

# MAINE STATE LEGISLATURE

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BEING THE

ANNUAL REPORTS

OF THE VARIOUS

Public Officers and Institutions

FOR THE YEAR

— 1887 —

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VOLUME II.

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AUGUSTA:

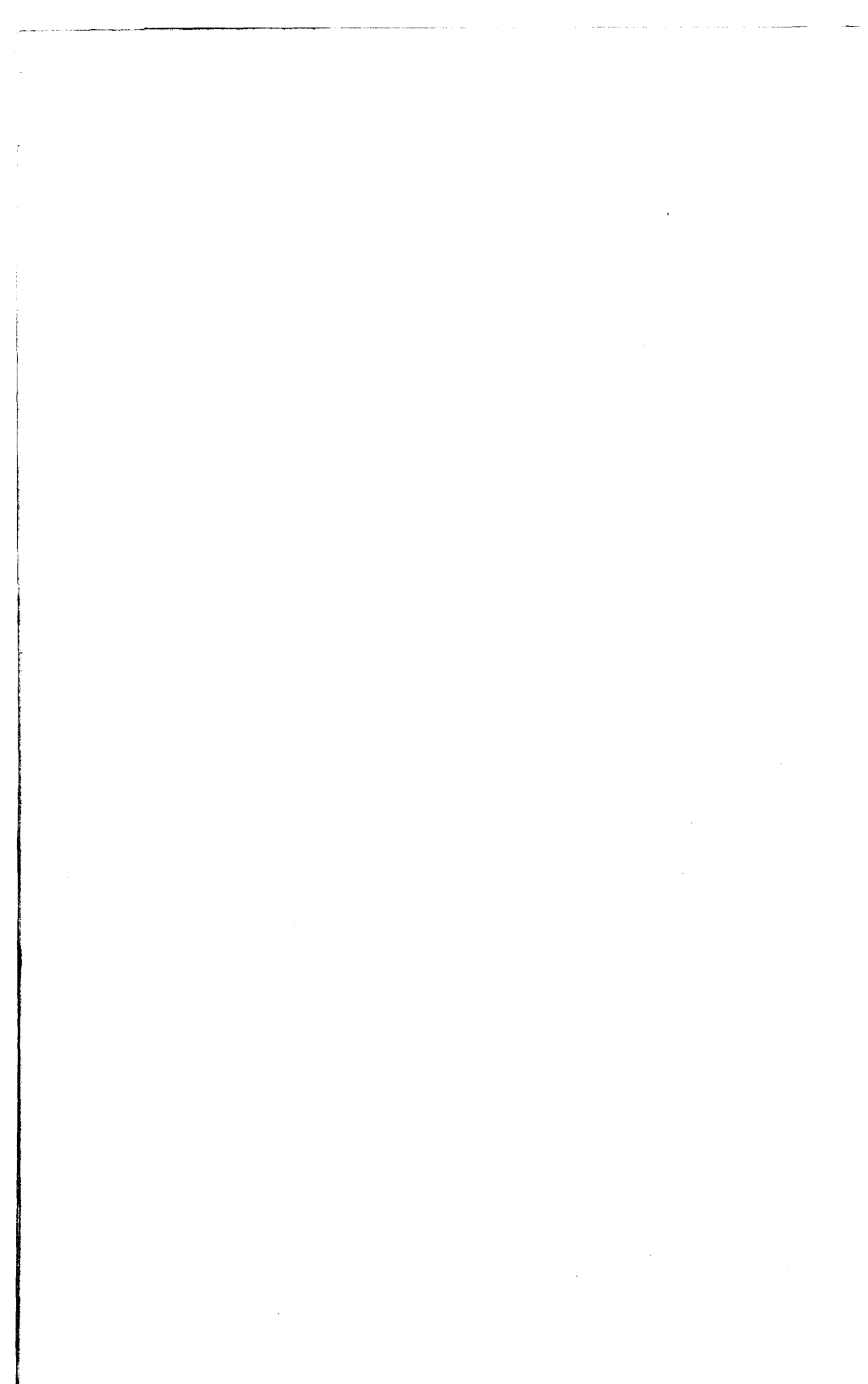
BURLEIGH & FLYNT, PRINTERS TO THE STATE.  
1888.

THIRTY-THIRD ANNUAL REPORT  
OF THE  
STATE SUPERINTENDENT  
OF  
COMMON SCHOOLS.  
STATE OF MAINE.

—1886—

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AUGUSTA:  
SPRAGUE & SON, PRINTERS TO THE STATE.  
1887.



# State of Maine.

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EDUCATIONAL DEPARTMENT, }  
Augusta, Dec. 31, 1886. }

*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.

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## COMMON SCHOOLS.

### I. COMPARATIVE CONDITION.

No considerable improvement in the condition of our common schools can be expected under the present defective system of management. If they hold their own year by year in efficiency and excellence, it is because of the wise and earnest efforts chiefly of those having locally their interests in charge. If they gain in efficiency in any or all of the regards in which they ought to be made more efficient, it is because of the same wise and earnest efforts. That they have so gained during the past year, as during several previous years, even though in no considerable degree, is not only evidenced in the facts to be recited in this report, but is a matter of general knowledge to all who have watched their work with any degree of interest. I cannot better begin this report, therefore, than by formally bearing witness to the zeal, efficiency, and wisely ordered efforts of the school committees and supervisors of the towns, who have had the charge of these schools. Nor, in this connection, should the untiring labors of our better teachers go unrecognized. Not in their school-rooms alone, but in educational conventions, and as educational missionaries in their various fields of labor, they have abounded in good works.

As showing somewhat definitely the absolute condition of our common schools, as also their condition in comparison

with that of the preceding year, attention is invited to the exhibit made in the customary statistics in detail found in the appendix, and more especially to the gist of those statistics, corrected and grouped in the following :

### STATISTICAL SUMMARIES.

#### I. *Scholars and School Attendance.*

	1885-6.	1884-5.
Whole number of scholars in State.....	213,571	214,121
Decrease .....	550	
Number of different scholars attending school during the year .....	145,317	145,121
Increase .....	196	
Number registered in summer and fall schools	124,212	118,983
Increase .....	5,229	
Average daily attendance in summer and fall schools .....	102,850	98,792
Increase .....	4,058	
Number registered in winter and spring schools .....	117,347	121,983
Decrease .....	4,636	
Average daily attendance in winter and spring schools.....	97,318	99,964
Decrease .....	2,646	
Per cent of whole number attending to whole number in State .....	.68	.68
Per cent of average daily attendance in summer and fall schools to whole number in State .....	.48	.46
Increase .....	.02	
Per cent of average daily attendance in winter and spring schools to whole number in State .....	.45½	.47
Decrease .....	.01½	
Per cent of average attendance for the year to the whole number in State .....	.47	.46
Increase .....	.01	



	1885-6.	1884-5.
Per cent of average daily attendance to registered attendance in summer and fall schools .....	.83	.84
Decrease .....	.01	
Per cent of average daily to registered attendance in winter and spring schools ...	.83	.82
Increase .....	.01	
Per cent of average daily to registered attendance for year .....	.83	.83

II. *Length of Schools.*

Average length of summer and fall schools, 10w. 0d.		10w. 2d.
Decrease.....	2 days.	
Average length of winter and spring schools, 10w. 4d.		10w. 4d.
Average length of schools for year .....	20w. 4d.	21w. 1d.
Decrease.....	2 days.	
Aggregate number weeks summer and fall schools for year .....	57,742	51,896
Increase .....	5,846	
Aggregate number weeks winter and spring schools for year .....	51,292	51,369
Decrease .....	77	
Aggregate number weeks of school taught during the year ... ..	109,034	103,265
Increase .....	5,769	

III. *Number and Character of Schools.*

Whole number of different schools .....	4,878	4,832
Increase ... ..	46	
Whole number graded schools .....	875	821
Increase .....	54	
Whole number ungraded schools .....	4,003	4,011
Decrease .....	8	
Number of ungraded schools having classes in history .....	2,433	2,343
Increase .....	90	
Number of same having classes in physiology	2,625	1,388
Increase .....	1,237	

	1885-6.	1884-5.
Number of same having classes in book-keeping .....	1,545	1,559
Decrease .....	14	
Number of same having classes in studies other than those prescribed by law .....	1,229	1,269
Decrease .....	40	

#### IV. *Text-Books and Other School Appliances.*

Number of towns reporting schools well supplied with text-book .....	456	444
Increase .....	12	
Number of towns reporting schools not well supplied with text-books .....	38	49
Decrease .....	12	
Number of towns reporting uniformity of text-books .....	391	381
Increase .....	10	
Number of towns reporting lack of uniformity of text-books .....	103	112
Decrease .....	9	
Number of ungraded schools furnished with globes .....	498	370
Increase .....	128	
Number of ungraded schools furnished with wall-maps .....	1,741	1,443
Increase .....	298	
Number of ungraded schools furnished with charts of any sort .....	411	335
Increase .....	76	

#### V. *Teachers.*

Number male teachers employed in summer and fall schools .....	420	261
Increase .....	159	
Number male teachers employed in winter and spring schools .....	1,640	1,797
Decrease .....	157	

	1885-6.	1884-5.
Number female teachers employed in summer and fall schools .. . . . . .	5,043	4,729
Increase .. . . . . .	314	
Number female teachers employed in winter and spring school .. . . . . .	3,023	2,963
Increase .. . . . . .	60	
Total number of teachers in summer and fall schools .. . . . . .	5,463	4,990
Increase .. . . . . .	473	
Total number of teachers in winter and spring schools .. . . . . .	4,663	4,759
Decrease .. . . . . .	96	
Number different teachers employed during the year .. . . . . .	7,596	7,596
Number who had had previous experience..	6,431	6,485
Decrease .. . . . . .	54	
Number who had graduated from Normal schools .. . . . . .	567	579
Decrease .. . . . . .	12	
Average wages of male teachers per month, excluding board .. . . . . .	\$34.15	\$32.07
Increase .. . . . . .	\$2.08	
Average wages of female teachers per month, excluding board .. . . . . .	\$16.68	\$15 84
Increase .. . . . . .	\$0.84	

#### VI. *School Districts, School-Houses and School Supervision.*

Number of towns and plantations having the unit or town system .. . . . . .	92	77
Increase .. . . . . .	15	
Number of school districts in State .. . . . . .	3,628	3,813
Decrease .. . . . . .	185	
Number of parts of districts .. . . . . .	275	306
Decrease .. . . . . .	31	
Number of school-houses .. . . . . .	4,320	4,348
Decrease .. . . . . .	28	



	1885-6.	1884-5.
Amounts paid for new school-houses . . . . .	53,143	48,128
Increase . . . . .	5,015	
Total current and general expenditures . . .	1,099,352	1,086,894
Increase . . . . .	12,458	
Average current expenditure per scholar on whole number in State . . . . .	4.80	4.70
Increase . . . . .	.10	
Average current expenditure per scholar, whole number attending . . . . .	6.98	6.93
Increase . . . . .	.05	
Amounts of school money voted for ensuing year . . . . .	630,596	674,786
Decrease . . . . .	44,190	

## ANALYSIS OF STATISTICS.

I. *Scholars and School Attendance.*—The statistics grouped under this head show the amount of material annually available for the work of the schools; the gross amount of such material actually wrought upon for the year; and, also, the gross and net amounts wrought upon in different terms. They also indicate by comparison increase or decrease in the quantity of work accomplished during the year as compared with that of the preceding year.

It will be noticed that there was a small decrease in amount of available material—in the number of children of school age in the State. This decrease is practically equal to the increase shown the preceding year, the two numbers being respectively 597 and 550. This condition of alternate decrease and increase has characterized the last five years,—there having been in 1882 a decrease of 920; in '83 an increase of 870; in '84 a decrease of 353; in '85 an increase of 597, and in '86 a decrease of 550,—giving a net decrease of 356 in the five years.

The number of different pupils attending the schools during the year—the gross amount of material upon which they

have wrought—increased by the number of 196; that is, with 550 less scholars in the State than in the preceding year, 196 more attended school. For the four years preceding there was a constant decrease in this regard amounting in the aggregate to 4,916. In the last five years, therefore, the net decrease in the whole number of pupils attending school has amounted to 4,720, while the net decrease in the number in the State, as before shown, has amounted to but 356. Two causes probably have combined to produce this result: First, there has been a growing tendency to keep the children out of school till five or six years of age, rather than to send them at four years—the age of eligibility under our law—which has quite materially affected attendance. Second, the free high schools, in their fall terms especially, have had in attendance many older and more advanced pupils, who would, in the absence of these schools, have been found in the fall and winter terms of the common schools. As neither of these causes have ceased to be operative, the increase above shown for the last year may fairly be assumed to result from the longer continuing of older pupils in attendance upon the schools. It thus would seem to indicate a change much to be desired.

The marked increases shown in both registered and average attendance upon summer and fall terms of school, increases respectively of 5,229 and 4,058—find explanation in the fact that there was a considerably larger number of such schools during the year, as evidenced by the marked increase in the number of teachers employed for such terms, to be noticed further on. Similarly are to be explained the considerable decreases in attendance upon winter and spring terms, by decrease in the number of such terms.

Of the statistics in the group under examination, those of daily average attendance indicate most accurately the value of the schools as measured by the material wrought upon. In a comparison of them for any two consecutive years, or for any series of years, is found the fairest means for deter-

mining whether or not there has been improvement in condition. Examining the figures now under review in any light, they tell the same story of increased value in the schools of the past year as compared with those of the year before.

On the whole, judging of the condition of the schools from the statistics of attendance, they were an improvement upon those of the preceding year, in that they had a larger number of pupils considerably more constantly under instruction.

II. *Length of Schools.*—Two factors combine to determine the value of the schools as dependent upon the amount of work done by them, viz., attendance and length. The value and force of the first has just been determined; the value and force of the second is to be found in an analysis of the statistics grouped under the above head. There is a seeming want of agreement in the facts shown by these statistics, in that, while the average length of schools for the year diminished two days, the aggregate length of all increased 5,796 weeks. It will be noticed that this seeming anomalous condition of things is found in the statistics of summer and fall terms alone. Its explanation is to be found in the increase in the number of such terms, to be noticed further on, and is, hence, in full agreement with the increase in attendance upon such terms already noticed.

Taking the products of average length and average attendance as measures of the quantity of work done in the schools, and it will be found by comparison that the work of the past year was slightly less in amount than that of the preceding. The decrease, therefore, in average length of schools for the year, is not fully counterbalanced by the increase in aggregate length. Whether or not the consequent loss in quantity was counterbalanced by gain in quality, is to be determined largely by examination of the facts shown by the statistics grouped under the next three heads.

III. *Number and Character of Schools.*—A very potent factor in determining the quality of school work—and to a con-

siderable extent the quantity as well—is the organization of the school. If so organized that every item of work shall come in its proper order, and have devoted to it its due amount of time, it will work out far superior results to that whose order of work is the creature of accident or mere caprice, and which is so overcrowded with variety of work that all must be hurried in performance. Of the first sort is the graded school, in proportion as it is wisely graded; of the latter sort is the ungraded, as it exists and must exist under the district system. Under this view the increase of 54 in the number of graded schools is indicative of improvement in quality of work done in that number of schools. It indicates, also, in many instances, a union of smaller schools and a consequent enlarging of school privileges; in most cases, a saving of expense, and a more economical use of school funds; and, generally, an improved condition of public opinion.

Equally indicative of improvement in the quality of work done, are the other statistics under this head. They show that our ungraded schools are broadening their work in practical directions. Back of the results here shown, must be, in the schools better equipped and more skillful teachers, and outside of the schools a more intelligent public opinion as to the scope of their work—a clearer recognition of what constitutes a fit preparation for the life of to-day. An especially marked feature of these statistics is the increase in the number of schools having classes in Physiology. In explanation of this it is to be remembered that these statistics are for the first school year following the enactment of the law requiring in all public schools instruction “in Physiology and Hygiene with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system;” and the increase is the first response of the schools to the demands of that law. The figures show, not the number of schools in which the special instruction required by the law was given during the year, for in a large number of cases in which regular classes were not formed, such instruction was given



orally and to the school as a whole; they show, instead, the number in which classes of the more advanced pupils were formed for the systematic and regular study of the subject. It would seem, therefore, that this very important subject had become a matter of regular study in nearly three-fourths of all the common schools in the State, and in a very large proportion of all in which it can be made such. The exhibit here made, therefore, fully proves the wisdom of those who secured the enactment of the law, and ought to be highly satisfactory to them.

As a whole the statistics under examination indicate a marked improvement in the quality of work done during the year.

IV. *Text-Books and Other School Appliances.*—A second important factor determining the quality of school work, is found in the character and supply of necessary and useful appliances for doing such work. While the statistics here grouped together do not show the condition of the schools as regards supply of all such appliances, nor definitely the character of those appliances as to comparative excellence, they are definite enough to indicate by comparison of year with year, whether or not the schools are improving in quality of work done.

Most essential of all appliances, second only to the living teacher, indeed, in importance in the work of instruction, are text-books. In order to the best results these should be uniform in kind in the same classes, in order to which there must be uniformity in the town at least; and they should be in full supply. In these regards the exhibit made is very satisfactory, especially in view of the difficulties, inherent in our methods of furnishing, in securing and maintaining uniformity and full supply. After the lapse of more than five years since any general change in text-books by which uniformity and full supply would be secured, to find the schools not only improved but improving in these regards, is not

only indicative of improved and improving quality of work, but, also, is greatly to the credit of the local school boards, by whose watchful care alone could such conditions be possible.

Equally satisfactory as indicative of progress are the marked increases in those popularly considered less important appliances, globes, maps and charts. They not only evidence improved quality of instruction, but a much needed improved and improving condition of public opinion. They show that there is a growing recognition of the value and need of such aids to instruction.

The evidence of these statistics, then, is in full agreement with that of those in the preceding group, as showing better quality of work in the schools.

V. *Teachers.*—Most potent of all agencies affecting quality of school work, is unquestionably the character of the teacher. But the essential elements in the character of the typical teacher, from which excellence of work results,—his scholarship, professional training, teaching power, organizing and executive ability, tact, and those finer indefinable qualities by which he inspires his pupils to high aims and so moulds character, cannot be represented numerically and so made the basis of comparison. They can only be inferred because of their relations to other things which are capable of numerical representation. Since, for instance, they are things of growth, of acquirement, their possession may be inferred from the fact of experience in teaching; for they will be found in larger measure, as a rule, in those who have taught, than in those who have not; and so from increase in the number of experienced teachers employed, improvement in quality of work done in the schools is fairly inferable. The amount of wages paid is, also, as a rule in the nature of things, a means of determining the character of teachers employed; so increase in wages is fairly indicative of a better quality of instruction. In short, anything showing directly

or indirectly the kind of teachers in charge of the schools, shows also the quality of work done in them.

It will be noticed that the number of male teachers employed in summer and fall terms, shows an increase of 159, and the number of female teachers employed in the same terms, an increase of 314. Evidently there was a considerable increase in the number of such terms. This is to be explained in part by increase in the number of graded schools already noticed. In larger measure also it is the result of a change in custom, which has been growing up for several years, and within a few years with accelerating rapidity, the custom in many districts of dividing the school year into three, instead of two terms; in others of making a fall term of what was formerly a winter term. This change in custom affects advantageously the instruction given in the schools. By bringing the work of successive terms into closer relations in time, the gain made by the pupil in one term suffers less loss by lapse of time between terms. It therefore adds to the quality of work done.

Because of the wide difference existing in the wages paid male and female teachers of equal fitness, decrease in the number of males employed in the schools with increase in the number of females, is indicative of better work. Because a better female than male teacher can be had for less money, she will be employed in preference to the male. The decrease of 157 male teachers in winter and spring terms, and the corresponding increase of female teachers for the same terms, are, therefore, evidences of better work done.

Quality of instruction is also enhanced by permanency of employment of teachers. One of the serious evils growing out of the district system of school management, is the too frequent change of teachers from term to term. How extensive the evil is, is evidenced by the fact that there were employed 7,596 different teachers to teach the 4,787 schools of the year. In this regard, there is evidence of improvement in the fact that, while the number of different schools shows an increase of 46, and the number of terms of schools, as shown by the

number of teachers employed in different terms, increased 377, the number of different teachers employed remained the same as in the preceding year.

In line with all these evidences of improved quality of instruction, and more direct and positive in character than any of them, are the marked increases in wages paid. In view of the excess in the number of teachers as compared with the number of schools, an excess even larger than is indicated in the group of statistics under review, there must have been sharp competition for places, tending to keep wages down. That under these circumstances there was so large an increase in wages, is proof conclusive of a seeking for the best, and the securing for the schools of a better quality of instruction than would otherwise have been secured.

Standing opposed to these various evidences of improved quality of work, are the statistics showing decrease in the number of teachers who had had previous experience, and of those who had had systematic training for their work in a full course of professional study at our normal schools. So comparatively slight, however, are these decreases, as to detract only in small measure from the evidences of improvement furnished by the other statistics.

As a whole, then, it is fairly inferable from the facts in evidence relating to the character of the teachers in charge, that the schools were in considerable measure an improvement on those of the preceding year in the quality of work done in them.

VI. *School Districts, School-Houses and School Supervision.*—In a general way, perhaps, but quite definitely, is the condition of the schools affected by the general system of management, by the condition of school buildings, and by the care and oversight bestowed upon them. Any approach toward a more equitable, economical and efficient system of administering their affairs, presumes improvement in their work; any improvement as regards comfort or adaptation to use in the school-houses—the work shops of the schools—

argues a corresponding improvement in the work done in them; and whatever goes to show increased vigilance, responsibility, system and efficiency in their supervision, goes also to show their greater efficiency. The statistics grouped under the above head, therefore, if indicative of improvement as a whole, will go to reinforce the conclusions deduced from analysis of those grouped under preceding heads.

All experience goes to prove beyond possibility of disproof, that schools managed on the town plan, are more equitable in the privileges they confer, are more economically managed, and are in every way more efficient than those managed on the district plan. The increase of 15 in the number of towns that have discarded the district system—a very marked increase as compared with the number abolishing in any previous year—is therefore evidence of better schools in as many towns. It is also evidence of the growth of a public recognition of the need of reform in this direction, and is thus a promise of still better things to come.

In line with reform in management by the abolishing of the district system, or, rather, as the more or less direct effects of it, are the decreases in the number of school districts and parts of districts and in the number of school-houses, and, also, the marked increase in the number of school-houses in good condition, and in the value of school property.

The increase of 17 in the number of towns electing supervisors instead of school committees, is, under our present system, in the interest of better, because more systematically and vigilantly cared for schools; for as between the two plans of supervision—the Supervisor and the Committee plan—under the district system the former is the more efficient by reason of the centralization of responsibility and authority which is its leading feature. It is, moreover, the more economical plan. Of this greater efficiency and economy, the decreases in number of schools not visited as the law requires, and in the amounts paid for supervision, are evidences.

The statistics now under analysis, then, are in substantial agreement with those preceding, in showing an improved and improving condition of schools.

VII. *Resources and Expenditures*.—The current cost of the schools shows an increase of \$8,439. In view of the considerable increase shown in wages of teachers, that this increase in expenditure is not larger, is due to the decrease in average length of schools chiefly, but in some degree, also, to greater economy in other of the current expenditures; for the higher wages paid during the year, with the same length of schools as in the preceding year, alone considered, would have increased their cost by the sum of \$22,000. This increase in current expenditure, then, is evidence both of a demand for better quality of work and of a more careful oversight of expenditures for other purposes.

The slightly larger increase in current and general expenditures combined, is evidently due to increase in cost of new school-houses built during the year, as compared with the cost of the same for the preceding year.

The very considerable decrease in amounts voted by towns for the ensuing year—a decrease of six and one-half per centum nearly—is greatly to be deprecated, since it is a prophecy of either reduced length of schools, or the employing of poorer teachers for the coming school year. In all these statistics, moreover, it is the only indication that can be taken as sign of decrease in popular interest in, and demand for better schools. Taken, however, in connection with the marked development of our Free High School system, and the increased expenditures made therefor during the year, it ceases to be significant of diminution in popular interest in the schools, but rather of an increase of interest in, and recognition of the value of, that higher grade of schools.

Taken as a whole, therefore, the statistics under this last head are in practical accord in their significance with those under preceding heads.

VIII. *Summary.*—The conclusions deduced from the foregoing analysis may be broadly and briefly summarized as follows:

1. The gross and net quantity of work done in our common schools for the year under review, as compared with that of the preceding year, when measured by attendance upon, and length of schools, was practically unchanged, though the former factor indicates increase and the latter decrease.

2. The quality of work done, as affected by character of schools, of teachers, of text-books and other school appliances, of management, of school-houses and of supervision, was very considerably superior to that of the preceding year.

3. These results were attained at but slightly increased cost, because of probably more economical management on the part of those having the schools officially in charge.

The conclusions here deduced from an examination of statistics, are supported and strengthened by examination of the annual reports made by the local school officers to their towns, copies of which are filed in this department. With rare exceptions those reports concur in giving credit to the schools for increased efficiency. They are evidently growing yearly to a higher efficiency by slow but sure degrees—as rapidly indeed as could be expected under the disabilities of a generally prevalent radically wrong system of management.

## II. ACTUAL CONDITION AND NEEDS.

The statistics for the year not only indicate, when taken in comparison with those of preceding years, the value and direction of improvements made in the schools, but, also, by themselves considered, show their actual condition and indicate their needs. While, for the year of which this is the report, they show the schools to have improved in most of the essential conditions of well being, do they show conditions which ought to be satisfactory to those having them in charge, or to those desirous of seeing them at their highest efficiency?

I. *As to Attendance.*—Of the 213,500 persons in the State of school age, but 145,300 were in attendance upon the schools for at least two weeks during the year; in other words, 68,200 or 32 per cent of the whole number were not in them at all. Again, of this 213,500 there were 166,000 between the ages of five and seventeen years, of whom 20,700, or more than one in eight, were not in attendance. Here is evidently an evil of magnitude which needs correction.

But besides the evil of non-attendance of those who should be in the schools, disclosed by these statistics, is another of irregularity of attendance. The figures show a daily absence of more than one in every four of those enrolled as attending. Here is a leak through which more than one-fourth of the value of the schools annually runs to waste.

An examination of the detailed statistics in the appendix, discloses by implication the causes of these conditions of attendance. It will be seen that they are as a rule most marked in those towns where exist large manufacturing establishments of such sort as to furnish employment to children, and next to these, in towns where the district system compels poor school-houses, cheap teachers and short schools. Parental greed, therefore, for the small earnings of the child, parental indifference to his fit preparation for life, parental indulgence of his desire to escape school work, are the fruitful sources of most of the absenteeism and truancy shown by the statistics. Much of it, however, grows indirectly out of the vicious district system.

To correct these evils, then, there is needed, first, such change in system of school management as will give everywhere school-houses fit for occupancy in all weathers, and schools taught by such teachers as will make them places of pleasant and interested work, instead of forced task doing; and second, there is need of a compulsory law with force enough in it to stand effectively between the child and those whose cupidity, indifference or mistaken indulgence would deprive him, or suffer him to ignorantly deprive himself of his rights.



II. *Length of Schools.*—Five months and four days, or one hundred and four days, is the average annual amount of schooling that we are offering our children. It is not enough, especially when, as shown in regard to attendance, practically they have that amount for less than twelve years on the average, even if in constant attendance. Few, however, attend the schools constantly during all the terms of the year. As is evident by comparing the number in attendance on summer and fall terms with the whole number attending during the year, there are nearly a third of the whole number attending annually, who attend only half the year. Moreover, in the rural communities where this part-yearly attendance most prevails, the length of the school year falls below the average. It thus comes about that a majority of those to whom our ungraded common schools offer the only means for schooling, practically find those means available to them for little more than half the average twelve years of five months each. That amount of time is too short to do anything like the amount of work required by anything like a fit preparation for the demands of our modern life. Somehow we need to make even the minimum annual length of our schools longer than is now their average length.

Kindred to the conditions here shown, as having the same origin, and more to be deprecated, is another indicated in the statistics under consideration, but more definitely disclosed in the reports of school committees to their towns. That condition is the inequality in length of schools in different sections of the same town. This difference is so marked in some cases that children in one neighborhood have school privileges sometimes more than three times, frequently more than twice, as great as those in another. There is neither reason nor justice in such a condition of affairs. There should be an immediate and radical change here. Every child in every town has a claim to the same opportunity for an education as every other child; and the school system which fails to give him that opportunity is inherently vicious.

All the conditions here shown to exist and to need amendment, have their origin chiefly or wholly in the district system of school management. By it needless small schools are perpetuated—schools in hundreds of cases made up of not more than a half dozen scholars, schools in villages in numerous cases less than half a mile apart, in the support of which money enough is wasted annually to extend, if it could be saved for them, the length of the needed schools by two weeks at least. And to it alone is wholly due the disparity in length which is a sin against the rights of the children. For them the schools are ; in them their rights are paramount to the rights of all others ; and reform is imperatively needed to secure to them their rights to equal and ample opportunities for that preparation for successful lives which the schools are established to give them. In the interests of the children the school district system, which works them wrong continually and everywhere that it exists, should be at once abolished by legislative enactment.

III. *Number and Character of Schools.*—Evidence of an undue multiplication of small and needless schools resulting from the district system, and resulting in waste of money as well as in inefficient work, is found in the number of different schools in the State. So large is the number that the average number of pupils registered per school in summer and fall terms was but 21, and in winter and spring terms but 24.

By an estimate based upon the facts contained in the reports of supervisors and school committees made to their towns, it would appear that, in the country towns cursed with the district system, at least one in three of the summer and fall terms had in attendance less than fifteen pupils, and one in four, less than twelve. In other words, of the 4,000 ungraded schools in the State over 1,300 had less than fifteen pupils registered in summer and fall terms, and 1,000 had less than twelve ; and a similar condition, as compared with the too small average size of all, is shown for winter and

spring terms. In so far as these small schools are needless—and facts could readily be adduced to show that at least one-half of them are such—the condition here shown is a serious wrong in several respects. It is a wrong to the tax-payers, because a needless waste of public money; it is a wrong to all the children of the towns in which exist these needless schools, because the expense of their support robs them of their rights by reducing length of needed schools; it is a wrong to the children attending them, because, under the district system, these schools are and must be, as a rule, short and poorly taught. But serious as this wrong is, and patent as it is even to those who suffer from it, and who have in their hands theoretically the power to right it, it will be righted only when the cause from which it springs is removed. Paradoxical as it may seem, experience proves it easier in most towns to abolish the district system than to unite two or more needless districts.

In the conditions just discussed, the too large number and consequent too small size of so many of the schools, is the cause of the primary and low grade of instruction given in many of them, as shown by the statistics relating to the subjects taught. It is more than coincidence that the number of schools in which neither History nor Physiology is taught, corresponds so closely with the number of less than average size. It is a thing to be expected, rather, in the nature of things, because of the comparative shortness of time during which they can be kept open during the year, and the poor quality of the teaching necessarily done in them. Every child has the right to the opportunities for as full and complete a preparation in knowledge and training for life's duties, as every other child; and any school system which denies him that right is a vicious system. Such a system is evidently ours; and such it will continue to be, so long as the school district system is suffered to curse the schools.

IV. *Text-Books and Other School Appliances.*—Text-books are the tools by means of which the pupils are to do

the work of the schools. It is as much an absurdity to expect them to do profitable work without these tools as to expect a mechanic to do profitable work without the tools of his trade. Yet that such absurdity exists, is evident from the fact that in one in every thirteen of our towns, pupils are not well supplied with text-books. Indeed it is almost certain that the fact just stated, does not indicate by considerable the full measure of this lack. There are few schools in the State, outside of those towns which furnish free text-books, where there are not more or less pupils not supplied with all needed books; and there are fewer still in which pupils are not more or less hindered in their progress from failure to be seasonably supplied. These conditions are inevitable under our generally existing method of procuring and furnishing. So long as that method continues, so long will the schools fail in a measure to do their work to the full; for, because of poverty, or niggardliness or neglect of parents, pupils will continue to attend school poorly furnished with books. There is but one cure for this evil, and that is found in the towns owning and furnishing these silent teachers as much without expense to the individual pupils as is the living teacher.

But not only is it necessary that every pupil should have all needed books, but that all pupils in the same classes should have those of the same kind. Uniformity of text-books is as necessary to the well-being of the school as a whole, as is supply to the well-being of the pupil. In this regard the condition is far from satisfactory—far less satisfactory than that just considered. In every fifth town as the statistics show, there is lack of uniformity. The remedy for this, as for the lack of full supply, is best found in the free text-book plan. The plan would not secure uniformity throughout the State, nor is that necessary; but it would secure absolute uniformity where needed—in the several towns.

But the teacher who shall do the best work in largest measure, has need of tools with which to work. The demands upon the teacher in the schools of to-day are so many, the work to be done by him is so various and extended, that

inventive skill has come to his aid with helps to teaching, by the use of which he can largely multiply his force. Moreover, the best teaching—teaching whose methods are the outgrowth of principles instead of empiricism, teaching that seeks not alone to impart knowledge but to secure strong and symmetrical mental growth, is and must be largely objective in character. It demands as necessities the aid of charts, and maps, and globes, &c., &c. To put a teacher at work without them, is setting him “to make bricks without straw;” and so no school-room is fairly well equipped for the work of the school, which is wanting in the more essential of these appliances. Yet, as is evident from the statistics, nearly all of the ungraded schools, in fact the great majority of all the schools, are so wanting, notwithstanding the small outlay necessary to secure them. Fifteen dollars rightly expended will procure a set of outline maps, of charts for teaching penmanship, the rudiments of drawing, history, civil government, for drill work in arithmetic, and also a globe and a set of charts for teaching physiology. That our schools are no better furnished with these appliances is not, therefore, because of their expensiveness, but of the methods of procuring them prescribed by our laws. The school districts under existing laws, must furnish them either by directly taxing themselves, or by voting a moiety of their school money to this purpose; and few school districts will do either. So long as the school district system is allowed to exist, therefore, so long will the schools fail of doing their full work because of want of these aids.

V. *Teachers.*—So vital an element in the well being of the school is the character of the teacher, that it has become a proverb “As is the teacher so is the school.” But this, like many another commonly accepted maxim, is too often ignored in practice. Made the basis of action it would demand that only the best available teachers—best in natural and acquired fitness, best in scholarship and force of character—should be sought for the schools, and when secured, should be kept continually in service. Practically, instead of this, other motives than a seeking for the best practicable schools by securing for

them the best available teachers, govern selection and employment. To get the cheapest work, to make places for family connections or personal friends, "to keep the money in the district" or in the town, are often the grounds upon which selection of teachers is based, while the well being of the school is made a matter of secondary importance, or given little weight. And so it comes to pass that wholly incompetent teachers get into the schools all too frequently; that brisk rotation is the rule from term to term, especially in rural districts; and as the result the public money is frittered away, the schools are kept down to the dead level of "backwardness," and the children, whose rights alone should be considered, are defrauded and wronged.

That this is no overdrawn picture of the conditions obtaining in most towns whose schools are mismanaged under the district system, facts many and concurrent can be brought to prove. When 7,596 different teachers are annually employed to teach—or "keep"—4,878 different schools; when 1,165 untried and untrained teachers are annually put in charge of one to every four of the schools in the State; when the number of specially trained teachers employed is decreasing while our normal schools are putting into the field a hundred such teachers every year, there can be little doubt that something is wrong somehow. When the full significance of these facts is seen, one is not surprised to find the schools in half the districts of a town taught by persons bearing the same names as those of the district agents; or to find the number of different teachers employed equalling in some cases the number of terms of school, and almost never not exceeding the number of schools in town.

Nor are the conditions here noted, lamentable and disgraceful as they are, other than are to be expected under our present generally prevailing system of school management. It is a system in its very nature admirably calculated to produce just these conditions. Were human ingenuity racked to its utmost in an effort to invent a system of management having as its aim the offering of a premium for making

the schools the poorest and most inefficient possible, so far as should depend upon the selection of teachers, the consummate flower of such effort would be the school district system. Think of the absurdity of imposing the responsible duty of selecting teachers for our schools upon officers having no responsibility for, or directive power over their work, chosen for that duty without reference to a knowledge of their condition and needs, and without regard to competency to form an opinion as to the fitness of the teachers selected! What could be more utterly absurd? And yet this is just the provision made by our law by which teachers are selected for the schools in more than four-fifths of our towns. It is enough in itself to condemn the system in the mind of every thinking friend of the schools. Not till it is utterly rooted out by legislative fiat shall we get the best available teachers, and when gotten, keep them in position during efficiency.

VI. *School-Houses*.—The character of the school-room is an important factor in the success or failure of the school. In order that the study work of the pupils may be successfully prosecuted, their physical comfort must be secured. So the proper seating, warming and ventilation of the school-room, are conditions precedent to good work. Moreover, its general arrangements have much to do with that quiet essential to earnest study. They should be such that classes can be moved, and pupils enter and leave it, with the least practicable disturbance of that quiet. But more than this is necessary to the highest and best results of the school. There is a force in the surroundings of children to mold their characters for good or ill, and character formation is the highest function of the school. The surroundings of the school building, its exterior and interior finishing and furnishing, are in and of themselves educational forces in the direction of refinement of manner, and thought and feeling, or their opposites.

As to the character of our school buildings and their surroundings in these important particulars, the statistics tell nothing definite. This character is very indefinitely defined

in the vague phrases "in good condition" and "not in good condition"—phrases bearing very different meanings in different localities. It is quite certain, however, that those reported "not in good condition," are very far from being in any respect fit for the purposes for which they are used, and of such is one in four of all in the State.

A careful classification of all the school-houses in the State, according to estimated value of buildings and sites, as given in the detailed statistics in the appendix, gives the following results:

Number averaging in value \$500 or more.....	\$1,569
"          "      less than \$500.....	2,752
"          "      "      400.....	2,184
"          "      "      300.....	1,285
"          "      "      200.....	530

A fit school-house with proper out-buildings, for any rural school large enough to have any right to be, can not be built for less than \$600, and ought to be kept in such repair as never to be worth less than \$400. Indeed, such a building as such a school ought to occupy, would have to be very cheaply built not to cost more than the sum named. Evidently, then, under this view of fitness as indicated by value, more than half of the school buildings of the State are unfit. And doubtless a careful inspection of them all, would prove this estimate to be too small rather than too large.

The cause of this condition of affairs is not far to seek. It is the same with that of most of the other disabilities belonging to our system of common schools. The school district is responsible for the school-house, and the property within the district alone must bear the burden for building it and keeping it in repair. Hence very many of the districts can not, even if they would, furnish fit buildings without assuming burdens of taxation too grievous to be borne. Especially is this true of agricultural towns, and the farming portions of all towns.

But that this feature of our system of school management compels unfit school-houses, is not the only evil growing out



of it. It compels an inequality in the burdens imposed in their building, in neighboring district in many instances very marked. And the heaviest burden is imposed upon those least able to bear it. The inequity in this regard, indeed, runs parallel with that in privileges conferred. Those to whom our system brings the minimum of school privileges, as a rule have to bear the heaviest burdens in furnishing school-houses. It is a doubly vicious system that leads to such results, and passing strange it seems that our people do not rise in revolt against its injustice.

Not until the school district system is abolished, in short, will our schools be fitly housed, and the burdens therefor be equitably imposed.

VII. *School Supervision.*—Public affairs should be administered with the same regard to sound business principles, and as much by the most approved business methods, as private affairs. No man or corporation invests money in any business, without providing for the most careful, intelligent and efficient supervision of such business. Our public school system is a business enterprise through which the State seeks to produce the highest practicable type of citizens—a product whose value can not be measured in dollars. In that business she has a permanent investment of more than \$3,000,000, and annually expends more than \$1,000,000. Over interests so vast and so vitally important to the public weal, should be exercised a supervision intelligent, responsible, authoritative, vigilant and efficient as to all the functions pertaining to it. Is the supervision of our schools of this character? If based on business principles and employing business methods, it can not be otherwise.

All the functions of school supervision can be classified under the three heads of selection of instructors, oversight and direction of instruction, and inspection of results. In order that these functions may be most efficient, they must be exercised, so far as practicable, by one and the same person or board. Their division between, their independent

exercise by, different agencies, annuls responsibility, weakens authority, is not conducive to vigilance, and destroys efficiency. Moreover, the person or board exercising them must be in large measure permanent and continuous in status, otherwise too frequent changes in instructors will ensue, resulting in change in methods of work, changes in plans of work, and consequent waste of time and force of both pupils and instructors.

Our system of supervision is defective in all these regards. The selection of the instructor is in the hands of the district school agent, who has no control or directive power over the instruction of the school; no direct, positive personal knowledge of the needs of the school; no authority to investigate thoroughly the fitness of the person selected;—indeed, in nine cases in ten he is not competent to make such investigation—and who, from the nature of the case, bases selection not upon the fitness of, but the wages demanded by, the instructor. The work of instruction is under the direction of, and its results are inspected by, the school committee or supervisor, who has no positive and direct control over the selection of the instructor, but who may, indeed, but from the nature of the case rarely does, veto the selection made. From this division of function it comes to pass that neither party feels full responsibility for the success of the school, and neither has full authority to compel success. Hence, there is lack of care in selection of teachers, lack of positiveness and vigilance in direction of instruction, and lack of thoroughness in inspection of results. Again, because school agents are chosen for only one year, school committees may be replaced by supervisors at any annual meeting, and supervisors hold office for but a year, there is no certainty of permanence in position of teachers, nor, too often, continuity of method and system in instruction.

Out of these defects in our system of supervision, and the inefficiency for evident good resulting from them, it is held in too light esteem in public opinion. It is, therefore, too

poorly paid for full efficiency, and too little care is exercised in selecting for it the best available talent. Often, too, because of the light esteem popularly attached to the duties of the school committee and the supervisor, the best men for these positions will not accept them.

The remedy for the defects here pointed out is obvious. It is to unite the divorced functions of supervision by dispensing with the needless school-agent by abolition of the school districts; to take away from the towns the option which they have now of turning out the committee by the election of a supervisor; and to compel towns in every case to elect a permanent town school board to serve without pay, which board shall elect an inspector or superintendent who shall be properly qualified and paid. Such a system of supervision would be based on recognized business principles, and would be responsible, intelligent and efficient.

VIII. *Resources and Expenditures.*—Probably it would be difficult to frame better measures for providing resources for the maintenance of our common schools than those we now employ. The towns in annual meeting are compelled to vote a minimum sum based upon population, but are left at liberty to fix the maximum sum which shall be provided. They have thus annually to take under advisement the needs and interests of the schools, and thus popular interest in them is kept alive. But owing to the differences in wealth between different communities of equal population, the burden of support, were this the sole means of providing therefor, would be unequally imposed; and the State, therefore, by a tax imposed equally upon all the property within her borders, annually gathers into her treasury and re-distributes to the municipalities a sum equal to a third of the cost of all the schools—the distribution being based upon the local needs of the schools as measured by the number of children of school age. Possibly this mode of distribution would be improved by basing it in part upon attendance, thus making it worth

the while of local authorities to enforce more efficiently the laws compelling attendance.

The resources so provided for their support, are divided among the schools, in the towns having the district system, on the basis of the number of persons of school age in each district; but a slightly larger sum than would be assigned on that basis, may, at the option of the municipal and school authorities, be apportioned to districts having few persons of school age. The results of this mode of division have already been noticed. They are an inequality of school privileges, both in quantity and quality, wholly at variance with all principles of right and justice, as well as of our form of government.

The wastes in the expenditure of these funds because of needless schools, have already been noticed. But these are not the only wastes having their origin in the same source, the school district system. The furnishing of fuel under that system, is often not by the most business-like and economical methods. In a town in Aroostook County, having twenty-three school buildings to warm, there was a saving of more than fifty dollars in fuel bills the first year after the school districts were abolished, and the fuel furnished was of better quality than that furnished under the old system. There are wastes, also, that border closely on thievery. In my report of 1881 is a statement, compiled from town records, of the expenditures in a school district, in which the agent was paid \$8.00 for hiring teacher, \$5.00 for services as agent and \$2.66 for carrying teacher home—\$15.66 in all, and the whole sum available for the year in that district was but \$117.75. That agent evidently worked his office for all that it was worth, and there are doubtless others as thrifty as he. The provision of law allowing districts to use ten per cent of the school money apportioned to them for repairs, also, is very generally abused, often by the use of more than the law allows, and often by use for purposes not contemplated by the law. A district in Hancock County, maintaining graded schools,

thriftily saved up for several years the full ten per cent per year, and got enough ahead to "repair" its school-rooms, by putting in new and modern school desks in place of the old. Fortunately this intended misuse of school money was vetoed just in time to save it for honest and legitimate uses.

In the financial condition of our common school system, therefore, alike with their condition in other regards, there are faults which would seem to need correction. And such correction must evidently be found largely in the adoption of that same measure which will correct so many other faults in the system—the abolition of the school district, and adoption of the town plan of management.

IX. *Summary.*—The actual condition of our common schools would appear from the foregoing discussion to be such as to demand radical reform in the following particulars :

1. To secure larger and more regular attendance.
2. To secure longer schools, and schools of equal length in the same town.
3. To reduce the number of schools by dispensing with needless schools, thus making them larger and more uniform in character of work done, as well as saving needless expenditure of public money.
4. To secure full supply of text-books at lowest prices, and uniform in the town at least.
5. To secure better teachers, selected with reference to the special needs of the schools, and more permanently employed.
6. To secure for the ungraded schools the more necessary appliances for teaching.
7. To secure better school-houses, and to equalize taxation for their building and repairing.
8. To make more efficient the supervision of the schools by making it responsible and authoritative.
9. To so expend school moneys as to give more nearly equal school privileges and to secure the least possible waste.

## III. LEGISLATION NEEDED.

In order to the reforms suggested, and finally specifically summarized in the preceding pages, there are needed the following changes in law.

1. *A more efficient compulsory attendance law.*—Such law should be efficient to compel the regular and consecutive school attendance of all children between the ages of six and twelve years for at least twenty weeks in the year ; and the like attendance of all between the ages of twelve and sixteen years, for at least sixteen weeks. It should forbid the employment in manufactories of all kinds, of all children of the first-named class, and of all of the second without evidence of required attendance at school. It should be so framed that whatever penalties may attach to failure to comply with its provisions, shall be certain to follow such failure.

2. *A law fixing the minimum annual length of all schools.*—It should provide that any town failing to maintain any of its schools for at least twenty weeks in the year, should be estopped, at the option of the Governor and Council, from receiving its State school money until it had given evidence of having made provision for future compliance with such law, by raising a sufficient amount therefor. Few towns would be compelled by such a provision to raise more than they are now raising, provided they reduced the number of their schools to the basis of efficiency and necessity. It would compel such reduction, however, in many cases, and in this would lie its chief merit.

3. *A law summarily abolishing the school district system in all towns in the State.*—No single measure of reform possible could be adopted, which would reach and cure so many defects in our school system. It would increase attendance ; would give longer schools ; would equalize school privileges and school burdens ; would give better school-houses, better supplied with appliances for better teaching ; would secure to the schools better teachers, more carefully selected and more permanently employed ; would make supervision more respon-

sible and efficient; would gradually reduce the number of schools by weeding out those that are not needed; would make it practicable to systematize the work of the ungraded schools; and would secure greater economy and honesty in the expenditure of school moneys.

The claims here made in favor of this reform are not mere theories. They are hard facts which have been proven in the general and concurrent experiences of many towns in Maine. They are not true for a class of towns alone, but for all towns whatever their status;—as true for the purely agricultural and sparsely settled, as for the manufacturing towns whose population is largely aggregated in centers. It is a reform in the interests of the children of the State, for whom the schools exist, for whose good alone they should be managed, and whose rights in them are so immeasurably paramount to the rights of all others as to be alone worthy of consideration. Nor are there any real and valid objections to it. Every objection that can be brought has its basis in theory, or prejudice or sentiment, not in fact. It would abridge no right which should not be abridged, or which is practically worthy of maintenance; it would deprive of no privilege which could weigh against the larger privileges it would secure; it would be at odds with no social, political or moral principle of recognized validity.

It is a reform, finally, sure to come, and that soon, and to come by legislative compulsion instead of consent. And the sooner it thus comes the better. The sooner it comes, the sooner will our common schools feel the uplift which will come from lifting from them the oppressive burden of an outworn, vicious and paralyzing system. The Legislature of 1887 can do no more beneficent work for the State than to wipe from our statutes every provision therein, under and by which the school district system exists.

4. *To make more efficient the local supervision of the schools.* The option given to towns under our present law to elect supervisors instead of school committees, thus replacing a permanent board by an officer holding power for but one year,

should be repealed. Every town should be required to elect a board consisting of three, six or nine members, at its option, one-third going out of office each year, who should serve without pay. Such board should be required to elect one of its members, or under certain circumstances some suitable person not a member, to act as its executive officer, who should be paid for his services. It should be his special duty, under the direction of the board, to examine teachers, to visit the schools, to direct their work and inspect the results thereof, to make all reports and returns required by law, and under the town system, to have oversight and charge of all school property. By authorization of the board, and subject to the approval thereof, he should make all contracts for pay and board of teachers, for fuel and all other school supplies. He should also act as secretary of the board, keeping a record of all action formally taken, and of all contracts made. The board itself should have control over the selection of teachers, the selection of text-books, the expulsion of pupils, the dismissal of incompetent teachers, and such other matters as require carefully considered action.

Supervision so organized would combine the most valuable features of the two methods now in vogue, and hence would be superior to either of them. It is a form of organization especially desirable when schools are managed on the town plan, since in the nature of things, all sections of the town would be represented in its make up, and so in its action the interests of all sections would be consulted.

When by legislative enactment the school district system shall be abolished, the same enactment should provide for the supervision of the schools on the basis here outlined.

5. *A law compelling all towns to furnish free text-books.*—The advantages of this over any other plan of furnishing books are many and important. It is the cheapest method; it furnishes every pupil with just the books needed just when needed, and no other plan will do this; it allows of selection with reference to special and local needs, which State uniformity does not allow; it gives every town the full advanta-



ges of constant competition between publishers, while State uniformity gives those advantages only in part; and, finally, by making the schools absolutely free, it increases the attendance to a very considerable degree.

While legislation is pressingly needed in all the particulars here enumerated, in order to bring our system to full efficiency, and while it should be had immediately if there exists a sufficiently strong body of intelligent and influential public opinion favorable to such legislation, it may be deemed inexpedient to attempt all these reforms at once. In such case the abolition of the school district system and its logical accompaniments, the reorganization of supervision and the fixing of the minimum length of the schools, at least, should be immediate. These changes would do more than all others combined, to lift the schools to a greatly higher level of efficiency.

## FREE HIGH SCHOOLS.

## I. CONDITION.

For detailed statistics of this department of our system of public instruction attention is directed to the appendix. Summaries of those statistics showing the general condition and progress of these schools for the year, are tabulated in the following

## COMPARATIVE STATEMENT.

I. *Of Number and Length.*

	1885-6.	1884-5.
Number of towns in which supported.. .. .	160	142
Increase.....	18	
Percentage of increase....	12	
Number of terms of school .....	358	319
Increase.....	39	
Percentage of increase....	12	
Aggregate number of weeks.....	3,868	3,370
Increase.....	498	
Percentage of increase....	12	

II. *Of Attendance.*

Number of pupils registered .....	11,174	9,596
Increase.....	1,578	
Percentage of increase....	17	
Average attendance.....	9,403	8,002
Increase.....	1,401	
Percentage of increase....	18	
Attendance of teachers of common schools.....	867	766
Increase.....	101	
Percentage of increase....	13	

III. *Character of Instruction.*

	1885-6.	1884-5.
Number of pupils in reading classes . . . . .	7,198	5,609
Increase . . . . .	1,589	
Percentage of increase . . . . .	28	
Number in arithmetic . . . . .	7,443	5,655
Increase . . . . .	1,788	
Percentage of increase . . . . .	32	
Number in English grammar . . . . .	5,838	4,676
Increase . . . . .	1,162	
Percentage of increase . . . . .	25	
Number in geography . . . . .	3,515	2,895
Increase . . . . .	620	
Percentage of increase . . . . .	25	
Number in U. S. history . . . . .	2,154	1,675
Increase . . . . .	479	
Percentage of increase . . . . .	25	
Number in natural sciences . . . . .	4,102	3,141
Increase . . . . .	961	
Percentage of increase . . . . .	31	
Number in higher mathematics . . . . .	4,879	3,374
Increase . . . . .	1,505	
Percentage of increase . . . . .	45	
Number in book-keeping . . . . .	1,929	1,611
Increase . . . . .	318	
Percentage of increase . . . . .	26	
Number in ancient languages . . . . .	2,358	2,038
Increase . . . . .	320	
Percentage of increase . . . . .	15	
Number in modern languages . . . . .	1,160	825
Increase . . . . .	335	
Percentage of increase . . . . .	41	

IV. *Fiscal.*

Whole amount expended . . . . .	\$110,247	\$94,492
Increase . . . . .	\$15,755	
Percentage of increase . . . . .	71	

Amount provided by towns and districts.....	\$84,205	\$72,411
Increase.....	11,794	
Percentage of increase....	15	
Amount paid from State Treasury.....	26,041	23,541
Increase.....	4,500	
Percentage of increase....	19	

The above statistics are remarkable in showing increase in every item of the particulars taken as indicative of the condition and progress of this class of schools. These increases, moreover, as a whole, are nearly repetitions of those shown every year since the re-establishment of these schools in 1879, since which time these increases in the aggregate have been such as to nearly double the various items of the exhibit for the year following such re-establishment. Indeed the recovery of these schools from the set back of that unwise suspension for one year, which the self-constituted reformers of 1879 labored so strenuously to secure, has been far more rapid than was to have been anticipated, and shows how thoroughly grounded they are in the recognized educational needs of the time.

An analysis of the statistics here summarized shows that, while there was an average increase of twelve per cent in the number of schools and in their aggregate length, the increase in attendance upon them was nearly eighteen per cent. As regards size, therefore, the new schools established during the year were evidently more than up to the average of those of the preceding year.

The statistics showing the character of the work done in them are especially significant. The striking agreement in the percentages of increase in the number of pupils studying the higher branches of the common school course, is more than accidental. It shows that these schools are more and more coming into their proper relations to the common schools, by relieving them of that over-burden of work under which they have too much labored. The more than average percentage of increase in the number pursuing the sciences, the higher mathematics and the modern languages, especially when con-

sidered in connection with the comparatively small percentage of increase in those pursuing the ancient languages, is in keeping with the trend of our more modern educational ideas. It indicates, moreover, that our public high schools are coming into proper relations to our non-public secondary schools whose proper function is more especially to begin the work of classical education.

The fiscal conditions shown are in agreement with the others. The percentages of increase in expenditures, averaging somewhat larger than those of increase in the number and aggregate length of schools, would seem to indicate that higher rates had been paid for instruction, a condition to be expected in view of higher character of the work done.

Considered as a whole, the statistics here cited are eminently satisfactory in their showing. They give positive and strong proof that this part of our general system of public instruction, is not only growing steadily into proper and harmonious relations to other parts, but is more and more efficiently serving the real purposes for which it was established—the bringing to our youth of facilities for a more complete preparation for life than the common schools can furnish. They prove, too, a growing appreciation of such facilities, and give promise that the time is not distant when such appreciation shall grow into a demand for such action as shall make these an organic and permanent part of the school systems of all towns in the State where their maintenance is practicable.

## II. NEEDED CHANGES IN LAW.

While these schools are, as a whole, under the laws as they are, in eminently satisfactory condition as regards their progress from year to year in efficiency and in public esteem, there seem yet to be needed three changes in the laws relating to their maintenance and management.

1. When the law establishing them was enacted in 1873, the school district system was almost universal in the State.

The provisions of the law whereby, when any town had failed to establish these schools, school districts could do so, made it practicable to support them in nearly every town. With the abolition of school districts, in a very considerable number of towns the establishing of free high schools has become impracticable under present laws, save by town action. Some provision should be made such that, when any town having no school districts shall neglect or refuse to maintain such schools, a section of such town may in some manner so organize as to maintain them.

2. The discrimination against the teaching of ancient and modern languages in all save certain of these schools, is neither just nor wise. These, either as disciplinary studies or in the practical value of the knowledge gained in their proper study, are not less valuable than some other of the allowable subjects, as algebra for instance. The practice of translating from any of these languages into our own tongue, is a constant training in readiness and accuracy of expression; and there is no acquirement of higher practical value than the power to use our own language forcibly, accurately and readily. These studies, therefore, ought to be secured in their right to a place in the course of instruction in our high schools, at least when approved by the local school authorities, and the law ought to be amended to that extent.

3. At the re-establishment of these schools the annual appropriation for State aid to their support, was placed at \$26,000, and that sum has been annually appropriated since. In the meantime the number of such schools and the amount annually expended in their maintenance, have nearly doubled. In consequence the appropriation for the current year has proved inadequate to meet all calls for State aid by nearly \$4000. Appropriation should, therefore, be made to cover that deficiency, and the annual appropriations for the next two years should be increased to at least \$30,000.

## NORMAL SCHOOLS.

The year's record of these schools is one of exceptional prosperity. Earnestness and thoroughness have characterized, in more than ordinary degree, the work of teachers and pupils. Teachers have worked together in perfect harmony with one another, and with the pupils under their charge. Indeed, there has been a more than usual cordiality of intercourse, and sympathy in work, pervading all the associations of teachers and pupils in all the schools. Hence, fret and worry have been reduced to the minimum, cheerfulness and heartiness of effort have made pleasant the daily toil of all, and the result has been a most successful and satisfactory year for all concerned.

As evidence of the increased prosperity and usefulness of these schools for this, in comparison with the preceding year, as measured by attendance, the following table is submitted :

SCHOOL.	Year Ending.	Number Entering.	Number Graduating.	LARGEST ATTENDANCE.	
				Number.	Term.
Farmington .....	June 11, '85	121	27	140	Spring.
Castine .....	" 4, "	85	40	120	"
Gorham .....	" 30, "	61	32	84	"
Totals .....	.....	267	99	344	
Farmington .....	June 10, '86	111	31	151	Fall.
Castine .....	" 3, "	113	18	142	Spring.
Gorham .....	July 1, "	76	25	105	"
Totals .....	.....	300	74	398	

For further details as to attendance, teachers employed, character of work done, and the general and special wants of the several schools, attention is called to the following :

### I. REPORTS OF PRINCIPALS.

STATE NORMAL SCHOOL, }  
FARMINGTON, MAINE, June 10, 1886. }

*To the Trustees of the Normal Schools.*

GENTLEMEN :—In accordance with your by-laws I have the honor to submit the report of the Farmington State Normal School for the year 1885-86.

The attendance for the year has been as follows :

Fall term .....	151
Winter term .....	112
Spring " .....	140
Total attendance .....	406
Number of different pupils.....	221
" pupils entering .....	111
" " graduating .....	31

The attendance for the fall term was the largest in the history of the School as was also the number of different pupils registered.

Five pupils have been connected with the advanced course during the year, none of whom, from various causes, completed the course.

The teachers during the year have been : Principal, George C. Purington ; Assistants, Chas. F. Warner, A. B., Hortense M. Merrill, Annie M. Pinkham, Lillian I. Lincoln, Lutie F. Luques, Mrs. C. M. Greenleaf, Julia W. Swift, Harriet P. Young, Holmes H. Bailey, and Marion A. Luce.

The continued illness of Miss Bell compelled her to seek a more congenial climate, and thereby we lost a teacher who, for enthusiastic devotion to her work, had no superior, and by ample attainments, by careful professional training and by natural abilities of a high order had won a foremost place in



the profession. Miss Hortense M. Merrill, class of '81, was elected to fill the vacancy caused by Miss Bell's resignation. Her work has been eminently successful.

Mrs. Beedy, so long and favorably known in connection with her work in this School and that at Castine, having declined a re-election, Miss Lillian I. Lincoln, class of '85, a graduate of the Brunswick High School and a teacher of successful experience, was elected to fill the vacancy. Miss Lutie F. Luques, class of '81, was engaged as an additional teacher. Mrs. C. M. Greenleaf was employed to give instruction in reading during the fall and winter terms.

In the winter term Miss Pinkham, another valuable teacher, resigned, Miss Julia W. Swift of the graduating class took her classes for the remainder of the term, and, at the beginning of the spring term, Miss Harriet P. Young, class of '81, was elected to take her place, and Mr. H. H. Bailey, class of '76, was employed as an extra teacher.

The Model School, under Miss Luce, has been very successful.

In spite of the many changes in the teaching force, the work of the School has gone on steadily and successfully.

I wish to renew my recommendations of last year in regard to the Advanced Course, and hope the time is not far distant when an additional year shall be added to that course.

There have been no changes in text-books or course of study. A few additions have been made to our reference library.

Our great need is a larger building. The present building will not *comfortably* accommodate more than one hundred pupils, while we have had an average attendance during the year of 135. There is every prospect that the attendance will be still further increased another year.

I earnestly hope the next Legislature may be induced to give us the accommodations that the size of the school and the times demand.

Respectfully submitted.

GEO. C. PURINGTON.

STATE NORMAL SCHOOL, }  
CASTINE, MAINE, June 3, 1886. }

*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 Castine, for the year ending June 3, 1886 :

#### ATTENDANCE.

Number of pupils entering the school during the year, 113 (one hundred and thirteen), 44 young men and 69 young women.

Number graduating during the year 18 (eighteen), 4 young men and 14 young women.

#### *Attendance by Terms :*

Fall term,	105—	40 young men,	65 young women.
Winter term,	90—	23	“ 67 “
Spring “	142—	60	“ 82 “
Totals,	337—	123	“ 214 “

#### LIBRARY AND APPARATUS.

Number of volumes in general library	560
“ “ text-book library	475
“ “ reference “	100
“ “ professional “	100

Some additions have been made to each of these departments during the year. Many of the text-books and some of the reference books, especially dictionaries, have been replaced by new copies, as the old books were literally worn out. The same books have been used in the work of the school as last year.

We have expended for new apparatus in the mineral departments \$75, and have put an organ into the Model School for its use.

## TEACHERS.

The regularly elected teachers of the school are the same as last year : Roliston Woodbury, Mary E. Hughes, Fred W. Foster, Jefferson R. Potter ; Fannie A. Comstock and Lucia Haskell, Training School.

The Trustees gave Miss Comstock leave of absence for study for the year, and she has been pursuing studies selected from the Advanced Course at Bridgewater State Normal School, her alma mater. She has also been taking botany at Harvard.

At the end of the third week of the fall term, Mr. Potter resigned to take a position in the Normal Department of the State College at Lexington, Kentucky, at a salary about twice what he was receiving here. The Inspectory Committee and the Principal secured the services of Edward E. Philbrook, Mabel Simmons and Helen F. Emerson, and with their assistance the work of the year has been carried on. Miss Sarah A. Laughton gave instruction in elocution during half of the spring term. The school necessarily suffered some from so many changes of teachers, but, on the whole, the work of the school has gone on in the same faithful, efficient manner as in past years. With very few exceptions, the pupils are entitled to commendation for the character of their work and for their general good conduct. The school has no difficulty in ridding itself of those who are manifestly unfitted to be teachers. The atmosphere of the school is decidedly unfavorable for those who are not in hearty sympathy with the purposes for which the school was founded.

One great aim of the school is to send into our schools, not only those who can teach in accordance with true principles, but also those who are in the highest sense true men and women. Those who have no ambition in these directions are glad to reform or leave.

## NEEDS.

Some of the blackboards need renewing. Something should be done to increase the draft of the furnace. The

roof needs painting, as a protection against the weather and from fire.

Additions should be made every year to the library and apparatus beyond just making good ordinary wear and tear.

If the State continues its present policy of having an advanced course, this school should have the same facilities in that direction as either of the others, and this would require an additional teacher.

Our great need is an addition to the buildings, an extension of the northern wing some thirty feet, to furnish two new and much needed class rooms. One of these is needed for the Training School, and the other for the classes in Natural Science. This would also give additional room, though not a room, for the library.

Now we have three class rooms, suitable for use, for five teachers, which makes it necessary to use the study room for recitation, and also the room on the third floor, which is so hard of access. We have had now for seven years an average attendance of over 100 per term, with about 140 each spring, and we should have room given us according to our size. Give us this room and we will try and have strength enough to occupy it.

Perfect harmony has prevailed among the teachers, and between teachers and pupils. Would it not be well to change your by-laws and, after a suitable probation, to elect the teachers of the normal schools to serve while they do satisfactory work? Might not such a course secure the teachers of our public schools a longer tenure of office?

Respectfully submitted.

R. WOODBURY, *Principal.*

STATE NORMAL SCHOOL, }  
GORHAM, July 1, 1886. }

*To the Trustees of State Normal Schools.*

GENTLEMEN: According to custom and your requirements I make the following report of the "State Normal School at Gorham" for the year ending July 1, 1886:

Whole number of pupils entering the school course during the year 76, (seventy-six).

Whole number graduating during the year 25, (twenty-five).

Whole number of different pupils connected with the school during the year 156, (one hundred fifty-six).

Number of teachers in regular work in Normal School,	4
" " special " "	2
" lecturers on literature and science,	2
" teachers in regular work in Model Schools,	2

Number of pupils in the Model Schools during the year, Primary grade, 34; Intermediate grade, 44.

MEANS OF WORK.

Books in library of general literature, an increase of 100 volumes, since last report.....	1,543 Vols.
Books of reference .....	49 "
Text-books for use in classes, Normal Department .....	1,018 "
Text-books for use in classes, Model Department .....	320 "
Apparatus in Science and Natural History....	590 pieces.
Maps, charts, globes, &c.....	75 "

TEACHERS AND LECTURERS.

The teachers for the year closing July 1, 1886, have been W. J. Corthell, H. M. Estabrook, Bessie A. Read, Grace J. Haynes; in the model department, Jennie M. Colby, Flora Barton; Reading and Elocution, Sarah Laughton; Vocal

Music, W. L. Fitch ; Lecturers, Rev. Asa Dalton, Portland, James H. Chandler, Esq., Saccarappa.

The instructors have worked, so far as is known, with unity of purpose and harmony in plans, mutually helping each other. The school must tell of faithfulness and skill, or the lack of these, and to that as a criterion we appeal with modest confidence, that the work done will merit and receive your approval and that of the State.

The graduates of the year have worked faithfully and well. Many of them are real scholars, endued with the spirit of the true scholar and will go on to wider acquisitions of knowledge and power. It is the judgment of the teachers, that they will be efficient, industrious teachers, with enthusiasm for the work, and therefore successful in it.

The school as a whole has been quiet, orderly, faithful, nearly all the pupils needing restraint, rather than incitement to work. No case requiring severe discipline has occurred, and with hardly an exception there has been the fullest confidence between pupils and teachers.

The text-books are the same as last year. Munroe's Readers, White's and Colburn's Arithmetics, Warren's Geographies, Green's Grammars, Wentworth's Algebras, Wentworth's Geometries, Hill's Rhetoric, Norton's Physics, Norton's Chemistry, Prang's Drawing Books.

#### COURSE OF STUDY.

The course of study is as last year. We find it includes *all* that the average pupils can do, and do well. We would shorten the course or lengthen the time. The purpose of the normal school is *professional*, to fit pupils to teach, and if it becomes largely or predominantly academic, it is destructive of the very end for which it is established and has no reason for its existence. Academic work must be done that right methods may be shown. But academic work should be entirely subordinated to the professional.

Many pupils enter the normal school whose previous training does not fit them to do the normal work. They need a

year's course in grammar school studies. The course should be lengthened *downward* by a model school course covering all subjects of study needful to fit pupils for the normal school work. I again urge the expediency, and justice, of making the course of study in the normal schools of the State uniform in length and subjects, leaving the order to the determination of each principal.

## NEEDS OF THE SCHOOL.

1. An additional teacher in the Normal School.
2. The year books of Appleton's Cyclopeda, nine volumes.
3. Twenty-five volumes of "Young People's History of England."
4. Books for the Department of English Literature.
5. Books for the Department of Geography.
6. One hundred dollars per year for appliances for the Department of Natural Science and Natural History.
7. A complete set of carpenter's tools with work-bench, to enable students to learn to make some articles of school apparatus.
8. Such an extension of the model course as will give pupils, not fitted well, a chance to do preparatory work.

Respectfully submitted.

W. J. CORTHELL.

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MADAWASKA TRAINING SCHOOL,  
FORT KENT, ME., August 10, 1886. }

*To the Honorable, Trustees of State Normal Schools.*

GENTLEMEN: In compliance with the law, I submit the following report of the Madawaska Training School for the year ending July 3, 1886:

The school year, of forty weeks, commenced at Fort Kent, September 21, 1885, where two terms were held, one of twelve and the other of ten weeks, after which a term of eighteen weeks was held at Grand Isle.

The number in attendance at Fort Kent was fifty-five—forty-four of whom were ladies and eleven gentlemen. At Grand Isle, the whole attendance was forty-six—thirty-three ladies and thirteen gentlemen.

A class of seven, six ladies and one gentleman, was graduated at the close of the second term at Fort Kent, receiving their diplomas from the hand of the State Superintendent and in the presence of a large gathering of people from every town in the territory above Van Buren.

The studies pursued have been reading (English and French), arithmetic, algebra, grammar (English and French), language and composition, geography, physiology, natural philosophy, civil government, book-keeping, penmanship and school laws of Maine.

The text-books used were the same as in previous years, with the exception of the readers. Heretofore, the Franklin and Royal Readers have been in use, but by advice of the State Superintendent and the School Committee of Fort Kent, the Swinton Readers were introduced and are giving excellent satisfaction.

No changes or repairs have been made about the school buildings. At Fort Kent a new school-house is much needed. The one now used is a district school-house which is small and cold and every year many pupils are refused admittance for the want of suitable accommodations. It is greatly hoped that the State will do something for this school very soon in the way of buildings.

The health of teachers and pupils has been good and the regular attendance has never been better. The students have been earnest in their work and I am satisfied that much good has been accomplished.

The school has now graduated thirty-five, who not only find ready employment as teachers in this territory, but while some have proved successful teachers in different parts of this State, others have made themselves useful as such in the West.

Very respectfully yours,

VETAL CYR, *Principal.*



MAINE CENTRAL INSTITUTE, }  
PITTSFIELD, December 13, 1886. }

*Hon. N. A. Luce, State Superintendent of Schools:*

DEAR SIR: I herewith submit the annual report of the normal department of Maine Central Institute. The school year of thirty-seven weeks began with the winter term, December 7, 1885 and closed with the fall term November 24, 1886. Our catalogue shows an increased attendance over previous years. The following are the text-books used: Franklin Sixth Reader, Robinson's Arithmetic, Wentworth's Algebra, Well's English Grammar, Norton's Physics, Youman's Chemistry, Higginson's United States History, Barnes' General History, Wentworth's Geometry, Dana's Geology, Gray's Botany, Hill's Rhetoric, Hopkins' Outline Study of Man, Kellogg's English Literature, Walker's Physiology, Meservey's Book-Keeping.

Respectfully.

O. H. DRAKE, *Principal.*

LEE NORMAL ACADEMY, }  
LEE, ME., Nov. 15, 1886. }

*To Hon. N. A. Luce, State Superintendent of Public Schools:*

SIR: I herewith submit a report of the condition and progress of Lee Normal Academy.

During the four years that this school has had State aid it has made a gradual increase in numbers and rank.

The number of pupils last term was more than double that of the corresponding term next preceding any State aid.

There has been more active membership on the part of Trustees and a decided increase of public interest.

The same teachers were employed throughout the year except the teacher of music.

Additions have been made at different times to supply deficiencies in the philosophical and chemical apparatus, maps, charts, &c. The school is well supplied with minerals.

Following is the normal course of study :

F CLASS.	D CLASS.	B CLASS.
Arithmetic.	Algebra.	Geometry.
Grammar.	Physical Geography.	Chemistry.
Geography.	United States History.	English Literature.
Drawing.	Grammar and Analysis.	Physiology.
Reading.	Reading.	Philosophy.
E CLASS.	C CLASS.	A CLASS.
Arithmetic.	Book-keeping.	General History.
Grammar and Analysis.	Geometry.	Mental Philosophy.
Geography.	Philosophy.	Civil Government.
Algebra.	Rhetoric.	Astronomy.
Reading.	Analysis.	Geology.

Although theory and practice of teaching is not mentioned in the course, yet due attention has been given to the same throughout the terms, by means of lectures, teaching exercises, &c.

Very Respectfully.

L. H. MOULTON, *Principal*.

## II. FINANCES.

As was the case last year, the appropriations made for the maintenance of these schools were both special and regular. The special appropriation of \$1,200 was for repairs of buildings and improvement of grounds. The trustees, at whose disposal this sum was put, apportioned it in such manner as to give the school at Gorham \$500, the Farmington school \$400 and that at Castine \$300. These various sums have been expended under the direction of the local trustees wisely and economically for such repairs and improvements as seemed most needed.

The appropriation for current running expenses including salaries of teachers, fuel, incidental repairs, etc., was, for the three schools just named, \$19,000, and for the Madawaska Training School, \$1,300 to be expended only for salaries of teachers. The growth of the schools has been such as to make it necessary to increase somewhat the teaching force, and consequently the amount expended for that purpose. In consequence, notwithstanding extreme carefulness and economy in contracting bills for other legitimate purposes, the appropriation was exhausted at the end of the fiscal year, and some small bills for fuel were still unpaid. The appropriation is not large enough to meet all legitimate and proper demands. Our schools are run more cheaply than any others of equal rank in the Union, so far as salaries are concerned,—so cheaply, indeed, that more than once in their history they have suffered thereby, in the loss of teachers whose loss could not be afforded. Moreover, they suffer continually from lack of needed appliances and additions to libraries, because the trustees find themselves every year without means to procure them. There is, therefore, pressing need of an increase in the annual appropriation. At least \$2,000 should be added thereto, making it for the four schools wholly under State control \$22,300.

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

#### FISCAL STATEMENT,

*For year ending December 31, 1886.*

##### 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 .....	\$18,294 36
“ do Madawaska Training School .....	1,300 00
“ repairs, special .....	1,200 00
“ do general.....	53 10
“ fuel .....	603 96
“ diplomas.....	37 00
“ incidentals .....	10 95
Balance undrawn .....	63
	\$21,500 00

## III. SPECIAL NEEDS.

In the foregoing reports of the principals of the several schools, some of their needs are indicated. Since those reports were written, certain other needs, some of them especially pressing, have made themselves manifest. They can be best shown by presenting them in detail as connected with each of these several schools.

1. *Farmington*.—The school building here has in its general assembly room seating capacity for about 125 pupils. Indeed, with that number it is crowded beyond the generally accepted limit for a school-room of its size even when furnished with the best ventilating arrangements, in which it is seriously lacking. It is, therefore, wholly inadequate to the needs of a school of the size which this has attained. But the future of the school promises a much larger attendance than it now has. If the rate of growth of the last four years shall continue constant, as it promises to do, there will be needed within a year or two, a room of seating capacity for 200 pupils. It is evident that in some way more room must be provided, or students must be refused admission.

But not only is there lack of seating capacity in the main school-room, but lack of recitation rooms. The classes are coming to be so large that they have to be divided in order to

do good work in recitation; and, in consequence, not only have the library and teachers' rooms had to be used for recitation rooms, but a temporary room for recitation purposes has had to be fitted up in the basement. There is lack, too, of proper dressing rooms. Those at present in the building are altogether too small—so much so that much of the outer clothing of students has to be piled up on the floors for want of hanging room.

The conditions in short are such as not only not to reflect credit upon the State, but to demand immediate amendment. There is absolute and imperative need either of a new building, or of enlargement of the old one. Two plans, therefore, have been considered and the cost of each carefully estimated. The first is to build in front of, and connected with the present main building, a new one; the other is to detach the existing wooden wing in the rear of the main building, swing it into such position that it may be utilized for dressing rooms in its lower story, and for library in its upper, and in its place build a larger wing so constructed that a part of its upper story may be made to form an enlargement of the existing school-room, and for additional recitation rooms, and its lower story may be utilized for the model school and for recitation rooms. The first plan, it is estimated, will cost some \$15,000; the second somewhere about half as much. One or the other of these plans should be immediately carried into execution, and the coming Legislature should make the necessary appropriation therefor.

2. *Castine*.—The principal of this school in his report makes reference to the need of more recitation rooms. At comparatively small expense this need can be met. The extension of the rear wing to the present building would not only afford the room required, but would architecturally make the building more perfect. Such a wing would cost, if of brick, some \$5000; if of wood, considerably less.

Additional to the above are some minor needs. The roof of the building needs some repairs around the tower, and should be painted. The sewerage should be changed. Other

slight repairs are desirable ; and it is probable that within two years at least, the heating apparatus will need considerable repairs. For these purposes it is estimated that about \$800—\$400 per year for two years—will be needed.

3. *Gorham*.—The boarding hall connected with this school is a very important adjunct to its present and prospective prosperity. It should be put in such condition as to its management and furnishing, that it will be a cheerful home to the pupils ; and its sanitary condition should be put beyond question. That the principal of the school has this year taken full control of its management, gives assurance that in this regard little if anything will be left to be desired. It needs somewhat of improvement in its furnishing, however, in very many of its rooms, and a moderate outlay for this purpose should be provided for. Of improvement in its sanitary condition there is very pressing need. Its sewerage is very far from what it should be, and until it shall be radically changed for the better, there will be constant danger of the outbreak of epidemics among the pupils.

For the purposes here indicated the local trustee estimates that the following sums may be needed : Sewerage, \$2,500 ; repairing outbuildings and water-closets, \$1,000 ; painting, plastering, floors, &c., \$1,000.

The school building proper needs some small interior repairs by way of plastering, fixing black-boards, &c. A further small sum should be expended putting the extensive grounds in proper order. Probably \$800 would do the work needed in these two directions.

In view of the fact that the town and citizens of Gorham generously donated these buildings and grounds to the State—a donation of more than \$40,000—it would ill become the State to refuse to put and keep them in such condition as to be a source of pride to the generous donors and of credit to herself.

4. *Madawaska Training School*.—Established by act of the Legislature of 1877, and put in operation in the fall of that year, this school is now in the tenth year of its existence.

Since it began its work it has fully proved its right to be, in practically revolutionizing the common schools of the section in whose interests it was established. The peculiar conditions then existing were such that common schools of any force or value were impracticable before its establishment; and those conditions still exist to such extent that without its continued work the common schools would rapidly relapse to something of their old inefficiency.

But while the school is thus a permanent need of the section, conditions have so changed that its management needs modification. Under the law as existing, its terms have been held alternately at Fort Kent and Grand Isle. It may now well be given a local habitation by permanently locating it at Fort Kent, the most eligible location for it. In order to do this the State must provide for its accommodation. Hitherto its terms in that place have been held in the village school house, and at such times as the common school there was not in session. Should it be permanently located there, this arrangement would be impracticable. A building for it must, therefore, be erected at the expense of the State. The sum of \$1,500 would doubtless cover the cost of such a structure as would be needed. A small sum additional to that now annually appropriated would also be required for the heating and care of the new building.

I most earnestly recommend such legislation as will permanently locate this school at Fort Kent, and will provide for it suitable accommodations.

4. *Lee Normal Academy*.—While this school is not under State control and patronage to the extent of making it a State school, it is yet partially such. During the last four years the State has annually contributed \$600 to its maintenance, and under conditions such as to give the State, through the Governor and Council and the Superintendent of Common Schools, some considerable voice in its management. It has, therefore, been annually visited, its work inspected, and its affairs to some extent directed by the Superintendent.

This school in the conditions surrounding it, in the work it does, and in the purposes it serves, is unlike any other school in the State. In organization and classification it copies after the State Normal Schools, and its course of study embraces very nearly the same subjects, with the exception of those which are strictly professional. In lieu of these latter subjects as regular class studies, professional instruction is given to some extent in the more general way of lectures and teaching exercises. It is, therefore, an academy to the extent of having a regular English academical course of study; and it is a fitting school for teachers, in that its course of study is planned with especial reference to the needs in knowledge of the teachers of rural schools, and in that it seeks to give its pupils, in addition to its regular instruction, special instruction in the art of teaching. Located in a section of the State practically outside of the influence of the State schools for the training of teachers, it thus fills a want that could not well be otherwise filled. Because of this peculiar character and location, its pupils in maturity, in purpose and spirit, very closely resemble those found in the regular State Normal Schools, and are mostly actual teachers in the common schools of the surrounding section, or preparing themselves for teachers.

In view of the character and location of this school, and of its relations to the common schools of the locality, I am fully persuaded that no mistake was made when the Legislature appropriated funds in aid of its proper maintenance. I therefore recommend the continuing of such aid for a series of years, under conditions such as will give the State somewhat more formal and larger control over its management than it has had for the four years past.

5. *Summary.*—In view of the condition and needs of the schools just considered, I make the following recommendations:

1. That the annual appropriation for the maintenance of the three State Normal Schools be increased by the sum of \$2,000.



2. That special appropriations for the same schools be made for purposes and in amounts following :

First, For sewerage and repairs of buildings at Gorham, \$5000.

Second, For enlargement of school building at Farmington, \$8,000.

Third, For sewerage and repairs at Castine, \$800.

3. That the law establishing the Madawaska Training School be so changed as to permanently locate the same at Fort Kent and that an appropriation of \$1,500 be made for the erection of a suitable building for the same.

4. That the appropriation in aid of Lee Normal Academy be continued.

## EDUCATIONAL ASSOCIATIONS.

### I. STATE PEDAGOGICAL SOCIETY.

The annual meeting of this Society for the current year, at the date of this report is in session at Brunswick, with the largest attendance known in its history. For this meeting has been prepared the following excellent

#### PROGRAMME.

THURSDAY, DECEMBER 30th, 3, P. M.

1. Organization.
2. Welcome—Extended by Hon. A. G. Tenney, Brunswick.
3. President's Address—Relation of the School to the State.
4. Lecture—Hints on teaching Chemistry, with Illustrative Experiments, Prof. F. C. Robinson, Bowdoin College.  
Discussion—by H. M. Estabrooke, Gorham.
5. Report on Geography,  
Rev. B. P. Snow, Willard, Cape Elizabeth.

THURSDAY EVENING, 7.30 P. M.

- Lecture—Culture of the Attention,  
Pres. Wm. DeW. Hyde, D. D., Bowdoin College.

FRIDAY, DECEMBER 31st, 9 A. M.

1. Paper—How to Teach Primary Reading,  
Moses True Brown, Prin. Boston School of Oratory.
2. Paper—Scientific Temperance Instruction, with Illustrative Experiments, C. F. Warner, Farmington.  
Discussion—Opened by Chas. R. Crandall, M. D., Portland.
3. Paper—Work of the Public Schools, as seen from the Literary Stand-Point, Prof. Geo. C. Chase, Bates College.
4. Instruction in singing, with class,  
M. E. Chase, Teacher of Singing in Lewiston Public Schools.  
Discussion—Opened by Prof. J. B. Sharland,  
Teacher of Singing in Boston Public Schools.

## 2 P. M.

1. Paper—Work of the Public Schools, as seen from the Industrial Stand-point, Pres. M. C. Fernald, Ph.D. State Agricultural College.
2. The Elements of Expressive Reading, with illustrative Readings, Prof. Moses True Brown, Tufts College.
3. Paper—Health in the School-room,  
Dr. G. A. Phillips, Ellsworth.  
Discussion—Opened by Dr. J. O. Webster, Augusta,  
Member State Board of Health.
4. Paper—What shall we do with boys troublesome in School.  
Walter S. Parker, Prin. Everett School, Boston.  
Discussion—Opened by W. E. Sargent, Hebron.
5. Paper—Work in the Public Schools, as seen from the Agriculturist's Stand-point, Prof. W. H. Jordan, Orono, Superintendent State Experimental Station.  
General Discussion.

## 7.30 P. M.

Lecture—The Function of the Public School, Hon. Wm. Crocket, Fredericton, N. B., Gen. Supt. of Schools, New Brunswick.

## SATURDAY, JANUARY 1st, 1887, 9 A. M.

1. Compliments of the Season,  
Pres. Tash, Prof. Chapman and others.
2. Paper—Professional Reading,  
Miss Anna E. Smith, High School, Lewiston.  
Discussion—Opened by Supt. W. W. Stetson, Auburn, followed by Thomas W. Bicknell, LL. D., Boston, and others.
3. Needed School Legislation, State Supt. N. A. Luce, Augusta.  
Discussion—A. F. Richardson, A. M., Fryeburg.

In the appendix will be found abstracts of most of the papers named in the foregoing program.

## II. COUNTY EDUCATIONAL ASSOCIATIONS.

By the law of 1885 these agencies were made an organic and permanent feature of our system of public instruction. As such, for the past year, they have been conducted. The

largely increased interest in their work manifested by the teachers of the State in largely increased attendance during the year, is proof continued of the wisdom of the action by which they were thus made permanent.

There are now eighteen such associations in the State, Oxford and Aroostook Counties having each two, and the other counties one each. Two more will probably be organized the coming year—one in Penobscot and one in Washington County. Twenty meetings have been held during the year, with the largest attendance of teachers and the most interesting and practical programs of exercises ever had since the organization of these associations. As indicative of the kind of work done, I submit the following general program and syllabus of subjects for meetings of County Educational Associations, 1886 :

I. 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 text-books for advanced work; (3) Objective instruction by use of charts, models, &c., and experiments.

II. 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.

III. 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.

IV. CONDUCTING RECITATIONS: *1. Purposes of*—(1) To compel preparation of assigned lessons; (2) To ascertain results of study; (3) To afford opportunity for direct instruction; (4) To train to logical thinking and clear statement. *2. Methods*—(1) Question and answer; (2) Concert or unison; (3) Topical. *3. Suggestions.*

V. ORAL LESSONS IN SCIENCE: *1. Purposes*—(1) To educate the preceptive powers; (2) To train to accurate observing; (3) To train to ready and accurate description; (4) To give knowledge. *2. Subjects*—(1) Plants; (2) Insects; (3) Rocks and minerals; (4) Simple experiments in Chemistry and Physics. *3. Method*—Object lessons.

VI. PENALTIES IN SCHOOL GOVERNMENT: *1. Purposes*—(1) To reform the wrong-doer; (2) To deter others from wrong-doing; *2. Allowable Penalties*—(1) Admonition; (2) Reprimand; (3) Deprivation of privilege; (4) Whipping. *3. Suggestions*—(1) Time of inflicting; (2) Place of inflicting; (3) Some offenses not to go unpunished.

In my report of last year was indicated the probability that during this year a concerted effort would be made to inaugurate under the auspices of these associations the organization of professional teachers' reading circles. What has been done in this direction can best be indicated by inserting here a circular prepared for general distribution among the teachers of the State.

## STATE OF MAINE.

### EDUCATIONAL DEPARTMENT.

#### *To the Public School Teachers of Maine:*

At the annual meetings of the County Educational Associations, held during the past fall, measures were taken to establish under the auspices of those associations, and as a part of their legitimate work, County Teachers' Professional Reading Circles. Among those measures was the appointment in each association of a registering officer to be known as County Supervisor of Reading. It is proposed that these officers shall also act as an electoral board to choose annually a State Board of Oversight, who shall have power to prescribe the course of reading to be pursued, the tests to be applied to ascertain the results of such reading, and generally all necessary rules for the government of these circles.

The purpose of these reading circles is implied in their name. More specifically stated, it is to bring to the teachers of Maine, who are so

situated as to be unable to take a regular course of professional study at a Normal School, or who wish to continue the course so taken, the best facilities for home reading—the ultimate end being to improve the instruction given in our public schools. To this end a course of reading will be mapped out, books best suited to the needs of our teachers selected, suggestions as to methods of study offered, and incentives to thoroughness planned and applied, by the State Board of Oversight, for which the plan provides. Teachers who shall have completed the course so prescribed, will be entitled to a certificate or diploma showing that fact.

While other agencies, national in scope and character, as notably that grand institution—the Chautauqua University—are at work along the same lines contemplated in the plan above outlined, it has seemed best to make in Maine these special organizations. It would seem but proper that a part, at least of the expenses incident to work of this kind, whose purpose looks to a public good, should be borne by the public. Organizing and carrying on this work under the auspices of these county associations, the appropriation made by the State for their maintenance, may be properly made to contribute to those expenses. Thus the annual membership fees chargeable in other organizations doing similar work, can be dispensed with, and the expense to teachers taking on the work be reduced to the minimum. But to give our teachers this special advantage, and at the same time to give such as desire it the advantage of taking the course of the Chautauqua Teachers' Reading Union, arrangements are in progress such that work done in our county circles will be given full credit by that organization. Our course of reading and that of the Chautauqua Union will run along parallel lines in most regards, so that with little additional work and slightly additional expense, our teachers so desiring can take the diplomas of both organizations.

Our course of reading will be one of three or four years. As mapped out for the first year it is as follows:

1. Payne's Lectures on the Science and Art of Education.
2. Swett's Methods of Teaching.
3. School Law of Maine.

Payne's Lectures may be procured by mail, post-paid, at 50 cents per copy for bound volumes and 40 cents for those in paper covers, by ordering from the New England Publishing Company, Boston, Mass. In quantities of twelve or more copies to one address, they can be procured at the same prices by express, express charges prepaid.

Swett's methods can be procured of A. C. Stockin, 50 Bromfield St., Boston, Mass., at the following rates: by mail, post-paid, \$1.00 per copy; by express in packages of six copies or more to one address, 80 cents per copy, express charges payable at office of delivery.

The School Law of Maine, in a special form for teachers, will be prepared in due time, notice of which will be sent to members of county circles.

It is suggested that work in the course here prescribed should be as thorough as practicable. To this end it would be well to master thoroughly, first, the principles of the Science of Education as given on pages 99 to 103 inclusive, of Payne's Lectures, as the basis of work, and to refer to those principles, so far as practicable, all subsequent study of methods. It is further advised that the reading be so thorough that, at the end of each week, a full synoptical analysis of the ground covered can be written out from memory.

All teachers in Maine are eligible to membership in these circles, whether members of our County Educational Associations or not. To become members they have only to send in their names, with permanent P. O. address, to the Supervisor of Reading for the county in which they are resident or permanently teaching; or, in those counties where such supervisor has not yet been appointed, to my address at Augusta. The following is a list of the Supervisors so far appointed:

Androscoggin County	—	W. W. Stetson, Auburn.
Aroostook	“	N. H. Martin, Ft. Fairfield.
So.	“	Chas. S. Estes, Houlton.
Cumberland	“	G. W. Norton, Saccarappa.
Franklin	“	Geo. C. Purington, Farmington.
Hancock	“	F. W. Foster, Castine.
Knox	“	J. P. Marston, Rockland.
Lincoln	“	H. K. White, New Castle.
W. Oxford	“	A. F. Richardson, Fryeburg.
Penobscot	“	Miss Jennie A. Philbrook, Bangor.
Piscataquis	“	Miss Fronia Chandler, Guilford.
Waldo	“	D. K. Drake, Frankfort.
W. Washington	“	Miss M. C. Hunter, Cherryfield.

Let me earnestly urge all teachers in Maine to enter at once upon the work here outlined, by sending in their names as above directed, and procuring at least one of the books prescribed for the year's course. Teachers who are now members of the Chautauqua Union,

and are reading any of the books prescribed thereby other than those herein named, can continue their reading in the books so prescribed, and receive full credit therefor as members of our county circles. Those enrolling themselves in our county circles and desiring, also, to take membership in the Chautauqua Union, should at once signify such desire to W. W. Stetson, Esq., Auburn, Me., who will forward all necessary information.

Let me further urge that wherever practicable—where six or more teachers are so situated that they can meet periodically—local circles be formed for mutual help in discussion of the matter read. For these have as simple a form of organization as practicable, and make the meetings largely social and informal, while the work done shall be systematic.

Further information and advice as needed for thorough and efficient work, will, from time to time, reach members of circles through the County Supervisors.

N. A. LUCE,

State Superintendent of Schools.

The work here outlined, if it can be made successful, is full of promise of increased efficiency in our teachers, and hence of a larger efficiency in the work of the schools. Of such success there is little doubt, in view of the intelligent interest and zeal manifest among our teachers for every good work.



## CONCLUSION.

It is but the repetition of a universally accepted truth, that the public schools of a State are of vital moment to its weal. It is, therefore, the duty of all having in charge the State's well-being, as legislators, to give to them and their interests the most careful and considerate thought, and to act fearlessly for their good when action shall be necessary. That our schools, especially our common schools, are not such as they ought to be, and can be made, is evident from the statements made in this report—is, indeed, almost universally recognized. And there is substantial agreement, too, with all who have studied their condition carefully and intelligently, that the reforms needed must be sought through legislation. Nor is there difference of opinion in regard to the ends to be sought in such legislation.

To secure a larger and more regular attendance of pupils, to extend and equalize school privileges in towns and in the State, to equalize and lessen the burdens of the people imposed in their support, to secure greater economy in their financial management, to make their supervision more responsible and efficient, to make their instruction more systematic and thorough,—these are the almost universally demanded reforms which must be secured—and secured soon—through legislation. They can be attained, in my opinion, only by the legislation recommended in this report, under the several topics discussed. I therefore commend those recommendations to the careful and considerate attention of legislators.



# APPENDIX.



ANDROSCOGGIN COUNTY—CONCLUDED.

TOWNS.	Nc. of Female Teachers employed in Winter and Spring Terms.		Nc. of Teachers graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount paid for School Supervision.		Amt. of School Money voted in 1886.		Excess above amt required by law.		Less than the amt required by law.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1885, to April 1, 1886.		Amount available from State Treasury from April 1, 1885, to April 1, 1886.		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.		Balance Unexpended April 1, 1886.		Balance Over-expended April 1, 1886.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Auburn	51	6	73	61	8	50	2	50	350	00	10,500	2856	-	3	30	8,290	38	4,866	83	-	-	13,157	21	15,982	75	-	-	2825	54	-	-			
Durham	8	-	24	00	3	60	2	00	88	00	1,200	198	-	3	12	1,264	36	604	26	-	-	1,868	62	1,813	60	55	02	-	-	-	-			
East Livermore	8	5	31	67	3	83	2	21	50	00	864	-	-	2	51	1,312	62	583	28	163	42	2,064	32	1,465	52	598	80	-	-	-	-			
Greene	7	-	18	50	3	55	1	65	41	30	799	-	-	2	81	943	49	493	55	-	-	1,439	04	1,234	85	204	19	-	-	-	-			
Leeds	4	-	20	87	3	15	1	44	53	25	1,000	45	-	2	80	1,057	63	602	66	-	-	1,660	29	1,590	34	69	95	-	-	-	-			
Lewiston	59	11	133	90	8	54	3	50	1500	00	23,000	7734	-	3	48	23,000	00	10,961	52	734	88	34,696	40	34,699	83	-	-	3	43	-	-	-		
Lisbon	17	3	38	00	5	36	2	26	155	50	2,450	337	-	2	71	2,567	76	1,432	33	28	05	4,028	14	3,952	34	75	80	-	-	-	-			
Livermore	12	1	24	50	3	50	2	00	66	00	1,200	190	-	3	50	1,408	96	585	08	162	43	2,156	47	2,032	74	123	73	-	-	-	-			
Minot	15	1	37	17	4	19	2	14	100	00	1,410	-	-	3	35	1,525	81	751	33	-	-	2,277	14	2,214	67	62	47	-	-	-	-			
Poland	10	-	25	00	3	25	2	00	110	00	2,500	546	-	3	60	2,560	73	1,082	25	-	-	3,642	98	3,755	98	-	-	113	00	-	-	-		
Turner	10	11	33	00	5	65	2	00	176	55	2,000	172	-	3	29	3,024	45	992	72	87	53	4,104	70	3,868	56	236	14	-	-	-	-			
Wales	5	-	20	00	3	00	1	64	34	75	600	196	-	4	29	632	92	215	84	-	-	848	76	706	54	142	22	-	-	-	-			
Webster	4	-	29	37	3	40	1	65	51	00	784	-	-	2	43	834	47	498	75	-	-	1,333	22	1,137	00	196	22	-	-	-	-			
	210	38	39	20	4	58	2	08	2776	35	48,307	12,274	-	3	26	48,423	58	23,677	40	1176	31	73,277	29	74,454	72	1764	54	2941	97	-	-	-		

APPENDIX.

AROOSTOOK COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21 years.		No. registered in Summer and Fall Terms.		Average No. attending Summer and Fall Terms.		No. registered in Winter and Spring Terms.		Average No. attending Winter and Spring Terms.		Number of different Pupils Registered.		Percentage of Average Attendance.		Average length of Summer and Fall Terms in weeks and days, 5 days per w.k.		Aggregate length of Summer and Fall Terms in weeks, 5 days per w.k.		Average length of Winter and Spring Terms in weeks and days, 5 days per w.k.		Aggregate length of Winter and Spring Terms in weeks, 5 days per w.k.		Number of Districts in town.		Number of Parts of Districts in town.		Number of School-houses in town.		Number in good condition.		Number of School-houses built last year.		Cost of the same.		Estimated value of all School Property in town.		Number Male Teachers employed in Summer and Fall Terms.		Number of Male Teachers employed in Winter and Spring Terms.		No. of Female Teachers employed in Summer and Fall Terms.		
	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.			
Amity	153	144	110	52	39	144	.48	10	50	9	18	4	-	-	4	4	4	4	1	300	1400	-	2	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ashland	201	131	89	101	86	166	.46	12	76	10	42	6	-	-	4	3	4	3	-	-	2000	-	2	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Benedicta	130	90	64	104	57	104	.47	14	42	13	39	3	-	-	3	3	3	3	-	-	1300	-	1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Blaine	295	185	141	170	126	190	.45	12	60	15	78	5	-	-	5	3	6	3	-	-	3000	1	5	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Bridgewater	347	252	185	168	127	252	.45	11	88	12	62	6	-	-	6	4	4	-	-	-	2000	1	5	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Caribou	1226	538	418	534	411	739	.34	10	180	12	216	19	-	-	18	10	10	-	-	-	6200	1	8	19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Easton	386	233	206	218	181	282	.50	9	90	10	100	4	-	-	10	4	-	-	-	-	3985	1	6	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fort Fairfield	1158	951	655	581	457	1118	.48	9	307	9	159	-	-	-	23	18	3	700	6200	2	8	30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Fort Kent	No Sta	Statistical	Re	turns.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Frenchville	1189	499	315	-	-	499	.26	17	389	-	-	22	-	-	13	3	-	-	-	-	6000	4	18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Grand Isle	427	231	152	121	94	231	.29	9	70	8	26	6	-	-	5	2	1	200	1200	1	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Haynesville	92	50	39	58	43	60	.45	10	31	13	27	3	-	-	2	2	-	-	-	-	800	-	2	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Hersey	78	58	45	34	29	58	.48	14	42	15	30	2	1	1	1	1	-	-	-	-	500	-	3	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Hodgdon	444	231	187	292	219	305	.46	11	110	11	121	10	2	10	7	4	-	-	-	-	3500	-	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Houlton	1190	588	398	536	418	671	.34	9	188	11	157	-	-	9	4	-	-	-	-	-	7000	1	2	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Island Falls	91	46	39	51	44	61	.45	7	29	14	28	5	-	3	3	-	-	-	-	-	2700	-	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Limestone	282	182	123	196	137	196	.46	10	80	10	80	-	-	8	6	-	-	-	-	-	2900	-	1	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Linneus	401	255	203	181	127	304	.41	9	75	11	71	9	-	8	8	-	-	-	-	-	2400	-	5	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Littleton	424	256	180	125	98	305	.33	12	114	10	83	9	2	9	5	1	1100	3100	-	2	3	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Ludlow	192	156	113	89	62	156	.46	10	70	12	48	6	-	-	4	-	-	-	-	-	600	-	2	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Madawaska	665	257	161	102	77	359	.18	15	214	12	37	15	-	7	6	1	175	1500	2	2	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Mapleton	314	209	167	205	167	227	.53	9	75	10	84	9	-	7	5	-	-	-	-	-	1500	-	1	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Mars Hill	348	147	136	184	155	236	.42	9	94	10	103	10	-	9	9	1	500	3400	-	4	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			

COMMON SCHOOLS.

Masardis .....	92	67	62	63	56	75	.64	8	24	12	36	3	-	3	2	-	-	1000	2	2	1	
Monticello .....	445	229	151	180	142	329	.33	11	2	92	12	2	85	8	-	7	4	1	435	1600	3	5
New Limerick ....	243	122	94	129	110	166	.42	12	4	64	10	3	43	6	-	6	2	1	900	1700	-	3
Orient .....	93	67	49	-	-	67	.52	10		48	-		3	-	3	2	-	-	1200	-	2	2
Presque Isle .....	964	551	441	594	485	753	.48	10		220	10		220	-	21	12	2	1000	6800	2	4	
Sherman .....	341	280	217	204	184	287	.59	11	2	80	11	1	79	6	-	6	3	-	-	2000	1	4
Smyrna .....	99	38	27	63	47	75	.37	9	1	28	8	3	34	4	1	3	-	-	400	-	1	3
Van Buren .....	530	260	154	214	114	270	.25	11	2	172	12		72	10	-	8	5	-	-	1500	2	2
Washburn .....	411	228	177	207	161	307	.41	11		99	11		99	-	-	8	6	2	672	2472	-	3
Weston .....	170	122	91	67	55	121	.43	8	4	53	11		22	4	1	4	2	-	-	900	-	2
Woodland .....	344	180	130	199	147	213	.40	10		90	12		96	8	-	8	6	-	-	2000	1	5

APPENDIX.

AROOSTOOK COUNTY—CONTINUED.

PLANTATIONS.	No. of Children belonging in town between the ages of 4 and 21 years.		No. registered in Summer and Fall Terms.		Average No. attending Summer and Fall Terms.		No. registered in Winter and Spring Terms.		Average No. attending Winter and Spring Terms.		Number of different Pupils Registered.	Percentage of Average Attendance.		Average length of Summer and Fall Terms in weeks and Days, 5 days per w'k.		Aggregate length of Summer and Fall Terms in weeks, 5 days per w'k.		Average length of Winter and Spring Terms in weeks and Days, 5 days per w'k.		Aggregate length of Winter and Spring Terms in weeks, 5 days per w'k.		Number of Districts in town.	Number of Parts of Districts in town.	Number of School-houses in town.	Number in good condition.	Number of School-houses built last year.	Cost of the same.	Estimated value of all School Property in town.	Number Male Teachers employed in Summer and Fall Terms.	Number of Male Teachers employed in Winter and Spring Terms.	No. of Female Teachers employed in Summer and Fall Terms.
	No.		No.		No.		No.		No.			%	d	%	d	%	d	%	d	%	d										
Allagash .....	105	60	45	-	-	-	60	.43	12	24												2							2		
Bancroft .....	105	76	49	37	30	76	.38	10	4	54	7	-	14	5	5	14	5	5	1	1	5	-	1	5	2	175	1200	-	1	7	
Cary .....	170	127	95	58	44	137	.41	11	4	77	10	-	20	5	5	20	5	5	-	2	5	5	2	-	700	-	2	3			
Castle Hill .....	196	146	100	97	83	150	.47	8	2	51	9	-	25	6	6	25	6	6	1	4	6	4	1	200	2200	-	-	6			
Caswell .....	109	60	37	15	10	60	.22	10		30	26	-	44	2	2	30	26	2	-	-	1	1	-	-	60	-	-	3			
Chapman .....	76	43	38	13	10	44	.32	13		39	15	-	15	4	2	39	15	2	1	1	4	3	1	90	260	-	-	4			
Connor .....	249	105	79	-	-	105	.32	18		72	7	-	7	4	4	72	7	4	3	1	4	3	1	90	400	-	1	4			
Crystal .....	116	86	80	43	35	86	.50	11	2	57	3	2	8	6	6	57	3	3	2	2	3	2	-	-	475	-	-	5			
Cyr .....	245	140	100	-	-	140	.41	22	2	112	9	-	37	5	5	112	9	5	3	3	5	3	3	-	250	-	-	3			
Dyer Brook .....	82	60	42	76	60	76	.62	10	3	43	9	-	1	4	4	43	9	4	-	37	4	-	-	-	1000	-	-	4			
Eagle Lake .....	138	89	71	-	-	89	.51	21		42	-	-	-	2	2	42	-	2	-	-	2	2	-	-	500	-	1	1			
Garfield .....	36	-	-	22	16	22	.44	-	-	16	-	-	-	1	1	16	-	1	-	16	1	-	1	1	400	400	-	-	1		
Glenwood .....	63	44	29	-	-	44	.46	18		54	-	-	-	3	3	54	-	3	-	-	3	3	2	350	750	-	-	3			
Hamlin .....	254	117	80	-	-	117	.31	14	1	71	-	-	-	5	1	71	-	5	1	-	5	1	-	-	600	-	1	4			
Maowahoc .....	90	51	48	45	43	72	.51	18		36	18	-	36	2	2	36	18	2	1	2	2	1	1	50	550	-	-	2			
Merrill .....	116	68	47	46	39	101	.37	16		48	16	-	32	3	3	48	16	3	-	32	3	-	1	-	400	-	-	3			
Molunkus .....	21	18	16	-	-	18	.76	10		20	18	-	-	2	2	20	18	2	-	-	2	2	-	-	100	-	-	2			
Moro .....	82	61	50	19	11	63	.37	8	4	44	12	-	12	2	1	44	12	2	1	12	2	1	3	1	500	-	-	5			
New Canada .....	118	82	67	-	-	82	.57	23	2	70	-	-	-	3	3	70	-	3	-	-	3	3	-	-	200	-	-	3			
New Sweden .....	235	119	98	152	116	163	.46	6	2	32	13	-	78	5	1	32	13	5	1	78	5	1	6	2	700	-	-	5			
Oakfield .....	265	168	116	109	83	181	.38	11		88	10	-	2	9	9	88	10	9	-	52	9	-	4	-	1600	-	1	7			
Oxbow .....	60	52	33	-	-	52	.55	13		26	10	-	-	2	2	26	10	2	-	-	2	-	-	-	80	-	1	1			
Perham .....	165	74	60	108	86	121	.41	8	2	34	11	-	-	6	6	34	11	6	1	-	6	1	4	3	1500	-	-	4			

COMMON SCHOOLS.



Portage Lake...	54	38	25	-	-	38	.46	28	28	-	-	1	-	1	1	-	-	700	-	-	2		
Reed .....	72	46	46	50	50	55	.67	12	36	10	30	3	-	3	2	-	-	1000	-	-	3		
St. Francis.....	150	53	36	-	-	53	.24	20	40	-	-	3	1	-	-	-	-	-	-	-	2		
St. John .....	85	42	26	-	-	42	.30	20	40	-	-	2	-	2	2	1	125	250	1	-	1		
Silver Ridge....	75	46	28	47	33	60	.41	10	32	14	2	43	3	3	3	-	-	250	-	-	3		
Wade .....	43	25	19	18	16	25	.41	12	24	12	-	24	2	-	1	1	-	300	-	-	1		
Wallagrass ....	223	103	86	-	-	103	.39	24	72	-	-	3	-	3	-	-	-	200	-	-	3		
Westfield.....	52	25	19	23	17	39	.35	10	20	12	-	12	2	-	1	1	-	1200	-	1	2		
Winterville ....	46	35	25	-	-	35	.54	15	15	-	-	1	-	-	-	-	-	-	-	-	1		
<b>Total .....</b>	<b>17,661</b>	<b>10,092</b>	<b>7409</b>	<b>7000</b>	<b>5438</b>	<b>11,835</b>	<b>.36</b>	<b>12</b>	<b>3</b>	<b>4875</b>	<b>11</b>	<b>3</b>	<b>2960</b>	<b>307</b>	<b>25</b>	<b>333</b>	<b>209</b>	<b>22</b>	<b>7372</b>	<b>103,082</b>	<b>44</b>	<b>129</b>	<b>347</b>

AROOSTOOK COUNTY—CONTINUED.

TOWNS.	No of Female Teachers employed in Winter and Spring Terms.		No. of Teachers graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount paid for School Supervision.		Am't of School Money voted in 1886.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1885, to April 1, 1886.		Amount available from State Treasury from April 1, 1885, to April 1, 1886.		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.		Balance Unexpended April 1, 1886		Balance Over-expended April 1, 1886.		
	No.	No.	No.	No.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	
Amity	-	-	-	-	26 00	4 83	1 90	10 00	3 46	-	-	2 26	3 44	7 4	2 48	3 31	201 89	79 4	9 4	6 41	8 1	153 13	-	-	-	-	-	-	-	-			
Ashland	2	-	-	-	28 50	2 88	1 97	22 66	4 27	-	-	2 12	4 75	5 2	3 51	6 9	-	8 27	2 1	8 40	3 6	-	-	-	-	-	-	-	-	-			
Benedicta	1	-	-	-	20 00	3 32	1 75	20 00	2 50	-	-	1 92	2 92	4 2	2 22	2 4	7 1	60	5 86	2 3	5 10	1 4	7 6	0 9	-	-	-	-	-	-			
Blaine	-	-	-	-	24 00	4 00	1 60	15 00	5 17	-	-	1 75	5 22	3 5	4 44	4 1	10 07	9 76	8 3	9 65	0 4	1 1	7 9	-	-	-	-	-	-	-	-		
Bridgewater	-	-	-	-	24 41	4 34	1 68	35 00	5 78	-	-	1 66	9 21	2 2	5 65	8 9	130 00	16 17	1 1	1 15	5 28	4 61	8 3	-	-	-	-	-	-	-	-		
Caribou	12	3	-	-	30 00	4 50	2 00	125 00	2 205	-	-	1 80	2 23	9 14	1 93	7 49	8 4	5 1	4 26	1 4	4 37	3 3	1 1	1 9	-	-	-	-	-	-	-		
Easton	4	2	-	-	25 00	4 45	1 65	75 00	6 68	-	-	1 73	9 95	1 7	6 05	0 5	5 3	9 1	1 65	1 3	1 59	5 6	7 0	-	-	-	-	-	-	-	-		
Fort Fairfield	10	1	-	-	28 00	5 00	1 92	175 00	2 246	-	-	1 94	2 34	0 8	1 62	0 96	1 04	0 9	4 06	5 13	4 49	6 6	-	-	-	-	-	-	-	-	-		
Fort Kent	-	-	-	-	-	-	-	-	350	-	-	-	4 50	0 0	1 16	8 6	4 4	8 4	1 51	1 70	1 62	2 0	-	-	-	-	-	-	-	-	-	-	
Frenchville	-	-	-	-	13 20	-	80	18 00	3 75	-	-	-	3 25	6 5	1 73	4 8	7 6	4 6	2 13	5 9	1 87	0 6	2 49	5 3	-	-	-	-	-	-	-	-	
Grand Isle	-	2	-	-	18 00	3 67	1 29	10 00	2 50	-	-	-	9 33	7 1	6 55	2 3	-	1 58	8 9 4	7 58	3 7	8 30	5 7	-	-	-	-	-	-	-	-	-	
Haynesville	-	1	-	-	22 00	3 12	1 75	3 00	1 70	-	-	9	1 85	1 76	6 3	1 37	4 8	7 8	0 8	3 92	1 9	3 96	9 6	-	-	-	-	-	-	-	-	-	
Hersey	2	-	-	-	3 00	1 50	6 00	2 50	2 50	123	-	3	2 0	2 50	0 0	1 45	4 7	-	3 95	4 7	3 45	2 5	50	22	-	-	-	-	-	-	-	-	
Hodgdon	6	-	-	-	25 00	4 26	1 92	35 00	8 74	3	-	1 97	1 01	2 37	6 37	8 3	5 6	3 0	1 70	6 50	1 46	7 7	7 3	-	-	-	-	-	-	-	-	-	
Houlton	14	2	-	-	30 50	4 93	2 54	1 45 00	2 58 4	2	-	2 17	3 76	1 07	1 72	6 48	-	5 48	7 55	5 07	9 40	4 08	1 5	-	-	-	-	-	-	-	-	-	
Island Falls	2	2	-	-	4 20	1 54	1 10 00	2 00	2 00	11	-	2 19	1 70	2 3	1 50	2 6	1 50	0 0	4 70	4 9	3 86	3 5	8 4	1 5	-	-	-	-	-	-	-	-	
Limestone	7	1	-	-	30 00	3 80	1 87	24 00	5 24	-	-	1 79	5 11	0 1	4 68	3 9	2 09	9 8	1 18	9 38	1 08	1 2	1 08	1 2	-	-	-	-	-	-	-	-	-
Linneus	1	-	-	-	30 20	4 00	1 90	26 50	8 50	116	-	2 28	9 50	6 9	5 96	2 7	-	1 54	9 6	1 23	8 1	1 23	1 5	-	-	-	-	-	-	-	-	-	-
Littleton	1	1	-	-	27 00	3 83	1 51	32 00	No	Fiscal	Retu	1 95	5 23	6 6	3 06	9 3	6 5	8 5	8 96	4 4	7 59	9 5	1 36	4 9	-	-	-	-	-	-	-	-	-
Ludlow	1	-	-	-	25 17	3 35	1 63	18 00	3 74	-	-	-	5 10	5 5	9 10	8 1	4 0	1 7	1 46	1 53	1 13	4 4	3 27	0 9	-	-	-	-	-	-	-	-	-
Madawaska	13	-	-	-	22 11	2 95	1 16	15 00	3 25	-	-	-	7 16	2 2	4 87	5 8	2 3	4 9	1 22	7 29	1 09	5 0	1 36	7 9	-	-	-	-	-	-	-	-	-
Mapleton	5	-	-	-	27 33	3 93	2 54	36 00	5 64	-	-	1 94	7 16	2 2	4 87	5 8	2 3	4 9	1 22	7 29	1 09	5 0	1 36	7 9	-	-	-	-	-	-	-	-	-
Mars Hill	7	-	-	-	26 50	3 68	1 45	42 00	5 73	-	-	1 71	7 16	9 6	5 43	5 1	4 5	0 0	1 30	5 47	1 26	6 33	3 9	1 4	-	-	-	-	-	-	-	-	-

COMMON SCHOOLS.

Masardis .....	1	--	26 50	2 50	2 00	4 00	175	5	-	1 82	297 15	153 46	37 65	488 26	436 97	51 29	
Monticello .....	2	1	25 18	4 86	1 98	34 00	771	-	-	1 71	826 93	722 56	91 00	1640 49	1552 22	88 27	
New Limerick .....	1	1	30 00	3 40	2 00	49 25	431	-	41	1 87	460 18	369 28	46 20	875 66	872 66	3 00	
Orient .....	-	2	25 50	3 67	1 66	7 00	250	71	-	2 75	336 45	145 47	94 08	576 00	334 15	241 85	
Presque Isle .....	14	2	24 00	4 80	2 00	185 00	1959	2	-	2 06	1839 71	1523 46	100 00	3463 17	3686 17	-	223 00
Sherman .....	4	-	30 83	4 33	1 79	29 00	785	147	-	2 31	808 57	541 91	-	1350 48	1109 61	240 87	
Smyrna .....	3	-	22 00	3 33	1 63	10 50	220	30	-	2 39	228 16	147 07	-	375 23	382 11	-	6 88
Van Buren .....	4	1	22 00	3 75	1 20	25 00	888	-	-	1 73	1673 50	745 19	36 86	2455 55	1669 69	785 86	
Washburn .....	6	-	26 82	3 50	2 00	76 45	666	19	-	1 75	833 98	607 46	92 64	1534 08	1357 07	177 01	
Weston .....	-	-	29 00	4 40	1 49	10 00	334	-	-	1 2 05	345 38	260 58	55 87	661 83	610 77	51 06	
Woodland .....	3	-	25 30	3 55	1 81	39 00	550	7	-	1 70	553 50	503 00	184 00	1240 50	1231 23	9 27	

AROOSTOOK COUNTY—CONCLUDED.

PLANTATIONS.	No. of Female Teachers employed in Winter and Spring Terms.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount paid for School Supervision.	Am't of School Money voted in 1886.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.
								Excess above am't required by law.	Less than the am't required by law.								
Allagash	-	-	-	2 50	3 35	1 88	15 00	225	-	2 14	236 67	263 94	125 00	625 61	677 66	-	52 05
Bancroft	1	-	22 00	4 33	1 76	8 50	330	49	-	1 72	476 97	306 93	140 42	924 32	737 65	186 67	-
Cary	-	-	22 00	3 93	1 32	25 00	358	23	-	2 03	526 13	281 33	30 63	838 11	719 70	118 41	-
Castle Hill	5	-	-	4 00	1 75	7 00	261	-	-	2 23	400 36	187 03	-	587 39	419 54	167 85	-
Caswell	1	-	-	3 00	1 05	11 00	135	2	-	1 73	203 29	124 69	-	327 98	235 94	92 04	-
Chapman	1	-	-	4 25	2 00	15 00	100	-	-	-	124 12	334 12	-	458 24	460 98	-	2 74
Connor	-	2	18 00	3 51	1 31	9 50	240	20	-	2 33	262 67	164 66	-	427 33	398 46	28 87	-
Crystal	-	-	-	2 92	1 30	9 00	75	-	-	2 33	160 78	370 38	-	531 16	506 00	25 16	-
Cyr	-	-	12 00	3 25	1 26	16 03	300	162	-	3 70	328 36	129 49	36 20	494 05	469 50	24 55	-
Dyer Brook	3	-	24 75	4 62	1 19	7 00	60	-	-	-	71 00	177 23	17 82	266 05	245 20	20 85	-
Eagle Lake	-	-	18 00	3 00	1 50	1 00	64	-	-	1 94	64 00	52 76	49 37	166 13	85 18	80 95	-
Garfield	1	-	-	3 37	1 73	5 50	152	-	-	6 24	154 71	182 70	-	337 41	322 18	15 23	-
Glenwood	-	1	-	3 28	1 32	12 00	150	-	-	-	316 41	373 34	-	689 75	392 25	297 50	-
Hamlin	-	-	20 00	8 00	2 25	15 00	150	-	-	1 81	149 19	112 46	16 00	277 65	277 65	-	-
Macwahoc	2	-	-	3 25	1 62	9 00	165	-	-	1 43	177 29	180 65	-	357 94	366 12	-	8 18
Merrill	1	-	24 00	3 50	2 50	-	-	-	-	-	-	-	-	-	-	-	-
Molunkus	-	-	-	3 25	2 00	6 00	170	33	-	2 29	198 49	115 30	-	313 79	319 10	-	5 31
Moro	1	-	-	3 25	1 25	25 00	150	8	-	1 29	175 00	185 43	-	360 43	360 00	43	-
New Canada	-	-	-	3 40	1 35	18 00	414	-	-	1 66	449 24	398 05	-	847 29	711 59	135 70	-
New Sweden	2	3	20 00	3 70	1 73	21 00	510	-	-	1 89	881 62	431 62	72 36	1385 60	1088 43	297 17	-
Oakfield	3	2	23 50	2 50	1 27	-	110	8	-	-	110 00	79 93	-	189 93	107 54	82 39	-
Oxbow	-	-	10 00	3 62	1 60	12 00	280	3	-	1 82	377 21	246 18	239 41	862 80	670 80	192 00	-
Perham	4	-	25 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-

COMMON SCHOOLS.

Portage Lake.....	-	-	-	3 50	2 50	-	75	-	-	-	141 95	99 12	-	241 07	189 00	52 07	
Reed .....	3	-	-	4 00	2 00	5 00	200	113	-	3 18	217 13	100 72	172 62	490 47	436 95	53 52	
St. Francis .....	-	-	-	4 37	1 25	-	100	-	-	-	214 62	241 39	-	456 01	300 00	156 01	
St. John .....	-	-	16 00	2 50	1 50	6 00	100	-	-	-	123 11	120 15	-	243 26	218 85	24 41	
Silver Ridge .....	5	-	-	3 06	1 69	9 50	183	-	-	2 44	384 80	119 89	-	504 69	447 62	57 07	
Wade .....	1	-	-	3 50	2 00	9 00	104	-	-	2 31	121 15	71 93	-	193 08	184 54	8 54	
Wallagrass .....	-	3	-	3 87	1 17	-	100	-	-	-	115 00	369 28	-	484 28	415 00	69 28	
Westfield .....	-	-	25 33	3 12	1 37	5 25	115	32	-	2 20	117 66	87 92	-	205 58	202 76	2 82	
Winterville .....	-	-	-	3 00	1 00	3 00	60	-	-	-	60 00	63 94	40 00	163 94	93 60	70 34	
<b>Total .....</b>	<b>164</b>	<b>31</b>	<b>23 79</b>	<b>3 73</b>	<b>1 66</b>	<b>1647 64</b>	<b>17,965</b>	<b>1020</b>	<b>57</b>	<b>1 02</b>	<b>34,681 83</b>	<b>27,205 61</b>	<b>3124 37</b>	<b>65,011 81</b>	<b>58,468 77</b>	<b>7405 44</b>	<b>862 40</b>



Westbrook...	1731	1049	762	920	762	1064	.44	11		484	11	484	-	-	10	10	-	-	32,000	3	3	19	
Windham...	714	636	455	442	373	467	.58	8	3	207	11	3	210	19	-	19	15	-	7,000	4	7	18	
Yarmouth..	622	296	253	294	244	361	.40	9	4	87	10	1	165	9	3	10	9	-	5,575	2	5	12	
	29,003	16,951	14,228	16,195	13,363	18,791	.48	10	3	7767	11	1	6940	231	15	337	282	4	5985	636,565	49	148	529

CUMBERLAND COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week	Amount paid for School Supervision.	Am't of School Money voted in 1886.	Not less than 80 cts. for each inhabitant		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.		Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.
			Male	Female	Excess above am't required by law.	Less than the am't required by law.				Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.									
Baldwin.....	9	-	\$28 33	3 94	1 81	65 35	1,400	602	-	4 04	1,606 62	545 05	72 00	2,223 67	2,014 05	209 62				
Bridgton.....	9	1	48 25	4 42	1 61	150 00	3,500	1,210	-	4 16	4,461 46	1,330 64	239 14	6,031 24	5,814 91	216 33				
Brunswick.....	39	3	32 00	6 50	3 50	300 00	6,000	1,693	-	3 24	6,000 00	3,173 65	4974 19	14,147 84	11,953 29	2,194 55				
Cape Elizabeth...	19	6	57 00	8 50	3 50	271 80	4,300	58	-	2 25	7,744 21	3,054 90	209 67	11,008 78	8,417 20	2,591 58				
Casco.....	5	-	31 00	3 39	1 73	38 00	800	74	-	2 83	807 20	450 81	120 00	1,378 01	1,377 46	55				
Cumberland.....	10	5	50 00	5 00	2 50	50 00	1,295	-	-	2 30	1,661 41	898 41	102 62	2,662 44	2,282 25	380 19				
Deering.....	20	16	121 00	7 66	2 50	300 00	5,000	1,541	-	3 79	4,983 94	2,105 33	-	7,089 27	4,786 90	2,302 37				
Falmouth.....	8	3	42 00	6 00	2 50	75 00	2,000	702	-	4 16	2,120 31	768 92	20 25	2,909 48	2,759 79	149 69				
Freeport.....	27	-	19 15	3 42	2 25	140 00	2,350	527	-	3 67	2,473 63	960 48	-	3,434 11	3,382 43	51 68				
Gorham.....	11	12	32 90	5 03	2 50	150 00	3,300	714	-	3 69	3,642 43	1,427 54	63 90	5,069 97	4,584 34	485 63				
Gray.....	4	2	27 50	4 22	2 19	70 00	1,450	12	-	2 65	1,777 78	805 68	-	2,647 36	2,438 88	208 48				
Harpwell.....	9	3	31 25	3 61	1 95	75 75	1,600	172	-	2 62	1,717 22	976 73	-	2,693 95	2,511 74	182 21				
Harrison.....	9	-	30 00	4 00	2 00	45 06	1,000	66	-	2 88	1,016 39	554 70	44 00	1,615 09	1,596 37	18 72				

CUMBERLAND COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Average paid for School Supervision.	Am't of School Money voted in 1886.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.
								Excess above am't required by law.	Less than the am't required by law.								
Naples .....	5	1	24 00	4 00	2 00	45 00	1,200	394	-	4 29	1,330 10	447 61	-	1,777 71	1,657 84	119 87	
New Gloucester...	10	-	23 44	3 86	2 23	75 00	1,800	694	-	4 64	1,993 68	624 71	366 61	2,985 00	2,921 12	63 88	
North Yarmouth...	13	1	45 00	5 78	2 25	35 00	800	138	-	3 57	820 19	358 08	259 99	1,438 26	1,439 23	-	
Otisfield .....	7	-	25 25	3 41	1 13	57 00	1,000	258	-	3 60	1,132 00	444 42	120 00	1,696 42	1,565 37	131 05	
Portland .....	144	17	120 00	8 75	4 00	225 00	70,559	43,511	-	6 04	70,559 46	19,028 92	-	89,588 38	89,588 38	-	
Pownal .....	6	-	32 20	3 84	2 25	45 29	800	101	-	3 03	800 00	422 03	-	1,222 03	1,222 03	-	
Raymond .....	6	2	28 00	4 18	1 74	45 00	1,007	101	-	2 64	1,056 58	609 06	118 20	1,783 84	1,659 16	124 68	
Scarborough ...	5	3	32 50	5 37	2 75	90 00	1,500	22	-	2 46	1,656 01	975 13	-	2,631 14	2,486 01	145 13	
Sebago .....	3	-	23 33	4 03	1 43	25 00	650	4	-	2 34	688 18	415 43	-	1,103 61	1,059 07	44 54	
Standish .....	-	1	33 71	4 37	2 11	130 00	2,100	472	-	3 69	2,460 95	909 60	93 60	3,464 15	3,326 56	137 59	
Westbrook .....	19	9	75 37	7 91	3 09	94 50	4,500	1,415	-	2 50	4,311 63	2,882 26	12 00	7,205 89	6,968 34	237 55	
Windham .....	10	-	38 40	4 19	2 10	140 00	2,000	150	-	2 83	2,153 92	1,130 20	206 40	3,490 52	3,243 53	246 99	
Yarmouth .....	7	7	31 00	7 50	2 50	75 00	1,616	-	-	2 67	1,632 84	968 75	-	2,601 59	2,601 59	-	
	414	92	41 64	5 11	2 31	4837 69	123,527	54,631	-	4 18	130,608 14	46,269 04	7022 57	183,899 75	173,657 84	10,242 88	97c



FRANKLIN COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21 years.		No. registered in Summer and Fall Terms.		Average No. attending Summer and Fall Terms.		No. registered in Winter and Spring Terms.		Average No. attending Winter and Spring Terms.		Number of different Pupils Registered.		Percentage of Average Attendance.		Average length of Summer and Fall Terms in weeks and days, 5 days per w.k.		Aggregate length of Summer and Fall Terms in weeks, 5 days per w.k.		Average length of Winter and Spring Terms in weeks and days, 5 days per w.k.		Aggregate length of Winter and Spring Terms in weeks, 5 days per w.k.		Number of Districts in town.		Number of Parts of Districts in town.		Number of School-houses in town.		Number in good condition.		Number of School-houses built last year.		Cost of the same.		Estimated value of all School Property in town.		Number Male Teachers employed in Summer and Fall Terms		Number of Male Teachers employed in Winter and Spring Terms.		No. of Female Teachers employed in Summer and Fall Terms.								
	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907	1906	1907									
Avon	196	111	92	120	98	173	.48	6	3	67	9	67	9	67	9	67	9	67	9	67	9	67	9	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-							
Carthage	147	90	80	87	74	140	.52	6	4	47	11	47	11	47	11	47	11	47	11	47	11	47	11	55	5	5	4	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Chesterville	254	247	212	190	171	215	.77	8		120	10	120	10	120	10	120	10	120	10	120	10	120	10	122	13	1	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Eustis	89	78	63	30	25	79	.49	7	3	62	7	62	7	62	7	62	7	62	7	62	7	62	7	7	4	-	4	3	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Farmington	935	669	610	527	461	768	.57	12		191	13	191	13	191	13	191	13	191	13	191	13	191	13	234	21	5	21	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Freeman	180	108	77	137	117	166	.54	9	1	54	10	54	10	54	10	54	10	54	10	54	10	54	10	84	10	-	9	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Industry	227	170	138	145	123	168	.57	7	4	55	10	55	10	55	10	55	10	55	10	55	10	55	10	80	10	2	10	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Jay	399	241	213	269	230	293	.55	10		140	12	140	12	140	12	140	12	140	12	140	12	140	12	168	-	-	15	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Kingfield	186	122	106	110	93	136	.53	8	2	51	11	51	11	51	11	51	11	51	11	51	11	51	11	23	2	-	3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Madrid	144	106	91	72	53	115	.50	7		77	8	77	8	77	8	77	8	77	8	77	8	77	8	34	9	-	8	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
New Sharon	349	284	248	181	140	264	.55	8	3	176	9	176	9	176	9	176	9	176	9	176	9	176	9	68	18	2	17	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
New Vineyard	267	180	146	149	125	218	.51	8		88	8	88	8	88	8	88	8	88	8	88	8	88	8	43	11	2	10	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Phillips	501	481	400	333	286	493	.68	8		158	9	158	9	158	9	158	9	158	9	158	9	158	9	139	20	2	15	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Rangeley	212	116	102	126	115	187	.51	8	1	65	11	65	11	65	11	65	11	65	11	65	11	65	11	46	4	-	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Salem	90	82	66	42	34	82	.56	11	3	35	13	35	13	35	13	35	13	35	13	35	13	35	13	13	3	-	3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Strong	187	140	114	90	76	147	.51	10		109	9	109	9	109	9	109	9	109	9	109	9	109	9	54	7	2	7	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Temple	174	131	122	111	100	141	.64	7	1	64	8	64	8	64	8	64	8	64	8	64	8	64	8	75	10	1	9	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Weld	299	229	175	267	220	286	.66	8		105	9	105	9	105	9	105	9	105	9	105	9	105	9	122	10	1	10	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Wilton	518	438	337	328	274	472	.61	8	1	140	11	140	11	140	11	140	11	140	11	140	11	140	11	134	12	4	12	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
PLANTATIONS.																																																	
Coplin	40	19	14	27	22	33	.45	8		8	10	8	10	8	10	8	10	8	10	8	10	8	10	8	10	3	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Dallas	84	70	52	32	32	72	.50	6		12	7	12	7	12	7	12	7	12	7	12	7	12	7	7	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Greenville	No	Re	turn	s.																																													

FRANKLIN COUNTY—CONTINUED.

PLANTATIONS.	No. of Children belonging in town between the ages of 4 and 21 years.		No. registered in Summer and Fall Terms.		Average No. attending Summer and Fall Terms		No. registered in Winter and Spring Terms.		Average No. attending Winter and Spring Terms.		Pupils Registered		Percentage of Average Attendance.		Average length of Summer and Fall Terms in weeks and days, 5 days per w'k.		Aggregate length of Summer and Fall Terms in weeks, 5 days per w'k.		Average length of Winter and Spring Terms in weeks and days, 5 days per w'k.		Aggregate length of Wint'r and Spring Terms in weeks, 5 days per w'k.		Number of Districts in town.		Number of Parts of Districts in town.		Number of School-houses in town.		Number in good condition.		Number of School-houses built last year.		Cost of the same.		Estimated value of all School Property in town.		Number Male Teachers employed in Summer and Fall Terms.		Number of Male Teachers employed in Winter and Spring Terms.		No. of Female Teachers employed in Summer and Fall Terms.		
	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.	w.	d.	w.	d.	w.	d.			
Letter E .....	11	14	11	-	-	-	-	17	100	6	-	12	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Perkins .....	38	25	20	36	28	43	43	63	5	7	24	10	24	10	30	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Rangeley .....	18	11	10	11	10	12	12	55	10	10	10	10	10	10	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5545	4162	3499	3420	2907	4720	58	8	1	1870	10	1657	191	22	192	115	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

FRANKLIN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.		No. of Teachers graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount paid for School Supervision.		Am't of School Money voted in 1886.		Excess above am't required by law.		Less than the am't required by law.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1885, to April 1, 1886.		Amount available from State Treasury from April 1, 1885, to April 1, 1886.		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.		Balance Unexpended April 1, 1886.		Balance Over-expended April 1, 1886.	
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.
Avon .....	9	1	18	00	2	76	1	47	36	00	500	43	1	1	2	48	557	50	322	15	909	65	835	83	779	44	610	23	169	21	73	82		
Carthage .....	3	00	1	56	3	00	1	56	28	00	406	1	1	3	61	499	30	248	14	32	00	779	44	610	23	169	21	73	82					
Chesterville .....	7	1	22	40	3	33	1	73	42	75	859	95	1	1	3	00	881	85	457	20	1374	21	1256	03	118	18	24	24						
Eustis .....	1	1	4	22	1	73	1	73	14	25	275	33	1	1	3	09	287	54	149	93	39	73	477	20	449	96	27	24						

Farmington .....	16	10	46 00	3 68	2 21	146 50	3000	318	-	3 08	3579 34	1558 62	90 18	5228 14	4216 01	982 13	
Freeman .....	3	-	22 20	2 75	1 55	30 00	500	61	-	2 35	530 84	340 50	3 50	874 84	754 54	120 30	
Industry .....	5	2	23 50	3 29	1 67	32 00	572	-	-	2 65	692 76	345 29	-	1038 05	990 14	47 91	
Jay .....	11	3	29 24	4 25	1 75	85 00	1200	167	-	3 02	1302 07	626 23	78 16	2006 46	1813 47	162 99	
Kingfield .....	2	-	20 00	6 16	1 90	18 50	364	-	-	2 08	463 13	251 43	45 42	759 98	721 25	38 73	
Madrid .....	2	-	21 50	2 50	1 22	22 00	340	-	10	2 52	352 83	215 81	32 16	600 80	557 55	43 25	
New Sharon .....	7	4	24 40	3 13	1 50	90 00	1160	115	-	3 23	1201 03	573 89	37 20	1812 12	1645 40	166 72	
New Vineyard .....	5	4	29 25	3 40	1 67	37 00	630	-	-	2 48	700 38	406 04	-	1106 42	1054 78	51 64	
Phillips .....	6	2	26 72	3 15	1 77	100 00	1470	320	-	2 87	1775 87	818 47	-	2594 34	2175 54	418 80	
Rangeley .....	1	1	29 33	3 85	1 94	27 25	452	2	-	1 95	674 97	370 88	175 40	1221 25	1032 98	188 27	
Salem .....	-	-	30 00	3 50	1 50	8 00	224	6	-	2 26	323 81	140 56	-	464 37	392 47	71 90	
Strong .....	5	2	17 00	3 22	1 29	25 00	500	23	-	2 74	528 83	290 95	87 00	906 78	896 12	10 66	
Temple .....	6	1	21 75	2 64	1 50	20 00	463	-	12	60	620 36	284 80	-	905 16	758 73	146 43	
Weld .....	5	1	22 23	2 84	1 62	58 00	870	38	-	2 74	919 93	508 35	-	1428 28	1377 53	50 75	
Wilton .....	5	3	25 00	3 50	1 83	72 72	1391	-	-	2 48	1567 86	895 22	128 92	2592 00	2368 79	223 21	
<b>PLANTATIONS.</b>																	
Coplin .....	1	-	-	4 00	1 50	4 00	100	37	-	2 86	100 00	55 95	-	155 95	155 95	-	
Dallas .....	1	1	-	3 00	1 50	-	138	22	-	1 70	145 91	117 14	-	263 05	249 35	13 70	
Greenvale .....	-	-	-	-	-	-	50	10	-	3 85	57 74	-	3 00	60 74	55 25	5 49	
Letter E .....	-	-	-	2 75	1 39	3 00	35	11	-	2 19	47 40	25 57	-	72 97	51 56	21 41	
Perkins .....	3	-	-	2 15	1 65	2 00	107	-	-	2 55	116 90	73 53	-	190 43	148 30	42 13	
Rangeley .....	1	-	-	2 25	1 25	-	50	-	12	50	63 39	31 97	-	95 36	78 25	17 11	
	105	35	25 25	3 31	1 61	901 97	15,656	1301	12	72	18,021 54	9108 62	787 83	27,917 99	24,706 01	3211 98	

APPENDIX.



Sullivan.....	367	210	165	233	208	270	.51	11	97	10	67	7	-	7	7	1	1500	3,500	-	7	8	
Surry.....	383	234	226	261	221	296	.58	8	103	10	100	9	-	9	5	-	-	2,500	-	2	10	
Tremont.....	719	616	510	425	356	697	.60	9	134	10	147	13	-	13	10	-	-	8,000	-	10	13	
Trenton.....	185	130	94	145	128	140	.55	8	60	8	59	7	-	7	7	-	-	3,000	-	1	7	
Verona.....	108	77	65	70	62	78	.58	8	35	9	38	4	-	4	4	-	-	1,600	-	-	4	
Waltham.....	93	47	35	63	49	67	.45	11	34	9	19	3	-	4	2	-	-	600	-	1	3	
<b>PLANTATIONS.</b>																						
Long Island.....	61	28	25	26	23	36	.40	8	8	10	10	1	-	1	1	-	-	300	-	1	1	
No. 7.....	20	9	7	-	-	-	.35	7	14	-	-	1	1	1	-	-	-	200	-	-	1	
No. 21.....	No	Re	turns.																			
No. 33.....	66	42	41	39	34	48	.56	10	20	-	-	1	-	1	-	-	-	500	1			
Swan's Island.....	242	136	112	155	136	188	.51	7	39	9	45	5	-	5	3	-	-	1,500	-	3	6	
	13,033	8269	6892	7750	6562	9811	.51	9	2	3170	9	4	2630	245	8	274	195	54210	158,000	25	114	305

HANCOCK COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.		Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount paid for School Supervision.	Am't of School Money voted in 1886.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.
	No. of Teachers graduated of Normal Schools.	Average wages of Male Teachers per month, excluding board.						Excess above am't required by law.	Less than the am't required by law.								
Amherst	1	-	35 00	4 00	1 82	22 00	320	-	-	2 19	456 61	248 31	80 28	785 20	548 47	236 73	
Aurora	2	-	30 00	3 25	1 58	15 00	175	5	-	2 30	650 52	121 49	60 00	832 01	533 57	298 44	
Bluehill	2	-	32 00	4 30	2 00	95 00	1800	30	-	2 47	1928 25	1165 37	150 00	3243 62	3083 16	160 46	
Brooklin	5	1	29 66	4 92	2 14	55 50	1000	218	-	2 81	1010 41	569 09	30 91	1610 41	1536 21	74 20	
Brooksville	6	1	34 86	4 15	1 90	65 00	1140	5	-	2 16	1261 45	482 45	-	2103 90	2020 37	83 53	
Bucksport	22	-	32 67	3 50	2 12	91 50	908	62	-	2 75	2838 95	1451 52	75 56	4366 03	4035 40	330 63	
Castine	5	2	40 00	6 62	2 82	50 00	1200	228	-	3 36	1375 34	570 69	45 00	1991 03	1876 51	114 52	
Cranberry Isles	3	-	27 00	3 50	2 13	21 75	274	-	-	2 30	299 02	190 23	6 00	495 25	463 89	31 36	
Deer Isle	5	1	34 35	3 89	1 91	60 00	2650	37	-	1 91	2637 74	2121 73	-	4759 47	4665 86	93 61	
Dedham	1	5	35 50	3 45	1 67	25 00	350	25	-	2 32	381 60	249 38	117 82	748 80	566 06	182 74	
Eastbrook	2	1	27 37	3 71	1 75	12 00	300	69	-	2 52	300 00	183 84	23 52	507 36	473 36	34 00	
Eden	14	1	50 00	4 20	2 70	145 00	1400	97	-	2 37	1660 93	943 17	109 75	2713 85	2564 52	149 33	
Ellsworth	19	-	31 37	4 60	2 38	250 00	4200	158	-	2 42	5107 36	2776 76	-	7884 12	6982 70	901 42	
Franklin	6	1	32 50	3 50	2 50	25 00	882	-	-	2 07	1528 49	837 66	-	2366 15	1674 87	691 28	
Gouldsborough	2	2	35 74	3 62	2 07	64 00	1459	-	-	1 27	1512 03	919 19	31 72	2462 94	2416 28	46 66	
Hancock	1	6	38 50	6 31	2 59	75 25	876	-	-	2 14	921 96	655 42	-	1577 38	1471 02	106 36	
Isle au Haut	3	1	-	3 25	2 13	10 00	222	3	-	2 64	276 34	135 29	-	411 63	319 33	92 30	
Lamoine	1	2	40 00	4 40	2 27	24 00	601	2	-	2 34	648 42	410 84	-	1059 26	1012 05	47 21	
Mariaville	1	2	23 00	3 96	1 41	13 00	325	19	-	2 62	391 43	201 45	42 80	635 68	634 52	1 16	
Mount Desert	4	1	35 33	4 08	1 87	50 00	814	-	-	2 16	883 36	604 26	-	1487 62	1424 05	63 57	
Orland	6	-	33 00	3 83	1 80	65 00	1360	9	-	2 72	1502 12	796 09	135 00	2433 21	2313 69	119 52	
Otis	2	-	-	4 37	1 84	10 00	250	7	-	2 19	359 74	182 23	33 60	575 57	542 08	33 49	
Penobscot	1	2	33 17	4 38	1 18	48 82	1115	42	-	2 57	1195 03	693 78	-	1888 81	1789 85	98 96	
Sedgwick	6	2	36 60	4 70	1 91	62 00	1000	98	-	2 62	1239 63	593 47	54 18	1885 28	1815 56	69 72	

Sullivan .....	-	2	36 00	4 00	2 87	25 00	850	32	-	2 32	902 18	586 68	-	1488 86	1447 48	41 38
Surry .....	8	-	37 50	3 56	2 08	63 25	950	3	-	2 20	1000 96	615 45	-	1616 41	1454 58	161 83
Tremont .....	4	-	39 13	4 00	2 00	75 00	1609	-	-	2 14	1938 56	1203 74	-	3142 30	2948 63	193 67
Trenton .....	6	2	35 00	3 57	1 75	30 00	550	39	-	3 04	556 58	289 35	-	845 93	784 46	61 47
Verona .....	4	-	-	3 75	1 67	15 00	285	-	-	2 79	305 29	163 06	-	468 35	455 16	13 19
Waltham .....	1	1	35 00	4 12	1 12	6 75	237	-	-	2 85	386 00	114 01	86 77	586 78	334 36	252 42
PLANTATIONS.																
Long Island.....	-	2	35 00	5 50	3 00	6 00	120	-	-	2 35	120 00	81 53	-	201 53	201 53	
No. 7.....	-	-	-	2 50	1 50	-	52	-	-	19 2 48	55 00	33 57	15 00	103 57	97 00	6 57
No. 21.....	-	-	-	-	-	-	75	26	-	3 12	108 04	104 03	-	212 07	80 14	131 93
No. 33.....	-	-	26 00	-	2 25	2 25	100	6	-	1 41	150 96	113 50	-	264 46	177 15	87 31
Swan's Island.....	2	4	35 00	3 70	2 50	40 00	485	-	-	127 2 02	635 50	383 66	-	1019 16	988 59	30 57
	155	38	34 21	4 09	2 03	1388 67	29,934	1220	147	2 28	36,523 80	21,152 29	1097 91	58,774 00	53,732 46	5041 54

KENNEBEC COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21 years.				Average No. attending Summer and Fall Terms.	No. registered in Winter and Spring Terms.	Average No. attending Winter and Spring Terms.	Number of different Pupils Registered.	Percentage of Average Attendance.		Average length of Summer and Fall Terms in weeks and days, 5 days per w'k.		Aggregate length of Summer and Fall Terms in weeks, 5 days per w'k.		Average length of Winter and Spring Terms in weeks and days, 5 days per w'k.		Aggregate length of Winter and Spring Terms in weeks, 5 days per w'k.		Number of Districts in town.	Number of Parts of Districts in town.		Number of School-houses in town.		Number of School-houses built last year.	Cost of the same.	Estimated value of all School Property in town.	Number Male Teachers employed in Summer and Fall Terms.	Number of Male Teachers employed in Winter and Spring Terms.	No. of Female Teachers employed in Summer and Fall Terms.
	No. registered in Summer and Fall Terms.	No. registered in Winter and Spring Terms.	No. registered in Summer and Fall Terms.	No. registered in Winter and Spring Terms.					Per cent.	Average length of Summer and Fall Terms in weeks and days, 5 days per w'k.	Aggregate length of Summer and Fall Terms in weeks, 5 days per w'k.	Average length of Winter and Spring Terms in weeks and days, 5 days per w'k.	Aggregate length of Winter and Spring Terms in weeks, 5 days per w'k.	Number of Parts of Districts in town.	Number of School-houses in town.														
Albion	337	225	181	239	196	283	.56	10	1	112	11	3	129	12	12	12	8	-	-	12	8	-	-	-	3,000	-	5	11	
Augusta	2367	1274	895	1047	855	1372	.37	12	2	550	10	4	269	21	-	26	26	-	-	26	26	-	-	-	48,000	-	4	42	
Belgrade	341	206	188	259	206	309	.57	7	1	108	9	4	167	18	-	18	10	-	-	18	10	-	-	-	3,715	-	6	16	
Benton	367	201	171	196	156	262	.44	8	-	160	10	-	90	10	1	10	8	-	-	10	8	-	-	-	5,000	1	1	19	
Chelsea	273	158	131	122	104	190	.43	9	-	142	9	-	48	9	-	9	4	-	-	9	4	-	-	500	3,500	-	-	15	
China	454	314	260	270	229	275	.54	8	4	158	10	1	173	21	1	20	15	-	-	20	15	-	-	-	3,000	-	8	18	
Clinton	551	323	257	351	299	481	.51	8	1	153	11	2	148	13	-	13	6	-	-	13	6	-	-	-	4,000	1	4	13	
Farmingdale	225	131	108	178	148	154	.57	10	-	50	10	2	52	4	-	4	4	-	-	4	4	-	-	-	5,500	1	2	4	
Fayette	244	138	119	162	135	162	.52	7	2	66	9	1	93	9	9	9	3	-	-	9	3	-	-	-	3,000	2	2	7	
Gardiner	1376	826	796	749	646	863	.52	13	-	208	21	2	344	21	-	11	10	-	-	11	10	-	-	-	50,000	-	2	17	
Hallowell	809	461	384	456	385	572	.47	11	-	122	22	1	244	1	-	10	10	-	-	10	10	-	-	-	12,000	-	1	11	
Litchfield	380	286	261	299	240	328	.68	8	3	131	9	4	143	15	-	15	10	-	-	15	10	-	-	-	3,500	-	2	16	
Manchester	165	77	63	84	72	118	.41	9	3	48	11	4	70	4	-	7	5	-	-	7	5	-	-	-	3,000	2	2	5	
Monmouth	324	196	180	205	169	227	.54	10	-	380	10	-	120	10	-	13	7	-	-	13	7	1	712	-	4,500	-	1	13	
Mt. Vernon	305	192	163	186	153	228	.52	7	-	92	10	2	97	11	-	11	8	-	-	11	8	-	-	-	10,000	10	2	12	
Oakland	599	407	346	413	317	421	.55	10	-	131	19	4	258	10	-	10	7	-	-	10	7	-	-	-	7,500	1	2	13	
Pittston	686	356	297	339	283	528	.42	8	4	142	8	1	214	4	-	17	6	-	-	17	6	-	-	-	7,700	2	6	14	
Readfield	270	242	184	169	138	241	.59	9	-	115	10	-	99	9	-	10	3	-	-	10	3	-	-	-	3,500	2	2	14	
Rome	157	114	94	109	83	133	.56	8	-	56	11	4	59	7	1	6	4	-	-	6	4	-	-	-	1,200	-	1	4	
Sidney	410	267	230	274	227	303	.56	9	-	190	9	4	167	19	-	8	8	-	-	8	8	-	-	-	1,900	-	3	5	
Vassalborough	750	381	334	413	351	429	.46	9	-	180	14	2	259	21	-	21	20	-	-	21	20	-	-	-	10,200	-	5	24	
Vienna	188	146	105	130	110	140	.57	7	2	52	10	-	92	10	-	10	8	-	-	10	8	-	-	-	1,200	-	2	2	
Waterville	2225	856	724	826	695	1077	.32	18	-	378	18	-	378	18	-	19	9	-	-	19	9	1	1200	-	31,050	2	2	19	
Wayne	247	142	124	165	145	194	.54	9	-	72	11	-	88	-	-	9	8	-	-	9	8	-	-	-	6,000	1	3	9	

COMMON SCHOOLS.



West Gardiner ...	277	153	126	178	149	189	.50	8	2	76	11	2	102	9	-	9	6	-	-	3,500	-	6	9
Windsor .....	299	154	134	149	136	238	.45	7	2	105	8	1	98	16	2	12	7	-	-	2,575	-	6	14
Winslow .....	627	266	210	176	158	312	.29	8	4	147	9	3	96	16	-	15	8	-	-	3,000	-	2	17
Winthrop .....	578	278	200	284	224	293	.37	10		140	9		136	-	-	10	7	-	-	15,000	-	3	13
Unity Plantation,	20	19	15	19	16	19	.77	8		8	6	2	13	1	-	1	1	-	-	200	-	1	1
	15,851	8789	7280	8441	7025	10,341	.45	9	2	4272	11	3	4246	251	9	347	236	3	2412	256,440	23	110	400

KENNEBEC COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.		No. of Teachers graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount paid for School Supervision.		Am't of School Money voted in 1886.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1885, to April 1, 1886.		Amount available from State Treasury from April 1, 1885, to April 1, 1886.		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.		Balance Unexpended April 1, 1886.		Balance Over-expended April 1, 1886.	
	No.	No.	No.	No.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.
Albion	6	-	23	00	3 36	1 42	61	00	954	-	1	2 66	1045	15	573	89	-	-	1,619	04	1,458	56	160	48	-	-	-	-	-	-		
Augusta	30	2	20	25	4 13	2 00	300	00	9521	589	-	4 38	9967	07	3504	11	2 00	13,473	18	12,779	92	693	26	-	-	-	-	-	-	-		
Belgrade	8	6	25	75	3 90	1 81	78	34	1200	143	-	3 04	1289	50	631	44	-	1,920	94	1,839	48	81	46	-	-	-	-	-	-	-		
Benton	8	-	25	00	4 09	1 70	58	00	1000	62	-	2 80	1420	93	570	69	-	1,991	62	1,678	71	312	91	-	-	-	-	-	-	-		
Chelsea	5	-	-	-	3 43	1 70	40	00	750	75	-	2 66	838	78	450	82	-	1,289	60	1,163	22	126	38	-	-	-	-	-	-	-		
China	5	-	21	87	4 35	1 44	95	00	1415	-	-	3 14	1427	66	709	77	-	2,137	43	2,076	29	61	14	-	-	-	-	-	-	-		
Clinton	9	-	36	96	4 33	1 72	80	00	1500	168	-	2 88	1600	69	832	87	-	2,433	56	2,470	27	-	-	-	-	-	-	-	-	-		
Farmingdale	3	1	24	67	5 40	1 87	26	00	1000	369	-	4 33	1081	38	369	29	-	1,450	67	1,104	40	346	27	-	-	-	-	-	-	-		
Fayette	2	-	22	25	2 83	1 71	36	75	725	113	-	2 97	833	31	390	06	-	1,223	37	1,172	00	51	37	-	-	-	-	-	-	-		
Gardiner	18	3	77	81	7 30	3 50	200	00	5103	1549	-	3 80	5100	00	2294	31	109 78	7,504	09	7,504	09	-	-	-	-	-	-	-	-	-		
Hallowell	11	-	-	-	8 45	3 25	150	00	2800	277	-	3 64	2927	79	1253	72	481 84	4,663	35	4,663	35	325	67	-	-	-	-	-	-	-		
Litchfield	5	-	28	50	3 50	2 00	59	25	1048	-	-	2 77	1269	07	741	63	-	2,010	70	1,685	03	325	67	-	-	-	-	-	-	-		
Manchester	4	-	26	67	3 70	2 07	37	00	600	102	-	3 53	698	01	271	75	-	969	77	961	51	8	23	-	-	-	-	-	-	-		
Monmouth	12	-	25	00	3 75	2 00	106	00	1800	584	-	5 67	1810	09	506	74	-	2,316	83	2,326	83	-	-	-	-	-	-	-	-	-		
Mt. Vernon	-	-	19	20	3 75	1 75	65	00	936	-	-	3 07	1155	61	343	07	-	1,498	68	1,429	66	69	02	-	-	-	-	-	-	-		
Oakland	12	1	54	00	4 38	2 03	156	00	2300	983	-	3 90	2378	73	941	57	-	3,320	30	3,368	73	-	-	-	-	-	-	-	-	-		
Pittston	16	3	30	33	4 00	2 50	100	00	2000	34	-	2 92	1961	98	1096	63	-	3,058	61	2,922	52	136	09	-	-	-	-	-	-	-		
Readfield	8	3	31	00	4 50	2 00	50	00	1000	6	-	4 69	1363	46	433	22	-	1,796	68	1,272	84	523	84	-	-	-	-	-	-	-		
Rome	1	1	20	25	3 12	1 60	26	90	485	-	-	2 85	484	80	271	76	-	756	56	742	62	13	94	-	-	-	-	-	-	-		
Sidney	14	2	21	00	3 90	1 38	69	50	1500	383	-	3 47	1634	16	635	64	-	2,269	80	2,103	02	166	78	-	-	-	-	-	-	-		
Vassalborough	20	7	34	64	3 50	2 25	120	00	2500	403	-	3 30	2886	14	1210	13	-	4,096	27	3,606	33	489	94	-	-	-	-	-	-	-		
Vienna	7	-	24	00	3 28	1 52	23	50	515	-	-	2 77	689	24	297	34	-	986	58	934	84	61	74	-	-	-	-	-	-	-		
Waterville	19	5	44	00	7 00	2 50	637	50	5000	1262	-	2 22	6581	52	3603	21	56 92	10,241	65	8,915	39	1326	26	-	-	-	-	-	-	-		
Wayne	5	2	24	00	3 37	2 00	60	00	760	-	-	3 11	970	76	390	05	30 11	1,390	92	1,324	70	66	22	-	-	-	-	-	-	-		

COMMON SCHOOLS.

West Gardiner .....	3	1	23 00	3 75	1 86	45 00	850	68	-	2 96	941 09	456 05	-	1,397 14	1,310 33	86 81	
Windsor .....	6	-	22 00	3 28	1 51	45 00	860	-	3	2 76	920 24	497 15	-	1,417 39	1,325 99	94 40	
Winslow .....	8	1	25 00	3 75	1 78	63 75	1200	26	-	1 91	1748 96	1003 91	-	2,752 87	2,401 60	351 27	
Winthrop .....	9	2	28 00	5 50	2 75	120 00	1800	83	-	3 02	2214 70	954 35	170 24	3,339 29	3,250 64	88 65	
Unity Plantation ..	1	1	15 00	3 12	1 29	3 00	50	1	-	2 00	53 50	39 66	12 00	105 16	108 81	-	
	258	36	28 64	4 23	1 96	2919 49	49,169	7281		3 3 12	57,294 32	25,274 84	862 89	83,432 05	77,901 71	5629 13	98 79



KNOX COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.		No. of Teachers graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount paid for School Supervision.	Am't of School Money voted in 1886.	Excess above am't required by law.	Not less than 80 cts. for each inhabitant	Less than the am't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.					
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.					
Appleton .....	6	5	29	85	3	71	1	59	59	00	1079	-	-	-	2	52	1291	03	684	19	-	1,975	22	1,827	41	147	81	
Camden .....	13	8	31	10	4	01	2	31	100	00	4000	491	-	-	2	85	4335	22	2242	82	975	24	7,553	28	7,094	16	459	12
Cushing .....	2	-	27	00	3	97	2	04	15	00	644	-	-	-	2	40	796	18	428	43	-	1,224	61	1,073	55	151	06	
Friendship .....	4	1	29	33	3	33	2	14	19	70	750	-	-	-	2	27	770	22	527	43	-	1,297	65	1,286	77	10	88	
Hope .....	4	3	25	00	4	00	1	75	32	00	664	-	-	-	2	72	742	61	390	05	4	50	1,137	16	1,076	48	60	68
Hurricane Isle .....	2	1	-	-	7	00	3	50	10	00	450	274	-	-	6	72	654	57	107	11	-	761	68	555	14	206	54	
North Haven .....	3	2	36	00	4	25	2	20	48	00	650	46	-	-	2	62	707	81	396	45	-	1,104	26	1,084	68	19	58	
Rockland .....	30	1	120	43	7	60	3	25	300	00	7080	1001	-	-	3	18	7131	96	3560	05	42	86	10,734	87	10,540	25	194	62
South Thomaston .....	6	4	34	00	5	46	3	00	70	00	1417	-	-	-	2	30	1608	91	984	72	-	2,593	63	2,334	20	259	43	
St. George .....	7	4	25	47	4	32	2	40	50	00	2300	-	-	-	2	33	2494	79	1579	41	3	43	4,077	63	3,817	40	260	23
Thomaston .....	10	-	62	50	7	00	2	50	150	00	3000	586	-	-	3	38	3014	51	1419	55	23	20	4,457	26	4,457	76	-	-
Union .....	8	6	28	00	4	00	1	80	68	00	1238	-	-	-	2	83	1539	46	693	42	-	2,232	88	1,992	94	239	94	
Vinalhaven .....	13	10	49	00	4	77	2	00	125	00	2285	-	-	-	2	45	2436	26	1489	89	50	00	3,976	15	3,771	03	205	12
Warren .....	5	3	30	00	4	75	2	05	60	00	1733	-	-	-	2	43	1949	65	1138	19	250	00	3,337	84	3,167	32	170	52
Washington .....	10	5	25	00	3	25	2	00	60	00	986	-	-	-	13	34	1114	48	674	60	-	1,789	08	1,669	94	119	14	
Matinicus Isle Pl...	1	1	-	-	7	25	1	87	5	00	200	-	6	-	3	33	270	00	95	92	-	365	92	276	80	89	12	
	124	53	39	48	4	92	2	31	1171	70	28,476	2404	13	2	80	30,857	66	16,412	23	1349	23	48,619	12	46,025	33	2593	79	



LINCOLN COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.		No. of Teachers graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount paid for School Supervision.	Am't of School Money voted in 1886.	Excess above am't required by law.	Not less than 80cts. for each inhabitant.	Less than the am't required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.					
	No.	No.	No.	No.	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$					
Alna	4	2	28	00	4	75	3	00	30	00	600	600	50	-	3	14	758	48	305	33	1063	81	1012	31	51	50		
Boothbay	15	7	42	08	5	88	2	86	137	50	3600	3600	739	-	2	69	3794	23	2132	52	5926	75	5806	62	120	13		
Bremen	5	1	32	25	3	42	2	03	20	00	678	678	-	-	2	48	763	44	436	42	1199	86	1149	51	50	35		
Bristol	12	-	38	91	4	02	2	30	115	00	2600	2600	43	-	2	49	3090	40	1670	52	4760	92	3834	29	926	63		
Damariscotta	2	-	25	00	4	47	2	25	60	00	914	914	-	-	2	84	979	80	668	43	1805	61	1664	39	141	22		
Dresden	5	-	28	50	5	05	2	03	30	00	826	826	-	-	2	55	1077	53	517	94	1595	47	1522	96	72	51		
Edgecomb	3	1	30	00	4	25	3	75	41	00	800	800	102	-	2	67	837	95	479	58	1317	53	1186	34	131	19		
Jefferson	5	-	25	77	4	00	1	60	58	00	1272	1272	-	-	2	62	1568	35	775	31	2343	66	2029	88	313	78		
Newcastle	4	-	27	30	3	46	2	08	95	00	1227	1227	-	-	2	80	1292	19	700	18	1992	37	1976	02	16	35		
Nobleborough	5	-	25	58	3	14	2	00	50	00	914	914	-	-	2	69	1124	20	541	93	1666	13	1485	06	181	07		
Somerville	1	1	23	00	3	00	1	50	25	00	432	432	1	-	2	02	466	49	331	10	797	59	792	29	5	30		
Southport	4	1	31	67	4	72	2	50	30	00	679	679	136	-	2	77	778	81	391	65	1170	46	1132	15	38	31		
Waldoborough	20	1	31	00	3	58	1	86	199	50	3000	3000	-	-	6	70	3325	62	1831	98	5157	60	4863	62	293	98		
Westport	-	1	30	50	4	75	2	68	8	00	490	490	-	-	2	80	536	13	279	75	815	88	741	28	74	60		
Whitefield	5	2	28	80	3	25	1	75	104	15	1400	1400	191	-	3	02	1887	34	741	74	2629	08	2246	26	382	82		
Wiscasset	5	-	53	25	8	10	2	25	50	00	1500	1500	22	-	2	39	1608	42	1000	72	2609	14	2654	44	-	-		
Monhegan Plantation	1	-	4	00	2	25	-	-	-	-	95	95	11	-	2	38	165	63	63	94	229	57	194	41	35	16		
	96	17	31	35	4	34	2	28	1053	15	21,027	21,027	1302	-	6	2	24,055	01	12,869	04	37,081	43	34,291	83	2834	90	45	30

APPENDIX.





Porter .....	348	196	152	162	140	253	.42	10	100	10	3	96	13	-	13	2	-	-	3,000	2	9	8
Roxbury .....	58	20	18	20	18	29	.31	8	2	42	8	24	6	1	4	4	-	-	850	-	1	5
Rumford .....	322	195	162	190	143	257	.47	8	4	106	10	2	136	13	1	13	12	-	3,500	-	6	12
Stoneham .....	139	79	62	65	56	112	.42	8	3	60	10	2	31	4	1	4	4	-	1,700	-	2	6
Stow .....	133	89	72	97	77	110	.56	8	2	58	7	2	53	8	-	8	5	1	1,900	-	1	7
Sunmer .....	342	183	152	244	211	289	.53	7	3	114	9	4	157	16	1	15	12	-	4,000	-	8	15
Sweden .....	126	87	74	104	92	124	.66	9		54	11	1	81	7	-	7	7	-	3,600	-	2	6
Upton .....	90	57	48	53	45	68	.52	11	3	46	8	2	25	4	1	3	3	-	400	-	2	7
Waterford .....	301	196	175	172	148	229	.57	10	1	143	12		108	13	1	13	13	-	8,000	-	2	14
Woodstock .....	356	207	171	250	212	275	.65	8		80	9	2	104	11	1	11	10	-	3,500	-	5	12
<b>PLANTATIONS.</b>																						
Franklin .....	51	30	20	27	21	34	.40	9		18	10	2	21	2	-	3	2	-	300	-	1	2
Lincoln .....	25	14	9	17	13	17	.44	10		10	10		10	1	-	1	1	-	900	-	-	1
Milton .....	96	27	20	30	25	30	.24	18		36	12		24	2	2	1	1	-	500	-	2	2
	10,069	6015	5017	6156	5000	7393	.50	9	1	3309	10		3366	351	29	351	262	6,4470	128,135	20	148	380

OXFORD COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Average paid for School Supervision.	Am't of School Money voted in 1886.	Excess above am't required by law.		Not less than 50 cts. for each inhabitant.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.
								Less than the am't required by law.	More than the am't required by law.									
Albany	6	-	24 50	3 34 1 43	40 00	555	1	-	2 53	556 51	356 46	30 00	942 97	947 68	-	-		
Andover	3	1	28 00	3 09 1 74	25 00	700	76	-	2 41	688 63	471 58	21 00	1181 21	1201 87	-	-		
Bethel	20	-	26 40	3 74 1 20	78 00	1662	-	-	2 68	1728 90	991 13	30 00	2750 03	2645 96	104 07	-		
Brownfield	-	1	23 60	3 36 1 50	50 00	1095	112	-	2 83	1126 86	623 15	-	1750 01	1732 28	17 73	-		
Buckfield	8	1	34 00	5 00 1 83	76 85	1500	397	-	3 76	1636 58	637 84	202 66	2477 08	2268 31	208 77	-		
Byron	6	-	18 00	2 60 2 00	16 00	194	41	-	2 56	262 32	121 49	31 32	415 13	234 93	180 20	-		
Canton	6	-	30 00	3 16 2 25	52 00	824	1	-	1 98	875 92	665 00	22 27	1563 19	1542 58	20 61	-		
Denmark	7	2	27 50	3 75 1 35	55 00	1000	277	-	3 15	1096 95	508 34	32 80	1638 09	1519 92	118 17	-		
Dixfield	4	-	30 95	2 73 1 54	40 00	730	-	-	2 62	764 49	447 61	-	1212 10	1183 48	28 62	-		
Fryeburg	6	4	26 25	3 77 1 33	75 00	1400	94	-	2 83	1530 99	791 29	-	2322 28	1982 09	340 19	-		
Gilead	-	-	-	3 45 1 42	20 00	235	1	-	2 72	238 81	137 48	15 00	391 29	388 44	2 85	-		
Grafton	1	-	30 00	3 60 1 40	5 00	100	8	-	2 63	141 59	60 75	100 00	302 34	273 55	28 79	-		
Greenwood	3	5	26 20	3 13 1 35	45 00	700	30	-	2 43	825 34	448 23	28 98	1302 55	1182 16	120 39	-		
Hanover	2	-	-	4 45 1 97	10 00	212	50	-	4 08	247 47	83 13	-	330 60	342 69	-	-		
Hartford	10	1	21 52	3 13 1 54	44 50	800	110	-	3 45	863 03	370 88	24 00	1257 91	1131 21	126 70	-		
Hebron	4	-	22 00	3 50 2 00	30 00	481	-	-	2 60	543 47	295 74	-	839 21	701 88	137 33	-		
Hiram	9	6	26 15	4 05 2 15	70 00	1500	338	-	3 64	1529 64	658 61	64 25	2252 50	2121 00	131 50	-		
Lovell	6	-	22 50	3 42 1 44	50 00	900	38	-	3 09	1023 39	465 19	195 00	1683 58	1510 18	173 40	-		
Mason	-	-	26 00	3 50 1 75	2 25	100	25	-	2 94	100 00	54 34	-	154 34	145 93	8 41	-		
Mexico	1	1	20 67	3 43 1 54	20 00	366	44	-	3 02	367 45	193 43	-	560 88	549 44	11 44	-		
Newry	3	-	26 66	3 22 1 10	19 15	332	62	-	2 99	354 23	177 44	45 00	576 67	548 93	27 74	-		
Norway	15	-	38 50	4 30 2 03	100 00	2500	485	-	3 17	3425 11	1261 29	-	4686 40	4488 73	197 67	-		
Oxford	11	-	24 75	4 61 2 25	63 00	1500	176	-	2 94	1637 05	815 27	-	2452 32	2321 64	130 68	-		
Paris	12	-	31 00	3 36 2 10	110 00	2344	-	-	2 73	2849 40	1369 99	217 65	4437 04	4445 16	-	-		
Peru	3	-	23 00	3 00 1 63	42 50	800	140	-	3 14	827 19	407 64	34 38	1269 21	1224 91	44 30	-		

Porter .....	-	-	27 00	3 75	2 00	43 50	880	4	-	2 57	953 78	546 71	100 80	1600 29	1474 01	126 28	
Roxbury .....	2	-	17 50	2 67	1 45	10 00	200	60	-	3 23	245 50	99 12	26 28	370 90	297 50	73 40	
Rumford .....	5	1	23 14	3 01	1 54	40 00	805	-	-	2 38	933 92	540 33	175 80	1650 05	1496 87	153 18	
Stoneham .....	1	-	24 00	4 10	1 71	18 00	380	-	-	2 71	441 59	223 80	-	665 39	627 10	38 29	
Stow .....	5	-	25 00	3 42	1 32	16 00	400	79	-	3 17	435 80	201 42	-	637 22	609 24	27 98	
Sumner .....	18	-	22 63	2 62	1 64	62 50	811	-	-	2 41	851 84	537 13	10 33	1399 30	1228 61	170 69	
Sweden .....	5	-	23 25	3 52	1 45	24 50	500	121	-	3 79	543 64	211 02	99 00	853 66	807 63	46 03	
Upton .....	1	-	27 50	3 18	1 67	3 50	196	4	-	2 36	190 96	124 94	125 00	440 90	437 68	3 22	
Waterford .....	8	-	25 00	3 89	1 50	83 00	1000	71	-	2 03	1092 98	788 10	253 57	2134 65	1653 14	481 51	
Woodstock .....	3	-	21 28	3 14	1 75	31 50	800	38	-	2 33	823 70	532 56	-	1356 26	1338 08	18 18	
PLANTATIONS.																	
Franklin .....	1	1	24 00	2 88	1 41	6 00	127	-	-	2 19	134 49	92 72	3 00	230 21	227 38	2 83	
Lincoln .....	1	-	-	4 00	1 60	6 00	50	8	-	2 37	171 59	35 17	-	206 76	124 25	82 51	
Milton .....	-	-	25 00	2 75	1 50	3 00	216	-	-	2 16	206 64	159 86	-	366 50	375 16	-	
	196	24	25 53	3 45	1 64	1486 75	28,895	2891	-	12 79	32,267 75	16,506 18	1888 09	50,662 02	47,331 30	3383 96	8 66
																	54 24



Hampden ....	789	562	498	476	382	656	.56 15	3	338	19	1	343	18	-	18	12	1	550	6,200	1	12	30	
Heron .....	427	330	284	290	224	328	.59 8		111	12		155	13	-	13	9	-	-	2,400	-	6	13	
Holden .....	225	165	137	110	88	156	.50 8		88	9	3	67	8	-	8	6	-	-	2,200	-	3	11	
Howland .....	45	32	29	15	14	31	.48 7		28	11		11	4	-	3	2	-	-	600	-	-	4	
Hudson .....	198	131	108	85	68	152	.44 8	2	59	9	1	46	7	-	7	5	-	-	2,200	-	2	10	
Kenduskeag ..	176	118	100	120	110	123	.60 10		40	9	2	38	-	-	4	4	-	-	1,000	-	1	4	
Kingman .....	212	103	76	83	65	141	.33 18		72	8		24	-	-	3	3	1	400	1,600	-	-	8	
Lagrauge .....	253	128	102	146	125	181	.45 14	3	73	9	1	46	5	-	5	5	-	-	2,400	-	3	5	
Lee .....	364	218	194	269	247	281	.61 8	2	92	11		121	8	1	9	6	-	-	2,200	-	8	12	
Levant .....	350	203	168	249	198	287	.52 7	4	92	10	1	123	12	1	12	10	-	-	3,800	-	6	16	
Lincoln .....	542	319	291	328	280	390	.53 13		165	10	3	125	10	-	9	9	-	-	5,700	-	3	18	
Lowell .....	148	107	87	-	-	120	.58 18	4	131	-	-	-	7	-	7	3	-	-	750	-	1	13	
Mat'mise'ntis	18	12	9	-	-	12	.50 8		16	-	-	1	1	-	1	1	-	-	400	-	-	1	
Mattawuk'g.	177	124	96	70	69	139	.44 9		108	8		16	5	-	4	1	-	-	1,200	-	-	6	
Maxfield .....	46	31	24	24	21	34	.50 8		47	9		9	4	-	2	2	-	-	400	-	1	5	
Medway .....	244	174	125	49	42	165	.34 16	2	115	7		14	7	-	6	3	-	-	2,300	-	1	8	
Milford .....	237	146	123	121	96	196	.46 9	2	56	11	2	114	4	-	4	4	-	-	6,000	-	2	4	
Mt. Chase .....	117	58	57	26	26	63	.36 10	2	50	12		12	5	-	5	1	-	-	600	-	2	5	
Newburg .....	318	197	159	205	169	234	.52 8	2	85	11	4	123	12	-	11	10	-	-	3,200	-	2	6	
Newport .....	404	239	195	278	231	318	.52 8	3	79	11	2	114	9	3	10	9	-	-	7,500	-	-	11	
Oldtown .....	1233	737	624	540	476	797	.45 18	4	322	10	2	166	-	-	13	9	-	-	10,000	-	2	4	
Orono .....	737	466	403	398	357	565	.52 11		132	12		110	-	-	10	9	-	-	10,000	-	2	12	
Orrington .....	427	251	210	271	231	322	.52 9		142	9	1	110	11	-	12	8	-	-	5,000	-	4	16	
Passadunk'g	90	84	79	24	22	88	.56 15	4	63	7		7	4	1	4	4	-	-	2,000	-	1	7	
Patten .....	273	124	103	124	103	173	.38 9	4	128	10	1	132	6	-	6	4	1	850	2,500	-	2	7	
Plymouth .....	243	179	145	158	122	196	.55 9	4	88	10	1	92	9	1	9	5	-	-	2,475	-	2	9	
Prentiss .....	142	88	66	69	53	157	.42 8	2	68	11	3	34	5	1	5	5	-	-	1,800	-	3	6	
Springfield ..	312	178	148	200	167	210	.50 10		82	10		48	6	3	7	6	-	-	5,000	-	2	4	
Stetson .....	227	132	108	188	158	190	.59 8	2	100	7	1	88	6	-	7	7	-	-	3,800	-	1	4	
Veazie .....	185	118	83	130	101	145	.50 8		24	9	2	28	-	-	2	2	-	-	2,000	-	-	3	
Winn .....	352	204	166	193	160	265	.46 9		71	10	2	60	-	-	6	4	2	500	2,750	-	1	7	
Drew Pl. ....	45	27	20	29	26	34	.50 8	4	26	15		30	3	-	2	2	-	-	400	-	-	3	
Lakeville Pl.	58	31	22	21	13	31	.30 16		32	10	2	21	2	1	2	2	-	-	500	-	1	1	
No. 2 G'nd P'ls	37	12	12	-	-	12	.33 16		16	-	-	-	1	-	1	1	-	-	100	-	-	1	
Stacyville Pl.																							
Webster Pl. .	61	48	42	-	-	48	.69 10	4	43	-	-	-	4	-	3	-	-	-	125	-	2	4	
Woodville Pl.	87	48	37	49	45	56	.47 12		48	12		12	4	-	2	1	-	-	175	-	-	4	
	22,362	13,715	11,590	12,306	10,527	15,704	.49 11	3	7451	10	2	5008	377	22	471	374	6	2900	314,155	28	150	634	

PENOBSCOT COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount paid for School Supervision.	Am't of School Money voted in 1886.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.
								Excess above am't required by law.	Less than the am't required by law.								
Alton	2	-	25 50	3 19 1 77	11 50	400	65	-	3 03	452 57	211 02	33 00	696 59	590 29	106 30		
Argyle	4	-	21 00	3 00 1 80	8 20	329	101	-	3 62	369 30	145 47	-	514 77	464 39	50 38		
Bangor	86	4	82 10	3 66 3 50	1150 00	29,500	16,014	-	5 62	29,500 00	8647 39	1063 49	39,210 88	35,197 88	4013 00		
Bradford	8	-	28 50	3 90 1 65	85 10	1,200	32	-	2 49	1,373 78	768 92	92 56	2,235 26	2,048 76	186 50		
Bradley	4	-	40 00	4 00 2 15	32 00	665	2	-	2 50	735 85	425 23	52 00	1,213 08	1,148 95	64 13		
Brewer	15	1	-	5 00 1 80	199 00	2,600	64	-	2 69	2,681 74	1545 84	408 16	4,635 74	4,573 86	61 88		
Burlington	-	-	33 00	3 54 2 03	26 00	429	-	-	2 36	454 33	290 95	234 00	979 28	867 30	111 98		
Carmel	7	-	29 80	3 75 1 59	57 00	976	-	-	2 40	1,046 09	640 32	72 70	1,759 11	1,719 74	39 37		
Carroll	-	-	24 17	3 33 1 61	30 00	500	-	-	2 30	561 82	354 52	71 79	988 13	901 60	86 53		
Charleston	6	-	27 75	3 67 1 58	61 00	890	10	-	2 44	958 63	583 49	119 04	1,661 16	1,535 55	125 61		
Chester	5	-	-	3 56 1 40	22 75	290	-	-	2 04	395 74	227 00	262 06	884 80	693 07	191 73		
Clifton	4	-	26 00	3 39 1 32	15 00	280	-	-	2 69	308 87	166 25	155 00	630 12	612 41	17 71		
Corinna	11	1	29 84	4 00 1 54	93 75	1,273	71	-	3 01	1,363 71	676 20	-	2,039 91	1,857 18	182 73		
Corinth	6	3	27 67	3 38 1 78	73 00	1,066	-	-	2 72	1,206 65	626 65	63 00	1,896 30	1,872 43	23 87		
Dexter	15	1	82 00	6 00 1 75	150 00	2,500	450	-	3 49	2,444 31	1144 58	170 05	3,758 94	4,012 00	-	253 06	
Dixmont	9	1	25 00	3 10 1 70	63 50	1,000	94	-	2 82	1,073 76	565 89	155 00	1,744 65	1,706 69	37 96		
Edgington	4	-	28 00	3 56 1 69	18 75	700	103	-	2 73	732 65	409 24	-	1,141 89	1,023 73	118 16		
Edinburg	1	-	-	3 00 2 00	3 00	50	14	-	2 38	50 00	33 57	21 43	105 00	105 00	-		
Enfield	1	-	-	4 00 2 00	25 00	450	59	-	2 37	525 24	303 73	55 20	884 17	859 79	24 38		
Etna	4	1	26 75	3 61 1 51	30 00	716	-	-	2 81	765 98	407 64	51 00	1,224 62	1,218 93	5 69		
Exeter	5	-	28 75	3 50 1 90	56 00	1,200	181	-	3 30	1,586 99	581 88	156 00	2,324 87	1,768 25	556 62		
Garland	4	-	48 50	3 22 1 54	63 50	1,065	96	-	3 10	1,168 54	549 90	92 04	1,810 48	1,578 66	231 82		
Glenburn	6	1	25 00	4 10 1 88	44 50	724	200	-	3 19	775 22	402 00	174 52	1,351 74	1,307 66	44 08		
Greenbush	-	-	32 50	3 52 2 12	30 00	525	-	-	2 05	602 39	409 24	-	1,011 63	983 98	27 65		
Greenfield	-	-	28 00	3 00 2 00	-	275	5	-	2 64	257 31	162 41	-	419 72	423 18	-	3 46	

Hampden	23	3	32 00	3 55 2 03	100 00	2,500	171	-	3 14	3,099 61	1272 47	-	4,372 08	3,921 97	450 11	
Heron	7	-	25 58	3 52 1 53	61 00	1,200	85	-	2 77	1,458 12	692 19	-	2,150 31	1,938 86	211 45	
Holden	4	1	26 00	3 51 1 56	40 00	650	76	-	3 14	719 25	330 90	19 67	1,069 82	978 43	91 39	
Howland	1	-	-	3 25 1 75	6 00	250	140	-	6 41	283 91	51 53	-	335 44	276 59	58 85	
Hudson	3	1	21 00	2 81 1 71	35 00	530	3	-	2 46	518 13	343 69	111 00	972 82	874 88	97 94	
Kenduskeag	4	1	60 00	4 00 2 00	17 00	520	-	-	3 15	530 75	263 77	114 91	909 43	909 50	-	
Kingman	4	2	-	4 13 2 12	16 00	500	63	-	2 34	530 36	342 09	-	872 45	790 32	82 13	
Lagrange	2	-	29 33	4 19 2 00	20 00	600	23	-	2 40	611 36	399 65	53 73	1,064 74	1,078 13	-	
Lee	3	-	26 00	5 00 2 00	44 00	716	1	-	1 90	733 11	601 06	60 00	1,394 17	1,387 52	6 65	
Levant	11	-	32 67	3 10 1 76	48 25	1,200	339	-	3 44	1,322 01	557 90	84 73	1,964 64	1,436 74	527 90	
Lincoln	8	10	29 93	4 84 1 97	110 25	1,350	23	-	2 62	1,548 14	824 86	197 72	2,570 72	2,272 09	298 63	
Lowell	-	-	27 00	3 44 1 81	29 25	500	154	-	3 55	502 18	225 40	76 00	803 58	792 09	11 49	
Mattamiscontis	-	-	-	3 00 1 50	-	50	-	-	1 2 63	50 00	30 37	-	80 37	76 00	4 37	
Mattawamkeag	4	-	-	3 86 2 17	18 25	365	-	-	2 11	404 13	276 56	191 67	872 36	884 59	-	
Maxfield	1	-	16 00	2 70 1 40	6 00	111	-	-	2 32	128 65	76 73	46 01	251 39	258 18	-	
Medway	1	3	28 00	4 28 2 03	5 75	500	-	-	2 2 31	585 44	345 29	100 80	1,031 53	1,048 68	-	
Milford	7	-	40 00	3 10 2 21	44 00	700	113	-	3 00	1,881 19	372 48	180 00	2,433 67	1,548 00	885 67	
Mt. Chase	-	-	24 00	3 16 1 53	15 00	250	2	-	2 31	258 45	172 65	14 35	445 45	380 13	65 32	
Newburg	5	-	26 66	3 28 1 70	42 72	1,000	154	-	3 24	1,085 09	493 96	-	1,579 05	1,504 89	74 16	
Newport	12	-	-	4 45 1 60	87 24	1,161	-	-	2 89	1,429 38	641 03	144 00	2,214 41	1,963 36	251 05	
Oldtown	13	-	45 75	4 40 2 33	150 00	2,456	-	-	1 92	1,964 91	2,047 80	-	4,012 71	4,203 39	-	
Orono	8	3	63 21	7 37 3 50	75 00	2,175	379	-	2 92	1,909 33	1,192 54	40 00	3,141 87	3,298 21	-	
Orrington	8	2	31 87	4 75 2 13	84 00	1,250	27	-	2 90	1,358 56	688 99	69 42	2,116 97	2,058 18	58 79	
Passadumkeag	-	-	24 00	4 34 1 62	10 00	300	58	-	2 94	345 08	163 06	-	508 14	455 19	52 95	
Patten	4	-	23 00	3 83 1 86	54 50	600	27	-	2 53	578 94	378 87	69 92	1,027 73	1,006 19	21 54	
Plymouth	7	2	29 00	3 15 1 44	35 00	700	38	-	2 71	733 80	412 44	8 00	1,154 24	1,079 07	75 17	
Prentiss	-	-	27 67	3 60 1 68	10 00	334	1	-	2 09	472 31	255 78	119 05	847 14	771 63	75 51	
Springfield	1	3	36 00	4 30 2 50	58 00	800	98	-	2 97	752 02	437 71	75 00	1,264 73	1,476 51	-	
Stetson	4	-	36 20	3 33 1 76	45 00	600	17	-	2 46	711 07	390 05	162 00	1,263 12	1,318 06	-	
Veazie	3	1	-	4 88 2 84	50 00	600	102	-	2 88	555 87	321 73	-	877 60	824 95	52 65	
Winn	4	2	19 25	4 71 2 02	48 00	800	82	-	2 65	800 00	482 77	50 10	1,332 87	1,316 82	16 05	
Drew Pl.	1	1	26 00	3 17 1 82	5 00	300	190	-	7 32	357 62	65 54	-	423 16	358 63	64 53	
Lakeville Pl.	1	-	22 00	3 50 1 81	6 00	110	1	-	1 81	243 66	97 52	164 75	505 93	436 47	69 46	
No. 2 G'nd Fl's Pl.	-	-	-	4 60 2 25	-	74	-	-	1 90	101 15	62 35	-	163 50	113 00	50 50	
Stacyville Pl.	-	-	-	-	-	200	53	-	2 99	550 04	107 11	-	657 15	521 50	135 65	
Webster Pl.	-	-	20 00	3 37 2 29	5 00	100	6	-	1 92	238 03	127 58	-	365 61	265 12	100 49	
Woodville Pl.	-	1	22 00	4 00 2 00	8 00	200	22	-	2 33	211 53	137 48	-	349 01	356 66	-	
3611	50	31	18	3 90	1 90	3737 76 74,855	19,909	23	3 38	80,904 65	35,963 23	5654 87	122,522 75	113,251 81	10,198 48	927 54

APPENDIX.





PISCATAQUIS COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.		No. of Teachers graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount paid for School Supervision.		Am't of School Money voted in 1886.		Not less than 80 cts. for each inhabitant		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.		Amount available from State Treasury from April 1, 1885, to April 1, 1886.		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.		Balance Unexpended April 1, 1886.		Balance Over-expended April 1, 1886.	
	No.	No.	No.	No.	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Excess above am't required by law.	Less than the am't required by law.		Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Local	Total	Public	Unexpended	Over-expended							
Abbott	7	2	30	00	3	30	1	60	70	00	650	94	-	2	70	650	00	349	83	76	65	1076	48	999	81	76	67				
Atkinson	5	3	28	00	5	00	2	00	35	00	666	4	-	2	50	724	95	425	23	99	88	1250	06	1196	03	54	03				
Blanchard	1	1	-	-	6	17	2	66	4	00	133	-	-	2	08	149	64	102	31	41	16	293	11	293	11	-	-				
Brownville	3	1	37	50	3	95	1	84	50	85	800	83	-	2	42	413	48	527	54	46	20	987	22	1381	50	-	-	394	28		
Dover	16	1	22	50	3	50	1	90	70	00	1600	250	-	3	26	1599	19	759	02	84	00	2442	21	2395	51	46	70				
Foxcroft	10	-	20	00	5	00	2	50	66	00	1150	140	-	2	90	1500	08	616	90	72	14	2189	12	1893	27	295	85				
Greenville	2	-	31	00	3	50	3	00	12	00	460	15	-	2	09	362	45	351	69	50	00	764	14	715	00	49	14				
Guilford	3	-	34	00	3	20	2	00	39	45	1000	295	-	3	13	1016	55	511	55	-	-	1528	10	1455	85	72	25				
Medford	3	-	20	00	3	34	1	34	18	00	325	2	-	2	23	422	61	229	57	5	97	658	15	553	79	104	36				
Milo	6	-	27	00	3	56	1	86	53	48	750	3	-	2	29	778	00	524	34	80	00	1382	34	1472	06	-	-	89	72		
Monson	7	1	26	00	3	96	2	17	46	15	675	13	-	1	67	604	68	645	82	51	24	1301	74	1301	74	-	-				
Orneville	6	2	22	00	2	88	1	42	28	25	401	-	-	1	97	403	17	324	52	40	00	767	69	726	22	41	47				
Parkman	10	2	20	00	4	17	1	60	44	95	882	78	-	2	51	882	00	560	70	-	-	1442	70	1340	03	102	67				
Sangerville	5	4	31	25	3	50	2	00	25	00	1000	163	-	3	02	1159	28	529	14	56	86	1745	28	1626	50	118	78				
Sebec	6	-	32	00	3	25	1	94	48	00	725	24	-	2	81	805	56	412	44	100	00	1318	00	1198	76	119	24				
Shirley	2	-	22	28	3	09	2	17	8	50	200	-	-	2	30	211	37	134	41	133	59	479	37	470	00	9	37				
Wellington	5	-	21	00	2	98	1	42	22	70	547	29	-	2	27	554	05	367	02	-	-	921	07	909	64	11	43				
Williamsburg	1	1	30	00	4	00	2	75	5	15	200	12	-	2	99	211	23	107	11	-	-	318	34	313	37	4	97				
Willimantic	2	-	35	00	3	71	1	98	8	75	300	66	-	2	65	402	25	180	64	43	68	626	57	612	96	13	61				
Kingsbury Pl	1	-	20	00	3	00	2	00	10	00	158	-	-	1	72	158	49	147	07	-	-	305	47	305	47	-	-				
Elliottsville Pl																															
	101	18	28	32	3	75	2	01	664	23	12,617	1271		2	2	55	13,008	94	7,806	85	981	37	21,797	16	21,160	62	1120	54	484	00	



SAGADAHOC COUNTY—CONCLUDED.

TOWNS.	No of Female Teachers employed in Winter and Spring Terms.		No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount paid for School Supervision.	Amt of School Money voted in 1886.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.
	Excess above am't required by law.	Less than the am't required by law.																
Arrowsic . . . . .	2	3	-	3 17 2 25	8 50	200	200	-	4 3 33	228 88	95 92	-	324 80	278 75	46 05			
Bath . . . . .	20	2	292 32	14 26 4 00	300 00	11,250	11,250	4950	4 06	11,250 00	4679 68	174 00	16,103 68	16,089 73	13 95			
Bowdoin . . . . .	5	-	22 00	3 48 1 56	44 89	1,080	1,080	171	3 03	1,185 91	569 10	2 31	1,757 32	1,654 15	103 17			
Bowdoinham . . . . .	1	-	30 00	4 50 2 00	75 00	1,600	1,600	255	3 15	1,734 65	812 08	-	2,546 73	2,288 70	258 03			
Georgetown . . . . .	5	1	37 00	4 36 2 53	60 00	950	950	86	2 91	1,155 26	521 14	-	1,676 40	1,354 52	321 88			
Perkins . . . . .	-	1	-	3 50 2 00	-	62	62	-	3 47	62 40	28 76	-	91 16	90 00	1 16			
Phipsburg . . . . .	8	1	31 50	4 30 2 75	70 00	1,200	1,200	2	2 22	1,129 65	864 83	-	1,994 48	1,990 17	4 31			
Richmond . . . . .	28	1	51 00	6 00 2 62	225 00	2,500	2,500	374	2 79	2,806 58	1432 33	-	4,238 91	4,128 05	110 86			
Topsham . . . . .	12	1	18 00	5 00 2 50	126 67	1,500	1,500	265	3 78	2,108 17	633 04	33 36	2,774 57	2,281 74	492 83			
West Bath . . . . .	1	2	-	3 69 2 02	12 00	400	400	148	3 96	411 04	145 24	-	556 28	533 54	22 74			
Woolwich . . . . .	4	2	32 00	4 85 2 66	50 00	1,000	1,000	77	2 63	1,083 76	607 48	-	1,691 24	1,526 46	164 78			
	86	14	64 23	5 19 2 44	972 06	21,742	21,742	6328	4 3 39	23,156 30	10,389 60	209 67	33,755 57	32,215 81	1539 76			



Solon .....	303	177	131	198	162	202	.48	7	4	78	11	121	13	-	13	7	-	-	3,200	-	3	12	
Skowhegan .....	1303	802	672	694	581	791	.48	9	2	246	9	3	222	19	-	25	23	-	25,000	1	3	26	
Smithfield .....	160	131	119	89	73	130	.60	9		72	9	2	47	7	-	7	3	-	1,200	2	2	6	
Starks .....	285	109	94	221	188	235	.49	6	3	72	9	1	128	14	2	13	9	-	2,400	-	7	11	
PLANTATIONS																							
Carratunk .....	82	67	60	58	46	78	.65	8		24	8	24	4	2	4	4	-	-	1,100	-	-	6	
Dead River .....	32	24	18	16	12	27	.47	9		27	-	-	2	-	2	1	-	-	400	-	-	3	
Dennistown .....	30	13	10	-	-	13	.33	14		14	-	-	1	-	1	1	-	-	250	-	-	2	
Flagstaff .....	29	20	16	20	18	27	.59	7		14	6	6	1	-	1	1	-	-	300	-	1	2	
Highland .....	36	26	21	28	21	31	.58	5		15	12	24	3	-	3	1	-	-	100	-	-	3	
Jackman .....	48	25	20	-	-	25	.42	17		17	-	-	1	-	1	1	-	-	300	-	-	2	
Lexington .....	84	53	46	73	64	99	.65	6	4	34	8	64	7	-	7	2	-	-	500	-	-	6	
Moose River .....	51	18	14	28	19	33	.32	10		10	9	9	1	-	1	1	-	-	400	-	-	1	
No. 1, R. 2, W.K.R.	43	40	35	-	-	40	.8	7	2	30	-	-	4	1	4	4	-	-	400	-	-	4	
The Forks .....	54	42	32	-	-	42	.59	8		48	-	-	4	-	2	2	-	-	600	-	-	5	
West Forks .....	56	36	24	8	6	40	.27	10		36	10	20	3	-	2	2	1	200	700	-	-	4	
	10,025	6193	5163	6145	4952	7594	.50	8	4	3236	10	1	3232	311	33	343	219	6	4236	111,405	14	80	348

APPENDIX.

SOMERSET COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.		No. of Teachers Graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Amount paid for School Supervision.	Am't of School Money voted in 1886.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.
	Excess above am't required by law.	Less than the am't required by law.																
Anson	16	2	28	00	4 00	1 62	60 00	1394	150	-	2 83	1600 68	827 08	-	2427 76	2174 03	253 73	
Athens	5	-	24	00	4 25	1 46	58 00	1048	-	-	2 43	1058 80	677 89	161 57	1898 26	1870 78	27 48	
Bingham	5	1	20	00	3 62	1 55	41 00	663	1	-	2 95	693 99	359 68	63 00	1116 67	1056 48	60 19	
Brighton	6	-	19	00	3 08	1 28	25 00	465	-	3	2 15	530 57	345 29	-	875 86	805 90	69 96	
Cambridge	4	2	30	00	4 33	2 06	17 50	375	-	-	2 47	406 67	244 59	30 12	681 38	626 04	55 34	
Canaan	8	-	27	70	3 96	1 75	72 00	1067	42	-	2 72	1171 28	698 21	81 50	1881 02	1821 58	59 44	
Concord	9	-	21	00	2 95	1 00	25 00	325	-	-	2 30	371 38	237 39	-	608 77	560 75	48 02	
Cornville	7	-	20	70	3 31	1 48	77 40	746	-	-	2 89	776 41	412 44	182 50	1371 35	1228 81	142 54	
Detroit	2	-	25	00	2 50	1 68	25 00	530	1	-	2 50	767 65	330 91	73 70	1172 26	1161 81	10 45	
Embsden	5	-	20	00	3 27	1 17	20 00	539	-	-	2 30	581 46	357 64	7 98	950 08	928 76	21 32	
Fairfield	19	7	48	00	4 70	2 28	467 00	3500	1065	-	3 65	3693 42	1529 85	-	5223 27	4691 21	532 06	
Harmony	10	-	14	00	3 52	1 24	35 00	705	-	-	2 76	873 73	407 64	798 89	2085 26	1727 38	352 88	
Hartland	4	-	33	00	3 25	2 00	60 00	850	15	-	2 64	1028 87	514 76	52 80	1596 41	1516 48	79 93	
Madison	11	4	40	00	3 98	1 88	73 00	1052	-	-	2 25	1055 97	748 14	140 00	1944 11	1791 83	152 28	
Mayfield	No Return																	
Mercer	7	1	26	66	3 28	1 28	25 00	604	-	-	2 73	612 45	353 29	-	995 74	956 85	38 89	
Moscow	1	1	25	66	3 60	1 50	12 00	420	2	-	2 00	524 94	335 70	22 29	882 93	822 54	60 39	
New Portland	9	-	24	00	3 12	1 20	100 00	1200	183	-	3 10	1433 22	618 65	-	2051 87	1795 76	256 11	
Norridgewock	8	1	26	00	3 21	1 56	81 50	1200	7	-	2 53	1326 66	759 32	-	2085 98	1969 29	116 69	
Palmyra	12	1	25	33	3 55	1 35	69 90	1017	-	-	3 03	1030 36	537 12	69 80	1637 28	1565 58	71 70	
Pittsfield	8	1	37	00	5 20	1 91	88 50	1530	3	-	2 62	1570 59	933 57	-	2504 16	2378 07	126 09	
Ripley	7	1	-	-	3 97	1 28	20 00	440	-	-	2 86	498 53	246 18	32 43	777 14	736 64	40 50	
St. Albans	15	2	31	33	3 55	1 41	92 00	1340	225	-	2 96	1537 72	724 16	71 40	2335 28	2256 71	76 57	

Solon.....	9	1	25 83	3 43	1 52	41 00	810	-	-	2 60	878 88	498 75	73 00	1450 63	1395 05	55 58	
Skowhegan .....	22	2	48 67	6 92	2 17	154 45	3700	612	-	2 99	3964 08	1975 85	-	5939 93	5713 91	226 02	
Smithfield .....	3	-	21 25	3 40	1 47	30 00	451	-	-	2 73	473 35	263 77	-	737 12	708 47	28 65	
Starks.....	7	-	21 25	3 00	1 53	58 50	743	-	-	2 58	769 17	460 40	-	1229 57	1191 25	38 32	
<b>PLANTATIONS.</b>																	
Carratunk .....	6	-	-	3 50	1 75	-	140	2	-	1 69	140 00	170 75	65 95	376 70	376 70	-	
Carrying Place.....	-	-	-	2 75	1 50	4 50	25	-	4	1 46	24 80	-	-	24 80	-	24 80	
Dead River .....	-	-	-	4 00	2 00	4 50	80	6	-	2 16	120 00	49 56	-	169 56	137 39	32 17	
Dennistown .....	-	-	34 00	4 00	2 25	4 00	50	-	8	2 17	50 00	39 04	-	89 04	83 90	5 14	
Flagstaff.....	2	-	-	3 00	1 00	5 00	60	-	1	2 03	90 53	46 36	76 11	213 00	186 08	26 92	
Jackman .....	-	-	-	3 75	2 00	-	76	-	-	1 55	76 00	78 33	-	154 33	118 15	36 18	
Lexington .....	8	2	-	3 58	1 33	9 58	275	17	-	3 31	283 53	132 69	-	416 22	410 75	5 47	
Moose River.....	1	-	-	4 19	2 00	9 00	85	3	-	1 85	85 00	73 53	6 15	164 68	164 68	-	
No. 2, R. 3, W.K. R.	-	-	-	3 00	1 00	3 00	110	8	-	2 56	137 59	68 74	-	206 33	194 25	12 08	
The Forks.....	-	-	-	2 95	2 00	-	160	1	-	2 62	313 05	97 52	23 64	434 21	312 55	121 66	
West Forks .....	2	-	-	3 25	2 00	6 00	68	8	-	1 15	179 26	94 32	-	273 58	233 30	40 28	
	239	31	27 62	3 65	1 61	1874 33	27,846	2351	16	2 74	30,763 59	16,179 12	2032 83	48,975 54	45,669 71	3305 83	





Unity .....	333	224	170	198	164	264	.50	8	2	135	9	1	101	12	1	11	5	-	-	3000	-	3	15
Waldo .....	275	147	132	234	198	263	.60	8	4	77	9	2	76	7	-	7	5	-	-	1750	-	6	10
Winterport .....	748	379	332	475	395	475	.48	11		283	10	2	180	16	-	16	11	-	-	6000	-	7	17
	9869	5897	4911	6487	5424	7536	.52	9	2	2845	10	1	2726	256	30	261	186	2	700	93,795	15	143	272

WALDO COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Average paid for School Supervision.	Am't of School Money voted in 1886.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.
								Excess above am't required by law.	Less than the am't required by law.								
Belfast .....	18	3	65 22	6 20	2 77	150 00	5000	754	-	3 34	5029 62	2391 47	1215 60	8636 69	8202 06	434 63	
Belmont .....	2	3	33 00	3 07	1 93	12 00	416	-	-	2 39	438 98	278 15	-	717 13	691 56	25 57	
Brooks .....	1	-	29 16	3 25	1 56	32 50	700	-	2	2 67	890 54	418 84	-	1309 38	1190 50	118 88	
Burnham .....	4	-	26 50	3 36	1 73	38 00	774	-	-	2 30	816 94	538 72	13 76	1369 42	1213 62	155 80	
Frankfort .....	9	1	40 00	3 75	2 10	60 00	926	-	-	2 15	941 78	757 63	-	1699 41	1528 50	170 91	
Freedom .....	7	-	30 00	2 68	1 44	13 25	525	3	-	2 52	588 05	332 51	-	920 56	855 64	64 92	
Islesborough .....	3	1	30 40	3 86	2 20	29 00	966	-	-	2 52	1024 18	613 85	-	1638 03	1558 73	79 30	
Jackson .....	2	-	26 00	2 77	1 56	37 50	566	20	-	2 63	635 16	343 69	-	978 85	850 81	128 04	
Knox .....	-	-	28 56	2 70	1 39	26 50	700	18	-	2 54	804 08	441 21	-	1245 29	1188 36	56 93	
Liberty .....	4	-	27 40	3 21	1 67	42 50	776	-	-	2 76	817 38	449 21	-	1266 59	1243 08	23 51	
Lincolntonville .....	6	2	24 55	3 58	1 90	28 00	1383	19	-	2 53	1377 93	857 48	-	2235 41	2216 96	18 45	
Monroe .....	3	2	25 00	3 70	1 72	62 00	1200	107	-	3 29	1387 59	583 48	-	1971 07	1929 35	41 72	
Montville .....	4	-	24 00	3 00	1 25	52 90	1015	11	-	2 18	1119 37	743 34	-	1862 71	1768 24	94 47	
Morrill .....	1	-	26 67	3 00	1 81	18 00	395	-	-	2 56	593 60	246 18	1 56	841 34	797 09	44 25	
Northport .....	4	1	25 00	3 00	2 00	32 25	698	-	-	2 70	728 83	376 39	-	1105 22	1102 75	2 47	

WALDO COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount paid for School Supervision.	Am't of School Money voted in 1886.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.		Amount available from State Treasury from April 1, 1885, to April 1, 1886.		Amount derived from Local Funds.		Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.
											Excess above am't required by law.	Less than the am't required by law.											
Palermo .....	8	-	25 00	3 38	1 50	40 00	894	-	-	2 74	938 58	521 13	-	1459 71	1442 31	17 40							
Prospect .....	1	-	32 60	2 97	2 01	30 49	616	-	-	2 52	710 23	390 05	72 49	1172 77	1147 90	24 87							
Searsmont .....	2	-	29 13	2 85	1 82	47 00	1664	-	-	2 53	1201 15	671 40	-	1872 55	1761 25	111 30							
Searsport .....	13	1	49 91	4 14	2 19	125 00	2250	392	-	3 81	2614 05	919 88	-	3533 93	3410 72	123 21							
Stockton .....	6	3	31 50	4 42	2 07	70 50	1237	-	1	3 02	1394 78	649 02	8 40	2052 20	1878 08	174 12							
Swanville .....	1	-	27 25	2 53	1 76	22 75	600	38	-	2 54	752 30	399 50	-	1151 80	932 25	219 55							
Thorndike .....	2	-	30 13	2 48	1 30	25 00	600	30	-	2 64	643 43	362 88	30 97	1037 28	862 81	154 47							
Troy .....	7	-	23 00	3 50	1 50	37 50	1000	153	-	3 23	1018 34	495 55	49 00	1562 89	1464 25	98 64							
Unity .....	8	1	20 67	2 92	1 59	36 00	880	6	-	2 56	922 06	549 90	-	1471 96	1419 00	52 96							
Waldo .....	-	-	29 57	2 98	1 50	15 00	532	2	-	1 93	613 97	441 21	5 85	1061 03	1012 27	48 76							
Winterport .....	11	-	30 00	3 31	1 82	75 00	2200	392	-	2 88	2373 36	1219 72	-	3593 08	3198 69	394 39							
	128	18	30 39	3 33	1 77	1058 64	27,913	1946		32 76	30,376 28	15,992 39	1397 63	47,766 30	44,886 78	2879 52							



WASHINGTON COUNTY—CONTINUED.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21 years.		No. registered in Summer and Fall Terms.		Average No. attending Summer and Fall Terms.		No. registered in Winter and Spring Terms.		Average No. attending Winter and Spring Terms.		Number of different Pupils Registered.	Percentage of Average Attendance.		Average length of Summer and Fall Terms in weeks and days, 5 days per w'k.		Aggregate length of Summer and Fall Terms in weeks, 5 days per w'k.		Average length of Winter and Spring Terms in weeks and days, 5 days per w'k.		Aggregate length of Winter and Spring Terms in weeks, 5 days per w'k.		Number of Districts in town.	Number of Parts of Districts in town.		Number of School-houses in town.	Number in good condition.	Number of School-houses built last year.	Cost of the same.	Estimated value of all School Property in town.	Number Male Teachers employed in Summer and Fall Terms.	Number of Male Teachers employed in Winter and Spring Terms.	No. of Female Teachers employed in Summer and Fall Terms.
	No.	Returns	No.	Returns	No.	Returns	No.	Returns	W.	D.		W.	D.	W.	D.	W.	D.	W.	D.	W.	D.		W.	D.								
Jonesport . . . . .	781	327	252	585	471	580	.46	8			96	8	2	137	14	-	11	10	2	1400							9,700	-		4	11	
Kossuth . . . . .																																
Lubec . . . . .	730	392	320	492	351	557	.46	11	2		161	13	4	152	13	-	14	5	-	-	-							1,700	1	10	12	
Machias . . . . .	877	560	504	518	468	591	.55	11			143	22		286			8	8									20,000	3	3	10		
Machiasport . . . . .	533	389	347	281	256	505	.57	9	3		140	11	3	104	10	1	8	8									3,500	2	5	7		
Marion . . . . .	45	22	15	-	-	28	.33	10			50	-	-	-	4	-	3	1									400	-	-	5		
Marshfield . . . . .	137	55	49	-	-	64	.36	10			60	-	-	-	2	-	2	2									700	3	-	3		
Meddybemps . . . . .	75	35	33	33	30	63	.42	12			24	16		16	2	-	2	2									800	1	2	5		
Millbridge . . . . .	642	381	327	386	337	426	.52	9	3		154	10	3	106	10	2	9	8									5,600	6	6	10		
Northfield . . . . .	65	48	37	36	29	48	.51	17			34	17		34	3	-	3	2									600	2	-	2		
Pembroke . . . . .	754	375	303	414	340	547	.47	8	2		110	20	3	257	-	-	12	11									15,000	1	6	13		
Perry . . . . .	417	321	266	216	162	360	.51	8	3		140	11		10	11	-	6	-									1,200	1	2	11		
Princeton . . . . .	375	235	170	212	168	275	.45	10	2		105	11		66	4	-	5	5									3,200	3	1	5		
Robbinston . . . . .	344	172	134	212	160	225	.43	11	2		57	13	2	80	6	-	6	2									2,500	6	5	6		
Steuben . . . . .	382	260	218	227	207	301	.56	9	4		225	-	-	-	11	-	10	9									3,700	3	-	20		
Talmadge . . . . .	53	41	27	38	25	41	.49	12	2		50	12		23	-	-	2	2									700	-	-	2		
Topsfield . . . . .	143	80	62	68	57	96	.42	10	3		53	11	2	24	4	-	4	1									800	2	2	3		
Trescott . . . . .	204	156	125	91	84	140	.51	7	4		70	7	1	43	8	-	8	6									1,000	3	2	4		
Vanceboro . . . . .	232	128	99	89	73	141	.37	9			18	9		18	2	-	2	2									2,500	1	1	2		
Waite . . . . .	80	60	50	58	50	64	.62	10	4		32	11	1	34	2	1	3	2									1,000	-	1	3		
Wesley . . . . .	96	65	58	26	21	72	.41	10	4		32	8		16	4	-	4	2									2,600	3	1	1		
Whiting . . . . .	160	112	99	-	-	139	.62	9			118	-	-	-	6	-	5	4									1,500	4	-	8		
Whitneyville . . . . .	173	100	86	117	98	126	.53	10			20	16		48	-	-	2	2									2,200	1	2	1		

PLANTATIONS.

Codyville .....	34	18	12	24	15	27	.40	11	2	23	-	-	1	1	400	-	-	1					
No. 14 .....	64	40	29	30	24	41	.41	7	2	15	4	-	2	2	800	-	1	1					
No. 18 .....	13	10	7	-	-	10	.54	13	2	13	-	-	1	1	150	-	-	1					
No. 21 .....	46	32	29	-	-	32	.63	8	2	34	-	-	2	2	200	-	-	4					
	16,703	16,500	7,871	8,551	7,115	12,047	.45	11	2	4,683	11	-	2968	212	12	268	198	4	2,200	162,565	77	105	280

WASHINGTON COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.		No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount paid for School Supervision.		Am't of School Money voted in 1886.		Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.		Amount available from State Treasury from April 1, 1885, to April 1, 1886.		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.		Balance Unexpended April 1, 1886.		Balance Over-expended April 1, 1886.	
	No.	No.		Per month,	Per month,	Per week,	Per week,	Per month,	Per month,	Per month,	Per month,	Per month,	Per month,	Per month,	Per month,		Per month,	Per month,	Per month,	Per month,	Per month,	Per month,	Per month,	Per month,	Per month,	Per month,	Per month,	Per month,	Per month,	Per month,
Addison .....	6	3	31	00	4 85	1 80	48	00	992	2	2	2	50	1038	56	624	71	44	38	1707	65	1656	50	51	15	118	89			
Alexander .....	-	1	33	33	4 55	1 80	37	00	351	-	-	1	74	440	15	322	92	105	71	868	78	749	89	118	89					
Baileyville .....	4	-	30	00	2 91	1 54	15	00	325	24	-	2	41	398	60	215	81	-	-	614	41	461	08	153	33					
Baring .....	3	-	43	00	3 88	2 55	18	00	332	90	-	2	94	327	98	180	64	41	58	550	20	558	63	-	-	8	43			
Beddington .....	-	-	40	25	4 33	2 00	24	20	160	57	-	2	40	151	00	103	91	69	00	323	91	309	49	14	42					
Brookton .....	1	-	26	00	3 35	2 70	12	00	400	132	-	2	90	359	00	229	61	112	00	691	61	619	78	71	83					
Calais .....	26	4	89	00	7 00	3 75	300	00	5875	937	-	2	36	5875	00	3966	09	13	50	9854	59	9854	17	-	42					
Centerville .....	-	1	33	00	-	2 50	1	50	140	30	-	2	12	105	56	105	51	45	00	256	07	274	29	-	-	18	22			
Charlotte .....	2	1	29	00	4 75	1 98	23	00	400	9	-	2	26	469	78	272	95	49	86	792	59	842	65	-	-	50	06			
Cherryfield .....	3	1	35	00	4 67	2 23	100	00	1550	116	-	2	33	1676	77	1061	46	28	03	2766	26	2707	63	58	63					
Columbia .....	6	-	26	33	5 31	1 66	15	00	610	96	-	2	77	623	83	351	69	19	68	995	20	955	84	39	36					
Columbia Falls .....	2	2	35	00	5 60	2 37	25	00	650	102	-	2	42	889	31	430	03	67	50	1386	84	1400	48	-	-	13	64			

WASHINGTON COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.		No. of Teachers graduates of Normal Schools.		Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.		Amount paid for School Supervision.		Amt of School Money voted in 1886.		Excess above amt required by law.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1885, to April 1, 1886.		Amount available from State Treasury from April 1, 1885, to April 1, 1886.		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.		Balance Unexpended April 1, 1886.		Balance Over-expended April 1, 1886.			
	No.	Teachers	No.	Teachers	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				
Cooper	2	-	-	-	28 08	2 96	1 71	16 25	300	23	-	2 26	326 46	199 90	30 00	556 36	541 19	15 17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Crawford	-	-	-	-	30 60	4 50	1 65	6 75	200	35	-	2 82	200 00	113 50	-	313 50	314 86	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cutler	5	1	28 29	3 60	2 15	20 00	862	199	-	-	-	2 79	1023 54	493 96	50 00	1567 50	1358 22	209 28	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Danforth	1	-	33 25	4 61	2 20	20 00	800	310	-	-	-	2 91	884 70	439 61	61 28	1285 59	1305 62	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deblois	1	-	-	4 63	1 75	2 00	90	6	-	-	-	2 20	112 09	65 54	30 00	207 63	200 32	7 31	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Dennysville	2	3	47 00	5 75	3 37	25 00	418	-	-	-	-	2 02	354 89	330 91	-	685 80	743 38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
East Machias	4	1	31 00	5 50	2 36	65 00	1500	-	-	-	-	2 47	1837 15	941 74	-	2778 89	2508 44	270 45	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Eastport	12	1	66 00	7 00	2 75	25 00	4000	795	-	-	-	2 38	4000 00	2976 28	-	6976 28	6453 15	523 13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Eaton	-	-	28 00	4 50	2 25	10 00	278	27	-	-	-	2 12	217 01	209 42	50 00	476 43	536 47	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Edmunds	3	-	32 00	5 05	2 06	18 00	356	-	-	-	-	2 14	317 24	265 37	133 00	715 61	694 09	21 52	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Harrington	4	4	32 67	3 91	2 04	25 00	1300	268	-	-	-	2 92	1450 55	709 76	-	2160 31	2123 62	36 69	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Jonesborough	-	-	26 50	3 75	2 00	31 75	475	31	-	-	-	2 15	703 00	353 29	-	1056 29	961 08	95 21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Jonesport	8	-	44 00	4 72	2 66	40 00	1250	-	-	-	-	1 67	1582 17	1197 34	-	2779 51	2432 79	346 72	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Kossuth	No	Returns.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lubec	2	1	30 63	4 26	2 65	30 00	1800	113	-	-	-	2 31	1859 92	1243 69	33 13	3136 74	3119 29	17 45	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Machias	10	1	60 00	3 50	3 00	100 00	2200	238	-	-	-	2 56	2200 00	1377 14	53 00	3630 14	3630 14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Machiasport	3	1	30 00	4 35	2 40	25 00	1250	25	-	-	-	2 25	1726 72	888 81	-	2615 53	2237 69	377 84	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Marion	-	-	-	2 25	1 48	10 00	146	-	-	-	-	3 48	231 46	67 14	13 00	311 60	212 50	99 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Marshfield	-	-	33 00	3 50	2 50	6 00	300	60	-	-	-	2 05	321 56	233 39	-	554 95	538 16	16 79	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Maddybemps	-	-	31 00	-	2 00	7 00	200	62	-	-	-	2 98	235 92	107 11	-	343 03	297 13	45 90	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Millbridge	4	1	40 00	3 75	3 00	50 00	1442	40	-	-	-	2 15	1568 30	1035 44	-	2603 74	2432 62	171 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Northfield	2	-	36 25	3 50	2 20	2 00	200	46	-	-	-	3 08	328 47	101 51	16 40	446 38	436 08	10 30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Pembroke	20	-	36 17	3 76	2 09	75 00	1859	-	-	-	-	2 52	1859 20	1173 36	152 00	3184 56	2653 67	530 89	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Perry .....	3	1	29 00	4 00	1 90	60 00	838	-	-	1 91	870 71	700 18	70 80	1641 69	1589 33	52 36	
Princeton .....	5	-	30 00	4 35	2 25	25 00	850	20	-	2 37	1177 74	570 68	-	1748 42	1640 19	108 23	
Robbinston .....	1	1	37 40	4 20	2 50	25 00	745	17	-	2 12	752 05	561 10	104 15	1417 30	1390 29	27 01	
Steuben ..	-	1	34 00	3 59	1 67	42 50	932	-	-	2 45	1061 20	607 47	25 31	1693 98	1526 82	167 16	
Talmdage .....	2	-	-	3 75	1 60	4 50	100	10	-	2 00	451 84	79 93	128 40	660 17	304 28	355 89	
Topsfield.....	-	-	24 66	3 50	1 79	29 50	329	-	23	2 15	349 34	244 59	150 00	743 93	688 89	55 04	
Trescott .....	5	-	22 09	3 54	2 04	34 00	442	-	-	1 99	450 79	356 64	-	807 43	783 32	24 11	
Vanceboro .....	2	-	30 00	4 50	3 00	20 00	400	95	-	1 62	964 40	394 85	268 66	1627 91	783 12	844 79	
Waite .....	2	-	25 00	3 50	1 85	6 00	150	-	13	1 88	200 63	127 89	122 48	451 00	436 00	15 00	
Wesley .....	1	-	31 30	2 25	1 80	6 50	196	16	-	2 06	289 41	151 86	78 00	519 27	443 31	75 96	
Whiting .....	-	-	30 75	3 53	1 69	18 00	416	76	-	2 46	576 22	270 17	80 00	926 39	868 84	57 55	
Whitneyville.....	3	-	35 00	6 50	3 50	20 00	400	6	-	2 39	417 87	266 96	-	684 83	716 28	-	31 45
PLANTATIONS																	
Codyville .....	-	1	-	3 63	1 25	9 00	100	37	-	3 12	159 00	51 16	-	210 16	119 44	90 72	
No. 14.....	1	-	25 00	4 50	2 32	-	150	19	-	2 03	198 43	190 86	-	389 29	292 43	96 86	
No. 18.....	-	-	-	3 25	2 50	2 00	38	6	-	2 53	53 68	23 97	58 28	135 93	114 75	21 18	
No. 21.....	-	-	-	3 05	1 54	5 00	100	13	-	2 38	102 34	67 14	-	169 48	171 73	-	2 25
	161	34	34 92	4 17	2 21	1535 45	39,197	4188	36	2 33	43,771 54	27,045 99	2304 13	73,121 66	67,989 96	5394 76	263 06

APPENDIX.

YORK COUNTY.

TOWNS.	No. of Children belonging in town between the ages of 4 and 21 years.		No. registered in Summer and Fall Terms.		Average No. attending Summer and Fall Terms.		No. registered in Winter and Spring Terms.		Average No. attending Winter and Spring Terms.		Number of different Pupils Registered.		Percentage of Average Attendance.		Average length of Term in weeks and Fall Terms in weeks and days, 5 days per w.k.		Aggregate length of Summer and Fall Terms in weeks, 5 days per w.k.		Average length of Winter and Spring Terms in weeks and days, 5 days per w.k.		Aggregate length of Winter and Spring Terms in weeks, 5 days per w.k.		Number of Districts in town.		Number of Parts of Districts in town.		Number of School-houses in town.		Number in good condition.		Number of School-houses built last year.		Cost of the same.		Estimated value of all School Property in town.		Number Male Teachers employed in Summer and Fall Terms.		Number of Male Teachers employed in Winter and Spring Terms.		No. of Female Teachers employed in Summer and Fall Terms.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
Acton	295	223	181	191	154	229	.57	9	109	10	3	106	14	-	-	14	7	14	7	7	-	-	3,100	1	5	11																
Alfred	360	244	192	213	183	265	.52	9	115	10	-	115	10	-	-	7	7	7	7	-	-	5,000	1	3	9																	
Berwick	636	372	312	297	253	457	.44	9	280	10	2	280	10	-	-	14	12	14	12	-	-	14,500	3	4	20																	
Biddeford	4427	1529	1255	1462	1237	1705	.29	12	525	13	2	525	13	3	567	12	23	22	23	-	-	103,500	9	9	35																	
Buxton	632	417	339	419	341	425	.54	9	146	12	4	146	12	4	193	16	16	14	-	-	6,000	2	8	11																		
Cornish	324	189	168	179	155	181	.50	6	69	10	4	69	10	2	90	8	8	3	-	-	2,125	1	1	9																		
Dayton	155	73	64	92	62	98	.41	8	52	11	2	52	11	1	45	4	2	4	3	-	2,000	-	3	7																		
Eliot	448	256	189	250	202	376	.43	12	107	14	2	107	14	2	131	8	8	6	-	-	10,350	2	2	8																		
Hollis	423	261	208	298	240	327	.53	9	144	10	2	157	13	1	14	13	14	13	-	-	6,400	3	6	23																		
Kennebunk	828	518	412	386	320	572	.41	10	159	12	4	159	12	2	269	12	1	14	11	1	2500	15,000	1	1	16																	
Kennebunkport	642	401	342	429	375	432	.56	10	150	14	2	217	12	1	12	11	-	-	-	-	7,450	-	1	15																		
Kittery	858	358	299	376	350	480	.38	16	169	12	4	169	12	10	11	11	-	-	-	-	15,200	2	2	8																		
Lebanon	461	260	231	256	237	344	.50	8	144	10	2	126	19	2	118	12	-	-	-	-	5,500	-	2	6																		
Limerick	324	204	180	162	135	186	.48	9	108	10	2	95	10	2	9	9	1	250	-	-	2,500	-	3	13																		
Limington	396	251	125	264	132	288	.32	8	149	0	2	101	15	-	16	9	1	350	-	-	3,600	-	1	7																		
Lyman	276	159	155	156	126	187	.51	8	87	8	3	83	10	1	9	9	-	-	-	-	5,000	-	1	1																		
Newfield	225	143	112	186	154	186	.59	9	67	9	3	77	7	1	7	7	-	-	-	-	5,000	1	3	9																		
North Berwick	518	346	270	358	281	372	.53	8	187	8	2	187	8	-	18	18	-	-	-	-	11,500	1	3	18																		
Old Orchard	170	85	71	58	49	111	.42	12	21	12	-	12	-	-	1	1	-	-	-	-	4,000	1	1	2																		
Parsonsfield	445	210	172	245	217	296	.44	9	114	10	-	160	17	3	17	10	-	-	-	-	4,500	2	12	13																		
Saco	1700	888	759	813	670	989	.42	12	525	11	-	261	8	-	14	14	-	-	-	-	45,000	3	8	30																		
Sanford	852	494	414	466	378	469	.46	6	143	9	3	153	15	2	16	16	-	1300	-	-	13,300	-	2	3																		
Shapleigh	304	174	143	197	161	223	.50	10	90	10	-	90	10	2	9	7	-	-	-	-	4,500	-	5	10																		

COMMON SCHOOLS.



South Berwick ..	1059	566	466	619	500	785	.46	10	3	183	9	4	198	13	2	14	8	-	-	12,000	1	2	15
Waterborough....	399	216	176	227	209	270	.42	10		110	11		129	13	-	13	11	-	-	6,000	-	7	14
Wells .....	772	344	283	227	182	522	.30	10		260	11	2	126	17	-	17	15	-	-	11,500	1	11	29
York .....	801	419	343	400	321	451	.42	10	3	139	14		173	14	-	14	12	1	1000	7,500	-	8	16
	18,730	9600	7861	9226	7625	11,221	.41	9	4	4350	11		4139	296	20	337	278	5	5400	332,025	40	135	406

YORK COUNTY—CONTINUED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms.	No. of Teachers graduates of Normal Schools	Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Average paid for School Supervision.	Am't of School Money voted in 1886.	Excess above amt required by law.	Less than the amt required by law.	Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.
Acton .....	5	1	19 80	3 81 1 89	30 00	840	-	-	2 74	859 84	501 32	-	1,361 16	1,336 02	25 08		
Alfred .....	6	3	50 40	4 78 2 70	60 00	1,150	219	-	3 28	1,189 21	575 02	-	1,764 23	1,733 00	31 23		
Berwick .....	8	3	39 40	4 50 2 50	130 00	2,500	281	-	3 96	3,153 37	1,010 31	-	4,163 68	4,032 84	130 80		
Biddeford .....	35	3	65 11	9 00 3 50	1400 00	16,000	5878	-	3 55	12,575 43	7,201 63	41	19,777 47	24,968 97	-	5191 50	
Buxton .....	5	1	27 00	4 38 2 10	130 33	2,100	316	-	3 31	2,948 01	1,015 10	-	3,963 11	3,069 21	893 90		
Cornish .....	8	3	40 00	3 58 1 95	44 25	935	-	-	2 81	1,310 60	530 73	41 91	1,853 24	1,732 22	151 02		
Dayton .....	1	1	38 67	4 42 2 30	12 00	600	126	-	3 48	619 92	274 96	-	894 88	778 74	116 14		
Eliot .....	2	1	46 00	6 25 3 50	60 00	1,800	488	-	4 00	2,384 37	719 36	-	3,103 73	2,773 71	330 02		
Hollis .....	3	3	23 50	3 66 1 87	75 00	1,250	15	-	2 88	1,401 03	695 39	-	2,096 42	2,036 26	60 16		
Kennebunk .....	18	2	116 67	4 00 2 00	150 00	2,600	318	-	3 03	2,806 40	1,393 19	-	4,199 59	4,016 06	183 53		
Kennebunkport. ....	14	1	36 00	5 50 2 75	97 00	2,000	76	-	2 98	2,365 29	1,079 04	-	3,444 33	3,186 28	258 05		
Kittery .....	6	4	42 00	6 70 3 00	160 00	2,700	116	-	3 03	2,894 33	1,422 74	-	4,317 07	4,062 06	255 01		

YORK COUNTY—CONCLUDED.

TOWNS.	No. of Female Teachers employed in Winter and Spring Terms	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Amount paid for School Supervision.		Am't of School Money voted in 1886.	Not less than 80 cts. for each inhabitant		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.
										Excess above am't required by law.	Less than the am't required by law.								
Lebanon .....	6	4	26 00	4 00	2 20	99 50	1,281	-	-	-	2 72	1,390 02	751 34	-	2,141 36	2,096 78	44 58		
Limerick .....	5	1	20 00	4 50	1 75	67 00	1,002	-	-	-	3 08	1,203 66	519 54	11 15	1,740 35	1,369 10	371 25		
Limington .....	1	-	25 92	4 30	1 81	60 00	1,200	55	-	-	3 00	1,412 22	639 43	-	2,051 65	1,819 92	231 73		
Lyman .....	9	-	30 00	4 12	2 20	46 25	804	1	-	-	2 81	856 51	457 20	6 40	1,320 11	1,178 28	141 83		
Newfield .....	5	1	25 00	4 43	2 25	38 00	797	-	-	-	3 38	814 34	393 58	-	1,237 92	1,214 07	23 85		
North Berwick .....	18	-	76 00	5 77	2 18	50 00	2,000	559	-	-	3 67	1,888 84	869 62	62 20	2,820 66	3,066 94	-	246 28	
Old Orchard .....	2	1	50 00	7 50	2 75	10 00	500	100	-	-	2 79	533 21	286 15	99	820 35	907 29	-	86 94	
Parsonsfield .....	4	-	25 00	3 50	2 50	95 75	1,300	10	-	-	2 70	1,855 90	768 92	60 00	2,684 82	2,391 96	292 86		
Saco .....	18	3	55 57	5 50	2 80	250 00	8,000	2883	-	-	4 53	10,242 07	2,980 31	-	13,222 38	11,499 51	1722 87		
Sanford .....	15	1	47 00	3 71	2 50	92 80	2,500	313	-	-	3 00	2,652 34	1,330 04	9 00	3,991 34	3,884 59	106 79		
Shapleigh .....	5	-	22 00	4 17	2 12	50 00	902	-	-	-	2 81	1,097 30	513 14	53 00	1,663 44	1,549 99	113 45		
South Berwick .....	14	3	44 50	6 50	2 40	134 44	2,650	608	-	-	2 68	3,338 11	1,577 80	-	4,915 91	4,368 00	547 91		
Waterborough .....	6	-	25 05	3 87	1 92	50 00	1,186	-	-	-	2 94	2,085 57	644 23	11 24	2,741 04	1,941 78	799 26		
Wells .....	1	2	42 80	6 82	2 46	138 75	2,500	540	-	-	3 23	2,979 35	1,243 27	-	4,222 62	3,675 47	547 15		
York .....	5	1	39 38	5 00	2 21	137 00	2,000	30	-	-	2 57	2,109 32	1,245 30	-	3,354 62	3,307 82	46 80		
	225	38	40 70	4 97	2 37	3667 77	63,097	12,932	-	-	3 32	69,002 56	30,638 66	256 30	99,897 52	97,996 97	7425 27	5524 72	

## SUMMARY.

COUNTIES.	No. of Children belonging in county between the ages of 4 and 21 years.	No. registered in Summer and Fall Terms.	Average No. attending Summer and Fall Terms.	No. registered in Winter and Spring Terms.	Average No. attending Winter and Spring Terms.	Number of different Pupils Registered.	Percentage of Average Attendance.			Aggregate length of Summer and Fall Terms in weeks, 5 days per w.k.			Aggregate length of Winter and Spring Terms in weeks and days, 5 days per w.k.			Number of Districts in county.	Number of Parts of Districts in county.
							W.	P.	D.	W.	P.	D.	W.	P.	D.		
Androsoggin .....	14,592	6,462	5,515	6,960	5,746	7,737	.39	9	2	2,924	11	1	4,270	99	18		
Aroostook .....	17,661	10,092	7,409	7,000	5,438	11,835	.36	12	2	4,875	11	3	2,960	307	25		
Cumberland.....	29,003	16,951	14,228	16,195	13,363	18,791	.48	10	3	7,767	11	1	6,940	231	15		
Franklin .....	5,545	4,162	3,499	3,420	2,907	4,720	.58	8	1	1,870	10	-	1,657	191	22		
Hancock .....	13,033	8,269	6,892	7,750	6,562	9,811	.51	9	2	3,179	9	4	2,630	245	8		
Kennebec .....	15,851	8,789	7,280	8,441	7,025	10,341	.45	9	2	4,272	11	3	4,246	251	9		
Knox .....	10,086	6,184	5,308	6,257	5,333	7,189	.53	10	3	2,190	11	-	2,275	141	14		
Lincoln .....	7,918	4,876	4,134	4,992	4,242	5,584	.52	11	-	1,987	11	1	2,040	185	6		
Oxford .....	10,069	6,015	5,017	6,156	5,000	7,393	.50	9	1	3,309	10	-	3,366	351	29		
Penobscot .....	22,362	13,715	11,590	12,306	10,527	15,704	.49	11	3	7,451	10	2	5,008	377	22		
Piscataquis .....	5,023	2,970	2,431	3,196	2,591	3,686	.50	9	4	1,473	10	3	1,452	115	10		
Sagadahoc .....	6,312	3,996	3,404	4,204	3,427	4,896	.54	10	-	1,331	10	2	1,353	60	2		
Somerset .....	10,025	6,193	5,163	6,145	4,952	7,594	.50	8	4	3,236	10	1	3,232	311	33		
Waldo .....	9,869	5,897	4,911	6,487	5,424	7,536	.52	9	2	2,845	10	1	2,726	256	30		
Washington.....	16,703	9,650	7,871	8,551	7,115	12,047	.45	11	2	4,683	11	-	2,968	212	12		
York.....	18,730	9,600	7,861	9,226	7,625	11,221	.41	9	4	4,350	11	-	4,139	296	20		
	212,782	123,821	102,513	117,286	97,277	146,085	.47	10	-	57,742	10	4	51,292	3,628	275		

SUMMARY—CONTINUED.

COUNTIES.	Number of School-houses in county.			Cost of the same.	Estimated value of all School Property in county.	Number Male Teachers employed in Summer and Fall Terms	Number of Male Teachers employed in Winter and Spring Terms.	No. of Female Teachers employed in Summer and Fall Terms.	No. of Female Teachers employed in Winter and Spring Terms.	No. of Teachers graduates of Normal Schools.	Average wages of Male Teachers per month, excluding board.		Average wages of Female Teachers per week, excluding board.		Average cost of Teachers' board per week.	Amount paid for School Supervision.
	Number in good condition.	Number of School-houses built last year.	Cost of the same.								Average wages of Male Teachers per month, excluding board.	Average wages of Female Teachers per week, excluding board.				
Androscoggin .....	199	161	1	2500	344,250	19	71	264	210	38	39 20	1 58	2 08	2776 35		
Aroostook .....	333	209	22	7372	103,082	44	129	347	164	31	23 79	3 73	1 66	1647 64		
Cumberland .....	337	282	4	5985	636,565	49	148	529	414	92	41 64	5 11	2 31	4837 69		
Franklin .....	192	115	-	-	65,330	11	68	218	105	35	25 25	3 31	1 61	901 97		
Hancock .....	274	195	5	4210	158,000	25	114	305	153	38	34 21	4 09	2 03	1388 07		
Kennebec .....	347	236	3	2412	256,440	23	110	400	258	36	28 64	4 23	1 96	2919 49		
Knox .....	165	118	-	-	123,925	19	86	198	124	53	39 48	4 92	2 31	1171 70		
Lincoln .....	183	120	-	-	90,200	16	103	205	96	17	31 35	4 34	2 28	1053 15		
Oxford .....	351	262	6	4470	128,135	20	148	380	196	24	25 53	3 45	1 64	1486 75		
Penobscot .....	471	374	6	2900	314,155	28	150	634	361	60	31 18	3 90	1 90	3737 76		
Piscataquis .....	145	107	1	850	56,550	7	4	150	101	18	28 32	3 75	2 01	664 23		
Sagadahoc .....	106	97	4	9908	133,323	13	46	107	86	14	64 23	5 19	2 44	972 06		
Somerset .....	343	219	6	4236	111,405	14	80	318	239	31	27 62	3 65	1 61	1874 33		
Waldo .....	261	186	2	700	93,795	15	143	272	128	18	30 39	3 33	1 77	1058 64		
Washington .....	268	198	4	2200	162,565	77	105	280	161	31	34 92	4 17	2 21	1535 45		
York .....	337	278	5	5400	332,025	40	135	406	225	38	40 70	4 97	2 37	3667 77		
	4312	3237	69	53,143	3,109,745	420	1640	5043	3023	567	34 15	4 17	2 01	31,693 05		

SUMMARY—CONCLUDED.

COUNTIES.	Am't of School Money voted in 1886.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1885, to April 1, 1886.	Amount available from State Treasury from April 1, 1885, to April 1, 1886.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1885, to April 1, 1886.	Balance Unexpended April 1, 1886.	Balance Over-expended April 1, 1886.
		Excess above am't required by law.	Less than the am't required by law.								
Androscoggin .....	48,307	12,274	-	3 26	48,423 58	23,677 40	1176 31	73,277 29	74,454 72	1,764 54	2941 97
Aroostook .....	17,965	1,020	57	1 02	34,681 83	27,205 61	3124 37	65,011 81	58,468 77	7,405 44	862 40
Cumberland .....	123,527	54,631	-	4 18	130,608 14	46,268 04	7022 57	183,899 75	173,657 84	10,242 88	97
Franklin .....	15,656	1,301	12	2 72	18,021 54	9,108 62	787 83	27,917 99	24,706 01	3,211 98	
Hancock .....	29,934	1,220	147	2 28	36,523 80	21,152 29	1097 91	58,774 00	53,732 46	5,041 54	
Kennebec .....	49,169	7,281	3	3 12	57,294 32	25,274 84	862 89	83,432 05	77,901 71	5,629 13	98 79
Knox .....	28,476	2,404	13	2 80	30,857 66	16,412 23	1349 23	48,619 12	46,025 33	2,593 79	
Lincoln .....	21,027	1,302	6	2 64	24,055 01	12,869 04	157 38	37,081 43	34,291 83	2,834 90	45 30
Oxford .....	28,895	2,891	1	2 79	32,267 75	16,506 18	1888 09	50,662 02	47,331 30	3,384 96	54 24
Penobscot .....	74,855	19,909	23	3 38	80,904 65	35,963 23	5654 87	122,522 75	113,251 81	10,198 48	927 54
Piscataquis .....	12,617	1,271	2	2 55	13,008 94	7,806 85	981 37	21,797 16	21,160 62	1,120 54	484 00
Sagadahoc .....	21,742	6,328	4	3 39	23,156 30	10,389 60	209 67	33,755 57	32,215 81	1,539 76	
Somerset .....	27,846	2,351	16	2 74	30,763 59	16,179 12	2032 83	48,975 54	45,669 71	3,305 83	
Waldo .....	27,913	1,946	3	2 76	30,376 28	15,992 39	1397 63	47,766 30	44,886 78	2,879 52	
Washington .....	39,197	4,188	36	2 33	43,771 54	27,045 99	2304 13	73,121 66	67,989 96	5,394 76	263 06
York .....	63,097	12,932	-	3 32	69,002 56	30,638 66	256 30	99,897 52	97,996 97	7,425 27	5524 72
	630,223	133,249	323	2 94	703,717 49	342,491 09	30,303 38	1,076,511 96	1,013,741 63	73,973 32	11,202 99

## SPECIAL COMMON SCHOOL STATISTICS.

COUNTIES.	No. of towns returning.	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	258	102	156	.39 $\frac{1}{2}$	100	120	56	83	13	
Aroostook .....	65	402	16	386	.04	329	200	122	99	49	16
Cumberland .....	26	373	94	279	.25	189	231	125	107	25	1
Franklin .....	24	217	19	198	.09	127	158	62	62	23	1
Hancock .....	34	304	34	270	.11	170	197	117	98	29	5
Kennebec .....	29	377	73	304	.19	169	227	115	56	27	2
Knox .....	16	193	59	134	.30 $\frac{1}{2}$	79	101	58	25	16	
Lincoln .....	17	198	25	173	.12 $\frac{1}{2}$	111	136	96	51	16	1
Oxford .....	38	370	22	348	.03	196	186	102	122	36	2
Penobscot .....	61	547	133	414	.24	259	287	169	155	59	2
Piscataquis .....	20	151	15	136	.10	75	72	55	21	19	1
Sagadahoc .....	11	110	27	83	.24 $\frac{1}{2}$	42	61	31	17	11	
Somerset .....	37	382	37	345	.10	158	177	104	116	34	3
Waldo .....	26	275	22	253	.08	135	171	94	78	26	
Washington .....	50	324	90	234	.28	133	116	88	41	48	2
York .....	27	397	107	290	.27	161	185	121	98	25	2
	494	4,878	875	4,003	.18	2,433	2,625	1,545	1,229	456	38

COMMON SCHOOLS.

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. of teachers continued through the year.	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.	No. of towns having the Unit or Form System.
Androscoggin .....	8	5	28	95	25	384	127	315	69	.82	3—29	16	5
Aroostook .....	44	21	25	165	29	555	145	463	92	.83 $\frac{1}{2}$	20—102	136	11
Cumberland .....	23	3	64	135	24	714	289	610	104	.85 $\frac{1}{2}$	8—73	48	7
Franklin .....	16	8	34	113	22	335	39	289	46	.86	8—35	38	4
Hancock .....	24	10	46	125	37	471	76	395	76	.84	5—66	97	4
Kennebec .....	23	6	39	131	71	664	158	493	71	.87	7—75	37	10
Knox .....	14	2	15	66	5	318	94	273	45	.86	3—25	29	4
Lincoln .....	16	1	24	48	12	321	48	275	46	.86	—19	37	2
Oxford .....	29	9	20	162	10	597	83	495	102	.83	11—118	90	3
Penobscot .....	50	11	45	186	31	864	228	746	118	.86	11—75	95	12
Piscataquis .....	17	3	10	63	12	233	49	205	28	.88	—20	26	5
Sagadahoc .....	10	1	2	34	4	184	46	160	24	.87	3—1	14	4
Somerset .....	24	13	46	111	64	534	117	452	82	.85	12—60	100	6
Waldo .....	23	3	11	62	6	479	49	389	90	.81	18—88	83	
Washington .....	46	4	21	126	23	485	128	412	73	.85	1—30	52	13
York .....	24	3	68	119	36	558	206	459	99	.82	3—71	52	2
	391	103	498	1,741	411	7,596	1,882	6,431	1,165	.85	114—887	950	92

APPENDIX.

## COMPARATIVE STATEMENT—I.

ITEMS.	1885.	1886.	Increase.	Decrease.
Whole number of scholars between four and twenty-one .....	213,863	212,782	-	1,081
Number registered in summer and fall schools.....	118,794	123,821	5,027	
Average attendance in summer and fall schools.....	98,637	102,513	3,876	
Number registered in winter and spring schools .....	121,803	117,286	-	3,517
Average attendance in winter and spring schools .....	99,841	97,277	-	2,564
Per cent of average attendance to whole number .....	.48	.47	-	.01
Per cent of average attendance to number registered in summer and fall schools .....	.83	.81	-	.02
Per cent of average attendance to number registered during the year .....	.68	.68		
Whole number of different scholars registered during the year .....	144,909	146,085	1,176	
Average length of summer schools in weeks and days.....	10w 2d.	10w.	-	2d.
Average length of winter schools in weeks and days .....	10w. 4d.	10w. 4d.		
Average length of schools for the year, .....	21w. 1d.	20w. 4d.	-	2d.
Number of school districts in the State,	3,811	3,628	-	183
" parts of districts .....	306	275	-	31
" school-houses .....	4,343	4,312	-	31
" reported in good condition....	3,045	3,273	228	
" built during the year .....	7.	69	-	3
Cost of the same. ....	\$48,128	\$53,143	\$5,015	
Estimated value of school property in the State.....	\$3,075,296	\$3,109,745	\$34,449	
Number of male teachers employed in summer .....	260	420	160	
Number of male teachers employed in winter .....	1,796	1,640	-	156
Number of female teachers employed in summer .....	4,723	5,043	320	
Number of female teachers employed in winter .....	2,959	3,023	64	
Number of teachers graduates of normal schools.....	577	567	-	10
Average wages of male teachers per month (excluding board) .....	\$32 07	\$34 15	\$2 08	
Average wages of female teachers per week (excluding board).....	3 96	4 17	21	
Average cost of teachers' board per week,	2 03	2 01	-	.02
Amount of money voted by towns for common schools.....	674,676	630,223	-	\$44,353
Excess above amount required by law..	154,960	133,249	-	21,711
Average amount per scholar .....	2 71	2 94	23	
Amount available from town treasuries for school year.....	705,660	703,717	-	1,943
Amount available from State treasury for school year .....	331,218	342,491	11,273	
Amount derived from local funds.....	25,157	30,303	5,146	
Total school resources .....	1,062,032	1,076,511	14,479	
Amount expended for common schools..	1,002,566	1,013,741	11,175	
Net balance unexpended.....	59,466	62,770	3,304	
Amount paid for school supervision....	32,509	31,693	-	816



## COMPARATIVE STATEMENT—II.

ITEMS.	1886.	1876.	Increase.	Decrease.
Number of scholars between 4 and 21 years.....	212,782	218,490	-	5,708
Number registered in summer schools..	123,821	126,482	-	2,661
Average attendance " " ..	102,513	99,106	3,407	
Number registered in winter schools ..	117,286	129,903	-	12,617
Average attendance " " ..	97,277	105,976	-	8,699
Per cent of average attendance to whole number .....	.47	.47		
Average length of summer schools ....	10w.	10w. 2d.	-	2d.
" " winter " " .....	10w. 4d.	11w.	-	1d.
" " schools for the year, .....	20w. 4d.	21w. 2d.	-	3d.
Number districts in the State .....	3,628	3,972	-	344
" parts of districts in the State..	275	350	-	75
" school-houses " " ..	4,312	4,261	51	
" reported in good condition....	3,273	2,802	471	
" built last year.....	69	*86	-	17
Cost of same .....	\$53,143	\$164,399	-	\$111,256
Estimated value of school property ....	\$3,109,745	\$3,005,290	\$104,455	
Number of male teachers employed in summer .....	420	209	211	
Number of male teachers employed in winter .....	1,640	2,151	-	511
Number of female teachers employed in summer.....	5,043	4,284	759	
Number of female teachers employed in winter .....	3,023	2,351	672	
Wages of male teachers per month (excluding board) .....	34 15	35 45	-	1 30
Wages of female teachers per week (excluding board) .....	4 17	4 26	-	.09
Average cost of teachers' board per week, .....	2 01	2 34	-	.33
Amount of school money voted by towns, .....	630,223	882,285	-	252,062
Excess above the amount required by law .....	133,249	161,334	-	28,085
Average amount per scholar .....	2 94	4 04	-	1 10
Amount available from State treasury, .....	342,491	375,852	-	33,361
" derived from local funds.....	30,303	26,821	4,518	
" paid for school supervision....	31,693	30,866	827	

\* Nine school-houses built at a cost of \$109,000.

# 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, 1887.*

## ANDROSCOGGIN COUNTY.

TOWNS.	Number of Scholars.	Money Ap- portioned.	TOWNS.	Number of Scholars.	Money Ap- portioned.
Auburn .....	3,185	\$5,269 77	Minot .....	421	\$ 696 57
Durham .....	385	637 00	Poland .....	694	1,148 27
East Livermore .....	344	569 17	Turner .....	607	1,004 32
Greene .....	284	469 89	Wales .....	140	231 64
Leeds .....	358	592 34	Webster .....	323	534 42
Lewiston .....	6,603	10,925 06			
Lisbon .....	905	1,497 37		14,592	24,143 33
Livermore .....	343	567 51			

## AROSTOOK COUNTY.

	Number of Scholars.	Money Ap- portioned.	PLANTATIONS.	Number of Scholars.	Money Ap- portioned.
Amity .....	153	253 15	Allegash .....	105	173 73
Ashland .....	201	332 56	Bancroft .....	105	173 73
Benedicta .....	130	215 10	Cary .....	170	281 28
Blaine .....	295	488 09	Castle Hill .....	196	324 30
Bridgewater .....	347	574 13	Caswell .....	109	180 35
Caribou .....	1,226	2,028 49	Chapman .....	76	125 75
Easton .....	386	638 66	Connor .....	249	375 55
Fort Fairfield .....	1,158	1,915 99	Crystal .....	116	191 94
Fort Kent .....	630	950 22	Cyr .....	245	369 52
Frenchville .....	1,189	1,793 34	Dyer Brook .....	82	135 67
Grand Isle .....	427	644 03	Eagle Lake .....	138	208 15
Haynesville .....	92	152 22	Garfield .....	36	59 57
Hersey .....	78	129 06	Glenwood .....	63	104 23
Hodgdon .....	444	734 62	Hamlin .....	254	383 10
Houlton .....	1,190	1,968 93	Macwahoc .....	90	148 91
Island Falls .....	91	150 56	Merrill .....	116	191 94
Limestone .....	282	466 58	Molunkus .....	30	49 64
Linneus .....	401	663 47	Moro .....	82	135 67
Littleton .....	365	603 91	New Canada .....	118	195 25
Ludlow .....	192	317 68	New Sweden .....	235	388 82
Madawaska .....	665	1,002 99	Oakfield .....	265	438 45
Mapleton .....	314	519 54	Oxbow .....	60	99 27
Mars Hill .....	348	575 79	Perham .....	165	273 00
Masardis .....	92	152 22	Portage Lake .....	54	89 35
Monticello .....	445	736 27	Reed .....	72	119 13
New Limerick .....	243	402 05	St. Francis .....	150	226 25
Orient .....	93	153 87	St. John .....	85	128 18
Presque Isle .....	964	1,594 99	Silver Ridge .....	75	124 09
Sherman .....	341	564 20	Wade .....	43	71 14
Smyrna .....	99	163 80	Wallagrass .....	223	336 34
Van Buren .....	530	799 39	Westfield .....	52	86 04
Washburn .....	411	680 02	Winterville .....	46	76 10
Weston .....	170	281 28			
Woodland .....	344	569 17			
				18,241	30,180 81

## CUMBERLAND COUNTY.

TOWNS.	Number of Scholars.	Money Ap- portioned.	TOWNS.	Number of Scholars.	Money Ap- portioned.
Baldwin .....	319	\$ 527 81	New Gloucester.....	409	\$676 71
Bridgton .....	758	1,254 16	North Yarmouth.....	233	385 51
Brunswick .....	1,987	3,287 60	Otisfield .....	284	469 89
Cape Elizabeth.....	1,885	3,118 84	Portland .....	11,836	18,583 37
Casco .....	289	478 16	Pownal .....	270	446 73
Cumberland.....	582	962 95	Raymond .....	371	613 85
Deering.....	1,384	2,289 91	Scarborough.....	621	1,027 48
Falmouth .....	486	804 11	Sebago .....	277	458 31
Freeport .....	607	1,004 32	Standish .....	580	959 64
Gorham .....	918	1,518 89	Westbrook .....	1,731	2,864 04
Gray .....	534	883 54	Windham .....	714	1,181 36
Harpswell .....	608	1,005 98	Yarmouth.....	622	1,029 14
Harrison .....	378	625 43			
Naples .....	285	471 54			
				28,968	47,929 27

## FRANKLIN COUNTY.

Avon .....	196	324 30	Strong .....	187	309 40
Carthage.....	147	243 22	Temple .....	174	287 90
Chesterville .....	254	420 26	Weld .....	299	494 70
Eustis .....	89	147 25	Wilton .....	518	857 07
Farmington .....	935	1,547 01			
Freeman .....	180	297 82	PLANTATIONS.		
Industry .....	227	375 58	Coplin .....	40	66 18
Jay .....	399	660 17	Dallas .....	84	138 98
Kingfield .....	186	307 75	Greenvale .....	12	19 86
Madrid .....	144	238 26	Letter E .....	11	18 20
New Sharon .....	249	411 98	Perkins .....	38	62 88
New Vineyard .....	267	441 76	Rangeley .....	18	29 79
Phillips .....	501	828 93			
Rangeley .....	212	350 77		5,457	9,028 93
Salem .....	90	148 91			

## HANCOCK COUNTY.

Amherst .....	141	233 29	Orland .....	484	800 80
Aurora .....	74	122 44	Otis .....	101	167 12
Bluehill .....	708	1,171 43	Penobscot .....	438	724 70
Brooklin .....	364	602 26	Sedgwick .....	377	623 77
Brooksville .....	565	934 82	Sullivan .....	367	607 22
Bucksport .....	908	1,502 34	Surry .....	383	633 69
Castine .....	342	565 86	Tremont .....	719	1,189 63
Cranberry Isles .....	115	190 28	Trenton .....	185	306 09
Deer Isle .....	1,324	2,190 64	Verona .....	108	178 70
Dedham .....	149	246 53	Waltham .....	93	153 87
Eastbrook .....	131	216 75			
Eden .....	600	992 75	PLANTATIONS.		
Ellsworth .....	1,733	2,867 35	Long Island .....	61	100 92
Franklin .....	382	632 04	No. 7 .....	20	33 09
Gouldsborough .....	571	944 75	No. 21 .....	22	36 40
Hancock .....	414	684 99	No. 33 .....	66	109 20
Isle au Haut .....	83	137 32	Swan's Island .....	242	400 40
Lamoine .....	249	411 98			
Mariaville .....	116	191 94			
Mount Desert .....	389	643 62		13,024	21,548 98

## KENNEBEC COUNTY.

TOWNS.	Number of Scholars.	Money Apportioned.	TOWNS.	Number of Scholars.	Money Apportioned.
Albion .....	337	\$ 557 59	Pittston .....	686	\$1,135 03
Augusta .....	2,367	3,916 34	Readfield .....	271	448 38
Belgrade .....	341	564 20	Rome .....	157	259 77
Benton .....	367	607 22	Sidney .....	410	678 37
Chelsea .....	273	451 69	Vassalborough.....	750	1,240 92
China.....	454	751 17	Vieuna .....	188	311 06
Clinton .....	551	911 66	Waterville.....	2,225	3,681 39
Farmingdale.....	225	372 27	Wayne.....	247	408 67
Fayette .....	244	403 72	West Gardiner .....	277	458 32
Gardiner.....	1,376	2,276 68	Windsor.....	299	494 71
Hallowell .....	809	1,338 54	Winslow .....	627	1,037 42
Litchfield .....	380	628 73	Winthrop .....	578	956 34
Manchester.....	165	273 00	Unity Plantation.....	20	33 09
Monmouth.....	324	536 08			
Mt. Vernon .....	305	504 64		15,852	26,228 08
Oakland.....	599	991 08			

## KNOX COUNTY.

Appleton .....	435	719 73	St. George.....	909	1,503 99
Camden .....	1,355	2,241 93	Thomaston .....	881	1,457 66
Cushing .....	283	468 23	Union.....	425	703 19
Friendship.....	326	539 39	Vinalhaven.....	940	1,555 29
Hope .....	235	388 82	Warren.....	717	1,186 33
Hurricane Isle.....	59	97 62	Washington.....	412	681 69
North Haven .....	241	398 74	Matinicus Isle Pl.....	64	105 90
Rockland.....	2,241	3,707 86			
South Thomaston.....	563	931 51		10,086	16,687 88

## LINCOLN COUNTY.

Alna .....	193	319 33	Somerville .....	212	350 77
Boothbay .....	1,378	2,277 99	Southport .....	248	410 33
Bremen .....	261	431 83	Waldoborough .....	1,109	1,834 91
Bristol .....	1,057	1,748 87	Westport .....	168	277 97
Damariscotta .....	315	521 19	Whitefield .....	464	767 71
Dresden .....	328	542 70	Wiscasset .....	610	1,009 29
Edgecomb.....	299	494 71	Monhegan Plantation..	38	62 88
Jefferson .....	467	772 67			
Newcastle .....	424	701 53		7,914	13,094 19
Nobleborough.....	343	567 51			

OXFORD COUNTY.

TOWNS.	Number of Scholars.	Money Ap-portioned.	TOWNS.	Number of Scholars.	Money Ap-portioned.
Albany .....	225	\$372 27	Oxford .....	462	\$ 764 40
Andover .....	306	506 30	Paris .....	890	1,472 56
Bethel .....	619	1,024 18	Peru .....	230	380 55
Brownfield .....	349	577 44	Porter .....	348	575 79
Buckfield .....	382	632 04	Roxbury... ..	58	95 97
Byron .....	116	191 94	Rumford .....	322	532 77
Canton .....	428	708 15	Stoneham .....	139	229 99
Denmark .....	297	491 40	Stow .....	133	220 06
Dixfield .....	279	461 60	Sumner .....	342	565 86
Fryeburg .....	461	762 74	Sweden .....	126	208 48
Gilead .....	85	140 63	Upton .....	90	148 91
Grafton .....	37	61 22	Waterford....	301	498 02
Greenwood .....	286	473 20	Woodstock.....	356	589 03
Hanover .....	50	82 73			
Hartford .....	227	375 58	PLANTATIONS.		
Hebron .....	190	314 39	Franklin .....	51	84 38
Hiram .....	372	615 50	Lincoln .....	25	41 36
Lovell.....	271	448 38	Milton .....	96	158 84
Mason .....	36	59 57	Riley .....	14	23 17
Mexico .....	134	221 72			
Newry .....	114	188 63			
Norway .....	809	1,338 52		10,056	16,638 25

PENOBSCOT COUNTY.

Alton .....	132	218 41	Lee .....	364	602 26
Argyle .....	82	135 68	Levant .....	350	579 10
Bangor.....	5,265	8,711 25	Lincoln .....	542	896 77
Bradford .....	492	814 04	Lowell .....	148	244 88
Bradley .....	270	446 73	Mattamiscontis...	18	29 79
Brewer .....	1,005	1,662 83	Mattawankeag...	177	292 86
Burlington .....	177	292 86	Maxfield.....	46	76 12
Carmel.....	409	676 71	Medway .....	244	403 72
Carroll .....	223	368 96	Milford .....	237	392 13
Charleston.....	324	536 08	Mt. Chase .....	117	193 59
Chester .....	133	220 06	Newburg .....	318	526 16
Clifton .....	107	177 04	Newport .....	404	669 44
Corinna .....	406	671 75	Oldtown .....	1,233	2,040 07
Corinth .....	391	646 94	Orono .....	737	1,219 42
Dexter .....	775	1,282 28	Orrington .....	427	706 49
Dixmont .....	345	570 82	Passadumkeag...	90	148 91
Eddington.....	261	431 84	Patten .....	273	451 69
Edinburg.....	26	43 02	Plymouth .....	243	402 05
Enfield .....	200	330 91	Prentiss .....	142	234 95
Etna .....	263	435 14	Springfield .....	242	400 40
Exeter .....	369	610 53	Stetson .....	227	375 58
Garland .....	327	541 04	Veazie .....	189	312 71
Glenburn.....	218	360 70	Winn .....	352	582 41
Greenbush.....	261	431 84			
Greenfield .....	98	162 15	PLANTATIONS.		
Hampden .....	789	1,305 44	Drew.....	45	74 45
Heron .....	427	706 49	Lakeville.....	58	95 97
Holden .....	225	372 27	No. 2, Grand Falls...	35	57 91
Howland .....	45	76 45	Stacyville .....	60	99 27
Hudson .....	198	327 61	Webster.....	61	100 93
Kenduskeag...	176	291 21	Woodville .....	87	143 95
Kingman .....	212	350 77			
Lagrange .....	253	418 60		22,350	36,979 43

## PISCATAQUIS COUNTY.

TOWNS.	Number of Scholars.	Money Apportioned.	TOWNS.	Number of Scholars.	Money Apportioned.
Abbot .....	245	\$405 36	Parkman .....	375	\$620 46
Atkinson .....	244	403 71	Sangerville .....	314	519 54
Blanchard .....	58	95 97	Sebec .....	249	411 98
Brownville .....	364	602 26	Shirley .....	87	143 94
Dover .....	510	843 83	Wellington .....	233	385 51
Foxcroft .....	448	741 24	Williamsburg .....	70	115 82
Greenville .....	200	330 91	Willimantic .....	122	201 86
Guilford .....	311	514 57	Kingsbury .....	74	122 43
Medford .....	132	218 41	Elliottsville .....	18	29 78
Milo .....	322	532 77			
Monson .....	426	704 84		4,999	8,271 14
Orneville .....	197	325 95			

## SAGADAHOC COUNTY.

Arrowsic .....	66	109 20	Richmond .....	891	1,474 21
Bath .....	2,784	4,606 29	Topsham .....	377	623 77
Bowdoin .....	350	579 10	West Bath .....	101	167 11
Bowdoinham .....	502	830 59	Woolwich .....	378	625 44
Georgetown .....	341	564 20		6,312	10,443 58
Perkins .....	25	41 36			
Phippsburg .....	497	822 31			

## SOMERSET COUNTY.

Anson .....	485	802 45	St. Albans .....	436	721 39
Athens .....	366	605 57	Solon .....	303	501 33
Bingham .....	218	360 70	Skowhegan .....	1,303	2,155 89
Brighton .....	229	378 89	Smithfield .....	160	264 73
Cambridge .....	150	248 19	Starks .....	285	471 54
Canaan .....	379	627 08			
Concord .....	137	226 68	PLANTATIONS		
Cornville .....	255	421 91	Carratunk .....	82	135 67
Detroit .....	191	316 02	Carrying Place .....	15	24 82
Embden .....	212	350 77	Dead River .....	32	52 95
Fairfield .....	861	1,424 57	Dennistown .....	30	49 64
Harmony .....	249	411 98	Flagstaff .....	29	47 98
Hartland .....	337	557 59	Highland .....	36	59 57
Madison .....	482	797 49	Jackmantown .....	48	79 42
Mayfield .....	41	67 83	Lexington .....	84	138 98
Mercer .....	214	354 08	Moose River .....	51	84 38
Moscow .....	203	335 87	No. 1, R. 2, W.K.R. ..	39	64 53
New Portland .....	352	582 41	The Forks .....	54	89 35
Norridgewock .....	464	767 71	West Forks .....	56	92 67
Palmyra .....	329	544 35		9,938	16,443 01
Pittsfield .....	587	971 22			
Ripley .....	154	254 81			

WALDO COUNTY.

TOWNS.	Number of Scholars.	Money Apportioned.	TOWNS.	Number of Scholars.	Money Apportioned.
Belfast .....	1,346	\$2,227 04	Northport.. .....	248	\$410 33
Belmont .....	173	286 24	Palermo .....	318	526 16
Brooks .....	251	415 29	Prospect .....	255	421 91
Burnham .....	318	526 16	Searsmont .....	407	673 40
Frankfort .....	461	762 74	Searsport .....	584	966 26
Freedom .....	188	311 06	Stockton .....	386	638 66
Islesborough .....	370	612 19	Swanville .....	236	390 48
Jackson .....	207	342 49	Thorndike .....	230	380 55
Knox .....	283	468 23	Troy .....	308	509 61
Liberty .....	295	488 09	Unity .....	333	550 97
Lincolntonville .....	545	901 73	Waldo .....	275	455 01
Monroe .....	373	617 15	Winterport .....	748	1,237 62
Montville .....	461	762 74			
Morrill .....	154	254 81		9,753	16,136 92

WASHINGTON COUNTY.

Addison .....	378	625 43	Machiasport .....	533	881 88
Alexander .....	180	297 82	Marion .....	45	74 45
Baileyville .....	125	206 82	Marshfield .....	137	226 68
Baring .....	91	150 56	Meddybemps .....	75	124 09
Beddington .....	70	115 82	Millbridge .....	642	1,062 23
Brookton .....	143	236 60	Northfield .....	65	107 54
Calais .....	2,460	4,070 21	Pembroke .....	754	1,247 54
Centerville .....	61	100 92	Perry .....	417	689 95
Charlotte .....	183	302 78	Princeton .....	375	620 46
Cherryfield .....	678	1,121 80	Robbinston .....	344	569 17
Columbia .....	258	426 88	Stuben .....	382	632 04
Columbia Falls .....	276	456 66	Talmadge .....	53	87 69
Cooper .....	125	206 82	Topsfield .....	143	236 60
Crawford .....	71	117 47	Trescott .....	204	337 53
Cutler .....	308	509 61	Vanceboro .....	232	383 86
Danforth .....	288	476 51	Waite .....	72	119 13
Deblois .....	47	77 76	Wesley .....	96	158 84
Dennysville .....	193	319 33	Whiting .....	160	264 73
East Machias .....	601	994 39	Whitneyville .....	173	286 24
Eastport .....	1,703	2,817 71			
Eaton .....	155	256 46	PLANTATIONS.		
Edmunds .....	181	299 47	Coddyville .....	34	56 26
Harrington .....	444	734 62	No. 14 .....	64	105 89
Jonesborough .....	229	378 89	No. 18 .....	13	21 52
Jonesport .....	781	1,292 20	No. 21 .....	46	76 12
Kossuth .....	30	49 64			
Lubec .....	730	1,207 83		16,725	27,672 50
Machias .....	877	1,451 05			

## COMMON SCHOOLS.

## YORK COUNTY.

TOWNS.	Number of Scholars.	Money Ap- portioned.	TOWNS.	Number of Scholars.	Money Ap- portioned.
Acton .....	295	\$488 09	Lyman .. .....	276	\$456 66
Alfred .....	360	595 64	Newfield .....	225	372 27
Berwick .....	636	1,052 31	North Berwick .....	518	857 07
Biddeford .....	4,427	7,324 73	Old Orchard .....	170	281 28
Buxton .....	632	1,045 69	Parsonsfield .....	445	736 27
Cornish .....	324	536 08	Saco .. .....	1,700	2,812 75
Dayton .....	155	256 46	Sanford .. .....	852	1,409 69
Eliot .....	448	741 24	Shapleigh .. .....	304	502 99
Hollis .....	423	699 87	South Berwick .....	888	1,469 25
Kennebunk .....	825	1,365 00	Waterborough .....	399	660 17
Kennebunkport .....	642	1,062 23	Wells .....	772	1,277 32
Kittery .....	858	1,419 62	York .....	801	1,325 30
Lebanon .....	461	762 74			
Limerick .....	324	536 08			
Limington .....	396	655 20			
				18,556	30,702 00



Free High School Statistics.

# FREE HIGH SCHOOL STATISTICS.

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1886.

TOWNS.	DISTRICTS.	Whole amount expended.	Amount provided by town or district.	Amount from State Treasury.	Number of terms		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.
					Number of terms	Whole number of weeks.													
Albion .....	No. 8 .....	\$200 00	\$100 00	\$100 00	1	10	27	20	26	21	25	3	12	5	-	10	18	7	8
Alfred .....	.....	515 00	265 00	250 00	3	25	35	26	35	23	26	13	15	13	-	26	23	24	
Anson .....	.....	850 00	600 00	250 00	3	33	125	106	125	40	56	18	9	23	-	125	37	10	12
Atkinson .....	No. 6 .....	50 00	25 00	25 00	1	8	18	16	10	12	8	12	-	-	-	-	-	-	
Auburn .....	.....	3,783 34	3,533 34	250 00	3	36	184	160	-	56	64	-	-	141	16	58	107	16	1
Augusta .....	.....	3,300 00	3,050 00	250 00	3	36	106	93	106	-	32	14	14	78	25	85	65		
Avon .....	.....	166 00	83 00	83 00	2	22	36	3	27	31	21	17	7	-	-	-	12	5	6
Bangor .....	.....	3,613 00	3,363 00	250 00	3	36	222	215	-	47	-	-	-	167	78	136	88	-	6
Bath .....	.....	3,149 00	2,899 00	250 00	2	36	217	187	-	66	139	-	-	76	83	217	136	77	12
Belfast .....	.....	1,470 00	1,220 00	250 00	2	37	55	45	-	25	20	-	-	17	-	22	16	24	1
Berwick .....	Sullivan .....	600 00	350 00	250 00	2	20	44	43	44	27	-	-	20	5	5	25	30	15	
Biddeford .....	.....	2,600 00	2,350 00	250 00	3	38	123	95	-	-	-	-	-	59	32	94	63	15	
Bluehill .....	.....	300 00	150 00	150 00	3	30	78	50	70	65	70	42	21	-	-	12	26	16	21
Boothbay .....	.....	435 00	310 00	125 00	1 $\frac{1}{2}$	16	176	161	128	140	94	60	34	17	-	2	26	31	6
Bowdoin .....	.....	112 50	56 25	56 25	1	10	36	26	36	24	35	8	-	-	-	12	20	15	4
Bowdoinham .....	.....	500 00	253 60	246 40	2	24	50	47	25	25	13	-	13	-	8	24	16	7	
Brewer .....	.....	823 00	573 00	250 00	3	34	41	35	-	-	-	11	-	-	-	35	25	10	3
Bridgton .....	.....	1,313 00	1,063 00	250 00	3	36	58	49	-	14	25	7	14	36	18	1	31	11	2
Bristol .....	.....	350 00	176 63	173 37	2	20	126	94	124	126	86	83	31	3	-	30	12	31	11
Brownville .....	.....	200 00	100 00	100 00	1	11	53	36	32	30	26	26	8	13	2	4	8	8	4

COMMON SCHOOLS.

Brunswick		2,236 00	1,986 00	250 00	3	36	56	48	-	11	10	19	-	35	10	17	40	15	1		
Bucksport	No. 1	589 50	339 50	250 00	3	39	34	34	-	34	9	11	-	5	4	18	10	32	28	8	5
Calais		1,360 00	1,110 00	250 00	3	36	70	55	-	-	-	-	-	-	4	40	5	45	40	20	
Camden	Rockport Vill	1,024 00	899 00	125 00	3	32	60	56	36	36	41	14	24	23	6	17	21	24		1	
	Megunticook	290 0	165 00	125 00	1	12	31	25	13	15	15	15	9	4	-	15	12				
Canton	No. 11	150 00	75 00	75 00	1	10	36	30	24	28	15	30	8	-	4	-	-	1	2		
Cape Elizabeth		1,250 00	1,000 00	250 00	3	33	92	88	51	23	37	-	32	24	19	78	73	38	1		
Carmel	No. 3	125 00	62 50	62 50	1	10	42	30	13	38	30	15	16	3	-	-	2	18	2	8	
Caseo		117 50	58 25	58 75	1	10	20	15	18	20	9	10	-	3	-	5	4	2			
Castine		1,000 00	750 00	250 00	3	35	79	71	-	24	26	3	-	53	11	52	36	2	2		
Charleston	No. 10 et als	422 50	266 75	155 75	2	20	94	84	-	24	55	10	13	11	-	19	50	12	25		
Cherryfield		999 00	749 00	250 00	3	36	101	84	61	70	64	10	44	16	3	24	30	14	4		
China	No. 4 et als	287 15	168 90	118 25	1	10	70	60	55	45	50	25	8	4	-	17	18	15	8		
	Erskine School	497 50	409 50	88 00	2	21	95	85	63	65	40	40	10	-	-	16	35	30	14		
Columbia Falls		256 00	128 00	128 00	1	16	40	37	40	34	40	8	4	7	40	11	27	10	4		
Corinth	No. 13	80 00	40 00	40 00	1	8	30	27	30	26	19	18	-	-	-	-	6	3	2		
Cornville		180 25	90 13	90 12	1	11	57	43	57	50	52	7	-	-	-	17	12	8			
Cumberland		1,046 00	796 00	250 00	3	33	69	40	47	45	40	-	17	8	-	48	29	10	3		
Dedham		102 00	51 00	51 00	1	10	17	15	17	17	14	17	-	-	-	2	2				
Deering		2,010 00	1,790 00	250 00	3	33	171	162	128	63	100	27	81	40	47	171	105	50			
Dennysville		502 50	266 65	235 85	3	31	48	43	37	36	14	24	12	3	-	10	15	4			
Dexter		1,050 00	800 00	250 00	3	30	63	54	16	25	18	16	-	14	7	35	19	16	9		
Dixfield	No. 1	252 00	157 00	125 00	1	10	58	52	40	47	21	20	7	7	-	10	13	8			
Dixmont	" 5	85 00	45 00	40 00	1	10	23	20	16	23	9	10	8	-	-	1	3	1	2		
	" 1	140 00	75 00	65 00	1	10	26	22	26	26	19	16	13	-	-	9	7	-	6		
	" 14	150 00	94 25	55 75	1	10	30	28	30	20	26	8	7	-	-	11	9	4	10		
	" 13	100 00	50 00	50 00	1	10	37	27	37	33	29	25	7	-	-	16	7	7	2		
Dover	" 8	85 00	42 50	42 50	1	10	19	17	12	15	10	15	-	-	-	-	-	-			
Dresden	" 13	100 00	50 00	50 00	1	10	37	27	37	33	29	25	7	-	-	16	7	7	2		
East Livermore		307 50	158 88	148 62	2	26	99	89	89	81	77	51	25	3	-	27	28	5	2		
East Machias		266 00	133 00	133 00	3	39	36	33	14	17	18	-	-	12	3	22	4	8	2		
Eastport		1,590 00	1,250 00	250 00	4	38	99	67	50	50	50	50	50	49	23	49	40	-	1		
Easton		152 50	76 25	76 25	1	10	55	43	54	54	43	23	13	-	-	13	19	-	10		
Edgecomb	No. 6	85 00	42 50	42 50	1	10	26	22	25	25	19	12	-	-	-	10	10	6	1		
	" 4	102 50	51 25	51 25	2	20	26	23	22	21	12	6	4	-	-	4	6	2	2		
Ellsworth		1,300 00	1,050 00	250 00	3	36	64	60	-	16	-	-	-	64	8	12	43	-	1		
Etna	No. 1	100 00	53 30	46 70	1	10	20	15	17	13	10	-	2	-	-	-	6	-	1		
	" 3	60 00	31 00	29 00	1	10	13	9	6	11	13	7	3	-	-	1	7	-	1		
Exeter		161 00	80 50	80 50	1	10	30	28	18	27	11	12	-	-	-	1	7	-			
Fairfield		500 00	375 00	125 00	2	20	38	33	40	12	13	-	12	15	6	21	16				

APPENDIX

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1886—Continued

TOWNS.	DISTRICTS.	Whole amount expended.	Amount provided by town or district.	Amount from State Treasury.	Number of terms.	Whole number of weeks.	Whole number of pupils registered.	Average attendance.	Number in Fourth Reader and above.	Number in Arithmetic.	Number in English Grammar.	Number in Geography.	Number in United States History.	Number in Ancient Languages.	Number in Modern Languages.	Number in Natural Sciences.	Number in Higher Mathematics.	Number in Book-Keeping.	Number who taught or who intend teaching during the year.
Farmington.....	No. 4.....	\$500 00	\$313 75	\$186 25	2	32	39 24	-	17	-	-	-	-	15	4	20	22	19	4
	" 1.....	142 50	82 50	60 00	1	10	17 15	13	15	15	10	1	5	-	-	4	-	-	25
Fayette.....		172 25	91 00	81 25	3	23	86 77	83	78	62	41	10	2	-	-	1	16	4	2
Fort Fairfield.....		527 00	277 00	250 00	2	28	113 88	113	113	113	113	50	-	-	-	20	40	30	25
Foxcroft.....		500 00	250 00	250 00	2	23	51 45	51	36	32	-	-	15	-	4	24	34	15	10
Frankfort.....		187 50	93 75	93 75	1	10	34 25	-	34	20	4	4	-	-	-	10	-	-	9
Freeport.....		1,076 30	826 30	250 00	3	36	48 43	-	23	-	-	-	22	41	-	23	28	-	25
Frenchville.....		400 00	150 00	250 00	2	40	44 30	33	44	44	44	30	-	-	-	30	-	17	28
Gardiner.....		1,850 00	1,600 00	250 00	3	36	113 95	90	50	35	36	-	-	37	-	39	46	34	3
Georgetown.....		150 00	75 00	75 00	1	10	19 18	18	16	19	7	-	8	-	-	2	5	5	1
Gorham.....		981 00	731 00	250 00	3	32	186 164	85	115	94	89	42	13	-	-	32	32	-	25
Gray.....		91 00	45 50	45 50	1	6	60 53	-	60	45	31	12	7	16	10	26	2	-	10
Greenfield.....		136 00	68 00	68 00	1	12	26 18	20	26	12	19	9	-	-	-	8	8	8	8
Greenville.....		270 00	135 00	135 00	2	18	55 45	48	51	38	40	7	4	-	-	8	11	2	5
Guilford.....		215 00	107 50	107 50	1	10	91 72	40	72	35	40	-	5	-	-	6	16	2	5
Hallowell.....		480 00	355 00	125 00	2	19	73 64	-	24	1	-	-	40	34	34	11	14	2	2
Hancock.....		170 00	85 00	85 00	1	10	50 45	50	48	42	36	20	-	-	-	25	12	6	6
Harrison.....	River District...	103 12	54 11	49 01	1	10	27 24	27	25	25	12	-	3	-	-	6	4	10	2
Hartford.....		267 50	138 75	128 75	2	18	88 76	52	69	55	48	46	10	-	-	14	24	14	12
Hermon.....	No. 5.....	162 50	112 80	49 70	1	10	70 46	70	68	70	11	5	5	-	-	8	39	17	14
Holden.....		150 00	75 00	75 00	1	10	23 19	20	19	17	8	-	-	-	-	5	11	2	2
Houlton.....		45 00	22 50	22 50	1	3	30 26	30	20	4	-	-	16	12	5	15	8	-	1
	No. 9.....	287 00	233 50	53 50	1	10	68 57	44	68	55	28	17	-	-	-	3	17	8	1
Jackson.....	" 8.....	100 00	60 00	40 00	1	10	25 21	17	21	16	7	-	-	-	-	6	8	4	6
	" 7.....	80 00	40 00	40 00	1	10	15 14	11	7	5	7	3	-	-	-	5	1	1	1

COMMON SCHOOLS.

Jonesport	No. 3	64 00	27 00	37 00	1	8	31	20	31	31	31	19	4	-	-	9	-	-	1
Kenduskeag		441 00	230 50	210 50	3	27	46	40	14	12	17	10	12	-	-	15	-	16	10
Kennebunk	No. 9	405 00	330 23	74 77	3	36	31	24	31	28	18	10	15	3	2	12	18	5	
	" 5	800 00	624 77	175 23	3	37	27	24	-	-	8	-	18	2	2	14	10	1	
Kittery		750 00	500 00	250 00	3	36	95	52	95	95	34	35	5	-	-	64	67	23	
La Grange		198 00	100 00	98 00	2	14	51	37	51	51	20	20	4	-	-	9	10	3	3
Lamoine	No. 2	125 00	66 50	58 50	1	10	41	35	41	41	41	15	-	-	15	18	15	4	
	" 9	125 00	67 50	57 50	1	10	33	31	-	27	17	10	2	-	-	4	5	5	
	" 3	90 00	45 00	45 00	1	10	13	17	10	13	6	8	2	-	-	-	3	-	1
Lebanon	W. Lebanon	299 10	194 55	104 55	4	40	22	10	19	19	14	15	6	2	-	4	10	2	3
	No. 10	160 00	80 00	80 00	2	20	42	36	18	20	30	23	17	-	21	-	19	-	5
Leeds		86 00	43 96	42 04	1	8	49	42	47	48	38	18	4	-	-	-	17	18	4
Levont		4,250 00	4,000 00	250 00	2	37	173	154	173	173	173	173	173	138	57	123	142	62	
Lewiston	No. 2	257 85	146 85	111 00	2	20	44	36	36	42	34	17	9	-	-	17	16	3	7
	" 6	110 00	60 00	50 00	1	10	47	41	47	45	27	10	12	-	-	-	14	1	3
Liberty		200 00	101 70	98 30	2	20	44	36	34	42	10	18	9	-	-	1	4	2	8
Limestone		150 00	75 00	75 00	1	10	49	31	22	42	38	14	4	-	-	20	27	9	8
Linneus		772 50	522 50	250 00	6	58	183	163	16	84	88	18	50	90	12	97	100	2	8
Lisbon		200 00	100 00	100 00	1	10	38	35	10	12	12	6	11	11	6	3	15	12	8
Livermore	No. 2	300 00	150 00	150 00	3	33	74	62	45	56	37	35	16	-	-	-	5	10	3
Lowell		1,184 00	934 00	250 00	3	34	57	50	57	57	57	57	57	57	57	57	57	57	3
Machias		193 50	96 75	96 75	2	25	68	55	25	68	19	25	-	-	-	-	-	-	1
Madawaska		198 00	99 00	99 00	1	11	52	44	52	46	40	31	4	-	-	16	9	13	3
Manchester		210 00	105 00	105 00	1	18	73	62	52	67	42	34	14	2	-	4	8	7	9
Mercer	Nos. 2 and 8	185 00	92 50	92 50	1	10	86	78	86	80	42	56	8	9	-	-	6	4	4
Milo		1,139 94	889 94	250 00	3	36	41	35	30	20	20	-	20	15	7	15	7	15	
Minot and Poland	Union District	450 00	225 88	224 12	6	60	135	118	127	122	50	111	26	4	-	-	2	5	1
Monmouth		197 50	145 00	52 50	1	10	33	29	30	33	15	20	5	-	-	2	10	5	4
Monroe	No. 7	97 50	51 25	46 25	1	10	25	21	25	25	20	5	5	-	-	2	1	3	4
	" 11	500 00	250 00	250 00	3	30	24	17	21	12	21	-	15	6	1	19	14	24	2
Monson		105 00	65 10	39 90	1	10	49	39	49	49	38	18	6	-	-	3	25	10	8
Montville	No. 9	125 00	62 50	62 50	1	10	48	42	22	48	28	31	9	-	-	14	16	-	6
Newburgh	" 3	163 00	81 50	81 50	1	10	28	25	19	24	12	18	4	-	-	-	2	3	1
	" 1	50 00	25 00	25 00	1	10	14	12	10	10	1	5	-	-	-	-	1	1	
Newcastle	" 12	106 70	56 82	49 88	1	11	35	25	29	35	21	29	5	-	-	5	5	-	3
New Limerick	" 2	500 00	250 00	250 00	3	30	171	146	103	152	72	72	19	-	-	7	19	12	7
Newport		465 00	245 00	220 00	2	20	93	81	32	80	70	14	23	-	-	30	36	14	10
New Sharon		379 00	189 50	189 50	1	13	52	45	40	38	34	-	15	8	-	10	28	-	
Norridgewock	No. 8	900 00	650 00	250 00	4	42	63	50	63	44	36	20	45	32	1	25	28	-	7
North Berwick																			

APPENDIX.

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1886—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.
Norway	No. 7	\$520 00	\$270 00	\$250 00	2	22	133	122	133	127	71	92	27	2	-	7	10	-	4
Oakland		710 00	460 00	250 00	3	23	60	41	60	30	33	13	25	22	14	31	26	3	1
Old Orchard		526 50	276 50	250 00	2	33	40	31	25	33	23	2	3	-	-	21	13	33	
Orrington	Corner District	137 50	72 50	65 00	1	10	26	23	26	26	19	10	2	-	-	12	12	3	3
Orono		1,700 00	1,450 00	250 00	3	35	66	57	38	32	38	-	21	18	10	28	21	18	
Otisfield		200 00	100 00	100 00	2	17	40	34	38	38	6	15	19	10	1	4	3	3	3
Palermo	No. 2	100 00	50 00	50 00	1	10	28	22	23	23	18	12	4	-	-	1	10	-	4
	" 13	100 00	50 00	50 00	1	10	30	25	28	30	19	17	3	-	-	8	6	2	5
Parsonsfield		593 00	343 00	250 00	2	20	127	103	30	78	46	-	8	35	-	39	59	-	50
Patten		480 00	240 00	240 00	3	30	70	53	65	60	30	25	15	12	-	14	26	5	6
Pembroke		653 50	403 50	250 00	4	29	86	72	42	83	73	69	23	-	-	26	9	25	
Peru	Foot of Pond Dist.	50 00	25 00	25 00	1	10	21	17	15	17	8	8	3	-	-	-	3	2	
Pittston	No. 6	135 00	67 50	67 50	1	9	34	27	34	33	32	27	12	-	-	-	3	7	
	" 15	125 00	65 00	60 00	1	10	30	29	30	28	21	9	3	-	-	9	13	2	4
Plymouth	" 1	147 50	73 75	73 75	1	10	46	32	-	48	26	5	11	-	-	-	6	3	5
Portland		10,060 00	9,810 00	250 00	2	38	391	350	391	75	-	-	-	62	215	325	125	75	
Princeton		439 37	219 69	219 68	3	28	34	33	33	22	17	16	5	5	-	10	15	6	3
Raymond	No. 9	111 00	59 00	52 00	1	8	22	21	22	12	12	12	10	4	-	13	8	9	4
Readfield		209 00	92 50	107 00	2	20	40	32	33	38	28	15	-	4	-	14	15	12	3
	No. 5	193 00	105 00	90 00	1	10	37	31	27	23	30	12	-	-	-	12	10	11	1
Richmond		638 00	388 00	250 00	2	21	95	87	95	41	52	28	7	39	-	30	13	11	
Rockland		1,910 00	1,660 00	250 00	3	31	101	81	101	101	-	-	-	35	12	40	50	30	
Rome	Nos. 1, 3 and 4	110 00	55 00	55 00	1	10	28	23	25	26	15	21	18	-	-	6	10	6	6
Rumford	No. 8	150 00	100 00	50 00	1	10	35	28	35	35	35	10	-	5	1	-	22	4	6

COMMON SCHOOLS.

Saco.....	2,396 76	2,146 76	250 00	3	38	107	69	107	24	30	-	-	51	36	70	66	58	11	
Searsport .....	366 25	183 12	183 13	1	11	41	35	35	41	30	9	8	-	-	-	1	4		
Sebec.....	400 00	200 00	200 00	4	42	66	54	-	54	38	26	16	-	-	30	22	19	3	
Shapleigh.....	487 50	237 50	250 00	2	20	48	44	48	22	15	10	-	5	-	23	20	8	8	
Skowhegan .....	1,520 00	1,270 00	250 00	3	36	93	67	93	32	30	-	-	50	-	86	58	37	14	
Smithfield .....	80 00	40 00	40 00	1	10	20	18	18	20	14	-	-	-	-	10	4	15	4	
South Berwick.....	622 50	372 50	250 00	4	40	42	28	-	35	21	-	17	15	2	4	3	13		
South Thomaston .....	Grade District...	150 00	75 00	1	13	28	20	28	28	28	15	5	-	-	10	10	4		
Springfield.....	No. 3.....	281 25	170 13	1	11	47	43	44	40	45	7	-	-	-	26	8	9	15	
Starks.....	" 7.....	148 00	75 00	1	10	36	26	34	34	24	10	3	-	-	17	5	6	2	
Stetson .....		257 50	167 50	2	20	75	63	74	74	56	16	12	3	-	-	3	12	25	
Thomaston .....		1,172 00	922 00	250 00	3	34	24	21	24	23	23	23	23	16	19	23	18		
Thorndike.....	No. 3.....	150 00	79 63	70 37	1	10	25	19	25	25	11	7	15	-	6	3	-	3	
Topsham.....		349 50	174 75	174 75	3	36	35	29	-	32	8	-	-	19	8	22	19	-	
Troy.....	No. 1.....	140 00	70 00	70 00	1	10	43	32	15	43	43	5	20	-	12	18	2	9	
Turner.....		328 00	164 75	163 25	4	32	128	108	100	100	59	33	10	23	-	21	38	17	
Union.....		258 00	113 80	144 20	2	20	69	62	69	59	53	4	12	-	-	31	11	15	
Vinalhaven .....		500 00	250 00	250 00	3	25	90	65	-	77	64	35	35	-	-	21	35		
Waldoboro' .....	No. 6.....	440 00	221 05	218 95	3	32	36	27	31	27	11	-	-	14	6	7	4	2	
Warren.....		441 00	222 70	218 30	4	38	60	36	60	14	14	11	4	-	10	24	-		
Washington .....		156 00	78 00	78 00	1	10	40	30	38	35	36	3	-	3	3	17	13	9	
Waterford.....		290 00	145 00	145 00	2	20	105	86	97	94	74	52	14	7	105	7	10	17	
Waterville .....		2,112 00	1,862 00	250 00	4	39	101	75	35	33	15	7	7	39	22	100	55	15	
Wayne.....		205 00	102 50	102 50	2	20	74	61	57	64	40	28	13	10	7	6	26	3	
Wells.....		496 50	248 25	248 25	3	33	101	73	101	68	55	32	7	18	-	10	30	20	
Westbrook.....		1,450 00	1,200 00	250 00	3	36	108	63	88	67	75	40	75	20	-	60	30	15	
Whitefield .....		393 25	199 13	194 12	2	20	104	83	94	94	69	26	2	-	28	15	11	10	
Wilton.....	No. 9.....	1,059 25	809 25	250 00	2	24	104	59	-	17	63	-	-	36	8	55	56	35	
Winn.....		300 00	150 00	150 00	3	29	52	29	37	36	32	19	10	4	-	5	10	12	
Wiscasset.....	No. 1.....	677 50	427 50	250 00	3	34	57	33	49	42	23	23	-	20	-	17	17	7	
Yarmouth.....		1,350 00	1,100 00	250 00	3	36	80	60	-	39	28	19	15	32	9	40	31	18	2
160	110,246 63	84,204 95	26,040 68	358	3868	11,174	9403	7198	7443	5838	3515	2154	2358	1160	4102	4879	1929	867	

APPENDIX.

# STATE EXAMINATION QUESTIONS.

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SPRING AND SUMMER, 1886.

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## ARITHMETIC.

1. Express in words the following figures: (a) 3000.0003. (b) .3003.
2. What is the value of a load of wood 6 ft. long, 4 ft. wide, and  $3\frac{1}{2}$  ft. high, at \$4.50 per cord?
3. A boy in flying his kite lost three-fifths of the string, then added 65 ft. and found it five-sixths of the original length. What was the length at first?
4. A person borrows \$100 at 4% annually, and pays at the end of each year \$25. How much will he owe at the end of three years?
5. Bunker's age is three-fourths of Tinker's, and Tinker's five-sixths of Hunter's; the sum of their ages is 118 years. What is the age of each?
6. A horse was bought for \$200 and sold so that 20% of the money received was gain. How much was paid?
7. How many rods apart are the opposite corners of a square farm of 360 acres?
8. If 100 men, in 40 days of 10 hours each, build a wall 30 ft. long, 8 ft. high, and 24 inches thick, how many men will it take to build a wall 40 feet long, 6 ft. high, and 4 ft. thick, in 20 days, working 8 hours a day? (To be worked by cancellation and explained).
9. What cost 1764 lbs. of hay at \$11.75 per ton?
10. Reduce  $\frac{5}{12} - \frac{1}{24} \div 1\frac{15}{36}$ .



## GEOGRAPHY.

1. What is (*a*) the sensible horizon? (*b*) The rational horizon?
2. Name four chief staples of the Southern States.
3. Where and what is Gibraltar?
4. Give the States and their Capitals which border on the Mississippi River.
5. Explain the difference between State and Territorial governments.
6. Locate the watersheds of the United States.
7. Do the climatic and mathematical zones coincide? If not, why?
8. What bay is noted for its very high tides?
9. What two regions of the earth are below sea level?
10. What is meant by the inclination of the earth's axis?

## GRAMMAR.

1. What is a diphthong? Give example.
2. Give three rules for the use of capitals, with a sentence to illustrate each.
3. Define a participle. (*a*) Give example of participle used as a noun. (*b*) Used as an adjective.
4. Write a sentence (*a*) containing a relative pronoun; (*b*) containing an adjective in the comparative degree.
5. What is the analysis of a sentence?
6. What rule governs the position of adverbs in a sentence, (*a*) when they modify adjectives, (*b*) when they modify verbs?
7. Show the difference between regular and irregular verbs, and give examples of each with the principal parts.
8. Write and punctuate an advertisement of an article lost or found, for insertion in a newspaper.
9. "A prompt decisive man, no breath  
Our father wasted: 'Boys, a path!  
Well pleased, (for when did farmer boy  
Count such a summons less than joy?)  
Our buskins on our feet we drew."

Write in your own language in prose.

10. Correct or justify.

(a) In piety and virtue consist the happiness of man. (b) The patient died with consumption. The difference between he and I was amicably settled.

#### SPELLING.

To be corrected or justified.

Emmissary,	Cutlas,	Acquital,	Skain,
Thralldom,	Beseiged,	Parcelling,	Miricle,
Gnack,	Icicle,	Privilage,	Pittied,
Wrythe,	Analitycal,	Exturpate,	Sturrip,
Sallad,	Eligible,	Mottos,	Fateague.

#### U. S. HISTORY.

1. In what two colonies was there religious toleration?
2. Compare the habits and character of the Virginia and New England Colonists.
3. What can you say about Braddock's expedition?
4. How did the Quakers treat the Indians, and with what results?
5. What were the causes of the Mexican War?
6. What caused the Civil War in Kansas?
7. What was the Hartford Convention and its objects?
8. What was the Missouri Compromise and its purpose?
9. Why did Negro slavery die out and disappear at the North, and spread and increase at the South?
10. State why the following battles were important?  
(a) Monitor and Merrimack. (b) Gettysburg. (c) Vicksburg.  
(d) Bull Run.

#### PHYSIOLOGY.

##### I.

1. What is the source of animal heat?
2. Describe the (a) periosteum, (b) pericardium, (c) pleura, (d) Epiglottis.
3. How are the bones of the skull united, and what advantages result from this form of union?
4. What is the difference between voluntary and involuntary muscles? Give an example of each.
5. Describe the vermicular motion of the stomach and intestines.

6. What is the effect on the system of breathing air containing (a) oxygen in excess, (b) carbonic acid gas, (c) sulphurous acid gas?
7. What should first be done in cases where poison has been taken into the stomach? (a) What treatment should follow in mineral poisoning, (b) in opium or laudanum poisoning?
8. What is the centre or seat of the nervous system?
9. What two kinds of nerves and their office?
10. Locate the following: Carpus, Femur, Patella, Diaphragm, Scapula, Radius, Aorta.

## II.

1. What is alcohol?
2. Does it contain any nutriment?
3. What is the effect of alcohol (a) on digestion in the stomach, (b) on the liver?
4. In what two ways does alcohol get into the blood?
5. What effect does alcohol have upon (a) the circulation, (b) the heart?
6. Describe the effect of tobacco smoke, (a) on the lungs, (b) on the circulation?
7. Does the use of alcohol increase or diminish the power to resist extremes of heat or cold? Why?
8. What diseases may be directly traced to the excessive use of tobacco?
9. Why is the use of tobacco in any form especially harmful to the young?
10. How does it produce a craving for alcoholic stimulants?

## THEORY AND PRACTICE.

1. What results are to be secured by school government?
2. How do you regulate whispering in school?
3. What should be the object of a recitation?
4. How would you secure increased interest in your school on the part of (a) scholars, (b) parents?
5. Which do you regard as of greater importance, the facts and principles of lessons, or the power of thought?

6. How do you regard corporal punishment as a means of discipline?
7. Would you reject partial answers? If so, why?
8. How would you remedy imperfect articulation?
9. How much time should in your opinion be devoted to reviewing?
10. State what constitutes an orderly, well-conducted school.

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FALL AND WINTER, 1886-87.

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ARITHMETIC.

1. What is a decimal?
2. Divide .75 by .00003.
3. What is a fraction?
4. Eliminate the following and give explanation of methods: (*a*) twelve thirty-fifths divided by thirty seventy-sevenths and (*b*)  $\frac{2}{3}$  of  $5\frac{2}{3} \times \frac{2}{3}$  of  $3\frac{1}{3}$ .
5. Define percentage.
6. Sold a horse at a profit of 40%, with the money I purchased another which I also sold at a loss of 20%; the price received being \$238. What was the cost of each horse?
7. With gold at \$1.62 $\frac{1}{2}$ , what was \$20 in greenbacks worth in gold?
8. Bought a field whose sides respectively measured 120 and 104 rods and 31 rods wide for \$17.50 per acre. What was the cost of the field?
9. State the difference, (*a*) between simple and compound interest, (*b*) between compound and annual interest.
10. Of what length should the rafters of a barn 40 feet wide be cut so that the roof may form a right angle?

GEOGRAPHY.

1. Bound Androscoggin County and name its county seat.
2. Locate (*a*) Mt. Katahdin, (*b*) Mt. Kineo.
3. Name five countries that have a republican form of government.

4. What is the Magnetic Pole?
5. Name four leading exports of California.
6. On what does the statute length of a degree of longitude depend?
7. Upon what three conditions does climate chiefly depend?
8. Locate and describe the river Nile.
9. What sections of the American continent have practically no rain, and why?
10. What is Physical Geography?

## GRAMMAR.

1. Define the terms, "positive, comparative, superlative," as applied to adjectives.
2. What is the conjugation of a verb?
3. What are the plain and simple divisions of time?
4. Write a sentence containing "that" as a (*a*) relative, (*b*) an adjective, (*c*) a conjunction.
5. Correct or justify the following: It could not have been her.—The book of Proverbs were written by Solomon.—Is that a man or a women's voice?
6. In what way would you make Grammar intelligible and the study of it interesting to beginners?
7. Analyze the following and parse the words in italics:
 

"Take care of *now*, let *then* rest for future strife."  
 "*Millions* for defence, not one *cent* for tribute."
8. How may you improve your pupils in the common use of correct language?
9. What is your opinion in relation to the use of slang phrases by teachers?
10. Do you find the machinery of English Grammar as now used too complicated?

## SPELLING.

Correct or justify.

Embarras,	Parrish,	Knuckle,
Fellon,	Rarify,	Quinsy,
Irassible,	Reccollect,	Gramminiverous,
Lettice.	Sieze,	Cerements,
Negociate,	Deffimation,	Fricassee,
Omnicient,	Aequiesse,	Judgment.
Ossillation,	Aberation,	

## PHYSIOLOGY.

1. Name the cavities of the body and the contents of each?
2. What secretion does the (*a*) stomach furnish in aid of digestion? (*b*) the liver? (*c*) the pancreas?
3. What is the function of the kidneys?
4. What is the Thoracic duct and its office?
5. In what part of the digestive apparatus does the absorption of the nutrient chiefly take place?
6. Describe (*a*) the pulmonary circulation, (*b*) the systemic circulation.
7. What two organs of the body are most affected by (*a*) drinking alcoholic liquors, (*b*) by the use of tobacco?
8. Show the fallacy, "that alcohol increases the power of the body to resist cold."
9. What is ventilation, and why necessary?
10. Why should school rooms be especially well ventilated?

## HISTORY.

1. Who was Robert Morris, and what part had he in the war of the Revolution?
2. What States and territories are embraced in (*a*) the "Louisiana purchase;" (*b*) in the territory acquired from Mexico?
3. What do you know of (*a*) John Davenport, (*b*) Roger Williams, (*c*) Joseph Hooker?
4. Who was Alexander Hamilton, and what was his fate?
5. What was the Missouri Compromise and when adopted?
6. What was the "Free Soil Party," and what became of it?
7. Who was John Brown, and to what did he owe his notoriety?
8. Name the States which passed the ordinance of secession.
9. Who commanded the Union and Confederate armies at the siege of Vicksburg?
10. In what year after the close of the rebellion were specie payments resumed?

## THEORY AND PRACTICE.

1. Define School Government and state its essential elements.
2. Describe your method of temporary and permanent organization.
3. How would you teach, (*a*) Spelling, (*b*) Composition, (*c*) Primary Arithmetic, in our common schools?

4. Give your method of teaching History?
5. What method would you adopt in imparting temperance instruction to primary classes?
6. How would you obviate or mitigate the evils of drawling or monotonous reading?
7. Name five traits of character that should be cultivated and exhibited by the teacher in presence of her pupils.
8. How would you stimulate and cultivate the moral nature of pupils?
9. What is your practice as to punctuality in opening and closing school?
10. What conditions are necessary to secure study?

Abstracts of Papers and Discussions,  
MAINE PEDAGOGICAL SOCIETY.

ANNUAL MEETING OF 1886.

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FROM N. E. JOURNAL OF EDUCATION.

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PRESIDENT'S ADDRESS.

After reading a portion of the Constitution, Pres. Thomas Tash read an address upon the "Relation of the School to the State."

The family, the church, and the state, from the beginning until now, have been the three great factors of civilization. The instrumentality of the school has, from time to time, been the chosen appliance of all these. Family instruction, the parochial and the public school, each has exerted a most powerful influence within its own sphere. To understand fully the influence of the school upon the state, it is necessary to study pedagogy in all its aspects, not only in its influence upon the family and upon the church, but the influence which the changing conditions of each of these have exerted upon education. The influence of the school has never been despised either by church or state. While some of the earliest Christians "included in a common hatred classical literature and pagan religion," yet there were many who "allied religious faith with literary culture." It was the church in the darkness of the middle ages that preserved what little there was preserved of ancient culture, and that discovered what little there was discovered in science. During these ages classical learning and scientific research had been



mostly confined to the cloisters, but early in the 16th century a general diffusion of knowledge appeared parallel with the spiritual and political upheaval of that period. The progress of the schools during this period was largely due to the establishment by the Mother Church of the Order of Jesuits, whose educational zeal and accurate methods of scholastic training have scarcely been surpassed. Their object was to secure the children and youth, and to them is due the credit of the origin of primary instruction. The Protestant reformers looked to the school as the sole hope of the future, and to them must be ascribed the honor of first organizing schools for the people; hence, the public school is often called the "Child of the Reformation."

It would be profitable, did our time permit, to trace from these beginnings our free school system, to mark its outgrowth from the invention of printing, and from the revival of letters in the three centuries preceding the settlement of New England; still earlier, to notice the principles and methods now in use drawn from the Persians, the Greeks, and the Romans, and never since entirely lost sight of; to mark the establishment of the school by the state, and the influence of the school in return upon the state in Christian countries. Especially in our present discussion it is not to be forgotten that our Puritan ancestors, as a political body, within fifteen years of the landing of the Pilgrims, established schools for their children, and that the first General Court of Massachusetts made a liberal appropriation for the foundation of a college, and soon after, or as early as 1647, ordered that every township of fifty householders should support at public expense a primary school, and that every town of one hundred families should maintain a higher school for fitting pupils to enter the university, *all at public expense*, and that that law passed in a comparative wilderness was "the first law providing for the education of a people at the public charge which ever illumined the statute book of any Christian nation or people."

Maine has derived her public school from these laws and examples of the parent state; still, it is often asserted, and by teachers even, that schools belong to citizens and parents who support and patronize them, and to children who attend them. This is no nearer the truth than it is to say that streets and bridges belong to those who are taxed to build them, and to travelers who pass over them. It is not always true that we own that which we pay for, or that which we construct and use. The state has a higher than an indi-

vidual claim. Whatever the safety, or even the welfare, of the state demands, must be relinquished by the individual. The state has a right to its citizens and to their property when necessary for its preservation. It is found in enlightened countries, and especially in republics, that intelligence widely diffused among the people,—even high intelligence,—gives strength to a state, adds to its security, and promotes prosperity and happiness; therefore such states, for their own protection and aggrandizement, provide for the intelligence of their people by establishing public schools, and by requiring the attendance on them of their future citizens, the children.

The public school, then, belongs to the state, and is provided for, and its expenses are borne, in part, at least, directly by the state, and in part by its subordinate municipalities, as roads and bridges are required to be built and kept in order for the public good. Bearing this in mind, school authorities and teachers will be able the better to organize and instruct the schools so that they may the better fulfill the objects of their creation; namely, to train for the state citizens physically, mentally, and morally sound. This has been the prime object in the founding of the public school in this group of American states. The history of these states shows us that our fathers, in their struggles to unite them into one symmetrical union, have held aloft the school as the light best fitted to be the guide of the Republic.

### HINTS ON TEACHING CHEMISTRY.

By Prof. F. C. ROBINSON, of Bowdoin College.

Science teaching seems not to be accomplishing what it ought to in our system of common school education. Great things were predicted of it, but results have not followed. Methods of teaching must be somewhere at fault. The speaker believed that it was a great mistake to teach it simply by having scholars commit a book, even if the teacher performed some experiments. Such teaching might discipline the mind, but did not give knowledge. It was a mistake also to attempt the experimental courses in elementary textbooks. They are all too hard, and not logically arranged. He would begin chemistry, not, as commonly, with the non-metals, but with the metals; would first have the scholars learn simple tests for them, beginning with those simplest of all tests, the "flame tests," and following on with "blow-pipe tests," "tube-tests," "bead tests,"

etc., in the order of difficulty. These can be performed with simple, inexpensive apparatus, and scholars are always much interested in doing them. When testing a given metal, as large number as possible of its compounds should be given, and thus a knowledge of its distribution obtained, and any facts of general interest about it given by the teacher, or learned from some book. The non-metals should then be taken up in the same simple way. Work on the metals will have prepared them for the more difficult work with these. Oxygen, hydrogen, nitrogen, chlorine, etc., can be prepared with very simple apparatus, and their tests learned. Here, again, the facts of general interest about each should be learned in connection with its test. They will find that these are especially connected with acids, and the nature and preparation of such compounds can now be learned. This will naturally lead to a fuller knowledge of "bases" and "salts," and, in studying these, all that is essential about definite and multiple proportions can be learned, and valence touched upon. In general, theory should only be introduced in such a way that the scholar does not look upon it as an abstract theory, but an attempt to explain results which he has obtained or seen. Where there is no place for such work in the school, scholars should be supplied with apparatus to experiment at home. Wherever such a plan has been tried, it has proved eminently successful.

#### DISCUSSION.

Prof. H. M. Estabrook of Gorham opened the discussion, and, in the main, agreed to the ideas presented in the paper. The time devoted to the branch of Chemistry in our schools must decide as to what scope shall be given to the study, and as to whether the end sought is to develop the power of thinking, or to gain specific information in regard to the elements of nature and the phenomena of it. Chemical theory should not come first. The actual changes should first be presented. Action and reaction must be explained to some extent. The amount of time allowed is not enough in most schools to cover the ground outlined in the paper of Professor Robinson.

#### GEOGRAPHY.

By Rev. B. P. SNOW of Williard, Cape Elizabeth.

The time has come when better teaching should shorten the time devoted to this branch of study. The daily work must abide the test of interesting the pupil. Geography is a graphic study about

our homes and their surroundings, the grains, fruits, natural products of all kinds, animal, vegetable and mineral.

Ingenuity is required to make geography worthy of a first rank as a school study. The law of mental development has its application in this branch. The exercises must be presented logically, from the perceptive to the reasoning faculties, each step to be taken with reference to continuity. The land of the world is two great islands, and can be presented vividly to the minds of pupils by illustration. Make prominent the physical features. Text-books should exist for the class, and cannot be wisely dispensed with in this study. The books should be used for reading and study. Rarely should they be memorized. Questions should be asked and answered. Topical methods should be used. Collateral reading should be insisted upon by both teacher and pupils. Under the head of *Means*, a live teacher is among the best means. Teachers should be supplied with several text-books by the school boards, and know the whole breadth of this study in order to teach any grade. Emphasize the importance of local geography. Use globes, moulding-boards, outline maps; the best are those made by teachers or pupils on the blackboard. Scrap-books, pictures cut out from newspapers, are all useful.

### CULTURE OF THE ATTENTION.

By Pres. WM. DE W. HYDE of Bowdoin College.

Among the many points of difference which distinguish the old from the new theory of education, none is more fundamental than the views they take of attention. The former theory, of which examples and characteristic rules and regulations were cited, rests on the idea that attention is a power existing ready-made in inexhaustible supply in the child's mind. The new theory regards attention as an organic function of the mind, growing with its growth and strengthening with its strength. Accordingly from this point of view the cultivation of the power of attention is the vital element in true education.

Attention is of three kinds,—spontaneous, responsive to stimulus, and self-directed. The kindergarten method is adapted to the first stage. In the second stage, the sphere of the public school, attention is best roused and maintained by calling forth as far as possible the originating activity of the pupil, by map-drawing, practical

problems in arithmetic, and versions of lessons in history and reading, given in the pupil's own language. The elective system in the more advanced studies of the college course, accompanied by essays based on independent investigation of special topics, gives scope for self-directed attention in its highest form.

From first to last, let the pupil do as much as possible for himself.

### PRIMARY READING.

By MOSES TRUE BROWN of Boston.

The first consideration, said the Professor, is the nature of the being to be taught; second, the nature of the subject to be taught to this being; and third, the manner of teaching this subject. Now the teacher will make a grave mistake if she forgets that the being to be taught is the child's nature; the subject is expression. A poor method is better than none. When the old-time farmer put the stone in one end of the bag and the grist in the other, and flung the bag across his saddle, it was a poor method, but "he got there all the same." Every teacher, however, should strive for the best method. The child's nature *is mainly vital in expression*. The attention given by the little child is vital, irresistible, automatic. His action when awakened in his cradle, by his environment, is reflex,—from within, outward. The sunlight strikes his eyes and he blinks. Stick a pin in him and he cries,—a vital, irresistible, automatic cry. When the little fellow first comes to school your symbols are like Hebrew or Syriac to him. First, we should present to the child an object known to him. It would be superfluous to bring a cat into the school, so familiar is it, but it might be well to bring in the picture of a steam engine. First, then, the object; next, the picture of the object; thirdly, the spoken word; and fourthly and lastly, the printed or written word.

The chief error among our teachers and readers, especially in our colleges and theological schools, is the over-cultivation of the mental, and the neglect of the other two natures, the vital and the emotive. We should try to lead out the three natures. Mental expression fails because it attacks only "mental men." Ralph Waldo Emerson and E. P. Whipple failed to reach the people because always so cold and purely mental. Wendell Phillips combined the three natures, and was the completest orator our country has produced in modern times. Choose always for your first reading lessons subjects which

contain exclamation and rhythm. I wish Mother Goose were a reading book in the schools. The words of Mother Goose contain rhythm and pique the curiosity of the child. There is nothing like

"Hickory, dickory, dock!  
The mouse ran up the clock!"

to warm the child into enthusiasm and wake him up. There is no fun in the ordinary primer.

### ALCOHOL—TEMPERANCE INSTRUCTION.

By CHARLES R. CRANDALL, M. D., of Portland.

Mr. Crandall began his remarks by referring to the divisions and complexity of the nervous system and its susceptibility to the action of alcohol, and then gave the well-known reasons for classifying alcohol under the head of active and powerful poisons. He explained how it reaches the nerve centres by direct action and also by means of the blood, and works degenerative changes in the cerebro-spinal structures. Then followed a description of intoxication and the nervous diseases, such as acute mania, delirium tremens, chronic insanity, melancholia and epilepsy, which are so frequently developed by persistent and excessive use of alcoholic liquors. These horrible ravages upon the human system and the demoralizing effects on the moral character were assigned as being chief among the reasons why temperance should be taught in the public schools. It was claimed that educating children up to the conviction that alcohol is a poison, that it tends to injure the human system, that it demoralizes the character, and that it leads to ruin and crime, would be the inauguration of a mighty force which would in time reshape the destiny of man and the republic. Implanting in the minds of children a few essential facts regarding alcohol and intemperance would form convictions which would in a large degree determine future action and character. Facts were then presented going to show that, although temperance instruction had been imperfectly given in the schools of Portland for only a little more than a year, yet hundreds of children had expressed themselves as being convinced that alcohol is a poison, and that intemperance is a wrong which leads to misery and disgrace. The speaker then spoke regretfully of the fact that many teachers do not take hold of the work and rejoice in the opportunity to teach temperance as they should. He urged them to rise to the importance of

temperance instruction, and to realize that their opportunity to engage in a great practical work of reform was incomparable and grand.

## WORK OF THE PUBLIC SCHOOLS AS SEEN FROM THE LITERARY STANDPOINT.

By Prof. GEORGE C. CHASE of Bates College.

The public school does not exist for the training of carpenters, of farmers, or of professional men. Its one function is to give to the state industrious, patriotic, refined, and reverent men and women. Literature claims a place in the public school because it contributes directly to this end. Literature is the unconscious expression of noble personality. For the development of character there is no influence so potent as companionship with noble men, and this is the specific educating influence of true literature. Books are the indispensable apparatus of the school room. The text-book should possess literary merit. The earliest books put into the hands of the child should have something of true literary quality. Writers of genius will yet compose for the very youngest pupils such stories as Hawthorne and Longfellow told to their own children. With very young children the simple ballad or narrative poem will best serve its purpose by letting the mind receive it as a whole without an attempt to analyze it. The symbolism of poetry may early be understood, and the inventive faculty quickened through the cultivation of the habit of tracing verisimilitudes.

Geography, history, science, should be presented in works irradiated by the light of genius. A dull text-book, however accurate, is unpardonable. Supplementary reading, under the direction of wise teachers, should afford the means of cultivating the judgment, the taste, the imagination, the memory. It would correct the tendency to commit to memory, word by word, one sentence at a time, and develop the power of seizing with lightning rapidity the underlying thought. The love of good reading, if acquired early, would prevent the corruption of the taste and the morals, and arrest the demand for the sensational and the gross. A literary atmosphere in the school room would give zest to all school work.

Themes, declamations, and recitations should all contribute to literary culture. They should lead the pupil to scorn mere display, and to reverence truth and sincerity. The study of formal grammar and rhetoric is of little value. The juice of rhetoric may be extracted

from literature, and its dry bones may, for the greater part, be left to bleach. The study of authors should not be limited to a term near the close of the course, but should begin in the primary and be continuous. Literature is the ally both of science and of religion. Each pupil should constantly have access to the best books, and the greatest service that any man can render to the place of his birth is the establishment of a library.

### HEALTH IN THE SCHOOL-ROOM.

By Dr. G. A. PHILLIPS of Ellsworth.

He said it was worry and anxiety that kills, not healthful mental work. The most eminent medical authorities all agreed that hard study was not injurious; but properly restricted as to time, was healthy. The sessions of schools for younger children should be abridged by about one-half. Four hours a day is long enough to confine children to the school-room. Physical disorders, prompted by undue nervous agitation and excitement, are often developed. Improper stimulation does harm. Want of sleep, novel reading, emotional activity unduly exercised, are the main causes of the breaking down of pupils during the school period. Teachers need sleep and rest. Many are obliged to leave teaching because of neglect of the laws of health. Pure air, pleasurable emotions, are an indispensable requisite. The playground for girls is essential to sound health. Exposure does not toughen; it reduces the vitality, and should be carefully avoided. Hygienic laws are of more importance than a knowledge of physiology and anatomy. Want of proper clothing in New England is the great cause of disease and death; not one-half of the children are properly clothed in winter; school-rooms are not properly warmed for one-half of the morning session, as a rule. It is unsafe to keep children in cold, damp rooms. Heredity has to bear much, but carelessness kills many more than inheritance of the seeds of disease. Thorough protection, by good warm clothing and well heated and ventilated rooms, is essential to sound health. The diet is of great importance, and the public need to be educated in this matter. Over-feeding and under-feeding are both bad. Nature is a better guide in the matter of food and safer than the wisdom of most parents. Instinct in young children prompts the proper food. Ventilation cannot be neglected. Mental work requires proper conditions.



*The discussion* was opened by Dr. J. O. Webster of Augusta, member of the State Board of Health, who commended the paper, and emphasized the ideas that the minimum school age should be six or seven years; the real over-work in school is found in a small class of pupils who, from temperament, are unfit to attend public schools; that most of the apparent over-work occurs in those who have some outside interests to encroach upon their time and strength.

He then spoke of heating and ventilation; holding that heating should always be by warmed air, either from a cased stove, a hot-air furnace, or indirect steam; and that ventilation requires heated flues, drawing the air from the bottom of the room; the air openings of sufficient size,—three or four square feet for fifty pupils.

He next considered school seats, stating the hygienic requirements; especially insisting that the back should start nearly perpendicularly from the seat, acquiring a backward curve as it ascends, so that it will support the sacrum and loins,—most seats being faulty in this respect,—and that the edge of the desk should overhang that of the seat, to avoid faulty positions.

He then took up lighting, saying that the light should come only from the left hand and rear, preferably from the northeast or northwest; the windows should be high and unobstructed, the glass surface equal to one-sixth or one-fifth the area of the floor; the wall should be neither white nor very dark, but a light bluish-gray; the eyes should be frequently rested by looking away from the book.

### THE THREE NATURES OF MAN.

By MOSES TRUE BROWN of Boston.

The new philosophy of expression has its origin in the work of three great writers. Darwin, Mantegezza, the two first, gave philosophic forms to expression. Delsarte gave it practical form. His theories dominate in all teaching of the art of expression.

Delsarte's first proposition is, that the soul, or "Inner," controls the body, or "Outer." He divides the soul into three natures. The three states of the psychic manifest themselves through the body. These manifestations Delsarte classes as "vital, mental, and emotive." These three states declare themselves through the body as a whole, but each has its particular zones or tracks, through which, by preference, it declares itself. Thus the head is mental, the torso is emotive, the limbs are vital, in expression. Each of these tracks has

its zones, through which it expresses several states of the being. Thus the face has its three zones. The region of the forehead and the eyes is the mental, the middle of the face is emotive, the mouth and jaw are vital. Every agent of expression will be found to contain these three zones in which the soul manifests itself. Take the hand. The thumb is vital, the two middle fingers are emotive, the fore finger mental, and the little finger is sensitively mental. This division is also true of the voice, which has its vital tones, its emotive tones, and its mental tones.

The Professor went on to illustrate the expression of the face and the hand and arm. He next took up Delsarte's division of the motion of the agents of expression. All gesture is muscle in motion. The three forms of motion correspond with three states of the soul. Vital nature expresses itself through eccentric motion, mental through concentric, and the highest phases of the emotive through poise. To illustrate: The student can speak Tennyson's "Charge of the Light Brigade" without giving motion outward from a center. Thus the hand and arm and all the organs of the face would move eccentrically. No student could speak Hamlet's Soliloquy without concentric motion. The movement of all the agents would be inward. Thus the hand would seek the torso, the eyelids partly close, the whole body react or move backward. And the higher emotive states declare themselves with equal force through the poise of the body. Thus the patriot, arguing the cause of his country, the religious enthusiast speaking for a great idea, would draw his body upward along a vertical line.

The professor happily illustrated his points as he went along. This is a mere outline of his profound and useful address.

## HOW TO TEACH MUSIC.

By Professor J. B. SHARLAND of Boston.

Music, he said, has had a place in the public schools since Lowell Mason sowed the seed. His work was first in the scale, in its simplest form, but the greatest work of his life was in the department of sacred music. Mr. Butler, Mr. Johnson, himself, and a few others, were the first who gave prominence to music in the public schools of New England. The schools in Boston, when he first taught music there, were poorly graded for the purpose, for the four hundred and fifty pupils were often crowded into a hall, when the

work in music was attempted. It was soon found that it was necessary to organize a primary department, and Mr. Luther Whiting Mason of Cincinnati was called to take charge of it. Mr. Mason brought with him a system which he had used in that city, known as the "National System," which Mr. Sharland pronounced the best he had ever seen. This system is founded on that of the great Nuremberg teacher, Hohmann, who was a disciple of Pestalozzi. The best way to begin the early work is by the method outlined in this course. After the primary department had been fully organized in Boston, there was still a gap between it and the grammar schools. This was soon filled, and the Boston system was thus organized.

The first work in the teaching of music is that of the scale, practicing the intervals 1, 2 ; 1, 2 ; 1, 2, 1 ; until these steps can easily be taken. When this work has been well done more of the intervals should be taught. It will be found necessary soon to divide the class, placing the poorer singers by themselves. These must receive the constant attention of the teachers. They must not be allowed to trouble the better singers, but must learn from them, listening while they sing. Soon the poorer children will learn to sing the simple exercises well, and but a few of them will prove difficult cases. Rhythm and expression should early receive attention, and the pupils taught to sing softly and in time. The stress point should be given, and then the syllables. Words should be set to the simple exercises, and many songs improvised to give interest to the work. The teacher must sing right if she would have the children sing correctly. It is the teacher's duty to fit himself for this work as well as for the teaching of other branches. The work indicated should be done in the first six months. Next come the skips, as from 1 to 3, and 5, and back to 1 ; 2, 4, 6,—3, 5, 7. The only thing that is done by rote is the time part.

Next should be taught notation,—notes and rests. The teacher should teach the meaning of notes and rests ; have children make them, and apply them on the staff. Kinds of notes and rests should next be understood. Show high and low notes, and thus give a notion of pitch. Then should be taught pitch names. For this purpose the teacher can improvise a staff on the hand, and give much practice in this direction. The pupils should draw the staff on their slates, and locate pitch for themselves. The different pitches can be readily and easily worked out in this way. In the second six months

the children will be able to sing anything that does not go out of the scale. The children must not be discouraged, but helped in every possible way to become self-helpful.

The Professor closed his talk with a strong plea for intelligent teaching in music as in other branches. He urged teachers to fit themselves for this important work, in order that the best results from the teaching of vocal music in the public schools may be gained.

### TROUBLESOME BOYS.

By Mr. WALTER S. PARKER, Everett School, Boston.

Prevention is better than cure, therefore prevent the existence of the troublesome boy by giving him better teaching.

A teacher should have the *educational ability* that illustrates, illumines, enlivens, ennobles, leads a boy to think, to act, that enkindles a desire for higher and better things.

Give the boys our most generous sympathy.

A teacher must be what he *seems* to be. "Nature puts a premium on reality."

Childhood is responsive to deep feeling and emotion.

The teacher should have, and exercise, a high sense of justice and be blest with *common sense*.

Character is moulded more by feeling than reason.

Do not nag the troublesome boy. Praise what he can do well; bring out his strong points.

Remember that all true discipline is self-discipline.

Teach the boys that law and order are not for the teacher's comfort and pleasure, but for their good. Give principles and not precepts. When the boys change classes let them start anew, blot out the past.

The most powerful remedy is the teacher's self-control. Be enthusiastic, and the troublesome boy will be carried along on the tide of your enthusiasm and personal force of character.

The teacher's influence depends on the *way* and manner of *doing*, more than what he does.

It is not what we do that is ennobling, but the way we do it.

Get the good will and respect of the pupil, and *deserve* it, and the teacher can do anything with him.

Govern with the eye more than with the tongue.

## WORK OF THE PUBLIC SCHOOLS, AS SEEN FROM THE INDUSTRIAL STANDPOINT.

By Pres. M. C. FERNALD, of the Maine State Agricultural College.

The need of industrial training is shown by statistics, the larger part of the higher education of the country being directed toward or in the interests of less than one per cent. of the entire population. The need is also shown by the limited provision for the same, the absence of the old apprentice system, and the great variety of occupations for which our youth must prepare. The methods of industrial training involve large attention to drawing, both free hand and mechanical, and the carrying forward of the ordinary work of the class-room into the laboratory, the shop, or the field. Prof. Agassiz revolutionized instruction in natural history in the United States by putting his pupils to work upon objects and thus introducing "laboratory methods." By such methods interest is aroused and a high quality of discipline secured. These methods can be engrafted upon our public-school system with advantage. Manual training schools, so far as adopted, are doing good work for the boys of our city schools. In country schools the methods implied by the industrial system can be carried out only in part. Spelling should be taught by the written method since it is in writing that we need to know how to spell. Arithmetic should be so taught that the pupil can afterward make use of his knowledge of numbers in practical forms. Give the pupil a rule and require him to make actual measurements for his practical problems. Follow out this system in all branches taught, and our boys and girls will be better prepared for the varied demands of our intense American life.

## WORK IN THE PUBLIC SCHOOLS AS SEEN FROM THE AGRICULTURAL STANDPOINT.

By Prof. W. H. JORDAN, Supt. State Experimental Station at Orono.

There is a world-wide movement in the direction of industrial education. Farmers and mechanics are calling for aid from science. The farmer has his department in the Land Grant College, but is not satisfied with that. He calls for class education in the common schools.

Two points are to be considered: (1) Shall we introduce such text-books into common schools? (2) If not in this way, how can the common school best serve the interests of the agriculturist?

The common school should help fit a farmer to successfully meet his conditions. These conditions have changed. Two facts now claim attention that had no existence fifty years ago. (1) Agriculture has become invested with a store of knowledge based upon the sciences. (2) This knowledge is embodied in a literature, part of which the farmer must use. This knowledge is scientific, and in popular forms is getting a wide distribution; it is profoundly affecting agriculture. The farmer's paper contains much of a semi-scientific nature, furnished by scientific men whose contributions are sought after. The farmer needs a limited knowledge of scientific terms, an appreciation of scientific methods. He should be trained to observe.

Shall we introduce agricultural text-books? If they simply give the technical facts of agricultural practice, No. There are two objections to this: (1) The teachers, as a rule, cannot use them, and pupils are not ready for them. (2) It would be unjust to those who are to enter other callings than agriculture. The same objections hold if these books are to teach the sciences in their relations to agriculture. The step needed is to teach the rudiments of the sciences in our common schools. This is what the agriculturist means to ask. After the youth are taught to read, write, and spell, to use our language, and are made familiar with their own State and country, the natural sciences come next in importance. It would be wise to teach less geography, less grammar, and more about air, water, the soil, plants, and animals. Better a year in botany and physiology than the same time in Latin and geometry. The latter science in a farmer's reading and discussions should be a help and not a hindrance, and will be when he better understands the common things around him. The foundation of this knowledge must be furnished to most farmers by the district school, and that foundation must consist in giving an impulse to thought and study about the elements and forces that surround us.

#### FUNCTION OF THE PUBLIC SCHOOL.

By HON. WM. CROCKET, General Superintendent of Schools,  
Fredericton, New Brunswick.

He gave, prior to the main lecture, an interesting account of the schools under his control, and spoke somewhat at length of the school laws of his country, the various departments of school officers, wages of teachers, length of schools, and school attendance.

He began by enumerating the various opinions as to what the school should do,—instruction for the sake of instruction itself popularly regarded as the aim of the school work. The skillful teacher applies instruction as a means to an end. The child needs the development and training of his natural powers in a right direction, not that he may become merely a tradesman, or professional man, but a man in the true sense of the word. It devolves upon the school to make the child's natural powers as perfect and complete as time and circumstances permit.

The law of mental development was illustrated. The limitations which the teacher meets with in the carrying out of this law; short and irregular attendance interferes with consecutive instruction,—one portion of a class prepared for the abstract treatment of a subject, while another portion, through absence, stands in need of explanation or concrete illustration; other agencies than the school concerned in the education of the child often antagonistic to the work of the school. Another limitation arises from the fact that much of the teacher's work in the formation of character is uncertain in its effects, the emotions and desires being differently affected in different individuals under the same conditions. Notwithstanding these limitations, there is a wide field for the teacher's operations. The pupil learns to understand the relations which men bear to each other, and the duties which belong to them. It was then shown that if the instrumentary branches alone were taught, these might be made educative with proper methods. The child needs other subjects for the broader development of his natural powers,—history as the expression of the inner world of human experience; the outer world, or nature, for the culture of the observing powers.

The question of manual education was then considered, and shown how it might be conducted without disturbing the function of the school. Manipulating power could be acquired by proper training in all the manual work of the school,—writing, drawing, measuring, etc. Industrial knowledge could be imparted through many of the reading lessons, supplemented by oral instruction. Domestic economy, sewing, and knitting could be taught by female teachers, and suitable work provided for the boys during such exercises. If each teacher had faith in his work, that though his ideal might not be reached, pupils would go forth fairly prepared to act their part in life.

## COMPLIMENTS OF THE SEASON.

By Prof. H. L. CHAPMAN, of Bowdoin College.

Professor Chapman encouraged the teachers to go to their work at the beginning of the New Year thinking more of the pleasant things of school life than the unpleasant. He thought, in these days of gossip, slander, and backbiting, it was refreshing to come in contact with the honesty and frankness of children, who, though they might be mischievous and troublesome, were, nevertheless, straightforward and sincere. At the close of his exceedingly interesting and helpful talk, the Professor recited, in excellent manner, George Arnold's "Jolly Old Pedagogue."

## PROFESSIONAL READING.

By Miss ANNA E. SMITH, of the Lewiston High School.

The teacher needs to read professionally for the same reason that men and women in other professions need not only to understand about the foundation of their calling, but to keep up a knowledge of what is freshest and latest in their line. The untrained teacher must make reading supply the lack of previous education; the trained teacher must constantly replenish his stock of information.

One cannot always go to the Normal or Practice School, but the printed page of methods can always find its way to the teacher. The old custom of teaching the meaningless A B C to the little child has not gone out altogether because the Normal School girl has gone in, but because books and newspapers have decried the old fashion and taught the new and the better way. Whatever may be our natural gifts or our acquirements, we can exhaust neither the subject we teach nor the theory of education. We must study if we would not fall back, and we must read the professional literature of the day if we would not lose new thoughts and the knowledge of the educational movements of the day. Methods and ways suggested by our leading journals of education are needed by teachers in every grade. Familiarity with the best literature and with the leading topics of the times is indispensable to the teacher. In the broadest sense, all the teacher's reading is professional; for whatever will cultivate the heart, increase the information, and develop the understanding, the teacher needs to make himself worthy of the name he bears.



## RESOLUTIONS.

The following resolutions were offered by the committee and adopted by the Society :

## FEDERAL AID.

*Whereas*, In view of the necessity of education to the perpetuity of our institutions, and of the inability of some of the states and territories to sustain an efficient common school system without government aid ;

*Resolved*, That this convention cordially approves of legislation which shall provide for the appropriation of money from the treasury of the United States to be distributed to the several states and territories on the basis of illiteracy, to the end that the number of 6,000,000 and more illiterates shall be reduced to a minimum.

## TENURE OF OFFICE.

*Whereas*, The employment of teachers during efficiency and good behavior has met with the approval of school officials, and the public, wherever practiced ; and

*Whereas*, To advance the status of the teacher it is important to encourage the right professional training and make the teacher's calling a lifework ;

*Resolved*, That this convention heartily approves of the principle of civil service in controlling our teachers, to the end that the uninterrupted service of faithful and efficient teachers may be secured to our public schools.

## ABOLITION OF THE DISTRICT SYSTEM.

*Whereas*, The so-called "District System" is fast coming into disfavor, it being recognized as injurious to the welfare of the schools by the tendency to hire cheap teachers, to make frequent changes, promote favoritism rather than to follow rules of a correct civil service, to fail in furnishing suitable buildings and apparatus, and in giving an equal amount of schooling ; also, as it is a hindrance to proper classification ;

*Resolved*, That this society demand legislation to abolish the district system.

## FREE TEXT-BOOKS.

*Whereas*, The plan of furnishing text-books to pupils free, the town owning and loaning the use of them, is growing yearly in public favor ;

*Resolved*, That this society recommends and urges further legislation to secure, by town action, free text-books.

Mr. E. C. Carrigan, member of the Massachusetts Board of Education, made a strong and convincing argument in support of the resolutions, quoting from his experience and observation to show that the best interests of the common schools demand such legislation as the resolutions call for.

## OFFICERS CHOSEN.

The following officers were elected for the ensuing year :

*Pres.*—G. B. Files, Augusta.

*Vice-Pres.*—E. W. Hall, Waterville.

*Sec. and Treas.*—H. M. Estabrooke, Gorham.

*Ex. Com.*—G. A. Purrington, Farmington ; Helen W. Fuller, Augusta.

*New Member of Advisory Board*—L. G. Jordan, Lewiston.

*Maine Editor JOURNAL OF EDUCATION*—W. J. Corthell, Gorham.

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