	9,522	7,875	9,916	8,099	11,313	.47	10	4	11	3	303	20	338	278
	213,863	118,794	98,637	121,803	99,841	144,909	.48	10	2	10	4	3,811	306	4,343	3,045

SUMMARY—CONTINUED.

COUNTIES.	Number built last year.	Cost of same.	Estimated value of all the school property in county.	Number Male Teachers employed in Summer.	Number Male Teachers employed in Winter.	Number Female Teachers employed in Summer.	Number Female Teachers employed in Winter.	No. Teachers graduates from Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average price of Teachers' Board per week.	Amount of school money voted in 1885.	Excess above amount required by law.	Less than the amount required by law.
Androscoggin.....	2	\$1,500	\$313,575	14	69	238	196	38	\$37 11	\$4 52	\$2 16	\$50,107	\$13,815	
Aroostook.....	22	5,595	98,506	33	120	364	171	31	24 61	3 80	1 71	28,179	832	\$ 188
Cumberland.....	6	4,286	681,725	34	151	467	351	66	40 32	4 40	2 44	141,964	71,635	1
Franklin.....	2	450	70,460	5	85	203	117	32	25 11	3 16	1 64	15,630	1,252	34
Hancock.....	4	6,100	148,115	11	152	299	143	22	32 41	3 89	1 99	31,553	1,156	122
Kennebec.....	5	3,883	255,000	23	101	351	283	40	30 78	4 19	1 94	48,224	6,491	460
Knox.....	2	700	125,125	14	90	202	114	49	39 89	4 41	2 39	29,990	3,900	43
Lincoln.....	3	4,700	95,080	7	115	106	87	25	31 29	3 97	2 18	21,027	1,443	6
Oxford.....	6	6,775	126,800	10	154	336	203	33	25 16	3 40	1 73	29,079	3,072	14
Penobscot.....	4	1,825	307,855	17	160	536	349	57	30 49	3 76	1 91	76,134	20,206	302
Piscataquis.....	1	850	56,625	4	46	143	98	13	29 42	3 59	1 88	12,722	1,388	15
Sagadahoc.....	1	425	115,700	6	46	122	85	16	38 94	4 62	2 43	21,742	6,328	4
Somerset.....	3	1,000	120,125	10	89	335	258	36	26 88	3 49	1 61	27,729	2,181	116
Waldo.....	1	125	94,125	6	156	285	116	30	30 64	3 32	1 81	36,287	1,949	3
Washington.....	3	3,065	192,530	35	119	291	159	46	35 45	4 15	2 30	39,264	4,309	13
York.....	7	6,850	273,950	31	140	355	229	38	34 57	4 78	2 44	65,045	14,933	
	72	48,128	3,075,296	260	1,796	4,723	2,959	577	32 07	3 96	2 03	674,676	154,960	1,321

SUMMARY—CONCLUDED.

COUNTIES.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1884, to April 1, 1885.	Amount available from State Treasury from April 1, 1884, to April 1, 1885.	Amount derived from local funds.	Total School Resources.	Total amount actually expended for public schools from April 1, 1884, to April 1, 1885.	Balance unexpended April 1, 1885.	Balance over-expended April 1, 1885.	Amount raised to prolong public schools.	Amount paid for school supervision.
Androscoggin	\$3 15	\$2,285	\$22,293	\$ 605	\$75,183	\$73,959	\$3,434	\$2,210	\$280	\$3,998 00
Aroostook	1 95	36,546	26,504	3,026	66,076	58,769	7,481	174	35	1,547 00
Cumberland	3 38	128,066	44,595	2,142	174,803	166,385	8,440	22	255	4,728 00
Franklin	2 20	17,852	8,635	726	27,213	24,599	2,614	-	161	891 00
Hancock	2 46	36,213	20,494	1,127	57,834	53,060	4,834	-	278	1,586 00
Kennebec	3 14	52,814	24,680	1,183	78,677	74,332	5,499	1,154	375	2,938 00
Knox.....	2 80	30,666	15,837	1,076	47,579	45,122	2,457	-	775	1,155 00
Lincoln.....	2 68	25,231	12,457	-	37,688	34,735	2,933	-	150	1,105 00
Oxford.....	2 80	31,240	15,608	1,606	48,454	45,647	2,815	38	1,022	1,464 00
Penobscot	2 83	81,338	36,044	7,023	124,405	117,324	7,788	707	91	3,778 00
Piscataquis.....	2 49	14,288	7,630	906	22,824	22,008	991	175	-	667 00
Sagadahoc.....	3 38	25,297	9,979	121	35,397	33,894	1,575	72	294	991 00
Somerset.....	2 50	29,237	15,150	978	45,365	43,222	2,295	152	436	1,537 00
Waldo	2 67	31,104	15,592	1,424	48,120	45,742	2,390	12	40	1,112 00
Washington	2 40	43,404	26,485	2,256	72,115	68,984	4,696	1,535	555	1,497 00
York.....	3 20	70,079	29,232	958	100,269	94,841	9,067	3,642	101	3,515 00
	2 71	705,660	331,218	25,157	1,062,032	1,002,566	69,359	9,893	4,848	32,509 00

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.....	13	254	87	167	.34	109	65	64	79	11	2
Aroostook.....	62	404	12	392	.03	196	100	121	80	42	19
Cumberland.....	26	381	88	293	.23	193	117	126	108	25	1
Franklin.....	25	204	9	195	.04	100	77	57	80	23	2
Hancock.....	35	309	33	276	.11	190	87	109	79	31	4
Kennebec.....	29	375	72	303	.19	176	116	142	122	27	2
Knox.....	16	182	53	129	.29	75	34	42	20	16	4
Lincoln.....	17	201	27	174	.13	88	70	75	57	16	1
Oxford.....	38	365	18	347	.05	196	102	114	116	36	2
Penobscot.....	61	542	124	418	.23	242	140	177	150	54	7
Piscataquis.....	20	149	12	137	.08	77	49	54	31	19	1
Sagadahoc.....	11	110	25	85	.23	49	36	31	23	11	1
Somerset.....	37	359	36	323	.10	179	114	121	100	35	2
Waldo.....	26	274	25	249	.09	162	102	113	87	25	1
Washington.....	51	320	90	230	.28	131	62	88	41	46	5
York.....	27	403	110	293	.27	177	117	125	96	27	1
	494	4,832	821	4,011	.17	2,313	1,388	1,559	1,269	444	49

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	10	3	24	68	23	341	305	36	.89	1— 14	31
Aroostook.....	37	24	17	139	29	556	466	90	.84	8— 105	130
Cumberland	24	2	64	131	26	712	629	83	.88	5— 114	54
Franklin.....	20	5	24	73	23	339	273	66	.81	6— 51	67
Hancock.....	29	6	34	144	24	503	429	74	.85	7— 67	93
Kennebec.....	22	7	20	119	33	574	484	90	.84	1— 67	44
Knox.....	14	2	10	40	3	343	297	46	.87	11— 40	24
Lincoln.....	11	6	13	41	9	332	281	51	.85	10— 47	38
Oxford.....	31	7	22	140	21	598	488	110	.82	17— 65	97
Penobscot.....	48	13	43	121	15	839	710	129	.85	14— 95	86
Piscataquis.....	17	3	2	23	1	252	217	35	.86	— 9	41
Sagadahoc.....	7	4	7	29	5	184	159	25	.86	1— 30	17
Somerset.....	25	12	21	83	37	538	458	80	.85	8— 114	95
Waldo.....	20	6	9	61	3	439	370	69	.84	15— 110	84
Washington.....	41	10	21	123	40	482	426	56	.88	— 8	64
York.....	25	2	39	108	43	564	493	71	.87	4— 25	32
	381	112	370	1,443	335	7,596	6,485	1,111	.85	108— 961	997

COMPARATIVE STATEMENT — I.

ITEMS.	1884.	1885.	Increase	Decrease.
Whole number of scholars between four and twenty-one	212,390	213,863	1,473	
Number registered in Summer schools..	117,292	118,794	1,502	
Average attendance in " " ..	96,857	98,637	1,780	
Number registered in Winter Schools..	119,952	121,803	1,851	
Average attendance in " " ..	100,052	99,841	-	211
Per cent of average attendance to whole number .....	.50	.48	-	02
Per cent of average attendance to number registered in Summer Schools....	.83	.83		
Per cent of average attendance to number registered in Winter Schools. . .	.83	.82	-	01
Per cent of average attendance to number registered during the year .....	.68	.68		
Whole number of different scholars registered during the year	145,438	144,909	-	527
Average length of Summer Schools in weeks and days	10w.	10w. 2d.	2d.	
Average length of Winter Schools in weeks and days	10w. 4d.	10w. 4d.		
Average length of schools for the year, Number of districts in the State	20w. 4d.	21w. 1d.	2d.	
" parts of district's	3,823	3,811	-	12
" school-houses	325	306	-	19
" reported in good condition....	4,272	4,343	71	
" built during the year	3,022	3,045	23	
Cost of same	73	72	-	1
Estimated value of school property in the State	\$82,573	\$48,128	-	\$34,445
Number of male teachers employed in Summer	\$3,035,322	3,075,296	39,974	
Number of male teachers employed in Winter	268	260	-	8
Number of female teachers employed in Summer	1,800	1,796	-	4
Number of female teachers employed in Winter	4,668	4,723	55	
Number of teachers graduates of normal schools	2,922	2,959	37	
Average wages of male teachers per month (excluding board)	582	577	-	5
Average wages of female teachers per week (excluding board)	\$32.59	\$32.07	-	.52
Average cost of teachers' board per week, Amount of money voted by towns for common schools	4.07	3.96	-	.11
Excess above amount required by law ..	2.05	2.03	-	.02
Average amount per scholar	655,143	674,676	9,533	
Amount available from town treasuries for school year	158,636	154,960	-	3,676
Amount available from State treasury for school year	3.13	2.71	-	.42
Amount derived from local funds	724,307	705,660	-	18,647
Total school resources	337,148	331,218	-	5,930
Amount expended for common schools..	27,004	25,157	-	1,847
Balance unexpended	1,088,459	1,062,032	-	26,427
Amount contributed to prolong schools in money, fuel, &c	1,017,676	1,002,566	-	15,110
Amount paid for school supervision	78,563	69,359	-	9,204
	4,537	4,848		311
	31,090	32,509	1,419	

COMPARATIVE STATEMENT — II.

ITEMS.	1885.	1875.	Increase.	Decrease.
Number of scholars between four and twenty-one years.....	213,863	221,477	-	7,614
Number registered in Summer Schools.	118,794	117,821	973	
Average attendance in " " ..	98,637	95,058	3,579	
Number registered in Winter Schools..	121,803	130,343	-	8,540
Average attendance in " " .	99,841	105,625	-	5,784
Per cent of average attendance to number of scholars.....	.48	.45	.03	
Average length of Summer Schools....	10w. 2d.	10w. 2d.		
" " Winter "	10w. 4d	10w. 4d.		
" " schools for the year..	21w. 1d.	21w. 1d.		
Number districts in the State.....	3,811	3,953	-	142
" parts of districts in the State..	306	368	-	62
" school-houses " " ..	4,343	4,180	163	
" reported in good condition....	3,045	2,689	356	
" built last year.....	72	104	-	32
Cost of same	\$48,128	\$110,725	-	\$62,597
Estimated value of school property....	\$3,075,296	\$3,019,549	\$55,747	
No. male teachers employed in Summer,	260	171	89	
" " " Winter,	1,796	1,984	-	188
" female " " Summer,	4,723	4,426	297	
" " " " Winter,	2,959	2,475	484	
Wages of male teachers per month (excluding board)	\$32.07	\$36.96	-	\$4.89
Wages of female teachers per week (excluding board)	3.96	4.29	-	.33
Average cost of teachers' board per week,	2.03	2.38	-	.35
Amount of school money voted by towns,	674,676	662,558	12,118	
Excess above amount required by law..	154,960	173,026	-	18,066
Average amount per scholar	2.71	2.58	.13	
Amount available from State treasury..	331,218	388,973	-	57,755
" derived from local funds....	25,157	25,585	-	428
" contributed to prolong schools..	4,848	11,671	-	6,823
" paid for school supervision....	32,509	29,668	2,841	

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, 1885.

COUNTY OF ANDROSCOGGIN.

TOWNS.	Number of Scholars.	Money Ap- portioned.	TOWNS.	Number of Scholars.	Money Ap- portioned.
Auburn.....	3,039	\$4,858 13	Minot.....	470	\$ 751 33
Durham.....	378	604 26	Poland.....	677	1,082 25
East Livermore.....	368	588 28	Furner.....	621	992 72
Greene.....	310	495 55	Wales.....	135	215 82
Leeds.....	377	602 66	Webster.....	312	498 75
Lewiston.....	6,857	10,961 52			
Lisbon.....	896	1,432 33		14,806	23,668 68
Livermore.....	366	585 08			

COUNTY OF AROOSTOOK.

Amity.....	166	265 37	Bancroft....Pls.....	105	167 85
Ashland.....	220	351 69	Cary.....	192	306 93
Benedicta.....	139	222 21	Castle Hill.....	176	281 35
Blaine.....	278	444 41	Caswell.....	117	187 03
Bridgewater.....	354	565 89	Chapman.....	78	124 69
Caribou.....	1,212	1,937 49	Connor.....	230	367 68
Easton.....	379	605 86	Crystal.....	103	164 66
Fort Fairfield.....	1,014	1,620 96	Cyr.....	255	407 64
Fort Kent.....	700	1,119 01	Dyer Brook.....	81	129 49
Frenchville.....	1,194	1,908 71	Eagle Lake.....	122	195 03
Grand Isle.....	432	690 59	Garfield.....	33	52 76
Haynesville.....	86	137 48	Glenwood.....	63	100 72
Hersey.....	91	145 47	Hamlin.....	257	410 84
Hodgdon.....	399	637 83	Macwahoc.....	83	132 69
Houlton.....	1,080	1,726 48	Merrill.....	115	183 83
Island Falls.....	94	150 26	Molunkus.....	33	52 76
Limestone.....	293	468 39	Moro.....	74	118 29
Linneus.....	373	596 27	New Canada.....	116	185 43
Littleton.....	405	647 42	New Sweden.....	249	398 05
Ludlow.....	192	306 93	Oakfield.....	270	431 62
Madawaska.....	627	1,002 31	Oxbow.....	50	79 93
Mapleton.....	290	463 59	Perham.....	154	246 18
Mars Hill.....	340	543 51	Portage Lake.....	62	99 12
Masardis.....	96	153 46	Reed.....	63	100 72
Monticello.....	452	722 56	St. Francis.....	151	241 39
New Limerick.....	231	369 28	St. John.....	85	135 88
Orient.....	91	145 47	Silver Ridge.....	75	119 89
Presque Isle.....	953	1,523 46	Wade.....	45	71 93
Sherman.....	339	541 92	Wallagrass.....	231	369 28
Smyrna.....	92	147 07	Westfield.....	55	87 92
Van Buren.....	513	820 07	Winterville.....	40	63 94
Washburn.....	380	607 46			
Weston.....	163	260 58		17,754	28,381 32
Woodland.....	323	516 34			

COUNTY OF CUMBERLAND.

TOWNS.	Number of Scholars.	Money Apportioned.	TOWNS.	Number of Scholars.	Money Apportioned.
Baldwin	346	\$553 10	New Gloucester.....	388	\$620 25
Bridgton	842	1,346 01	North Yarmouth.....	224	358 08
Brunswick	1,849	2,955 79	Otisfield	278	444 42
Cape Elizabeth	1,911	3,054 90	Portland	11,669	18,653 92
Casco	282	450 81	Pownal	264	422 03
Cumberland	562	898 41	Raymond	381	609 06
Deering	1,317	2,105 33	Scarboro'.....	610	975 13
Falmouth.....	481	768 92	Sebago.....	278	444 42
Freeport.....	641	1,024 69	Standish.....	569	909 60
Gorham.....	893	1,427 54	Westbrook.....	1,803	2,882 26
Gray.....	504	805 68	Windham.....	707	1,130 20
Harpswell.....	611	976 73	Yarmouth	606	968 75
Harrison.....	347	554 70			
Naples.....	280	447 61			
				28,643	45,788 34

COUNTY OF FRANKLIN.

Avon	201	321 32	Salem	99	158 26
Carthage.....	155	247 78	Strong.....	182	290 95
Chesterville.....	286	457 20	Temple.....	178	284 55
Eustis.....	89	142 28	Weld.....	318	508 35
Farmington.....	975	1,558 62	Wilton.....	560	895 22
Freeman.....	213	340 50	Coplin..Pls.....	35	55 95
Industry.....	216	345 29	Dallas.....	81	129 49
Jay.....	398	636 23	Greenville.....	13	20 78
Kingfield.....	175	279 75	Letter E.....	16	25 57
Madrid.....	135	215 81	Perkins.....	46	73 53
New Sharon.....	359	573 89	Rangeley.....	20	31 97
New Vineyard.....	254	406 04			
Phillips.....	512	818 47		5,748	9,188 68
Rangeley.....	232	370 88			

COUNTY OF HANCOCK.

Amherst.....	146	233 39	Mount Desert.....	378	604 26
Aurora.....	76	121 49	Orland.....	498	796 09
Bluehill.....	729	1,165 37	Otis.....	114	182 23
Brooklin.....	356	560 09	Penobscot.....	434	693 78
Brooksville.....	527	842 45	Sedgwick.....	381	609 06
Bucksport.....	908	1,451 52	Sullivan.....	367	586 68
Castine.....	357	570 69	Surry.....	385	615 45
Cranberry Isles.....	119	190 23	Tremont.....	753	1,203 74
Dedham.....	156	249 38	Trenton.....	181	289 35
Deer Isle.....	1,353	2,162 89	Verona.....	102	163 06
Eastbrook.....	115	183 84	Waltham.....	83	132 69
Eden.....	590	943 17	Long Island..Pls.....	51	81 53
Ellsworth.....	1,737	2,776 76	No. 7.....	21	33 57
Franklin.....	524	837 66	No. 21.....	24	38 36
Gouldsborough.....	575	919 19	No. 33.....	71	113 50
Hancock.....	410	655 42	Swan's Island.....	240	383 66
Isle au Haut.....	84	134 29			
Lamoine.....	257	410 84		13,220	21,142 91
Mariaville.....	124	198 22			

COUNTY OF KENNEBEC.

TOWNS.	Number of Scholars.	Money Apportioned.	TOWNS.	Number of Scholars.	Money Apportioned.
Albion	359	\$573 89	Pittston	686	\$1,096 63
Augusta	2,192	3,504 11	Readfield.....	271	433 22
Belgrade	395	631 44	Rome.....	170	271 76
Benton.....	357	570 69	Sidney ...	432	690 59
Chelsea	282	450 82	Vassalborough	757	1,210 13
China	444	799 77	Vienna	186	297 34
Clinton.....	521	832 87	Waterville	2,254	3,603 21
Farmingdale.....	231	369 29	Wayne.....	244	390 05
Fayette.....	244	390 06	West Gardiner.....	287	458 80
Gardiner.....	1,341	2,143 71	Windsor.....	311	497 15
Hallowell	770	1,230 92	Winslow.....	628	1,003 91
Litchfield	378	604 26	Winthrop	597	954 35
Manchester.....	170	271 76	Unity Pl.	25	39 96
Monmouth.....	317	506 74			
Mt. Vernon	305	487 56		14,182	22,671 19
Oakland.....	589	941 57			

COUNTY OF KNOX.

Appleton	428	684 19	St George	988	1,579 41
Camden	1,403	2,242 82	Thomaston	888	1,419 55
Cushing	268	428 43	Union	437	698 58
Friendship	330	527 53	Vinalhaven	932	1,489 89
Hope.....	244	390 05	Warren	712	1,138 19
Hurricane Isle	67	107 11	Washington	422	674 60
North Haven	248	396 45	Matinecus Pl.	60	95 92
Rockland	2,227	3,560 05			
South Thomaston.....	616	984 72		10,270	16,417 49

COUNTY OF LINCOLN.

Alna.....	191	305 33	Somerville	214	342 09
Boothbay.....	1,334	2,132 52	Southport	245	391 65
Bremen	273	436 42	Waldoborough	1,146	1,831 98
Bristol	1,045	1,670 52	Westport	175	279 75
Damariscotta.....	321	513 15	Whitefield	464	741 74
Dresden.....	324	517 94	Wisconsin.....	626	1,000 72
Edgecomb.....	300	479 58	Monhegan Pl.	40	63 94
Jefferson.....	485	775 31			
Newcastle	438	700 18		7,960	12,724 75
Nobleborough.....	339	541 93			

COUNTY OF OXFORD.

TOWNS.	Number of Scholars.	Money Apportioned.	TOWNS.	Number of Scholars.	Money Apportioned.
Albany	198	\$316 52	Norway	789	\$1,261 29
Andover.....	295	471 58	Oxford.....	570	815 27
Bethel.....	620	991 12	Paris.....	857	1,369 99
Brownfield.....	387	618 66	Peru.....	255	407 64
Buckfield.....	399	637 84	Porter.....	342	546 71
Byron.....	76	121 49	Roxbury.....	62	99 12
Canton.....	416	665 00	Rumford.....	338	540 33
Denmark.....	318	508 34	Stow.....	126	201 42
Dixfield.....	280	447 61	Stoneham.....	140	223 80
Fryeburg.....	495	791 29	Sunner.....	336	537 13
Gilead.....	86	137 48	Sweden.....	132	211 02
Grafton.....	38	60 75	Upton.....	83	132 69
Greenwood.....	288	460 40	Waterford.....	493	788 10
Hanover.....	52	83 13	Woodstock.....	343	548 31
Hartford.....	232	370 88	Franklin.. Pls.....	58	92 72
Hebron.....	185	295 74	Lincoln.....	22	35 17
Hiram.....	412	658 61	Milton.....	100	159 86
Lovell.....	291	465 19	Riley.....	18	28 77
Mason.....	34	54 35			
Mexico.....	121	193 43		10,338	16,526 19
Newry.....	111	177 44			

COUNTY OF PENOBSCOT.

Alton	132	211 02	Lagrange.....	250	399 65
Argyle.....	91	145 47	Lee.....	376	601 06
Bangor.....	5,253	8,397 39	Levant.....	349	557 99
Bradford.....	481	768 92	Lincoln.....	516	824 86
Bradley.....	266	425 23	Lowell.....	141	225 40
Brewer.....	967	1,545 84	Mattamiscotis.....	19	30 37
Burlington.....	182	290 95	Mattawamkeag.....	173	276 56
Carmel.....	406	649 02	Maxfield.....	48	76 73
Carroll.....	217	346 89	Medway.....	216	345 29
Charleston.....	365	583 49	Milford.....	233	372 48
Chester.....	142	227 00	Mt. Chase.....	108	172 65
Clifton.....	104	166 25	Newburg.....	309	493 96
Corinna.....	423	676 20	Newport.....	401	641 03
Corinth.....	392	626 65	Oldtown.....	1,281	2,047 80
Dexter.....	716	1,144 58	Orono.....	746	1,192 54
Dixmont.....	354	565 89	Orrington.....	431	688 99
Eddington.....	256	409 24	Passadumkeag.....	102	163 06
Edinburg.....	21	33 57	Patten.....	237	378 87
Enfield.....	190	303 73	Plymouth.....	258	412 44
Etna.....	255	407 64	Prentiss.....	169	255 78
Exeter.....	364	581 88	Springfield.....	269	430 03
Garland.....	344	549 90	Stetson.....	244	390 05
Glenburn.....	227	362 88	Veazie.....	298	332 51
Greenbush.....	256	409 24	Winn.....	302	482 77
Greenfield.....	104	166 25	Drew.. Pls.....	41	65 54
Hampden.....	796	1,272 47	Lakeville.....	61	97 52
Herman.....	433	692 19	No. 2, Grand Falls... ..	39	62 35
Holden.....	207	330 50	Stacyville.....	67	107 11
Howland.....	39	62 35	Webster.....	52	83 13
Hudson.....	215	343 69	Woodville.....	86	137 48
Kenduskeag.....	165	263 77			
Kingman.....	214	342 09		22,300	35,648 49

COUNTY OF PISCATAQUIS.

TOWNS.	Number of Scholars.	Money Apportioned.	TOWNS.	Number of Scholars.	Money Apportioned.
Abbot	241	\$385 23	Orneville	203	\$324 52
Atkinson	266	425 23	Parkman	352	562 70
Blanchard	64	102 31	Sangerville	331	529 14
Brownville	330	527 54	Sebec	258	412 44
Dover	491	784 90	Shirley	87	139 08
Foxcroft	397	634 64	Wellington.....	240	383 66
Greenville	220	351 69	Williamsburg	67	107 11
Guilford	320	511 55	Willimantic	113	180 64
Medford	142	227 00	Kingsbury Pl.....	92	147 00
Milo	328	524 34			
Monson	404	645 82			
				4,946	7,906 61

COUNTY OF SAGADAHOC.

Arrowsic.....	60	95 92	Richmond.....	896	1,432 33
Bath	2,771	4,429 68	Topsham.....	396	633 04
Bowdoin	356	569 10	West Bath.....	101	161 46
Bowdoinham	508	812 08	Woolwich.....	380	607 48
Georgetown	326	521 14			
Perkins	18	28 76		6,353	10,155 82
Phippsburg.....	541	864 83			

COUNTY OF SOMERSET.

Anson	492	786 50	Ripley	154	246 18
Athens	432	690 59	t. Albans	453	724 16
Bingham	225	359 68	Solon	312	498 75
Brighton	216	345 29	Skowhegan.....	1,236	1,975 85
Cambridge	153	244 59	Smithfield ..	165	263 77
Canaan	393	628 24	Starks	288	460 40
Concord	141	225 40	Carratunk. Pls.....	83	132 69
Cornville	258	412 44	Carrying Place.....	17	27 17
Detroit	207	330 91	Dead River.....	31	49 56
Emden	235	375 67	Dennistown.....	23	36 77
Fairfield	957	1,529 85	Flag Staff.....	29	46 36
Harmony	255	407 64	Highland	32	51 16
Hartland	322	514 74	Jackmantown..	49	78 33
Madison	468	748 14	Lexington.....	83	132 69
Mayfield.....	51	81 53	Moose River.....	46	73 53
Mercer	221	353 29	No. 1, R. 2, W. K. R..	43	68 74
Moscow	210	335 70	The Forks.....	61	97 52
New Portland	387	618 65	West Forks.....	59	94 32
Norridgewock	475	759 32			
Palmyra	336	537 12			
Pittsfield	584	933 57			
				10,182	16,276 81

COUNTY OF WALDO.

TOWNS.	Number of Scholars.	Money Apportioned.	TOWNS.	Number of Scholars.	Money Apportioned.
Belfast	1,496	\$2,391 47	Northport	259	\$414 04
Belmont	174	278 15	Palermo.....	326	521 13
Brooks	262	418 84	Prospect	244	390 05
Burnham	337	538 72	Searsmont	420	671 40
Frankfort.....	431	688 99	Searsport	590	943 15
Freedom	208	332 51	Stockton	406	649 02
Islesborough.....	384	613 85	Swanville	236	377 37
Jackson	215	343 69	Thorndike.....	227	362 88
Knox	276	441 21	Troy	310	495 55
Liberty	281	449 21	Unity.....	344	549 90
Lincolnton.....	547	874 42	Waldo.....	276	441 21
Monroe.....	365	583 48	Winterport.....	763	1,219 72
Montville	465	743 34			
Morrill	154	246 18			
				9,996	15,979 48

COUNTY OF WASHINGTON.

Addison	397	634 63	Machias	858	1,371 59
Alexander	202	322 92	Machiasport.....	556	888 81
Baileyville	135	215 81	Marion	42	67 14
Baring	113	180 64	Marshfield	146	233 39
Beddington	65	103 91	Meddybemps	67	107 11
Brookton	138	220 61	Millbridge	671	1,072 65
Calais	2,481	3,966 09	Northfield.....	65	103 91
Centerville.....	66	105 51	Pembroke.....	734	1,173 36
Charlotte	177	282 95	Perry	438	700 18
Cherryfield	664	1,061 46	Princeton	357	570 69
Columbia	220	351 69	Robbinston	351	561 10
Columbia Falls	269	430 03	Steuben	380	607 47
Cooper	133	212 62	Talmadge.....	50	79 93
Crawford	71	113 50	Topsfield	153	244 59
Cutler	309	493 96	Trescott.....	222	354 89
Danforth	275	439 61	Vanceboro	247	394 85
Deblois.....	41	65 54	Waite	80	127 89
Dennysville	207	330 91	Wesley	95	151 86
East Machias	607	970 34	Whiting	169	270 17
Eastport.....	1,680	2,685 63	Whitneyville.....	167	266 96
Eaton	131	209 42	Codyville.. PIs.....	32	51 16
Edmunds	166	265 37	No. 14.....	74	118 29
Harrington	444	709 76	No. 18.....	15	23 97
Jonesborough	221	353 29	No. 21.....	42	67 14
Jonesport	749	1,197 34			
Kossuth.....	38	60 75			
Lubec	778	1,243 69			
				16,788	26,837 08

COUNTY OF YORK.

TOWNS.	Number of Scholars.	Money Ap- portioned.	TOWNS.	Number of Scholars.	Money Ap- portioned.
Acton.....	306	\$489 17	Lyman.....	286	\$457 20
Alfred.....	351	561 10	Newfield.....	236	377 28
Berwick.....	632	1,010 31	North Berwick.....	544	869 62
Biddeford.....	4,505	7,201 63	Old Orchard.....	179	286 15
Buxton.....	635	1,015 10	Parsonsfield.....	481	768 92
Cornish.....	332	530 73	Saco.....	1,764	2,819 91
Dayton.....	172	274 96	Sanford.....	832	1,330 04
Eliot.....	450	719 36	Shapleigh.....	321	513 14
Hollis.....	435	695 39	South Berwick.....	987	1,577 80
Kennebunk.....	859	1,373 19	Waterborough.....	403	644 23
Kennebunkport.....	675	1,079 04	Wells.....	774	1,237 30
Kittery.....	890	1,422 74	York.....	779	1,245 30
Lebanon.....	470	751 34			
Limerick.....	325	519 54			
Limington.....	400	639 43			
				19,023	30,409 92

FREE HIGH SCHOOL STATISTICS.

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1885.

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.
Abbot		\$225 00	\$150 00	\$112 50	2	18	39	29	39	30	29	8	7	-	-	7	10	8	6
Albion	No. 8	200 00	100 00	95 00	1	10	31	26	30	30	25	18	20	6	-	5	7	3	9
Alfred		500 00	250 00	250 00	3	30	40	28	40	20	20	9	8	14	-	30	12	5	2
Anson		850 00	600 00	250 00	3	30	80	72	30	80	80	27	43	40	40	27	17	23	1
Ashland		195 50	150 00	97 75	2	17	62	44	62	60	36	34	18	1	-	4	5	5	4
Atkinson	No. 5	189 60	93 80	93 80	3	21	42	36	24	20	15	30	4	-	-	6	1	-	-
Auburn		3,433 26	3,183 26	250 00	3	36	173	161	-	75	70	-	-	138	18	141	141	-	5
Augusta		2,700 00	3,400 00	250 00	3	36	112	108	75	15	-	-	-	83	21	90	89	-	-
Avon		148 65	74 33	74 32	2	21	17	14	12	12	10	11	5	-	-	-	5	-	2
Bangor		3,363 00	3,113 00	250 00	3	36	221	210	-	35	-	3	-	192	35	133	96	-	4
Bath		1,133 25	3,250 00	125 00	1	13	214	197	-	49	-	-	-	68	62	125	141	87	1
Belfast	Central	759 41	1,000 00	250 00	4	34	64	55	50	20	16	-	-	16	-	25	20	15	5
Berwick	Sullivan	742 00	250 00	250 00	2	24	43	39	43	23	22	16	-	-	-	16	16	11	2
Biddeford		2,450 00	1,000 00	250 00	3	38	133	97	-	-	-	-	-	58	29	102	60	15	8
Bluehill		100 00	300 00	50 00	1	10	54	47	30	48	45	-	30	5	-	17	32	10	12
Boothbay		287 50	250 00	125 00	2	20	94	88	88	88	88	34	47	-	-	-	-	4	1
Bowdoinham		486 25	243 12	243 12	3	27	45	41	45	45	37	-	10	-	-	10	25	-	2
Brewer		885 00	600 00	250 00	3	36	56	34	-	13	18	18	18	-	-	23	17	18	3
Bridgton	Union No. 1	491 00	500 00	125 00	1	13	65	60	13	17	13	13	13	37	13	15	18	20	1
Bristol		340 00	175 00	170 00	2	20	115	97	115	103	33	75	10	-	-	3	5	22	10
Brownville		155 00	75 00	75 00	1	10	51	44	35	29	35	18	7	15	-	-	23	3	3

COMMON SCHOOLS.

Brunswick.....		1,118 00	500 00	250 00	3	36	59	54	-	6	1	-	-	44	12	14	35	10		
Bucksport.....	No. 1.....	387 37	500 00	193 68	3	37	61	24	18	24	3	10	-	5	24	18	24	20	10	3
Calais.....		665 00	415 00	250 00	3	18	71	55	-	-	-	-	-	45	8	27	43	25		
Camden.....	Megunticook.....	840 00	600 00	215 81	3	30	34	30	14	15	5	15	8	13	-	22	11	9	1	
	Rockport Sch. Cor.	192 00	157 81	34 19	2	16	113	99	54	54	34	20	36	-	18	30	38	20		
Canton.....	No. 2.....	150 00	75 00	75 00	1	8	58	53	28	50	41	23	12	5	12	-	12	6	5	
Cape Elizabeth.....		625 00	375 00	250 00	3	19	94	89	53	21	17	28	-	25	17	79	50	35		
Carmel.....	No. 3.....	1, 80 00	40 00	40 00	1	10	117	15	15	17	17	9	15	1	-	9	-	5	5	
Castine.....		000 00	750 00	250 00	3	35	02	88	-	20	14	6	-	20	22	60	29	2	1	
Charleston.....	No. 10 et als.....	249 00	158 60	158 60	2	20	158	48	150	40	56	12	25	2	-	12	50	9	2	
Cherryfield.....		941 70	422 00	250 00	3	34	18	83	18	43	29	11	18	18	-	18	24	32	9	
China.....	No. 4 et als.....	575 00	123 50	146 50	2	19	89	75	55	50	40	30	12	8	-	25	25	12	25	
	" 14.....	472 50	81 00	81 00	2	21	71	65	71	60	38	26	14	1	-	24	19	15	15	
Cornville.....		356 00	300 00	176 00	2	22	49	44	49	43	45	8	-	9	-	7	5	10	11	
Cumberland.....		1,246 00	1,996 00	250 00	3	33	170	163	153	49	45	27	18	2	-	120	16	14	2	
Deering.....		1,274 00	024 00	240 00	3	33	41	24	10	28	72	26	48	58	50	41	84	43		
Dedham.....		155 00	77 50	77 50	1	10	29	24	29	19	27	15	7	-	-	9	8	11	7	
Dennysville.....		461 10	228 55	228 55	3	33	75	31	25	20	17	10	21	6	-	3	13	6	1	
Dexter.....		1,050 00	800 00	250 00	3	30	58	56	12	14	12	12	-	5	4	20	25	14	8	
Dixmont.....	No. 14.....	100 00	50 00	35 00	1	10	31	26	24	28	21	8	4	-	-	1	11	4	6	
Dresden.....	No. 8.....	94 50	50 00	47 25	1	9	26	20	20	24	10	16	5	-	-	9	1	3		
East Livermore.....		258 75	128 37	128 37	2	21	64	56	52	60	29	25	9	-	-	15	11	9		
East Machias.....		352 00	235 00	235 00	3	22	37	34	16	14	18	-	-	12	7	37	35	28	2	
Easton.....		345 25	170 75	170 75	3	25	45	33	33	30	33	25	10	-	-	6	15	5	10	
Eastport.....		750 00	500 00	250 00	4	39	87	71	44	44	44	56	44	41	19	23	36	6		
Eddington.....		110 00	55 00	55 00	1	10	25	22	25	25	24	4	1	-	-	3	18	4	11	
Eden.....		375 00	187 50	187 50	2	15	61	53	54	59	51	59	25	3	-	34	12	22	5	
Edgecomb.....		196 00	98 00	98 00	2	19	51	42	33	27	32	20	12	-	-	16	18	8	6	
Ellsworth.....	No. 6.....	97 50	48 75	48 75	1	10	28	26	28	27	15	17	3	-	-	13	5	-	4	
		833 33	708 33	125 00	2	24	85	73	-	-	-	-	-	70	14	24	46	-	1	
Etna.....	No. 5.....	83 00	41 50	41 50	1	10	32	25	24	25	6	7	5	-	-	3	3	5	1	
	" 6.....	50 00	25 00	25 00	1	10	25	19	19	20	5	5	3	-	-	3	3	-	3	
Exeter.....	" 3.....	200 00	100 00	100 00	1	10	45	37	40	40	31	17	5	-	31	3	12	6	5	
	" 6.....	155 00	77 50	77 50	1	10	25	20	25	23	20	10	2	2	-	-	3	4	3	
Farmington.....	" 4.....	800 00	550 00	250 00	2	32	44	24	-	-	5	14	-	29	-	21	28	22	4	
Fayette.....		80 00	39 00	39 00	1	8	132	130	127	125	120	120	3	-	-	7	15	5		
Fort Fairfield.....		612 00	382 50	230 50	3	31	64	50	00	64	20	50	1	-	-	50	50	50	13	
Foxcroft.....		500 00	250 00	250 00	2	24	50	41	-	19	21	-	-	14	3	46	18	6	9	
Freeman and Phillips..	No. 1.....	107 50	53 75	53 75	1	10	32	28	21	27	15	18	18	-	-	2	2	1		

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1885—Continued.

TOWNS.	DISTRICTS.	Whole amount expended.	Amount provided by town or district.	Amount from State Treasury.	Number of terms.	Whole number of weeks.		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.
						Whole number of weeks.	Whole number of pupils registered.												
Freeport		\$1,008 00	\$758 00	\$250 00	3	36	70	62	70	35	10	-	-	50	3	30	38	1	3
Frenchville		487 00	275 67	250 00	2	24	44	34	16	44	44	44	20	-	-	-	-	20	22
Gardiner		1,850 00	1,600 00	250 00	3	36	90	79	-	36	18	36	-	39	-	25	35	36	
Georgetown		150 00	75 00	75 00	1	10	23	17	23	20	20	6	-	3	-	3	10	7	1
Gorham		1,097 00	847 00	250 00	4	40	127	102	101	101	77	71	39	13	-	24	27	18	4
Greenfield		104 00	52 00	52 00	1	8	33	30	31	30	9	30	6	-	-	10	6	5	
Greenville		285 00	142 50	142 50	2	19	57	49	54	50	48	30	6	7	-	14	12	-	6
Guilford		223 38	111 69	111 69	1	10	90	80	70	80	37	60	6	-	8	10	-	6	
Hallowell		500 00	250 00	250 00	3	39	47	40	-	16	-	13	-	24	23	25	15	11	
Hartford		163 17	81 58	81 58	1	10	47	37	22	42	15	16	18	2	-	8	13	7	9
Harrison and Otisfield	River	130 00	62 40	62 40	1	10	25	23	25	21	21	18	-	-	1	8	5	-	2
Holden		212 00	106 00	106 00	2	20	32	28	30	27	21	11	6	-	1	4	13	10	2
Jackson	No. 4	95 00	47 50	47 50	1	10	33	29	31	31	26	17	16	2	-	1	9	7	1
Jonesport	" 8	75 00	37 50	37 50	1	10	27	25	20	26	12	9	5	-	-	-	7	-	
Kenduskeag	" 3	176 00	88 00	88 00	1	10	58	47	58	52	57	20	38	-	-	17	6	-	1
Kennebunk	No. 5	495 10	226 67	226 67	3	34	46	38	22	37	33	19	24	-	-	8	13	5	1
Kennebunk	No. 9	800 00	626 09	173 91	3	37	36	34	32	12	-	6	-	24	-	20	15	7	
Kittery	" 9	393 00	316 91	76 09	3	35	32	27	29	29	29	12	12	6	2	10	20	6	
LaGrange		750 00	500 00	250 00	3	36	70	52	70	70	70	25	36	5	-	28	60	36	1
Lebanon	No. 3	152 53	76 27	76 27	1	14	27	20	18	21	18	17	10	-	-	3	-	2	4
Lebanon	" 9	366 10	183 05	183 05	3	34	50	39	56	41	34	17	6	-	-	6	21	9	5
Leeds	" 7	125 00	53 75	53 75	1	10	29	24	8	22	20	5	18	-	-	7	14	-	
Lewiston		62 50	25 64	25 64	1	10	14	12	14	12	9	5	3	-	-	-	4	2	
Liberty	Nos. 2 and 8	4,300 00	4,050 00	250 00	2	37	155	130	-	-	-	-	-	-	-	-	-	-	
Liberty		202 95	75 00	75 00	1	10	57	46	53	53	45	10	5	2	-	5	15	10	10

Lincoln		438 75	205 62	205 62	2	21	76	45	50	65	40	24	18	4	10	28	28	15	10
Lisbon		785 00	535 00	250 00	3	29	204	181	204	100	143	40	29	77	35	32	58	13	5
Livermore	No. 2	500 00	250 00	250 00	2	20	50	47	12	25	22	8	16	8	-	-	16	15	12
Machias		582 00	332 00	250 00	3	33	74	52	-	47	38	14	-	42	-	65	62	23	6
Madawaska		195 00	97 50	97 50	2	26	91	66	7	59	6	16	-	-	-	-	-	3	-
Madison	No. 2	125 00	62 50	62 50	1	10	35	26	35	35	34	32	-	-	-	-	3	7	7
Manchester		155 00	74 50	74 50	1	10	42	36	40	37	40	36	7	-	-	6	17	5	3
Mars Hill	No. 2	100 00	50 00	50 00	1	10	15	10	2	15	14	15	4	-	-	3	5	-	5
Mercer	" 9	100 00	50 00	50 00	1	10	30	20	30	29	26	12	-	-	-	6	1	2	3
Mexico	" 3	226 50	105 00	105 00	2	20	37	28	31	31	16	8	-	3	-	1	5	6	5
Milo		200 00	100 00	100 00	1	10	78	67	78	58	50	54	13	14	-	3	21	3	2
Minot and Poland	Union	296 00	171 00	125 00	2	24	31	27	18	30	18	-	18	9	5	-	9	7	-
Monmouth		446 00	222 12	222 12	4	54	120	101	120	117	115	72	5	8	1	20	21	18	6
Monroe	No. 10	56 00	28 00	28 00	1	10	20	18	18	19	8	6	2	-	-	-	2	-	2
Monson		567 23	250 73	216 50	3	30	30	18	15	20	16	13	18	-	1	20	17	-	9
Monticello		253 75	126 87	126 87	2	21	70	50	58	56	29	30	18	6	-	6	12	6	8
Montville	No. 9	93 30	36 00	36 00	1	10	33	27	33	33	23	15	5	-	-	-	10	12	10
Newburgh	}	238 00	119 00	119 00	2	20	79	60	63	77	57	63	18	-	-	7	15	3	12
		125 00	62 50	62 50	1	10	28	23	26	27	21	26	7	2	1	12	15	7	12
Newport		500 00	250 00	250 00	3	30	106	95	90	99	57	43	15	-	-	-	16	7	11
New Portland	No. 13	102 00	51 00	51 00	1	10	25	24	12	24	19	3	2	2	-	6	12	2	7
New Sharon		205 00	101 62	101 62	1	10	78	58	70	71	50	19	20	-	-	4	22	16	13
Norridgewock	No. 8	360 82	180 41	180 41	1	13	44	38	40	40	41	20	-	4	1	8	9	18	-
North Berwick		700 00	410 94	289 06	3	34	45	42	45	17	20	-	45	26	3	8	19	-	5
Oakland		1,037 02	787 02	250 00	4	34	45	35	-	24	13	4	12	12	7	10	11	7	-
Old Orchard		325 00	162 50	162 50	3	26	11	7	11	9	7	-	3	-	-	-	4	7	-
Oldtown	No. 2	1,227 00	977 00	250 00	3	36	82	74	82	40	36	-	19	45	18	29	32	-	2
Orono		1,350 00	1,100 00	250 00	3	35	61	57	-	49	42	42	22	9	14	24	6	9	1
	}	109 40	50 00	50 00	1	11	29	25	29	29	19	10	1	-	-	4	4	2	2
		100 00	50 00	50 00	1	10	23	20	21	22	15	8	-	-	-	10	3	2	-
Palermo	" 6 and 17	100 00	50 00	50 00	1	10	25	22	22	25	15	12	-	-	-	2	8	1	2
Parsonsfield		550 00	230 82	230 82	2	20	75	66	33	55	29	-	6	24	-	17	32	-	25
Patten		510 00	247 00	247 00	3	30	78	66	66	54	51	18	7	4	-	7	31	4	10
Pembroke		511 32	261 32	250 00	3	30	38	32	-	29	23	16	10	3	-	9	13	19	4
Peru	No. 7	105 00	62 50	52 50	1	10	22	20	20	19	15	13	4	-	-	4	-	-	1
Phillips	" 3	192 00	94 50	94 50	1	12	45	39	45	39	19	17	-	3	-	-	27	-	9
Plymouth	" 1	100 00	45 00	45 00	1	10	30	24	24	30	21	6	11	-	-	10	12	3	5
Portland		10,000 00	9,750 00	250 00	2	38	328	311	-	50	-	-	50	65	110	275	150	75	8
Princeton		438 87	219 43	219 43	3	29	32	22	32	24	20	10	3	5	-	5	5	3	2

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1885—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.
Richmond.....		\$1,140 00	\$890 00	\$250 00	3	36	47	36	-	-	19	3	-	15	-	20	29	6	2
Rockland.....		1,900 00	1,650 00	250 00	3	30	81	77	81	27	27	-	-	34	10	31	40	1	
Saco.....		1,186 56	936 56	250 00	3	38	81	73	81	14	81	-	-	50	22	81	57	30	5
Shapleigh.....		615 25	365 25	250 00	2	24	33	27	33	20	7	7	6	1	2	2	2	3	3
Sherman.....		160 00	77 00	77 00	1	10	55	49	52	45	31	22	7	5	5	2	25	13	16
Skowhegan.....		1,570 00	1,320 00	250 00	3	36	72	65	72	-	30	-	-	41	-	52	37	27	12
South Thomaston.....	Grade.....	150 00	75 00	75 00	1	9	33	30	15	33	24	9	15	2	-	2	22		
Starks.....	No. 7.....	144 00	72 00	72 00	1	10	42	32	39	42	20	25	4	-	-	3	6	4	
Stetson.....		185 75	92 87	92 87	2	16	34	32	34	34	28	18	4	3	-	-	4	8	8
Steuben.....	No. 1.....	147 50	73 75	73 75	1	10	31	28	29	28	27	11	13	-	3	-	12	14	5
Thomaston.....		1,172 00	922 00	250 00	3	34	69	64	69	21	21	21	21	53	13	61	28	22	
Thorndike.....	No. 2.....	105 00	48 50	48 50	1	10	18	16	14	14	11	10	1	-	-	3	3	3	3
Topsham.....		324 00	199 00	125 00	2	17	37	31	37	32	21	21	-	33	11	9	24	12	
Troy.....	No. 3.....	120 00	60 00	60 00	1	10	27	21	18	25	15	8	13	-	-	-	5	4	2
Turner.....		420 00	213 75	206 25	5	42	99	71	75	81	65	22	62	45	-	31	47	35	18
Union.....	No. 1.....	130 00	39 90	39 90	1	10	118	115	110	117	116	1	1	-	-	5	12	1	5
Vinalhaven.....		500 00	250 00	250 00	3	28	65	60	28	60	38	24	24	-	-	10	42	32	
Waldborough.....	No. 6.....	418 87	198 33	198 33	3	32	49	25	33	33	17	12	13	10	-	10	12	4	7
Warren.....		250 00	125 00	125 00	2	20	44	34	44	43	31	8	8	-	-	7	16	12	2
Waterville.....		1,950 20	1,700 20	250 00	4	40	05	71	40	45	40	44	-	25	9	67	84	38	4
Wayne.....		150 00	95 00	95 00	2	20	151	41	46	45	38	21	6	3	-	2	11	3	5
Wells.....		495 00	247 50	247 50	3	33	34	29	39	46	22	26	7	10	34	8	20	21	11
Westbrook.....		1,350 00	1,100 00	250 00	3	36	76	59	59	61	70	43	61	4	-	50	38	16	

COMMON SCHOOLS.

Whitefield	No. 11 et als	242 50	111 25	111 25	1	10	51	47	40	48	38	20	18	7	-	24	20	30	18
Wilton.....	" 9.....	1,175 44	251 10	250 00	2	24	92	74	37	29	75	14	-	39	7	60	70	9	43
Windsor.....	" 1.....	152 70	60 00	60 00	1	10	46	36	43	46	30	12	4	-	-	1	18	12	8
Wiscasset	" 1	693 75	500 00	250 00	3	37	42	31	-	12	13	12	10	17	6	13	19	5	4
Woolwich .....	.....	1,372 50	1,186 25	186 25	3	28	117	106	81	104	75	66	6	-	-	-	26	11	
Yarmouth .....	.....	450 00	200 00	250 00	3	36	72	62	-	35	28	28	13	29	13	91	23	3	1
Totals.....	.....	94,491 63	72,410 65	23,541 01	319	3370	9596	8002	5609	5655	4676	2895	1675	2038	825	3141	3374	1611	766

STATE EXAMINATION QUESTIONS.

SUMMER AND FALL TERMS, 1885.

ARITHMETIC.

1. Express in language the following: *a*, 200.605. *b*, 11.004005. *c*, .060104. *d*, 401.08008.
2. Divide 42 by .0006.
3. Give the method of multiplying one fraction by another.
4. Reduce three-fifths of five-eighths, divided by five-eighths of eight-fifteenths, to its simplest form.
5. What is that number to which if you add its half, its third, and 28, the sum will be three times the number?
6. A pole 63 ft. long was broken in two pieces of which one was two-fifths the length of the other. What was the length of the pieces?
7. What is the interest of \$617 for 7 months and 21 days at $4\frac{1}{2}$ per cent?
8. What is the present worth of \$97, due in 9 months and 24 days at 6 per cent?
9. A man sold two lots for \$260 each, gaining 20 per cent on one and losing 20 per cent on the other. Did he gain or lose, and how much?
10. If it cost \$100 to fence a piece of land 216 rods long and 24 rods wide, would it cost more or less to fence the same quantity of land in the form of a square, and how much?

GEOGRAPHY.

1. How many degrees in width is the North Temperate Zone?
2. Name and locate three important ranges of mountains in North America.

3. What ocean current flows along the Eastern coast of the United States?
4. What three circumstances most largely influence the climate of a place?
5. What channels separate Ireland from Great Britain?
6. Locate and describe the river Danube.
7. Where are the most noted coal fields of the United States?
8. Give the boundaries of the State of Kentucky.
9. What are imports?
10. Name the five great Powers of Europe and their capitals.

GRAMMAR.

1. Give the plurals of German, Frenchman, beau, pailful, court-martial.
2. Name five cases where capital letters should be used.
3. Give one example each of adverbs of time, place, degree and manner.
4. Give the principal parts of the verbs rise, lay, sit, set.
5. Define a simple sentence and give an example.
6. Define a compound sentence and give example.
7. What is a substantive clause?
8. Analyze the following sentence and parse the words in italics :
 "Ere he framed the lofty vault, to gather and *roll back* the *sound* of anthems,—in the *darkling* wood, amidst the *cool* and silence, he knelt down and offered to the *mightiest* solemn *thanks* and supplication."
9. What is syntax?
10. Correct or justify the following: *a*, "Neither of them were there." *b*, "He broke the cane to pieces." *c*, "Who did you speak to." *d*, "Come here quick!" *e*, "A considerable portion of the crowd were more or less injured."

READING.

1. Name three essential characteristics of good reading.
2. Name two elements of correct pronunciation.
3. Name the two general forms of emphasis and explain their difference.
4. Give four rules for the use of the rising inflection.
5. Name the four forms of inflection.

6. Read the following examples with reference to correct pronunciation, emphasis, inflections, pauses and pitch :

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

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

PHYSIOLOGY.

1. What is bone?
2. What is a tendon, and its office?
3. Describe the process of digestion.
4. What is nutriment, and what its office?
5. How and where is the blood purified.
6. What is a stimulant?
7. *a*, What is the effect of alcohol upon the stomach? *b*, Upon the brain?
8. What are the conditions of perfect respiration?
9. Why is plain food better adapted to healthful nutrition than food highly seasoned.
10. What are the functions of the skin?

BOOK-KEEPING.

1. What is capital and of what may it consist?
2. *a*, What are bills receivable? *b*, Payable?
3. Write a bill of goods of four items.
4. Write a negotiable note.
5. *a*, What is a day book? *b*, Ledger?
6. What is posting accounts?
7. What is an inventory?
8. What books are required for single entry?
9. What does the balance sheet show?
10. Make a bill for your services as teacher of a town school.

HISTORY.

1. By whom, and when was New York settled?
2. Who was Maj. Andre, and by what incident was he connected with American history?
3. Who were the commanders of the English and of the American forces at the battle of Saratoga?
4. Name three distinguished foreign soldiers who aided the Americans in the war of the Revolution.
5. *a*, How and from what nation was California acquired? *b*, Louisiana? *c*. Alaska?
6. In what year, and by what act did the civil war commence?
7. Name in chronological order the last eight presidents.
8. What two presidents were assassinated, and by whom?
9. Name the States that joined the Southern Confederacy.
10. *a*, Name four leading Union Generals in the civil war. *b*, Four Rebel Generals.

 WINTER TERM, 1885-86.

ARITHMETIC.

1. Give the method of obtaining the least common multiple.
2. Give the process of division of decimals. Example, $32.84 \div .0004$.
3. Two men own a tract of land of 540 acres and agree to divide in proportion of 7 to 11. How many acres in each share?
4. For what must I sell goods costing \$100.00 so that I may deduct 40 per cent and gain 30 per cent?
5. If by selling cloth at \$5.00 per yard I gain 25 per cent, what will be my gain by selling the same at \$6.00 per yard?
6. A man agrees to labor, receiving \$1.75 per day when laboring, and paying \$.75 per day for board when idle: At the end of 80 days he receives \$80: How many days did he work?
7. What is the interest of \$715 for 178 days at $5\frac{1}{2}$ per cent?
8. A man presented for discount at bank, a note for \$516.40 payable in 90 days at 7 per cent, how much money did he receive?

9. Give the process of extracting square root and explanation thereof.

10. The pay of hands in a certain factory was \$1.17 for a day's work of 11 hours. The time was reduced to 8 hours, and the rate of wages per hour 10 per cent, what was the daily wages after both reductions?

GEOGRAPHY.

1. Locate the following, and tell for what each is noted : Corsica, Genoa, Sevastopol, Elba, Mecca, Bethlehem, Waterloo.

2. State what districts of South America are rainless, and why?

3. Locate the following rivers and name the waters into which they flow : Danube, Nile, Colorado, Euphrates, Rhine, Po, Obi.

4. Define watershed, glacier, basin, estuary, delta.

5. Name and describe the different forms of government.

6. Name the States that surround Kentucky.

7. Locate the principal volcanic regions of the earth.

8. Name (*a*) five chief exports of the United States ; (*b*) five chief imports.

9. What is the general direction of the mountain chains of the Western Continent? Of the Eastern Continent.

10. Name the three departments of our government and define the functions of each.

GRAMMAR.

1. How does the passive voice differ in form and use from the progressive form of verbs?

2. Write the plural of the following nouns : solo, bandit, stratum, genus, proboscis, calyx.

3. In the following sentence parse the words in italics : " I see *but a child gathering* pebbles from the shore, *while* the great ocean of truth *lies undiscovered* before me."

4. Write correctly the following : *a*, rev david swing d d superior st chicago ill. *b*, Go slow young man ; go a little slower. *c*, I saw him about four weeks since. *d*, My brother has promised to learn me to skate.

5. Write sentences in which " off " is, (*a*) an adjective, (*b*) an adverb, (*c*) a preposition.

6. Capitalize and punctuate the following : the boast of heraldry the pomp of power and all that beauty all that wealth eer gave await alike the inevitable hour the path of glory leads but to the grave.

7. Write a sentence using "as" (*a*) as a relative. (*b*) As a conjunction.
8. Analyze: "The question, Are we a nation? is now answered."
9. Write a synopsis of the verb "bid" in the indicative and potential modes.
10. Define syntax.

PHYSIOLOGY.

I.

1. Describe the structure of the skin.
2. State the changes through which food passes before it gives nourishment to the body.
3. Describe the circulation of the blood and the changes it undergoes in its passage through the body.
4. What is, (*a*) a voluntary muscle? Example. (*b*) An involuntary muscle? Example.
5. Describe the spinal column?
6. Why is air that has once been breathed unfit for respiration?
7. What is the effect of confinement in a badly ventilated school-room upon the pupils?
8. Give three practical rules of diet.
9. What is insensible perspiration?
10. What constitutes disease?

II.

1. What is the difference between a stimulant and a narcotic?
2. Which would be the better protection against cold, a bowl of porridge or a glass of whiskey? Give reasons.
3. Why is the confirmed toper usually thirsty?
4. Alcohol is said to hinder digestion. Explain why.
5. State briefly the effects of alcohol on (*a*) the heart, (*b*) the liver, (*c*) the brain.
6. Why is it useless to expect strong coffee or tea to satisfy the craving for alcohol?
7. Name the chief constituents of tobacco smoke, and give the effect of each on the system.

8. Why is it more injurious to smoke a cigarette than to smoke a pipe or cigar?
9. Is there any relation between the use of tobacco and the formation of the drink habit?

HISTORY.

1. Give the date of the adoption of the Constitution of the United States.
2. a. The date of Burgoyne's campaign. b. Its purpose. c. The effect of its result on the American cause.
3. a. Of what political party was Andrew Jackson, the candidate? b. W. H. Harrison? c. James K. Polk? d. Abraham Lincoln?
4. What was the Dred Scott decision, and by whom rendered?
5. Give the dates of the following events: a. The evacuation of New York by the British. b. The Emancipation Proclamation. c. The admission of California. d. The surrender of Lee.
6. Give the substance of the 15th constitutional amendment.
7. Name 5 of the principal battles of the War of the Rebellion.
8. Name the leading General on each side, in the same war.
9. What European first discovered the Mississippi River?
10. When and from whom was Louisiana purchased?

SPELLING.

Chrysalis,	Benefiting,	Luscious,	Dessicate,
Coalesce,	Crystallize,	Exhilarate,	Proselyte,
Resuscitate,	Deferring,	Separable,	Embarrass,
Saccharine,	Farinaceous,	Viscera,	Pharmacy,

COURSES OF STUDY.

I. FOR RURAL SCHOOLS. UNGRADED, GRADED AND FREE HIGH.

(Report of Committee of Piscataquis County Educational Association).

REMARKS.

The school year is expected to be from twenty-four to thirty weeks, divided into two or three terms. Pupils are to be promoted as fast only as they complete the work, without regard to the time that it may require.

UNGRADED SCHOOLS.

PRIMARY DIVISION—FIRST YEAR.

Reading. First Reader, Part I.

Oral Instruction in language, color, form and size. Calkin's Primary Object Lessons will indicate the kind and amount of work to be done under this head.

Numbers. One to ten, during the year, oral lessons.

Writing and Drawing during course.

SECOND YEAR.

Reading. Complete First Reader.

Oral Instruction. Continue as in first year.

Numbers. One to twenty. Teach all the combinations possible, using no number larger than twenty.

THIRD YEAR.

Reading. Begin Second Reader.

Language. The lessons in the reader. (This is on the basis that to-day no committee will adopt a series of readers that does not contain such lessons).

Oral Instruction. Geography of school yard, points of compass, parallel lines, map of the town, common plants distinguished.

Arithmetic. Primary text-book begun and about half completed. Notation to one thousand. Much written work.

FOURTH YEAR.

Reading. Complete Second Reader.

Language Lessons of reader; description of pictures; reproduction of stories.

Oral Instruction. Plants and animals, parts and uses; common woods distinguished. Map of County and State. Grand divisions of land and water.

Arithmetic. Primary completed; notation to ten thousand.

GRAMMAR SCHOOL DIVISION—FIFTH YEAR OF SCHOOL WORK.

Reading. Third Reader, one-half.

Language. Powell's "How to Talk," or some similar text-book; also the lessons in the reader.

Oral Instruction. Plants, animals, size and color.

Arithmetic. First half of Elementary if a three-book series is used; otherwise complete Primary. Spend much time upon written work.

Geography. The Primary text-book two-thirds completed.

SIXTH YEAR.

Reading. Complete Third Reader.

Language. Text-book and reader.

Oral Instruction. Animals, trades, occupations; plants and trees with their parts.

Geography. Primary first term; larger second and third terms.

Arithmetic. Elementary completed, or Practical begun, in case an Elementary is not used. In this latter case pupils are to be two years in doing the work of the seventh year of the course.

SEVENTH YEAR.

Reading. Fourth Reader and supplemental reading.

Language. Text-book completed.

Oral Instruction. Plants, fruit and forest trees.

Geography. Through United States.
Arithmetic. Begin Greenleaf's Practical, or similar book, and go to compound numbers.

EIGHTH YEAR.

Reading. Fourth Reader completed, supplemental reading.
Language. Some elementary text-book combining grammar and composition, with additional work prepared by teacher.
Oral Lessons in Zoology.
Geography. To Europe.
Arithmetic. Weights and measures completed and percentage begun.

NINTH YEAR.

Reading. Fifth Reader and selections.
Language. Same as last year.
Oral Lessons. Morals and Hygiene.
Geography. Completed.
Arithmetic. Completed.
Book-Keeping. General exercises.
United States History. Begun.

TENTH YEAR.

Language. Grammar and composition completed.
Civil Government. Taught by oral lessons or text-book, as may be preferred.
Physiology and Hygiene.
Book-Keeping.
United States History.

GRADED SCHOOLS.

The above is the course suggested for the ungraded schools in the rural districts. For the graded schools, the course is the same for the first six years. For the seventh and eighth years the course is as follows :

SEVENTH YEAR.

Reading. Fourth Reader and supplemental reading, including selections from American and English literature.

Language. Elementary text-book combining grammar and composition.

Oral Instruction. Plants, forest and fruit.

Geography. To South America.

Arithmetic. Begin Greenleaf's Practical or similar text-book and go to compound numbers. Special attention to be given to Mental Arithmetic.

EIGHTH YEAR.

Reading. Fourth Reader completed, and Fifth begun.

Language. Same as seventh year.

Oral Instruction. Animals, plants, morals and hygiene.

Geography. Completed and reviewed.

United States History.

Arithmetic. Completed and reviewed to percentage. Percentage and interest begun.

FREE HIGH SCHOOLS.

Following this comes the high school course of four years.

COURSE FOR COUNTRY FREE HIGH SCHOOLS.

All scholars entering are to be required to pass a satisfactory examination in Arithmetic to percentage; Geography through United States; Powell's or Swinton's Language Lessons, Reading, Writing and Spelling. The following indicates the topics and the time that should be given to each and their order. Where the word "also" occurs it means that what comes after is to be the same in time with what just precedes, and that the two make up the work for that period. The course is given by subjects in the order in which they should be taught, rather than by years or terms, because the high schools vary so much in length. The work here given will require about twelve terms of ten weeks each for its completion. Each pupil is supposed to have four recitations daily.

First Recitation, Language. English Grammar and Composition, thirty weeks; English Analysis, also careful study of American authors, twenty weeks. Careful reading and study of American and English authors, two lessons per week, seventy weeks. Also Political Economy, two lessons per week, thirty weeks, and Civil Government, three lessons per week, thirty weeks.

Second Recitation, Science. Botany, four lessons per week, twenty weeks ; Chemistry, four lessons per week, twenty weeks ; Physics, four lessons per week, twenty weeks ; Physiology, two lessons per week, thirty weeks ; also, Zoology, three lessons per week, thirty weeks ; Physical Geography and Geology, five lessons per week, thirty weeks.

Third Recitation, History. United States History, three lessons per week, fifty weeks ; also reading historical books and stories, two lessons per week, fifty weeks ; Geography, three lessons per week, 30 weeks ; also reading descriptions of countries, travels, etc., one lesson per week, thirty weeks ; General History and historical readings, four lessons per week, thirty weeks ; Morals, 10 weeks.

Fourth Recitation, Mathematics. Arithmetic, twenty weeks ; Algebra, thirty weeks ; Geometry, twenty weeks ; Arithmetic (review) ten weeks ; Astronomy, twenty weeks. Drawing, Writing or Book-Keeping, two lessons per week, ninety weeks.

Latin or French to be elective for pupils who have the ability to take an additional study.

It will be noticed that the courses for both the ungraded and graded schools overlap this course. This is done that scholars of varying attainments, as there will be found coming into the high school, may all complete the course in four years. Those of superior attainments may be allowed to complete the course in ninety weeks or to take Latin and French in addition.

REMARKS.

LANGUAGE.

English Grammar and Composition. Swinton's text-books indicate the amount of work to be done.

English Analysis. Ability to analyze any common English construction.

English Literature. In this, much must be left to the judgment and ability of the teacher. The work must be largely oral and written. In connection with this come the rhetorical. Pupils can commit selections from the author under consideration for recitations and declamations. All the necessary drill in reading and spelling can be given in connection with this, to much better advantage than by using the reader and spelling book. The object of all work in language should be to produce *intelligible* and *intellectual* readers ; to produce a liking for good literature, through

a knowledge of the same; to enable the pupils to express their thoughts correctly and clearly, either in spoken or written language.

SCIENCE.

Botany. As much should be taught as is contained in Gray's "How Plants Grow," with as much actual field work as is possible.

Chemistry. Simplest elements of inorganic and oral lessons upon selected parts of organic, that will be of direct benefit in other studies and the practical duties of life, lessons to be illustrated by actual experiments.

Physics. Some elementary text-book combined with simple experiments.

Physiology. This study should be illustrated by experiments such as are given in Dr. Blaisdell's *Physiology*, published by Lee & Shepard, Boston.

Zoology. Morris' First Book indicates kind of work that should be done.

Physical Geography and Geology. These should come last in the course because the most difficult, involving all the physical sciences, and give a finishing touch upon and review of the same.

Political Economy. In this day of active industry, every young person ought to know something of the science of wealth. When this subject is better understood by the masses, there will be less strikes, less vague ideas upon finance, and fewer financial failures.

Civil Government. Young's text-book gives the best outline that we know.

HISTORY.

United States and General. The most entertaining text-books published as an outline, combined with historical readings, travels, biographies, etc. Seek the history of the world through a knowledge of the people, and the lives of their leaders, rather than through a knowledge of the rulers and their views alone.

Morals. Oral lessons or simple text-book. If the teacher chooses he may also give some lessons in Psychology, and this we would strongly urge if some of the class are to become teachers.

MATHEMATICS.

Arithmetic. First, complete the book. Second, after completing the work in algebra and geometry, review, taking especially those parts which these studies make clearer.

Algebra. An elementary text-book. Too much time is spent by some pupils upon this study.

Geometry. Selections from plain and solid, leaving out propositions that cannot be made of practical utility, and including the simpler parts of trigonometry and surveying.

Astronomy. Some narrative text-book. No attempt should be made to teach the mathematical part as a science.

FRANK A. HART, *Committee.*

II. FOR COMPLETE SYSTEM OF GRADED SCHOOLS—CITY.

(Lewiston Course).

GENERAL DIRECTIONS FOR TEACHERS IN ALL GRADES.

1. The following course of study is presented by the Committee only as a skeleton for the general direction of teachers. They must aim to develop this and infuse it with life by their own resources and daily study. This is particularly true of reading, and of language generally.

2. In teaching drawing and form, teachers are required to *study and follow* White's Manuals of Drawing, especially in teaching terms and definitions. In this way they will follow a uniform standard and avoid mistakes.

3. In the use of the "Books of Nature," it is not at all the design of the Committee to make them mere reading books, though they may be used in reading, but as a means in the hands of intelligent teachers to interest and instruct children in facts and elementary principles of science. The Geography, Chemistry, Physiology, and many other books, are to be used in the same way.

4. It is desired that a systematic course of selected and collateral reading be pursued in all the schools through the entire course, independent of the ordinary readers. In the second and third class primaries this reading will be done by the teachers mainly; in the higher grades teachers are expected to co-operate with the Committee in procuring the required books, and by advice, examination, and other means, in rendering this reading interesting and effective.

5. Pure memorizing and "parrot-like" repetition of any text-book will not be tolerated in any school; and to avoid the tendency to this, teachers are requested to prepare their daily work so as not to need to refer to their text-books in assigning and hearing their recitations any more than their pupils in reciting them.

6. Lessons on the human body and laws of health, also object lessons and oral instruction, are recommended to be frequently given in schools of every grade.

7. The desk of every pupil is furnished with a slate, and teachers in the primary and intermediate schools should make this a most valuable auxiliary in their daily school work.

8. The following table indicates the proportional time to be given to each subject in the several grades of the schools :

Tabular View of Time Devoted to Each Subject.

		Hours per full day.	Hours per week.	Reading.	Spelling.	Number.	Language.	Penmanship.	Drawing.	Music.	Physical Exercises.	Miscellaneous.	Geography.	History.	Devot'l Exercises.	Recess.
PRIMARY.....	Sub-Primary	4 3-3	24 1-2	5	-	3	2	1 1-2	1	1 1-2	1 1-2	5 ^K	-	-	1 1-2	2 1-2
	3d Class.....	4 3-4	24 1-2	5	2 1-2	4	2	1 1-2	1	1 1-2	1	2	-	-	1 1-2	2 1-2
	2d Class....	4 3-4	24 1-2	5	2 1-2	4	2	1 1-2	1	1 1-2	1	2	-	-	1 1-2	2 1-2
	1st Class....	4 3-4	24 1-2	5	2 1-2	4	2	1 1-2	1	1 1-2	1	2	-	-	1 1-2	2 1-2
INTERMEDIATE	2d Class....	5 1-4	26 1-2	4	2 1-2	5	2 1-2	1 1-2	1	1 1-2	1	2	4	-	1 1-2	
	1st Class....	5 1-4	26 1-2	4	2 1-2	5	2 1-2	1 1-2	1	1 1-2	1	2	4	-	1 1-2	
GRAMMAR.....	4th Class....	5 1-4	26 1-2	3	2	5	2 1-2	1 1-2	1	1 1-2	1	1 1-2	3	3	1 1-2	
	3d Class....	5 1-4	26 1-2	3	2	5	2 1-2	1 1-2	1	1 1-2	1	1 1-2	3	3	1 1-2	
	2d Class....	5 1-4	26 1-2	3	2	5	2 1-2	1 1-2	1	1 1-2	1	1 1-2	3	3	1 1-2	
	1st Class....	5 1-4	26 1-2	2	2	6 ^{B. K.}	2 1-2	1 1-2	1	1 1-2	1	1 1-2	3	3	1 1-2	
Total—per week in all grades..		-	-	39	20 1-2	46	23	15	10	15	10 1-2	21	20	12	15	10
Aggregate—37½ weeks per year,		-	-	1462 1-2	768 3-4	1725	862 1-2	562 1-2	375	562 1-2	393 3-4	787 1-2	750	450	562 1-2	375

K—3 hours, Kindergarten occupations.

B. K. Book-Keeping 2 hours per week, in 1st class Grammar.

PRIMARY SCHOOLS.

SUB-PRIMARY.

Reading. Teach from chart and blackboard. Use script, only, in blackboard work. Read chart and chart primer by close of the year. A great variety of reading matter must be placed upon the blackboard. A widely varied range of reading in a limited vocabulary, necessitating constant repetition of familiar words in new combinations, is of the utmost benefit at this stage of the pupil's advancement.

Writing and Spelling should be taught as wholes; do not attempt to teach letters except in the exercises in penmanship. Let the work be patient, steady and thorough. Teach spelling by *sound only*.

Number. Teach one to five, by the Grube method.

Drawing on slates, using exercises from drawing cards A and B.

Kindergarten Occupations. Weaving, Sewing, etc.

Music. Mason's First Chart, Rote Songs, etc.

Physical Exercises and Singing at least twice during each session.

Vocal Gymnastics.

Primary Colors.

Morals and Manners.

THIRD CLASS.

Reading and Language; word teaching, from charts and blackboard; a First Reader, and other reading. Common sounds of vowels; sounds of consonants. Before the pupil is required to read, the thought to be expressed should be in his mind. Retain upon the blackboard a list of the words previously taught and encourage pupils to make new combinations of these words. Do not attempt to advance too rapidly. Frequent repetition is the only method by which to impress these forms upon the minds of children. Use objects and pictures to develop reading and language terms.

Drawing upon slates; basis cards C and D.

Music. The First Music Chart.

Physical Exercises and Singing, at least twice each day.

Elementary Instruction in color, form, temperance, etc.

Morals and Manners.

SECOND CLASS.

Reading. First Readers, Second Readers, and other reading. Sounds of letters, names and forms of punctuation marks.

Spelling as determined at grade meetings.

Drawing. Plane rectilinear figures, in connection with lessons on form. White's Primary Drawing Book, No. 1.

Music. The First Music Chart.

Script Writing continued daily.

Numbers. To 100, adding, subtracting, multiplying and dividing; concrete and abstract numbers.

Physical Exercises and Singing at least twice during each day.

Color continued, human body; form, weight and size (with temperance, etc).

Morals and Manners.

NOTE.—Thoroughly review each subject from the beginning.

FIRST CLASS.

Reading. A Second Reader, and other reading. Sounds of letters.

Spelling as determined at grade meetings.

Drawing. Plane curvilinear figures, in connection with lessons on form and size; map of school-room and yard. Primary Drawing Book, No. 2.

Script Writing continued.

Music. The Second Music Chart.

Numbers. First Term.—Numeration and notation to 1,000,000 (inclusive). Review work of preceding year. Halves, fourths, sixths, eighths and tenths; teach with objects. Examples in "Dollars and Cents."

Second Term.—Continue work of preceding term and perform the four operations to 1,000. Teach thirds, fifths, ninths. Change fractions already learned without altering the value. Change halves to fourths, sixths, eighths, tenths; fifths to tenths; also the reverse.

Color, Form, etc. Continue work of preceding year, increasing the scope and variety as much as possible. Let considerable of the oral instruction relate to form and direction with special reference to preparing for the study of geography in the succeeding year.

Composition. Words selected from reading lesson and framed into oral and written sentences, in addition to work indicated for third class.

Physical Exercises and Singing at least twice during each day.
Vocal Gymnastics.

Morals and Manners.

NOTE.—Thoroughly review each subject from the beginning.

INTERMEDIATE SCHOOLS.

SECOND CLASS.

Reading. Third Reader; First Book of Nature, etc. Sounds of letters.

Spelling as determined at grade meetings.

Drawing. Plane figures and simple solids from objects and pictures, in connection with lessons on form. Free-Hand Drawing Book, No. 1.

Writing. Primary Book No. 1.

Numbers. A thorough drill in the fundamental rules, and continuation of the work of preceding year.

Geography. Map drawing begun; map of Lewiston; of Maine; of all States, taught geographical definitions, etc. Teach about one-half the work in an elementary geography.

Language. Each scholar should be provided with a blank book, and the following points should be carefully observed—neatness, penmanship, spelling, use of capitals, punctuation and grammatical expression.

Write a great number of names and learn to find names readily in sentences. Use capital letters in commencing proper nouns. Verbs—Write a large number and then learn to put them with nouns. Adjectives and Adverbs—after writing a large number learn to put them with nouns and verbs. Pronouns—Learn to use them in place of nouns. Learn to write readily and to pick out from sentences and reading lessons, nouns, verbs, adjectives and adverbs. Take these in their order and write long lists of one before taking the next, in blank books; learn to write the first two, then the three, and so on. Change declarative into interrogative; affirmative into negative. Write a great many sentences, using nouns or pronouns, verbs, adjectives and adverbs. Object teaching. Describe objects, writing in the form of short stories, etc.

Correct expression. Punctuation. Parts of speech in reading lesson. Use of period. Use of capitals. Constant review. Fill blanks.

Music. Second Music Chart.

Facts of Science; temperance, etc.

Primary and Secondary Colors.

Physical Exercises, Vocal Gymnastics or Singing, at least twice during each day.

Morals and Manners.

NOTE.—Thoroughly review each subject from the beginning.

FIRST CLASS.

Reading. Third Reader; Second Book of Nature; History of Maine, etc.

Spelling. To finish Part I of Harrington's Spelling Book; words occurring in any lesson; names of books used; name of school; articles of food and dress; sentences from the reading lesson written daily from dictation; spelling by sounds continued; written spelling; abbreviations.

Drawing. Free-Hand Drawing Book, No. 2.

Writing. Primary Book No. 3.

Music. Second Music Chart, Second Music Reader.

Numbers. Review preceding work, constantly. United States money, decimal fractions, measures and multiples.

Geography. Complete elementary geography, drawing maps of all States and countries.

Language. Uses of parts of speech. Punctuation. All kinds of simple sentences. Change form without changing meaning. Subject and predicate. Kinds of nouns. Singular and plural of nouns. Brief compositions or stories. Use of apostrophe in nouns. Letter Writing. Transitive and intransitive verbs.

Secondary Colors continued.

Physical Exercises and Vocal Gymnastics or Singing at least twice during each session.

Facts of Science, temperance, etc.

Morals and Manners.

NOTE.—Thoroughly review each subject from the beginning.

GRAMMAR SCHOOLS.

FOURTH CLASS.

Reading. Monroe's Fourth Reader; History; Third Book of Nature; Blaisdell's Physiology, etc. Sounds of letters.

Spelling as determined at grade meetings.

Drawing. From sight, familiar objects which have been presented in Object Lessons. Free-Hand Drawing Book, No. 3 (White's).

Writing. Book No. 3 (P. D. & S).

Music. Third Chart, and Third Music Reader.

Numbers. Review of preceding work.

Language. Review of preceding work. Objects of verbs and prepositions. Punctuation and capitals. Personal pronouns. Common abbreviations. Letters and compositions. Comparison of adjectives. Formation and comparison of adverbs. Tense. Explain the prefixes and suffixes most commonly used.

Geography. The United States in detail; also special geography of Maine. Draw United States in outline. Draw Maine.

Declamations and Recitations.

Compositions. Written descriptions of familiar trades, tools and materials. Capitals and punctuation.

Lessons on Color continued.

Physical Exercises, Vocal Gymnastics and Singing, several times each day.

Morals and Manners.

NOTE.—Thoroughly review each subject from the beginning.

THIRD CLASS.

Reading Fourth Reader; History; Third Book of Nature, Blaisdell's Physiology, etc.

Spelling as determined at grade meetings.

Drawing. Same as in preceding class; City and State seals. Drawing Book No. 4.

Writing. Book No. 4 (P. D. & S.)

Geography. South America, Asia, Africa, Australia. Review United States.

Music. Third Chart, and Third Music Reader.

Numbers. Reduction of denominate numbers, percentage, interest, discount and banking, forms of notes, etc.

Grammar. Greene's Introduction as determined at grade meetings.

Declamations and Recitations.

Compositions. Including sketches of distinguished men, as Columbus, Franklin, Washington and Lincoln.

Lessons on Color continued.

Physical Exercises, Vocal Gymnastics and Singing, as in preceding class.

Morals. Weekly exercises from the text-book.

NOTE.—Thoroughly review each subject from the beginning.

SECOND CLASS.

Reading. Monroe's Fifth Reader; Newspapers; Books of Nature; Blaisdell's Physiology, &c. Sounds of letters.

Spelling as determined at grade meetings.

Drawing. From objects. Drawing Book No. 5.

Writing. Book No. 5.

Number. Commission, insurance, taxes, customs, ratio, proportion, partnership; review work of the preceding year.

Geography. Europe, Special Geography of Maine, Review.

Music. Independent Music Reader.

History. Through the Revolution.

Grammar. Greene's Introduction as determined at grade meetings.

Declamations and Recitations.

Compositions. Including written sketches of distinguished men, as the Cabots, John Smith, William Penn, Lafayette, Washington, Lincoln, Grant and Garfield.

Lessons on Color continued.

Physical Exercises, Vocal Gymnastics, and Singing, as in preceding class.

Morals. Weekly exercises from text-book.

NOTE.—Thoroughly review each subject from the beginning.

FIRST CLASS.

Reading. Fifth Reader; Book of Nature; Blaisdell's Physiology; miscellaneous. Sounds of letters.

Spelling. Complete Harrington's Speller, No. II.

Drawing. From objects. Drawing Book No. 6. United States Flag.

Writing. Book No. 6, and Book-Keeping.

Numbers. Arithmetic finished and reviewed. Frequent exercises in combining numbers. Roots and powers, mensuration, longitude and time, exchange, metric system, book-keeping, single entry.

Geography. Finish and review Geography. Draw the continents.

U. S. History. Completed. Conversational Lessons upon Constitution of United States and of the State of Maine.

Grammar. Greene's Introduction, completed, rejecting all extended analysis.

Declamations and Recitations.

Compositions. Upon miscellaneous subjects; also abstracts and written reviews.

Lessons on Color continued.

Physical Exercises, Vocal Gymnastics, and Singing, same as in preceding class.

Morals and Manners.

NOTE.—Thoroughly review each subject from the beginning.

Writing.—For all Grades of Grammar and Intermediate Schools.

In addition to the regular written lessons—one, at least, each week in Arithmetic, Language, Geography or History—there will be a written examination at least twice each term in the studies just mentioned. The questions will be prepared by the principals of the schools and the superintendent, and a record of the results preserved. This record will form a basis for determining the promotion of pupils from grade to grade and from school to school. This examination will be like the regular written lesson, and teachers must not inform pupils which lessons are to be special examinations, as it is equally unfair to stimulate to unusual effort and to paralyze by over-anxiety. The regular, every-day, common-place work is what is desired, not any artificial, hot-bed production of driving and cramming.

HIGH SCHOOLS.

ENGLISH DEPARTMENT.

First Year. Fourth Class.—Algebra, Grammar of Composition, Physiology, Botany, Book-Keeping, General History.

Second Year. Third Class.—Physics, Botany, Geometry, General History, Civil Government.

Third Year. Second Class.—General Chemistry, Qualitative Analysis, Trigonometry and Surveying, Rhetoric, Natural History, Mineralogy and Geology.

Fourth Year. First Class.—Astronomy, Political Economy, Mental Philosophy, Commercial Arithmetic, Geography, Review of English Grammar and Rhetoric, English Literature.

ENGLISH AND CLASSICAL DEPARTMENT.

First Year. Fourth Class.—Algebra, Grammar of Composition, Physiology, Botany, Latin (Grammar and Reader).

Second Year. Third Class.—Physics, Civil Government, Geometry, Botany, Latin (Grammar and Cæsar).

Third Year. Second Class.—Chemistry, Rhetoric, French, Latin (Cicero and Virgil).

Fourth Year. First Class.—Astronomy, Political Economy, Mental Philosophy, Virgil and Arithmetic, Geography, review of English Grammar and Rhetoric, English Literature.

COLLEGE PREPARATORY DEPARTMENT.

First Year. Fourth Class.—Algebra, Grammar of Composition, Physiology, History, Latin (Grammar and Reader).

Second Year. Third Class.—Greek (Grammar and Lessons), Geometry, Civil Government, Latin (Reader and Cæsar).

Third Year. Second Class.—Greek (Anabasis), Latin Composition, Ancient Geography and History, Latin (Cicero and Virgil).

Fourth Year. First Class.—Greek (Anabasis and Iliad of Homer), Review, Algebra, Geometry, History, Latin (Virgil and Cicero), Review.

General Exercises.—Reading and spelling once a week. General and collateral readings prescribed for each class through the course. Declamations and reading once in two weeks. Compositions once in two weeks. Drawing and Singing once a week through the course.

REPORTS

OF

The Committee on Instruction of the Maine Pedagogical Society.

REPORT ON ARITHMETIC.

By C. C. ROUNDS, of the Committee on Mathematics.

ENDS OF THE STUDY.

Arithmetic is in the course of study for the common school, 1st, because it is an indispensable instrument in the business of life; 2d, because it is a valuable means of intellectual discipline. The choice of subjects taught is to be determined by the practical end alone; the arrangement of subjects and the methods of teaching are to be determined mainly, but not exclusively, by the disciplinary end.

In the successive stages of instruction, arithmetic trains (1) to clearness of conception, (2) to precision of statement, (3) to exact comparison, (4) to accurate and logical thinking; and, as its ends can be attained only by concentrated and continued attention, under the firm control of the will, it is an efficient general discipline.

Moreover, if all that occurs in any application of the subject,—as to prices; relations of labor and capital, or *wages* and *business*; to profit and loss in farming, manufactures, and commerce; to rent, interest, taxes, duties, as what they are and why paid; to banking, exchange, &c.; to the arts of construction, as building and engineering; to science, as astronomy and physics;—be made significant by instructive conversation, it furnishes a field for developing intelli-

gence comprehending the whole range of thought pertaining to practical life.

COURSE OF STUDY.

The pupil must gain clear ideas of numbers, entire and fractional, simple and compound, and must learn to perform rapidly and accurately the operations of addition, subtraction, multiplication, and division, upon all these classes of numbers. Involution and evolution should be treated in advanced stages of the study. Of the work as laid down in text-books very little can be done at an early age, much more two or three years later, but the advanced work is adapted only to pupils of over twelve years of age.

The following course of study is arranged for a well-organized school of nine classes, *commencing at the age of six*, each class doing one year's work. Pupils are supposed to complete the first three years' work at the age of nine, whether they commence at four, five, or six years of age. Experience has shown that under favorable circumstances this work can be done as laid down in the course, but some teachers may find it advisable to postpone a part of the first year's work to the second year, and a part of the second to the third.

Class I.

Counting, by objects, by 1s, 2s, 5s, 10s; reading numbers; reading Roman numerals as used in reading-books.

a. All possible combinations of numbers in pairs, to form in succession the numbers 2, 3, 4, 5, 6, 7, 8, 9; thus, in treating the number 6, the following combinations would be taught:

5 and 1 are 6.

4 and 2 are 6.

3 and 3 are 6.

These combinations should be represented first by objects and by marks, and reviewed by the use of figures.

b. Combinations of numbers represented by the digits, in pairs, as 5 and 6, etc., up to 9 and 9, representing the combinations first objectively, then by figures.

These give all the elementary combinations of addition and subtraction, and they should be so treated as to give all the combinations of multiplication and division possible; thus:—

3 and how many are 6? (subtraction).

Two 3s are how many? (multiplication).

How many 3s in 6? (division).

All these to be taught by objects.

Telling time by the clock ; value of coins to one dollar.

Fraction $\frac{1}{2}$; expression of operations performed with numbers, as $6+5$, $12-6$, 4×2 , $9\div 3=?$

Class 2.

Numbers to 100, adding each of the digits to 10, 20, etc., 11, 21, etc., 12, 22, etc., up to 100. Count by 1s, 2s, 3s, etc., up to 100, beginning by counting on to 1, 2, 3, etc. Thus beginning with 3 and counting by 7s, we have 3, 10, 17, 24, etc. Much mental exercise in addition and subtraction, and simple work in multiplication and division. Written addition and subtraction, without reduction, at first ; addition to thousands, with reduction ; and simple exercises in written multiplication and division. In addition introduce no columns longer than pupil can readily add, and *prevent all counting*. Decimal notation with whole numbers practically taught.

Analysis of numbers : as, in the number 287, how many units? 287 ;—how many tens? 28 ;—how many hundreds? 2 ;—how many units besides the hundreds? 87 ;—how many units besides the hundreds and tens? 7 ;—how many tens besides the hundreds? 8.

Fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, and exercises involving these.

Common units of measurement, as foot, pound.

Class 3.

Three and four place numbers ; all the fundamental operations with numbers from 1 to 1,000, carefully grading the work according to capacity of pupils, and omitting divisions requiring reduction ; United States money ; exercises with fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, 1-5, 1-6, 1-8. Continue and extend exercises of preceding classes.

Class 4.

Whole system of numbers : fundamental operations with unlimited numbers, but most drill on 3 and 4 place numbers, as most practical work is confined to these. Exercises of previous years continued and extended. Exercises involving common fractions, with one digit for denominator, and addition and subtraction of decimals.

Class 5.

Common and decimal fractions ; exercises with compound numbers of denominations familiar to the pupils, and with metric measures of length.

Class 6.

Metric system (without reduction to other measures) ; compound numbers, omitting denominations not in common use ; more extended practice with common and decimal fractions ; special attention, throughout the course, to applications to business.

Class 7.

Simple proportion, inductively presented, with some of its easier applications ; percentage, as bills, commission, profit and loss, simple interest, and bank discount ; simple examples in partial payments.

Class 8.

Ratio and proportion, simple and compound ; insurance ; interest, simple, annual, and compound, and partial payments ; taxes ; duties ; partnership.

Class 9.

Exchange, accounts, stocks and bonds, banking, insurance, square and cube roots, with practice of every sort for repetition and review of the whole course, and drill on common business forms.

Exercises in mensuration, graduated according to the developing ability of the pupils, should be distributed throughout the course.

The work of the graded grammar school and of the common country school should not extend beyond that of the sixth class.

Towards the close of each year anticipate the work of the next year, so that a short review at the beginning of the year's work will suffice to make the connection and render the advance work clearer.

METHODS.

Care should be taken that the purely objective work be not continued too long.

The succession of practice in instruction in the earlier lessons will be as follows :

1. Objective representation of the numbers by the teacher ; as, by counting objects.
2. The same by the pupil.
3. Reckoning with objects.
4. Reckoning "in the head."
5. Reckoning with marks and figures.

The order of progress will be as follows : The pupil will first learn to count out objects from 1 to 5, and thus learn intuitively

the combinations—in pairs, because combinations are always thus made—which form the numbers 2, 3, 4, 5.

Pursue the same course with the numbers 6 to 10, and then learn the combinations of the digits in pairs up to 9 and 9 are 18. This method will not be carried farther.

The pupil should be led to infer the results of new combinations from results previously obtained;—thus, since 3 and 5 are 8, a ten and 3 and 5 are a ten and 8, or 13 and 5 are 18.

Combinations exemplified must be thoroughly committed to memory, and much repetition and drill are necessary.

A difficulty is to be met in teaching decimal notation, resulting from a defect in the English language, which has not, like the French, a noun for *ten* distinct from the adjective. *A ten* must be taught as a group, by its analogy with *a flock*, *a drove*, &c. This idea, at first presented with appropriate illustration in the first year, should be fully developed in the second and third years, as the pupil passes to the grouping of tens to form hundreds, and of hundreds to form thousands, and should be fixed by exercises in the analysis of numbers until the pupil can write numbers *from left to right* without hesitancy or mistake.

Rapidity and accuracy in computation are best attained by special exercises in simultaneous, rapid work, so arranged as to anticipate the difficulties likely to occur. The following *exercises in computation* cover the ground, and persistent and thorough drill in these will give to all capable pupils a command of the best forms of business calculation. Lack of ability in computation manifested at any point in the course is best treated by recurring to the exercise appropriate to the case: thus to (1) and (2) for addition and subtraction; to (3) for *carrying*; to (4) and (5) for multiplication; to (5) and (6) for the best form of long division; to (8) for short division.

(1) Count forward and backward by ones, by twos, by threes, &c., to and from 100 at least.

(2) Form with rapidity the number which must be added to a given number to make up the next number which ends with a given unit. For example, write down a row of numbers; as,

729632841,

and practice thus: 72 and 7 are 79, 29 and 7 are 36, 96 and 7 are 103, 63 and 9 are 72, &c., taking 72, 29, 96, &c., for the successive lesser numbers, and 9, 6, 3, &c., for the successive unit figures of the greater numbers.

(3) Endeavor occasionally in the preceding and following exercises to fix the thought particularly upon the tens of the result.

Practice repeating a number, so as while repeating it to write down the units and think of the tens ;—thus, in 76 at the moment of writing down 6, think of 7.

(4) Learn the multiplication table up to 12 times 12 so that the two factors, in either order, suggest the product instantaneously :—thus, 8 and 9, or 9 and 8, must give 72 the instant they come together in the mind ; and so on. Write down a row of numbers, as,

2987435, &c.,

and, looking at the successive pairs, repeat the products, 18, 72, 56, 28, 12, 15, &c., as fast as the words can be spoken.

(5) Augment the last exercise as follows : Having three digits, learn to pass in thought immediately to the product of the first two augmented by the third ;—thus, 7, 9, and 5 must lead to 7 times 9 increased by 5, or 68.

Take a row of figures as before, say,

2497163,

which must be made the means of suggesting immediately 17, 43, 64, 13, 9. The usual repetition, as, “twice 4 are 8 and 9 are 17,” must not be tolerated.

(6) Combine the fifth and second exercises as follows : Having four digits, learn to add the third to the product of the first and second, and to pass to the next number which has the fourth in its unit's place. Thus with 7, 8, 5, and 0, think of 61 (7 times 8 and 5) as in the fifth exercise, and as in the second exercise, get “61 and 9 are 70.” Repeat only as much as in the last phrase. Thus, with the row of numbers,

19728663...

should be rapidly suggested 16 and 6 are 22, 65 and 3 are 68, 22 and 4 are 26, 54 and 9 are 63...

(7) Having four numbers, deal with the first three as in the fifth exercise, and then, repeating the result, add the fourth. Thus the row of figures

7984391

must give—71 and 4 are 75, 76 and 3 are 79, 35 and 6 are 41, 18 and 1 are 19.

(8) Having a digit and a number of two places, learn to arrive speedily and with few words at the number of times which the

second contains the first (when not more than nine), and at the remainder. Thus "7 in 53, 7 times and 4," "8 in 29, 3 times and 5," &c.

After a very brief treatment of compound numbers, the metric system should be thoroughly taught in all its applications, so as to commend it to popular favor by showing the benefits to be derived from its general use, and then compound numbers should be more fully treated, but only so far as used in business.

As elementary instruction should begin with the intuitions which the child brings to school, and should use the perceptions which are continually renewed in the experiences of his daily life, the teaching of common fractions, with not more than one figure in the denominator, should be treated before decimals; but decimals should be developed directly from the unit as an extension of the decimal system. If the pupil be taught to reduce all common fractions, too large to be readily dealt with by "inspection," to decimals, before making further calculations, the subjects of greatest common divisor and least common multiple may be left out of the course, and the practice of the school be brought nearer the practice of business life.

In the common-school course only so much of theory should be taught as will give the pupil an intelligent comprehension of the subject. From the first, neat and accurate work and business-like processes should be insisted upon.

Every person who can understand the use of a map must have a perfect conception of proportion, though not of its mathematical expression, antecedently to all mathematical instruction. Though not indispensable for practical life, it is often very useful, especially in higher arithmetic. In the complicated and irrational form of its frequent presentation, it had best not be taught at all: taught with the simplicity which of right belongs to it, it is a proper subject for a common-school course, on grounds both of discipline and of practical utility.

Applied or business arithmetic is the most important, both as practice and as discipline. Obsolete subjects and methods should be omitted. For instance, as so-called "true discount" is not used, it need not be taught, and of the many methods for casting interest, select the one best for common use. The methods found best in business should be the methods taught in school.

The order of explanation should follow the order of work, that both the process and the reason for it may be clearly fixed. A due regard to the development of the pupil demands that demonstrative methods be more used in the advanced stages of teaching.

Such methods of recitation and of examination should be adopted as will compel faithful individual work, and such as will render copying impossible. Frequent and thorough reviews and examinations are of the first importance.

Principles should be taught from simple examples. As tests of ability puzzles should be discarded, but reasonable examples, difficult enough to call forth all the power of the pupil, are legitimate and necessary.

The want of success in arithmetical teaching largely results from the too abstract way in which it is taught. At all stages of instruction the teacher should bear in mind that it is a means to an end, and that its end, as purely mental discipline, is best subserved by teaching it with constant reference to its practical applications and to the realities with which it deals. "Doubtless ideas are brought to us by language, but only when our mind is guided by this to observation of the things which it expresses."—*Jules Paroz*.

MEANS.

Good black-boards and means for illustration, as objects of various kinds for the primary grades, and weights and measures, including the metric, for the more advanced classes, are essential. The numeral frame, blocks of uniform and convenient size, shells, splints (used singly and in bundles of tens, and these last in bundles of tens to form hundreds), and toy money, may be named as means of illustration readily obtainable and of great use in the hands of intelligent teachers.

Good text-books are essential, avoiding all those which aim to give in the common school the arithmetical training needed by experts alone; and the teacher should liberally supply problems taken from other sources. Your committee would recommend that much attention be given to mental arithmetic as a distinct branch of instruction and by the use of appropriate text-books.

REPORT ON GEOMETRY.

By C. H. SMITH, of the Committee on Mathematics.

I. REASONS FOR STUDYING GEOMETRY.

1. The study of geometry should be pursued partly for the *pleasure* to be derived from it. This is by no means the most important motive for the study, yet is one which should not be overlooked. It is placed first because from the very beginning the teacher should aim to impart, and the pupil should expect to find, pleasure in the study; while in fact the opposite is apt to be the case, owing to the mistaken impression that geometry is hard and uninteresting except for those who are said to "like mathematics." This report will aim to indicate how geometry may be taught in such a way as to prove a source of pleasure as well as profit to the average scholar.

2. Geometry should be studied for the sake of the *facts* which it communicates. These facts are of the utmost importance to the furnishing of a well-equipped mind. Acquaintance with them is necessary not only to successful work in some of the most important departments of applied science, but also to the proper understanding and appreciation of much that is constantly going on about us in the physical universe. That these facts, apart from their beautiful or sublime applications in human workmanship or in nature, are so often regarded as "dry," is doubtless because they are in themselves entirely void of any moral significance which we can discover. This should be freely recognized, and no attempt should be made to awaken interest in them by ill-judged praise which is liable to provoke a smile by its fallacious suggestiveness.

3. The most important reason for the study of geometry is that it furnishes unsurpassed *mental training*. The characteristic features

of this training are that it cultivates (1) close attention, (2) orderly arrangement of thought, (3) concise expression, (4) preëminently the reasoning faculty, and with it (5) the habit of questioning much that passes among people as "proof." The importance of the first four will be admitted by all, and that of the fifth can hardly be doubted when we consider how much of that which we hear and read, and which passes among men as "argument," is nothing but a collection of statements among which a trained reasoner searches in vain for any logical sequence. Whenever a man says "therefore," the mind of the listener should be trained to ask instantly whether the conclusion follows from the premises; and it is so trained in an eminent degree by the precise methods of geometric demonstration. This may be said in general of all mathematical reasoning; but elementary geometry (which alone is considered in this report) has this advantage over other branches of mathematics, that it deals less than they in symbols which are foreign to every-day life and thought.

II. METHOD OF TEACHING GEOMETRY.

It is assumed as a matter of course that we are not content with merely hearing recitations, but are faithfully trying to mold the minds of our pupils by our personal contact with them and influence over them. Our methods must therefore partake so largely of our own individuality that the following suggestions can be regarded only as a general ground work upon which each may build for himself:

1. *Difficulties encountered.* It is very desirable that children should have their attention systematically directed to geometric relations at an early age. This is often neglected until the time has gone by when a child can naturally be expected to take an interest in the easy manipulations of dividers and rulers, and in discovering the simple relations of lines, angles, and areas in the figure he has drawn. Then when the study of geometry is commenced, the scholar is given a text-book and is set to work at once learning demonstrations. How does he regard this work? For one thing it is all very new. The statements are new. Though he may have had and doubtless has had some chance acquaintance with certain facts and relations, he has never had his attention really directed to them. Then, too, the way of getting at those facts is new. His previous mathematical training has not prepared him for it, for in arithmetic, and largely in algebra also, formal proof was reduced to

a minimum, and his attention was mainly directed to frequent applications of rules committed to memory. He is thus required to work upon new material in a new way—that is, to master two things at once. This double burden should, in general terms, never be imposed upon a beginner.

What is the outcome of this method of beginning the study? In many cases the pupil soon discovers that the elementary facts are pretty obvious on inspection, and as he supposes that the object of the study is merely to get at those facts, he naturally contents himself with getting at them in the easiest way, and then memorizes the demonstrations simply as something he has to recite. It has doubtless happened in the experience of all of us who have taught geometry, that upon asking a pupil his reason for a statement, we have received for answer, "I can see it is so," or "It must be so," and then we have discovered that he has all along been arriving at conclusions by processes quite apart from those of the printed demonstrations, and has been committing the latter to memory with very little idea of what they were all about.

It is believed that this strong tendency of the youthful mind to arrive at conclusions without formal demonstration can be utilized by giving it a recognized place in a course of preliminary training, as follows:

2. *Preliminary training.* At the start, place in the hands of the pupils paper, pencil, dividers, ruler, and square, and set them to drawing figures. Always insist upon neatness and a reasonable degree of accuracy. They will not respect work in which they are allowed to be careless and untidy. Then by judicious questions and timely hints, set them to thinking about the figures they have drawn, and noticing the relations of different parts to each other, and so lead them on to make discoveries for themselves. Let them at first arrive at conclusions in the simplest way, with no attempt at formal demonstration. The proofs at this stage will be largely mechanical, as by measurement of lines, and superposition of figures, the object being to awaken interest and store the mind with facts for future use. At the same time the teacher should be on the alert to draw the attention on from relations which are obvious to those which are not so readily seen. With a young child, this stage in his geometrical education may profitably be continued some time. With an older pupil it must be brief, lest he take a dislike to that which seems to him childish; yet it should be continued long enough to

ensure his being on partly familiar ground when he starts in formal geometry.

The success of this preliminary training which has been briefly sketched will obviously depend mainly upon the teacher, and will make large demands upon his resources. But much help may be derived from "Hill's Geometry for Beginners," "Mault's Natural Geometry," and "Spencer's Inventional Geometry."

When a pupil who has had such a course of training commences the study of formal geometry, he has the advantage of some familiarity with the subject matter and can give his undivided attention to the new method of proof. This not only makes his task easier, but also adds zest to it. It is pleasant to meet old friends in new surroundings. We all know the pleasure with which we recognize in a quotation some familiar passage from an author whom we admired in our school-days. So with our pupil; the interesting facts which he formerly established to his own satisfaction in childish ways are now found to be capable of proof by a new and more excellent way, which calls into inspiring activity his newly expanding powers of reason. Moreover, he sees that the aim of the science (at least in its early stages) is not so much by a roundabout method, to convince him of a few simple things which he knew already or could easily have ascertained, but rather to arrange them in a certain order, so as to show their relations to each other, and with this comes the discovery that what he learned before as isolated facts are all bound together in a vast and perfect system in which each has its appropriate place, and this discovery is itself an inspiration.

3. *Use of text-book.* When a pupil begins the study of formal geometry, with a text-book, whether he has received preliminary training or not, a few rules should be laid down for his guidance and insisted on by the teacher.

(1) Always commit the *caption* thoroughly to memory. Do not be afraid of learning the exact words of the author. The statement of the caption is the result of much careful thought and you are not likely to improve it. Fix it in your memory so that you cannot forget it for some time to come. You will have abundant occasion to use it hereafter. A ready command of all the captions you have left behind you will prove, as you advance, a great saving of time, and may turn the scale in favor of making your study a delight instead of a drudgery.

(2) Never commit the *demonstration* to memory. That is, however closely you may in fact conform to the wording of the book as a model, never set out to learn it by rote. The *figure* is the object to which your attention should now be mainly directed. Study the figure thoroughly until its different parts suggest to you as a matter of course the different steps of the proof in their proper order.

(3) After you have become thoroughly familiar with the figure as it is given, consider what changes you can make in its form without changing its essential character. Thus, if an acute angle occurs in the figure, and no use is made of it as such in the demonstration, see if you can draw a figure which has an obtuse angle in place of the acute angle, and yet will answer the purpose of the demonstration. This is a useful safeguard against making the proof depend upon accidental features of the figure.

4. *Instruction supplementing the text-book.* The next three suggestions are for the guidance of the teacher, as the last three were for the pupil.

(1) Show the pupil how to analyze a proposition. Point out to him that every theorem consists of the parts, hypothesis, proof, and conclusion, the first and third being brought together for convenience in the caption, the proof coming afterwards, out of its logical place. Point out also that a direct demonstration proceeds by steps, each of which consists of three parts, first, something that he notices in the figure, second, a general reference which he is thus reminded of, third, a specific conclusion in the figure authorized by the reference.

For instance, in the course of a demonstration there is occasion to prove that two triangles are equal. What do we already know about these triangles? We know, for instance, either by hypothesis, or construction, or by previous proof, that two sides and the included angle in one are equal to two sides and included angle in the other. This is what we bring to mind first, and it constitutes the first part of the step. No sooner do we think of this than we are reminded of the fact that we have already proved in a previous proposition that whenever two sides and included angle in one triangle are equal to two sides and included angle in another triangle, the two triangles are equal. This is the second part of the step. It remains to apply the general conclusion of this reference to the figure before us, and so we state specifically, "therefore these two triangles (naming them) are equal."

A little reflection will show that this is the logical order of thought, and if it is pointed out to the pupil it will give him a far better idea of what constitutes a demonstration than he will be likely to obtain if left to himself to "learn the lesson." Careful instruction by the teacher is necessary here, for the text-books do not observe this order. Sometimes the conclusion is mentioned first, and then as a reason for it the reference is given, omitting all mention of that in the figure which suggested the reference and so led to the conclusion. Sometimes the reference is given simply by number on the margin of the pages. Doubtless it is necessary to save room and expense in printing. But any disarrangement of the logical order is unfortunate for the beginner, since it obscures the true nature of a process which he does not yet understand. Yet there is an advantage even here, for when his attention has been directed to the analysis of a demonstration, he will take pleasure in re-arranging the one given in the book and bringing to light its real symmetry.

(2) Open up to the pupil broad views of the subject, by showing him how a theorem may be stated in general terms, so as to include several propositions, which are given separately in the book, with no intimation that they are closely related. Certain properties of chords, secants, and tangents to a circle may be thus grouped. Also point out to him, what frequently occurs, that an elementary theorem is but a special case under a more general one which is met with later, or that it may be deduced by imposing certain conditions in propositions, which are apparently quite unrelated to it. Thus the famous property of a right angled triangle, that the square of the hypotenuse is equal to the sum of the squares of the other two sides, may be readily deduced from certain general properties of triangles and inscribed quadrilaterals. Such exercises will be found both interesting and profitable.

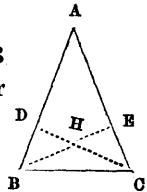
(3) Require of the pupil original demonstrations of theorems furnished for the purpose. These theorems should be carefully selected, so as to test the pupil's ability to demonstrate rather than to invent. They should at first be comparatively easy, and not at all puzzling. The demonstrations should be written, and adherence to logical order of thought should be required. In fact, this exercise bears to the teacher's previous instruction, somewhat the relation of fruit to planted seed. In it the pupil has an opportunity to exhibit some of the most important results of his geometric training, i. e., close reasoning, orderly arrangement of thought, and

concise expression. All these should of course be insisted on by the teacher. The following is a specimen of such an exercise. The teacher furnishes only the caption; the pupil separates it into hypothesis and conclusion, draws the figure from the description given in the caption, then discovers and writes out the proof, which here contains four steps, the three parts of each step being separated by semi-colons. The references are to Loomis's Geometry :

CAPTION.

(*Hypothesis.*) ABC is an isosceles triangle with AB and AC the equal sides ; CD and BE are perpendicular to AB and AC respectively, and intersect at H.

(*Conclusion.*) Prove $BH = CH$.



PROOF.

(1) CDB and BEC are right angles by hypothesis ; but it has been proved in I., 1, cor. that all right angles are equal ; therefore $CDB = BEC$.

(2) The triangle ABC is isosceles by hypothesis, and ABC and ACB are its base angles ; but it has been proved in I., 10, that the angles at the base of an isosceles triangle are equal ; therefore $ABC = ACB$.

(3) The two triangles BDC and BEC have the angle $BDC = BEC$ as proved in [1], and $DBC = ECB$ as proved in [2] ; but it has been proved in I., 21, cor. that when two triangles have two angles of the one equal to two angles of the other, the third angles are also equal ; therefore $DCB = ECB$.

(4) In the triangle BHC, the angles HBC and HCB are equal, as proved in [3] ; but it has been proved in I., 11, that when two angles of a triangle are equal, their opposite sides are also equal ; therefore $BH = CH$, as was to be proved.

REPORT ON READING.

By W. J. CORTHELL.

AIMS.

a To secure the intelligence of the taught.

Intelligence means as used here: 1. The activity of the mental powers. 2. The result of such activity, viz: knowledge.

b To develop, in the taught, the love for reading good literature, and to induce the habit of such reading.

c Instrumental to *a* and *b*. To enable the taught to get the meaning of the printed page.

d To enable the taught to impart such meaning to others by oral reading.

1. As a proof of the ability of the taught to get such meaning.
2. To convey such meaning to others as a means of instruction or entertainment. 3. To express in some degree the emotions depicted in the printed page.

METHODS.

With beginner.

a Sentence—Phonic or Phonetic; *b* Word—Phonic or Phonetic;
c Alphabet—Phonic.

I. Description. *a* 1. It begins with a sentence as the unit of expression, teaching the pupil to know the sentence as a whole. 2. It analyzes the sentence into words and words into letters, teaching the pupil the form and *sound* of the letters. 3. It teaches the pupil to find out the pronunciation of words by the *sounds* of the letters. 4. It teaches the pupil to build words by the *sounds* of the letters.

b 1. It begins with the word as the unit of expression, teaching the pupil to know the word as a whole. 2. It analyzes the word into letters, teaching the pupil the form and sound of the

letters. 3. It teaches the pupil to find the pronunciation of new words by the *sounds* of the letters. 4. It teaches the pupil to build words by the *sounds* of the letters. The Phonetic method differs from the Phonic only in having each elementary sound represented by a distinct character.

c 1. It begins with the letter as the unit of expression teaching the form, name and sound of the letters. 2. It teaches the pupil to build words by the *sounds* of the letters. 3. It teaches the pupil to find the pronunciation of new words by the *sounds* of the letters. Methods *a* and *b* are preferred.

II. Presentation. 1. By conversation. The words and sentences to be obtained from the class in conversation; proving that they are known in *spoken* form by the class; that they are in the range of the children's understanding, or can be brought into such range through the imagination of the pupils.

2. Every new idea of which the word or sentence is the symbol, presented to the children objectively, either by the object, or some representation of it.

3. The sentence, word or letter presented on the board, in both the print and script forms; both forms to be taught simultaneously from the beginning; the matter for the reading by the pupil to be printed by the teacher; all re-production of matter by the pupil to be in script.

III. The expression by the pupil, orally, of letter, word or sentence to be correct from the beginning as to rate, pitch and fullness of tone.

Second Stage.

I. Progress. Beginning at five years old, the pupils in one year have read the first reader, learned the sounds of the letters so that they can tell most new words without help; can by their own silent study get the meaning of simple sentences, and can express that meaning naturally; can write on slate or paper the words they read; have read some supplementary reading of the same grade as the class-book.

II. Study. The important work henceforth is the study of the lesson. 1. By the teacher, involving the meaning of each word in the sentence, and means of illustration by which the idea symbolized by each new word may be made clear to the pupil's understanding; the exact meaning of each sentence; the correct expression of such meaning by proper emphasis, inflection and tone.

2. By the class with the teacher, securing for the pupil knowledge of the form of the words, understanding of the ideas they symbolize and ability to pronounce them at sight; understanding of the meaning of the sentence as a whole; ability to express such meaning, involving emphasis, rate, inflection and tone.

3. By the pupils; for classes of young pupils, silently, in the class under the direction of teacher; for more advanced classes, by themselves, in some mode, of which the results may be indicated by written work, or tested by oral examination.

III. Expression. Proper study, as outlined above, rather than servile imitation of the teacher, to secure correct expression. Pupils having thus studied the matter to be read are then ready to be called to read orally. In highly emotional, dramatic reading, the study should aim to bring the pupil, by the exercise of the imagination, to understand and appreciate the emotion to be expressed.

IV. Love of good reading. This result comes through the reading of good literature, the teacher guiding, assisting, encouraging the pupils. Books, other than the drill book, being provided for the class, the reading is done by the pupil out of school study hours. At stated times, frequent for young pupils, less frequent for the more mature, the portion read becomes the subject of conversation, discussion, criticism, by pupils and teacher.

MEANS.

I. 1, Blackboard; 2, Charts; 3, Class Drill Books; 4, Supplementary Reading, as Magazines, Newspapers, Histories, Geographies, other Readers, Books—universally.

II. Qualities of good means. Books. 1, Good Literature; 2, Adapted to the capacity of the reader; 3, Interesting; 4, Instructive.

III. Enumeration. Your committee name, as among the best, Monroe's Readers, also McGuffie's Readers, and those published by Sheldon & Co. For supplementary reading, Little Men and Women, The Pansy, Wide Awake, Our Young People, St. Nicholas, and the many valuable books in every department of literature.

TEACHING SPELLING.

AIMS.

a To enable the taught to put the right letters, properly arranged, into written words.

b To help the taught, in getting the correct pronunciation of syllables and words.

METHODS.

a As knowledge of the form and meaning of words precede a knowledge of the proper spelling, therefore reading should precede, not follow, spelling.

b As the aim of learning to spell is to write properly, therefore spelling should accompany and follow, not precede, writing, and should be taught mostly by writing.

c As association of names of letters in words helps pupils to remember the arrangement of the letters, therefore some oral spelling should be practiced.

What words to spell.

1. Only those which the pupil has used.
2. All words which he has used, in every lesson, in every subject; all those in the range of his talk, his reading, his daily life.

W. J. CORTHELL,

Chairman of Committee.

REPORT ON MORAL INSTRUCTION IN SCHOOLS.

By M. C. FERNALD.

OBJECT OR ENDS.

The ends to be sought are proximate and ultimate; the former relating to life in the school, in the home and in the community; the latter, to the forming and developing of character, to right conduct and useful living in the family, in the State and in society; or, more definitely, the ends to be attained are,

- 1st. The upbuilding of character.
- 2d. The securing of good citizenship.
- 3d. A faithful recognition of all obligations to man and to God.

TOPICS.

Moral instruction will therefore have to do with the following as the most important topics:

a Those that have reference to individual and social relations.

1. Unselfishness as the basis of good manners and of regard for the rights of others.

2. Respect for superiors and the aged.

3. Obedience to rightful individual authority.

4. Control of temper, appetites, and evil or vicious propensities.

5. Cultivation of the positive virtues, as kindness, honesty, truthfulness, purity, generosity, magnanimity.

b Those that refer to obligations to the State.

1. Respect for and observance of law.

2. Patriotism.

c Those that relate to obligations to Deity.

1. Proper observance of the Sabbath.

2. Due regard for and obedience to all of God's requirements.

METHODS.

Methods must vary with the grades of schools, and with the attainments, mental and moral, of the pupils.

In elementary schools, the instruction must be largely *oral*, or by informal talks, which should be fresh and breezy. A good point is gained by enlisting the scholars in asking questions. In conveying moral lessons, the conscience of the child should be called into activity. In schools of the grade under notice, moral instruction is, undoubtedly, best given by taking advantage of fortunate opportunities. A story read may furnish occasion for an important and impressive moral lesson; or some lesson of the school-room may present the golden opportunity. Among agencies which may serve especially valuable purposes are appropriate pictures and mottoes, lessons about animals of a nature to enlist the sympathies, and stories of youthful honesty and heroism, and of the triumph of the right under difficulties.

In more advanced schools, large value may be attached to the memorizing of choice selections. The best thoughts of the best authors exert on the minds of pupils an elevating and refining influence which cannot be over-estimated. An acquaintance early made with good literature develops a taste almost certain to reject that which is trashy and vicious.

In the more advanced schools, while fortunate occasions should not be disregarded, direct moral instruction can be most advantageously given by *brief morning talks* (not too frequent), in which faults that have been observed may be criticised in a kindly spirit, and the better course pointed out. Courses of conduct and acts deserving it should also receive appropriate commendation. An appeal to the sense of honor, of right, of justice in advanced pupils, can scarcely fail of good results.

The wise teacher will give his scholars to understand that he expects their conduct to be prompted only by high and worthy motives, and the better class of pupils will not disappoint his expectations.

The moral force of high ideals thus set in action will permeate the school, and react in a most healthful way upon individual characters and lives.

In high schools, academies, and colleges, systematic class instruction ought to be given, with the use of some suitable text-book or course of lectures.

An intelligent daily use of the Bible, by selected portions, cannot be too strongly recommended, inasmuch as its principles are fundamental and vital.

In all grades of schools, a careful discrimination must be exercised in regard to the topics to be presented, as well as in regard to the mode of presenting them.

It should be remembered, moreover, that private admonition, almost invariably, is more effective than public criticism, and that in the application of moral forces the teacher deals with his pupils *individually*, and, therefore, that each pupil must be regarded as entitled to especial study and interest.

The aid of parents in discipline and in the morals of school life is a factor not to be disregarded.

Let it not be forgotten, also, that the *unconscious influence* of the teacher is always potent, and that he who would be a power for good must be, and show himself to be, in sympathy with his pupils, and must exemplify the virtues he would develop in them, and live a life which shall be to them a constant appeal and inspiration.

BOOKS OF REFERENCE.—Gow's Good Morals and Gentle Manners (especially for teachers of primary and grammar schools); Lessons on Manners, by Edith E. Wiggin; Calderwood's Hand-Book of Moral Philosophy; Hickok's Moral Science, revised by Seelye; the text-books on Ethics by Gregory, Champlin, Alden, Alexander and Peabody, and finally, and most important of all, the Bible as the best book of morals.

CONTENTS.

I OF REPORT.

	PAGE.
COMMON SCHOOLS	5
Statistics	5
Analysis of Statistics	11
1. Of Resources and Expenditures.....	11
2. Scholars and School Attendance.....	12
3. Length of Schools.....	14
4. Character of Schools.....	14
5. Teachers.....	15
6. Text-Books and School Appliances.....	18
7. School Districts and School-Houses.....	18
8. School Supervision.....	19
9. Summary	20
FREE HIGH SCHOOLS	22
Comparative Statement	22
NORMAL SCHOOLS	26
1. Attendance.....	26
Statistics of Attendance	27
2. Changes in Teachers	27
(1) Castine.....	27
(2) Farmington	28
(3) Gorham	28
3. Finances.....	29
Fiscal Statement	29
4. Reports of Principals	30
(1) Castine School	30
(2) Farmington School.....	31
(3) Gorham School.....	33
(4) Madawaska Training School.....	36
(5) Maine Central Institute.....	37
EDUCATIONAL ASSOCIATIONS	39
1. Maine Pedagogical Society	39
2. County Associations.....	40

	PAGE.
SCIENTIFIC TEMPERANCE INSTRUCTION.....	46
SOME NEEDS AND HOW MET.....	49
1. More Efficient Instruction	49
2. More Effective Supervision	53
3. Free Text-Books	57
4. Abolition of the District System.....	57
5. Extension of the Free High School System	62
6. Increased Efficiency of Normal Schools.....	63
CONCLUSION.....	64
1. Summary.....	64
2. Recommendations.....	65

II OF APPENDIX.

COMMON SCHOOL STATISTICS.....	2
Androscoggin County.....	2
Aroostook ".....	4
Cumberland ".....	10
Franklin ".....	13
Hancock ".....	16
Kennebec ".....	20
Knox ".....	24
Lincoln ".....	26
Oxford ".....	28
Penobscot ".....	32
Piscataquis ".....	36
Sagadahoe ".....	38
Somerset ".....	40
Waldo ".....	44
Washington ".....	48
York ".....	52
Summary ".....	56
SPECIAL COMMON SCHOOL STATISTICS	59
COMPARATIVE STATEMENTS.....	61
APPORTIONMENT OF STATE SCHOOL MONEY	63
Androscoggin County.....	63
Aroostook ".....	63
Cumberland ".....	64
Franklin ".....	64
Hancock ".....	64
Kennebec ".....	65
Knox ".....	65

APPORTIONMENT OF STATE SCHOOL MONEY.

	PAGE.
Lincoln County.....	65 •
Oxford “	66
Penobscot “	66
Piscataquis “	67
Sagadahoc “	67
Somerset “	67
Waldo “	68
Washington “	68
York “	69
FREE HIGH SCHOOL STATISTICS.....	70
STATE EXAMINATION QUESTIONS.....	76
For Summer and Fall Terms, 1885.....	76
“ Winter Terms, 1885-6.....	79
COURSES OF STUDY.....	83
For Rural Towns	83
Ungraded Schools.....	83
Graded “	85
Free High “	86
For Complete System of Graded Schools, City.....	89
General Directions	89
Table of Time Devoted to Subjects.....	91
Primary Schools	92
Intermediate Schools	94
Grammar “	96
High “	99
REPORTS OF COM. ON INSTRUCTION—Maine Ped'l Society.....	100
Arithmetic.....	100
Geometry	108
Reading	115
Spelling	118
Morals	119