

MAINE STATE LEGISLATURE

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Public Documents of Maine:

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

Public Officers and Institutions

FOR THE YEAR

❧ 1889 ❧

VOLUME II.

AUGUSTA:

BURLEIGH & FLYNT, PRINTERS TO THE STATE.

1890.

THIRTY-FIFTH ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

Common Schools.

STATE OF MAINE.

1888

AUGUSTA:

BURLEIGH & FLYNT, PRINTERS TO THE STATE.
1889.



STATE OF MAINE.

EDUCATIONAL DEPARTMENT,
AUGUSTA, Dec. 31, 1888. }

*To Governor SEBASTIAN S. MARBLE, 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.

INTRODUCTORY.

Our system of public instruction consists of three distinct though correlated departments, namely: Common schools, Free High schools, and Normal schools. The maintenance of Common schools is obligatory upon all municipalities; the maintenance of the High schools is optional with municipalities; the Normal schools are supported wholly by the State. The Common school year is from April 1 to April 1; the Free High school year, from June 1 to June 1; and the Normal school year ends with the summer graduating exercises of these schools, which usually occur during the month of June.

The statistics which form the basis of this report, will be found in the usual appendix showing in detail the condition of the Common schools in every town in the State, and of the Free High schools in all towns in which they have been maintained. They are more than usually complete and accurate. What these statistics show in detail as to the condition of the schools in the several municipalities, the summaries of them show as to the condition of the system as a whole.

COMMON SCHOOLS.

The factors which combine to determine the condition, whether comparative or actual, of our common schools collectively considered, are, taken in logical order, to be found in the statistics relating to (1) attendance; (2) length; (3) character of teachers; (4) text-books and other appli-

ances; (5) number of schools, and character, as graded or ungraded, etc.; (6) school districts and school houses; (7) supervision; (8) resources and expenditures. Such statistics, grouped in such order, are brought together in the following

COMPARATIVE SUMMARIES.

I. *Of Scholars and School Attendance.*

	1887-8.	1886 7.
Whole number of scholars in State	212,156	212,621
Decrease	465	
Number of different scholars attending school during the year	144,258	145,761
Decrease	1,503	
Average registered attendance per term for year	121,192	122,308
Decrease	1,116	
Average daily attendance per term for year,	100,122	101,322
Decrease	1,200	
Per cent of whole number attending to whole number in State . . . . .	.68	.68
Per cent of average registered attendance to whole number in State . . . . .	.57	.57
Per cent of average daily attendance to whole number in State, . . . . .	.47	.48
Decrease . . . . .	.01	
Per cent of average daily to registered attendance . . . . .	.82½	.82½

II. *Length of Schools.*

Average length for year	22w. 2d.	22w. 2d.
Aggregate number of weeks for year	109,335	108,198
Increase	1,137	

III. *Teachers.*

Number of male teachers employed in spring and summer terms	269	418
Decrease	149	
Number in fall and winter terms	1,565	1,592
Decrease	27	

SUPERINTENDENT'S REPORT.

7

	1887-8.	1886-7.
Number of female teachers employed in spring and summer terms	4,643	5,218
Decrease	575	
Number of female teachers employed in fall and winter terms	3,840	3,059
Increase	781	
Aggregate number of terms taught by male teachers for year	1,834	2,010
Decrease	176	
Aggregate number of terms taught by female teachers	8,483	8,277
Increase	206	
Number of different teachers employed during year	7,598	7,585
Increase	13	
Number of teachers continued in same school through year	2,064	1,862
Increase	202	
Number who had had previous experience . .	6,366	6,474
Decrease	108	
Number who had not had previous experi- ence	1,232	1,111
Increase	121	
Number who were graduates of Normal schools	658	657
Increase	1	
Average wages of male teachers per month, excluding board	\$34.36	\$33.82
Increase	\$0.54	
Average wages of female teachers per month, excluding board	\$16.92	\$16.56
Increase	\$0.36	

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

Number of towns reporting schools well sup- plied with text-books	456	441
Increase	15	
Number reporting schools not well supplied .	43	52
Decrease	9	

	1887-8.	1886-7.
Number reporting uniformity in text-books,	414	389
Increase	25	
Number reporting want of uniformity	85	104
Decrease	19	
Number in which there have been changes in text-books during year.	207	251
Decrease	44	
Number of ungraded schools furnished with globes	425	450
Decrease	25	
Number furnished with wall maps	1,376	1,464
Decrease	88	
Number furnished with charts of any sort..	493	402
Increase	91	

V. *Number and Character of Schools.*

Whole number of different schools	4,793	4,759
Increase	34	
Whole number of graded schools	919	834
Increase	85	
Whole number of ungraded schools	3,874	3,925
Decrease	51	
Percentage of ungraded schools having classes in History . . . . .	.62	.60
Increase . . . . .	.02	
Percentage of same having classes in Physio- logy and Hygiene . . . . .	.69	.72
Decrease . . . . .	.03	
Percentage of same having classes in Book- keeping . . . . .	.41	.40
Increase . . . . .	.01	
Percentage of same having classes in studies other than those prescribed by law . . . . .	.32	.32

VI. *School Districts and School-Houses.*

Number of towns and plantations having unit or town system	113	101
Increase	12	
Number of school districts in State	3,424	3,539
Decrease	115	

	1887-8.	1886-7.
Number of parts of districts	257	249
Increase	8	
Number of school-houses in State	4,337	4,318
Increase	19	
Number reported in good condition	3,155	3,144
Increase	11	
Number built during year	77	64
Increase	13	
Cost of same	\$133,761	\$160,861
Decrease	26,900	
Estimated value of school property in		
State	\$3,328,743	\$3,309,017
Increase	\$19,726	

VII. *School Supervision.*

Number of towns electing supervisors	316	303
Increase	13	
Number electing school committees	183	196
Decrease	13	
Number of school officers failing to make returns according to law	6	6
Number of terms of school not visited as law requires	924	890
Increase	85	
Amount paid by towns for school super- vision	\$33,287	\$32,532
Increase	\$755	

VIII. *Resources and Expenditures.*

Amounts available from town treasuries	\$737,775	\$747,098
Decrease	\$9,323	
Amounts available from State treasury	\$364,590	\$351,897
Increase	\$12,693	
Amounts derived from local funds	\$26,602	\$26,131
Increase	\$471	
Total current resources	\$1,128,967	\$1,125,126
Increase	\$3,841	
Total current expenditures	\$1,057,513	\$1,058,936
/ Decrease	\$1,423	

	1887-8.	1886-7.
Balances unexpended.....	\$71,454	\$66,190
Increase	\$5,264	
Amounts paid for supervision.....	\$33,287	\$32,532
Increase	\$755	
Amounts paid for new school houses.....	\$133,761	\$160,861
Decrease	\$26,900	
Total current and general expenditures...	\$1,224,561	\$1,252,329
Decrease	\$27,768	
Average current expenditure per scholar—		
whole number attending.....	\$7.34	\$7.26
Increase	\$0.08	
Amounts of school money voted by towns for		
ensuing year	\$676,034	\$677,639
Decrease	\$1,605	

ANALYSIS OF STATISTICS.

I. *Of Scholars and School Attendance.*—There appears again this year, as last, a small decrease in the number of persons of school age in the State. The aggregate decrease for the decade past is 2,641, as against a decrease of 10,403 for the preceding decade. It would seem, therefore, that the almost constant diminution in school population, and corresponding decrease in size of schools, which have marked the last two decades, may soon cease to appear. Such a consummation is certainly much to be desired in both an educational and social point of view.

The decreases of 1,503 in the total number of different scholars attending schools, and of 1,116 and 1,200 in average registered and daily attendance respectively, certainly do not indicate an improved condition of the schools as compared with that of the preceding year.

The exhibit here made, whether considered with reference to the comparative or actual condition of the schools, is one to be regretted, to whatever cause or causes it is due. For, while almost one in every three of those entitled to school privileges is not in school, and almost one in five of those who do attend, is a truant, there would seem to be something

wrong either in the schools, or the homes, or both. Making liberal allowance for those who are wisely kept out of school during the first two years of school age, and for those who have passed through the common schools into those of higher grade, there still remains a too large number of absentees. A considerable portion of these are not in the schools because those to whose privileges they are entitled, are of so elementary character that the instruction they afford is soon completed; another considerable portion are absentees because of poverty and the cost of text-books; and a still more considerable portion because of parental indifference and parental greed. The corrective to be applied is, then, to abolish the school district system which is largely responsible for poor and backward schools; to furnish text-books at public expense; to awaken parental interest where wanting; and to meet parental greed by the penalties of an efficient truant law.

II. *Length of Schools.*—It will be seen that, while the aggregate length of all the schools is slightly larger than for the preceding year, the increase is not enough to affect the average length. Is that average length enough?

It needs no argument to convince the intelligent and thoughtful, that outside of the graded systems of our cities and larger villages, the amount of schooling obtained by our youth should be materially increased. To secure this end it is not necessary—it would not be wise at present—to make more liberal appropriations for the support of the schools, but by the adoption of a less wasteful system of management, to get more for the amount of money which we now expend. Dispense with the needless small and poor schools that have grown out of, and depend for their existence upon, the district system, stop the needless waste and criminal misuse of public money almost inevitable under that system, put into the administration of our school affairs business principles and methods, and at least two weeks would be added thereby to the average annual length of the schools. Such

was the result in New Hampshire the first year after the abolition of the district system.

But in this matter there is another wrong to be righted. The schools are not only not long enough on the average, but are too unequal in length. In this latter regard the district system produces results greatly at odds with all principles of right and justice, with the fundamental principles of our civil policy. All privileges conferred by government upon citizens, should be conferred upon all equally, and any governmental system which fails in this regard is an unrighteous system. Yet just such has our system of common schools become under the district plan, and such it must continue to be under present social conditions, so long as those schools are managed under that plan. As showing how wide is this inequality in different sections of the same town, attention is called to the following table showing for the last year in twelve representative towns in which the district system prevails, the annual length of schools.

Towns.	Length in Days in Districts Numbered																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Livermore	90	150	-	-	100	-	-	85	110	90	45	85	-	-	-	-	35
Wales	120	73	75	80	120	95	80	70									
Buxton	80	60	115	-	105	130	80	-	120	95	150						
Hiram	85	35	100	120	90	-	100	70	90	110	90						
Palmyra	100	95	110	125	-	-	140	95	50	100	84	100	105	-	80		
Garland	95	115	150	75	85	120	100	85	90	90	-	-	100				
Richmond	145	100	135	80	160	134	90	90	100	90	105						
Norridgewock	-	95	165	55	-	140	-	150	80	85	80	100	55	-	-	55	
Winterport	110	145	135	115	-	-	110	125	125	80	125	115	100	-	115	140	
Berwick	145	150	125	135	-	95	110	110	120	130	130	100					
Wells	105	95	90	125	95	125	100	120	70	155	95	110	55	130	80	110	80
Belgrade	100	95	135	115	75	120	80	-	85	87	105	75	50	150	-	80	70

That intelligent and right thinking men, whether as citizens or law-makers, can by their votes perpetuate a system so inequitable and unjust anywhere and everywhere, is passing strange.

III. *Teachers.*—While the statistics of attendance and of length of schools, relate only to quantity of work done in them, those under this head are indicative of quality largely. In the character of the teacher is found the directive and inspiring force which shapes the work of the school to the largest or least results. Whatsoever, then, shows that teachers of larger experience and higher qualifications are in the schools, and whatsoever shows greater permanence of the same teachers in the same schools, are evidences of a better quality of instruction.

It will be noticed that, as in several previous years, the number of female teachers employed shows a considerable increase. Taken in connection with the fact that, because of difference in wages on account of sex, female teachers of equal capacity with males can be employed for about one-half the wages of the latter; that the gross amount expended for schools is practically unchanged; and that the wages paid female teachers show an increase, the increase under notice is indicative of improvement. Of similar import is the very noticeable increase in the number of teachers continued in the same schools during the year, and the increase in the wages paid both males and females. These signs of improvement in quality of instruction, however, are somewhat discounted in force by increases in the number of different teachers employed, and in the number of those who had had no previous experience.

While on, the whole, the showing here made is one of substantial improvement, and in line with that of several consecutive years past, it is, nevertheless, an exhibit of conditions demanding radical and immediate reform. A very serious defect in the management of our ungraded schools has been the too frequent changes in teachers. Other things being equal, such changes are always wasteful of time and

effort of both teachers and pupils. Wherever the district system prevails, such changes are the rule; under the town system they are the exception. This defect—and how extensive it is, is shown in the fact that we employed during the year 7,598 different teachers in our 4,793 different schools—this defect can be reduced to its lowest terms only by the abolition of the system of which it is at least a characteristic, if not a result.

Closely connected with this too frequent change in teachers, and resulting from the same causes, is another source of waste and poor work, in the too large number of inexperienced teachers employed. The statistics under discussion would indicate that nearly one-third of the ungraded schools are, during some part of the year, under the instruction of such. This would not be so great an evil did these tyros come to their work with the proper preliminary training for it; but not one in the hundred of them has such training. It is not surprising, therefore, that there are so many “backward” rural schools in the State. It could not well be otherwise.

To bring the schools, then, under anything like competent, not to say the best obtainable instruction, the school district system must be gotten out of the way. As an agency for the selection of the best teachers, it is worse than a failure. It is a positive hindrance to such selection.

IV. *Text-books and Other Appliances.*—In the public school as organized, and as its work is and must be prosecuted, text-books are a necessity. To work of the best quality in the largest measure, it is essential that, in the same school, at least, these should be of the same kind, and that every pupil should be promptly supplied with those suited to his needs. The increases of 15 in the number of towns in which the schools are reported well supplied with text-books, and of 25 in which these are uniform, indicate marked improvement in the work done. The decrease of 44 in the number of towns in which changes have been made is in line with the increases just noticed in indicating improvement,

since it shows that there was less breaking in upon the continuity of class work, in some sort always made necessary by such changes. But while improvement is evident here, the actual conditions shown are very far from what they should be. In one in every ten of our towns the schools are not well supplied with text-books; in one in every five, there is lack of uniformity; and in almost one-half, the schools are every year more or less disturbed in their work by changes. These conditions need radical and immediate amendment, and such amendment can be secured in only one way—by legislation making the free text-book plan compulsory in every town in the State.

Besides teachers and text-books, the schools need for their highest efficiency in both quantity and quality of work, other appliances as aids to instruction. Maps, globes, charts, &c., are as essential to the best results in largest measure, as are the best tools and machinery in the factory or on the farm. But in a supply of these appliances our ungraded schools are sadly deficient, and would seem to be becoming more so. In but one in nine is there a globe; in but one in three a wall map of any kind; and in but one in eight any sort of chart to aid in teaching the many things for which such appliances are prepared, and the use of which increases the value of instruction many fold. And for this almost disgraceful deficiency the cause is not far to seek. It will be found in the fact that the school district is responsible for the furnishing of these; that funds for their purchase can be had only by district taxation, or use of school money; and that the average school agent does not believe in the necessity for such things. Not while that system continues can any real improvement in this regard be expected.

V. *Number and Character of Schools.*—Quality of school work is further conditioned upon organization or grading of work—which is but another name for system—and upon the scope of instruction given. Improvement in quality by making instruction more systematic, will be indicated by the merging of ungraded into graded schools. It will also

be evidenced by increase in the relative number of schools in which the higher branches of common school instruction are pursued. Viewed in the light of these facts, the statistics grouped under the present head are in agreement with others showing improvement.

It will be observed that the number of different schools shows an increase of thirty-four. This is the net increase found by deducting from the number of newly-established schools the number of those which have been abolished from one cause and another. The number of these newly-established schools is fifty-seven, all but ten of which are in the counties of Aroostook, Hancock, Penobscot, Piscataquis and Washington. These would, from the nature of things, be all ungraded schools, being established in newly settled sections of these counties. Had these new schools not been established to conserve the needs of newly settled districts, the whole number of different schools in the State would have shown a decrease of twenty-three, the number of ungraded schools a decrease of one hundred and eight, while the increase in number of graded schools would have been as now, eighty-five. There is evidence here of a force acting in the direction in which the schools of our older communities need reform—in the direction of consolidation of schools. This force has been constant in action for six years at least,—the period during which the statistics here under consideration have been collected. In that period there has been a decrease of one hundred and sixty-two in the number of schools, of three hundred and twelve in the number of ungraded schools, and an increase of one hundred and fifty in the number of graded schools. And the source of this force is not difficult to discover. A careful scrutiny of the returns from which these statistics are collected, shows that these changes have been almost wholly in towns where the district system has been abolished. It is not, therefore, mere coincidence that, for this same period, there has been an increase of seventy-two in the number of towns whose schools are under town instead of district management. If the abolition of the dis-

trict system, then, in only about one-fourth of our towns, has been so potent for good in bringing about the improvement here shown, how great a like improvement it would work could it be at once abolished in the other three-fourths.

The other statistics in this group, indicating quality of instruction as shown by its scope, are, taken as a whole, evidences of improvement, and that in larger measure than appears upon their face. For, as just pointed out, one hundred and eight of the ungraded schools of last year do not appear among those of this year, and others necessarily of more elementary character have in part taken their places.

VI. *School Districts and School-Houses.*—The statistics grouped under this head are of factors less directly affecting quantity and quality of school work than those already considered. Yet they are factors of no little potency in both regards. For upon the system under which schools are managed, depend indirectly or directly attendance upon them, their length, number and size, and the character of instruction given in them. The school-house, too, has very much to do with the excellence of the school.

In view of these considerations, the increase of twelve in the number of towns in which, blind prejudice having yielded to intelligent interest, the district system has been abolished, is a promise of radical improvement in the schools of as many towns.

In the matter of school-houses the showing made is not so favorable. That with seventy-seven new ones built during the year, and an increase of nineteen in the State, there should be only an increase of eleven of those in good condition, shows the opposite of improvement on the whole. That of the 4,337 in the State, 1,173, or more than one-fourth of them, are of such character that not even local opinion can classify them as in good condition, is a shameful showing. But this showing is one that will continue with very slight amendment from year to year, till the cause out of

which grows the condition is removed. So long as school-houses are built and kept in repair by school districts instead of towns, so long will a large minority of our children be turned into dunces, and be tortured and slaughtered in poor, unsightly, ill-contrived, uncomfortable, ill-ventilated, unhealthy school-houses.

VII. *School Supervision.*—Whatever shows that the official care of the schools, their supervision, has increased in intelligence, in vigilance, in responsibility, or in permanence, shows that it has increased in efficiency, and, as a result, that the efficiency of the schools has increased. Under the town system, where all the functions of supervision are united, these essential qualities of intelligence, vigilance, responsibility and permanence, will be found at their fullest in the school committee of three, especially when such committee has, as it may, imposed the duty of inspection of schools upon one. Under the district system, where its most vitally important functions, the selection of teachers and the furnishing them with appliances for their work, are practically taken out of the hands of the supervising officers, and there are left to them only the duties of general direction and inspection of work, these essentials will be found at their fullest in the one man form of supervision, the supervisor.

While then the schools in more than three-fourths of our towns continue to be under the district system, the increase of 13 in the number of such towns electing supervisors, is indicative of increase in efficiency of those schools. Of similar import is the increase in cost of supervision, since it is evidence, in spite of the fact that more of the schools were not visited as the law requires, of greater vigilance in the oversight of their work.

But while there has been improvement in the character of supervision, the fact that nearly one thousand terms of school were not visited as the laws requires, is evidence that supervision lacks vigilance. And this lack grows largely out of that lack of responsibility for the results of the schools for

which the district system is the responsible cause. Probably in a large part, if not in a majority of these cases, the failure to visit grew out of failure of school agents to give the notice required by law as to time of beginning or ending of terms. Herein is one of the absurdities of our school code. The law emphasizes the importance of supervision—of a vigilant watchfulness over the schools—by a special provision prescribing the minimum of visits which every term shall have, and the time when those visits shall be made, and at the same time it perpetuates a system which nullifies that provision.

VIII. *Resources and Expenditures.*—The conditions shown by the statistics grouped under this head, are practically the same as for the preceding year. All of the increases and decreases are comparatively small, and so average, one with another, that the grand totals of resources and expenditures show, respectively, merely nominal increase and decrease. In these regards they are in substantial agreement with those shown in other groups. These statistics give evidence that, while more was expended for teacher's wages as indicated by figures showing increase therein, such larger expenditure for better instruction was counter-balanced by smaller expenditures for incidental repairs of school-houses, thus accounting for that lack of improvement in school-houses noticed in another place.

If these statistics be considered with reference to the actual condition and needs of the schools, they give rise to two queries: Do they indicate resources sufficient for those needs? Are the expenditures so made as to give the largest practical results? The right answering of the first of these queries depends, in part, upon that of the second; for surely, if we are wasting present resources, increase of resources would result in larger waste, and the wiser thing to do would be to stop present, before making possible such larger waste.

Are we utilizing to the full the more than a million dollars which we annually expend for our common schools? If two schools are maintained where one would suffice, or if three

where two would do the work of the three; if worthless teachers are employed where efficient ones could be had, or if two during the year where the one would do better work; if we are paying school agents for services which could be dispensed with, or could be better and more cheaply rendered by others; if our school moneys are so apportioned and managed that they may be considered legitimately expended, not solely in the interests of the best schools, but for the profit in turn of individuals who board the teacher or furnish fuel for the school; if any or all of these things be, we are wasting instead of fully utilizing our school moneys. And we are so wasting them. Aggregate the annual cost of at least 500 schools which are not needed, and of more than as many which are nearly or quite worthless because of incompetent teachers; the value of time every year wasted by needless changes of teachers from term to term; the amount of pickings and perquisites in the form of "expenses" and "service" of agents, and the waste from jobbery in furnishing wood and board, and making repairs, etc.; and the sum total of such waste will foot up nearly a quarter of our annual expenditures. And such wastes will continue so long as the the system of school management of which they are the legitimate offspring, is allowed to exist.

Are our school resources sufficient? Yes, so long as we fail to utilize those we now have. It is a wrong to the taxpayer to so waste what now the law compels him to pay for the support of the schools; and it would be a greater wrong to add to that waste by increasing the amount which he is compelled to pay. Till the wasteful school district system is abolished, and under a more economical and business like system we are able to get something nearer value received for our expenditures, no increase of school resources from any source is either just or desirable.

IX. *Summary.*—The exhibit made in the foregoing statistics as to the condition of our common schools, may be finally summarized as follows:

1. Comparatively considered, while the amount of work done by the schools as measured by attendance and length, was practically the same as for the preceding year, there was improvement in the quality of that work, arising from the more constant employment of better teachers; from greater uniformity and better supply of text-books; from increase in graded and decrease in ungraded schools, resulting in more systematic work; from a broadening of the scope of instruction; and from more careful and efficient supervision.

2. Considered as to actual condition, attendance is too small and irregular; schools are too short, and too variable in length in different sections of the same town; teachers are too frequently changed, and too many are employed who have had neither training or experience; there is too much lack of uniformity in text-books used, and of full and prompt supply; there is shameful lack of school appliances of all kinds, especially in the ungraded schools; there are too many small and unnecessary schools, resulting in large waste of school funds; too many school-houses are wholly unfit; supervision lacks responsibility, and hence vigilance and efficiency; and, finally, the system under which the schools are managed in three-fourths of the towns, is unbusiness-like, wasteful, inefficient and inequitable.

LEGISLATION NEEDED.

The conclusions reached in the foregoing examination into the condition of our common schools as disclosed in the statistics relating thereto, would seem to be conclusive as to the need of some action leading to prompt and radical improvement. Such improvement cannot be secured under present conditions. A readjustment of the system under which the schools are managed to bring it into harmony with existing social conditions, seems absolutely necessary—is absolutely necessary. The school district system framed to suit conditions in the distribution of population and wealth, in State and town, such that it was fairly equitable in its operation,

has, by the changes of a century in such conditions, come to be, not only most inequitable, but, to a considerable extent, the source of inefficiency in the instruction of the schools. So, too, with our method of furnishing text-books. It was fixed in our statutes when the work of the schools was more elementary in scope and character than that which they are now required to do to give fit preparation for existing business and social conditions; when, therefore, fewer books were needed and those of more elementary character, and, therefore, costing far less than now. Nor was then the school-book agent in the field, whose services to his publishers have to be paid for in the increased price of his wares; nor were the great publishing houses organized as now into a gigantic trust, controlling, or seeking to control, even Legislatures in their interest. To-day, because of changed conditions, the supplying of pupils with the needed books has become an onerous burden, so heavy in case of the poorer class, that no small number of children are deprived thereby of schooling except of the most elementary character.

To bring our common schools, then, into adjustment to existing conditions, there would seem to be imperative and immediate need of legislation, substituting in place of the district some better system of management, and in place of our present method of supplying text-books, some other more satisfactory. And the legislation needed need not be a matter of experiment. Other States where like conditions have demanded like adjustments, have met the demands successfully to the complete satisfaction of their peoples by substituting the town for the school district system, and by adopting the plan of furnishing text-books at the public expense. These suggested changes are so radical and important that they may properly be discussed somewhat more in detail, and in so discussing them I shall take the liberty to borrow from previous reports in which they have been considered.

I. *Abolition of the District System.*

The advantages which would accrue from the abolition of the district system, substituting therefor the town system, would be :

1. *Equality of school privileges.*—The inequalities now existing in every town in the State in which the system obtains, are potent to all and are illustrated on a preceding page of this report. They result directly from its requirement that school funds shall be divided among the schools in proportion to the number of scholars in each district. The least populous districts are thus compelled to have poor and short schools, while the most populous frequently come in possession of more money than they can profitably use. Under the town plan there is no such division. The school moneys are expended as a fund for the equal benefit of all sections.

2. *Equality of taxation for school buildings.*—Under both systems the town taxes for current school expenses are equitably imposed upon all citizens without regard to locality in the town. Under the town system the same is true of taxes imposed for the building and keeping in repair of school-houses, while under the district system it is not. Under the one the town builds and keeps them in repair; under the other these burdens are imposed upon the districts. Under the latter it not unfrequently occurs that the rate of taxation for these purposes differs in adjoining districts as widely as their schools differ in length, and the heavier burden in these cases always falls upon those least able to bear it.

3. *Better teachers more continuously employed.*—The same conditions that compel short schools in the smaller districts, compel the selection of poor teachers in such schools. Teachers cheap as regards wages must be employed, and such teachers are usually also cheap as regards qualifications for their work. But in the larger districts, also, the system not infrequently is responsible for poor teachers. District agents are not the fittest persons to select teachers,

as is their duty under the system. Even if qualified by education to do so, they do not visit and examine carefully into the condition and needs of the schools, nor are they authorized or required to examine into the qualifications of teachers. They can have, then, as a rule, only the most general knowledge of those particulars upon which right selection must depend. Hence, too often, even when they would, they do not get the best. Not infrequently an examination of the teacher so selected shows his or her marked unfitness for the special school for which employed, but the circumstances are such that the committee or supervisor feels compelled to grant the necessary certificate. Sometimes, too, the agent is guided in his selection by motives of personal interest, or influenced by the desire to serve friends or neighbors, and a teacher is employed without much care for the well-being of the school. And so poor teachers get not rarely into schools for the support of which there is money enough to secure the best.

But another evil, nearly if not quite as great as the selection of unfit teachers, characterizes the district system, namely, change of teachers from term to term. The second term of a teacher in the same school, other things being equal, is worth a third more to the school than was the first. The number and frequency of such changes is indicated by the fact already noticed that it takes each year 7,598 teachers to keep 4,793 schools.

Under the town system these evils are reduced to the minimum. School committees select the teachers and fix their wages. Not limited, as under the district system they are, in the amount to be expended in any particular school, knowing the conditions and needs of each school, examining into the qualifications of teachers before selecting instead of after selection as in the district system they are compelled to do, made wholly responsible for the success of the schools and so less likely to be influenced by considerations of favoritism, they must in the nature of things make wiser and better selections. And the same influences that lead to the

selection of better teachers, lead to the continuing of them in service when once their fitness has been proved.

4. *Better Supervision.*—Under the district system the supervision of the schools is divided and irresponsible. Responsibility for the best teachers, and so for the best schools, can be fixed upon neither agent or committee. While in theory the committee is supposed to have a veto power over the action of the agent, and thus to guard the schools from against the selection of unfit teachers, in practice such power is rarely exercised. And the influence of this division of responsibility goes further. Committees, unconsciously it may be, not under the sense of sole responsibility for the success of the school, are often inclined to shirk the performance of those duties for the right performance of which they are responsible. Schools are not visited and their work directed and inspected as it should be.

Under the town system all the functions of supervision are united in the committee. With full power over the teachers and their work, there comes full responsibility theretor; and full responsibility calls out in turn such careful, vigilant exercise of power as will produce the best results. Systematically planned and uniform work by carefully selected, fully qualified, and permanently employed teachers, directed in all its processes towards definite ends, becomes thus practicable. Supervision, in short, becomes responsible and effective.

5. *Better School-Houses Better Furnished.*—The condition of our school-houses, as a whole, is indicated in the statistics already discussed. But the real facts are worse than there indicated. It is no exaggeration to say, that a large percentage of them in the rural sections, are in such condition as regards situation, capacity, ventilation, heating, interior and exterior arrangements, furnishing and repair, that they are not only wholly unfit places for the holding of profitable schools, but are breeders of boorishness, impurity, obscenity and disease. And for these conditions the district system is responsible. Indeed, in many cases, it compels

them, because of the hardship to which the tax-payers would be subjected, to bring these houses into proper condition.

Under the town system, because of the equal distribution of the burden upon the whole town for building and repairing, the cause of these conditions is removed, and wherever it has been adopted the process of renovation has almost immediately begun.

6. *Abolition of Unnecessary Schools.*—A variety of causes, the more important of which have been the movement of population into village and city centers, the leaving of the farms by young men, and certain social conditions militating against large families, have brought it about that a large percentage of our rural districts contain too small a school population for profitable schools. Many of these districts are so situated, geographically, that it would work no hardship if they were abolished by combination with others. But such combination, in any case in which it means the abolition of a district organization, is a very difficult thing to secure. When such district organizations have ceased to exist in a town by abolition of the system, a wise union of neighboring schools has not been found difficult. It does not take long, when once the district system has been abolished, to get rid of unnecessary schools. The tendencies under the town system are all in the direction of economy of resources, and economy of resources means abolition of wasteful expenditures for unnecessary schools.

7. *Economy in Expenditures.*—The district system is wasteful of resources not alone in perpetuating unnecessary schools, in employing unfit teachers, in failing to furnish fit school-houses, but in ways, also, growing more directly out of its peculiar features. It gives opportunity for diversion of school moneys to uses not warranted by law; it not infrequently uses such funds for private profit, instead of solely for public good; and its legitimate expenditures for fuel and repairs are often in excess of what they would be under a more responsible and business-like system. In private affairs a system so wasteful would lead speedily to bankruptcy.

8. *Greater average length of schools.*—This necessarily results from the greater economy of the town system in the directions in which the district system is wasteful. Stop the wastes inherent in the latter system, and the average length of the schools would increase ten per cent within two years. Such has been the result in New Hampshire, and such would be the result in Maine.

The advantages here claimed for the town over the district system are not theoretical. They are the results of experience, rather, in more than one hundred of our own towns, and in two neighboring States in which the district system has been abolished. And against these there are no counterbalancing disadvantages. True, the number of schools will be reduced, and they should be. But such reduction will work no deprivation of right or privilege at all comparable with that wrought by the district system. Nor will such reduction be arbitrary and ill-advised, for it is an incidental not a direct consequence of change of system. The vote of any town to abolish its districts, or abolition by legislative fiat, does not, in and of itself, abolish, or change the location of a single school. Schools can be abolished or their locations changed under the town system only in the same manner as under the district system—by action of the town on recommendation of the school committee. And while such abolition or change is easier under the former than the latter, it is not presumable that any town will vote to abolish any school whose maintenance is necessary. True, again, that the right of those interested to say when their schools shall begin, would be annulled; but that right is now esteemed of so little value in practice, that it is exercised in a merely formal way when exercised at all; and at the best it is of little importance beside the right to enjoy equal school privileges, and to have school burdens equitably imposed. There is moreover no other valuable right or privilege granted by the district, which will not be equally enjoyed under the town system.

It will be argued that towns are now authorized to change from the one to the other system, and that it is not the duty of the State to compel such change. The same argument would leave it to towns to support schools or not, or to raise much or little for their support; but the State does compel them to support, and fixes the minimum sums which they shall raise for their support. And it imposes penalties for failure in both cases. Moreover, the duty of the State to compel the change is direct and positive. While it imposes an equitable tax upon all property, and distributes the sum so raised to the towns for the purpose of equalizing school taxation, it is its duty to say that the money so distributed shall be expended in such manner as to give equal school privileges. While it thus pays more than one-third of the annual expenses of the schools, it is its right and duty to dictate in what manner its bounty shall be used. If it do not insist that it shall be so used as to give to every child equal benefits in it, and the largest practicable benefits from it, if it do not demand that it shall be expended with the least practicable waste, it is false both to the principle under which it distributes it, and to the property owners from whom it takes it.

Again it will be argued that the time is not ripe for the change, that public opinion is not ready to approve it, and that, in consequence, the change would be unwise if not harmful to the best interests of the schools. If it be true that the majority of intelligent public opinion is largely opposed to the change, the change should not be made; for a reversal of the action of one legislature by another, would be unfortunate, and such reversal might follow premature action. But with conditions as they actually are, with a large majority of the intelligent and influential public opinion of the State in favor of the change, as it is; with forty per cent of the voting population of the State in towns which have voluntarily made the change; and with almost a majority of the voters in a large number of other towns earnest for it,—there would

seem to be little danger but that immediate legislation would be permanent legislation.

In view of the foregoing considerations I most earnestly advise the enactment of a law whose essential features shall be as follows :

Be it enacted, &c. :

SECTION 1. All school districts in all towns in this State are hereby abolished ; *provided, however*, that districts organized under special acts of the legislature may retain their present organization.

SECT. 2. Immediately after this act shall have become a law, towns shall take possession of all school-houses, lands, apparatus, and other property owned and used by school districts for school purposes, which districts may lawfully sell and convey. The property so taken shall forthwith be appraised by the assessors of the towns, and at the first annual assessment thereafter, a tax shall be levied upon the whole town equal to one-third of said appraisal, and there shall be remitted to the tax-payers of each district one-third of the appraised value of its property so taken ; and at the second and third subsequent annual assessments like taxes shall be assessed and remitted. In case of districts comprising parts of two or more towns, the assessors of said towns shall jointly appraise the school property belonging to said districts, and shall determine the part thereof belonging to each of the said towns, and each town shall remit to the tax-payers in its part of such district the part so determined, in the same manner as in case of districts wholly within said town.

SECT. 3. This act shall not abolish or change the location of any school legally established at the time of its passage ; but any town at its annual meeting, or at a meeting called for the purpose, may determine the number and location of its schools, and may discontinue them or change their location, but such discontinuance or change of location shall be made only on the written recommendation of the superintending school committee, and on conditions proper to preserve the just rights and privileges of the inhabitants for whose benefit such schools were established. *Provided, however*, that in case of any school having, as now established, or which shall hereafter have, too few scholars for its profitable maintenance, the superintending school committee may suspend the

operation of such school for not more than one year, unless otherwise instructed by the town, and may provide for the scholars belonging thereto in other schools, for which purpose they may, if in their judgment necessary, procure the conveyance of said scholars to such other schools, and pay for the same from the school moneys of the town.

SECT. 4. The corporate powers of every school district shall continue under this act, so far as the same may be necessary for the meeting of its liabilities and the enforcing of its rights; and any property held in trust by any school district, by virtue of a gift, devise or bequest for the benefit of said district, shall continue to be held and used according to the terms thereof.

SECT. 5. The school moneys of every town shall be so expended as to give as nearly as practicable the same aggregate annual length of terms in all its schools, and every town shall make provision for the maintenance of all its schools for not less than twenty weeks annually. Any town failing to maintain its schools as provided in this section, shall be thereby debarred from drawing its State school moneys, till it shall have made suitable provision for so maintaining them hereafter.

SECT. 6. The inhabitants of a part of any union district abolished by this act or which has been abolished by a vote of either town in which such union district was situated, upon a majority vote of the inhabitants of such part at a meeting called for that purpose as provided by sections one, two and four of chapter twelve, Revised Statutes, so far as the same may be applicable, shall be entitled to such an equitable part of the school money of said town as would give the inhabitants of said part equal educational advantages with the remainder of the town and in addition thereto, they may raise by taxation such sum of money as said inhabitants deem expedient for better support of schools and shall expend the same in the manner said inhabitants shall determine by vote.

On the receipt of a certificate from the secretary of the meeting of the vote to raise money as aforesaid, it shall be the duty of the municipal officers of such town to assess and collect such sums in the manner provided for the assessment and collection of town taxes and to carry out the provisions of this section.

SECT. 7. The duties heretofore devolving upon superintending school committees and school agents shall hereafter be performed by a superintending school committee of three persons in each town,

to be chosen by ballot at the annual meeting of the town, and to hold office for three years; provided, however, in towns not now having such committee, that at the first election under this act one member of said committee shall be chosen for three years, one for two years and one for one year, and thereafter one shall be chosen each year. Said committee shall have power to fill vacancies occurring during the interim between annual meetings, and shall annually elect one of its members supervisor of schools, who shall be ex officio secretary of the committee, and shall examine the schools and inquire into the regulations and discipline thereof and the proficiency of the scholars, for which purposes he shall visit each school at least twice each term, and shall make all reports and returns relating to the schools of the town which are now or may be required by law to be made by superintending school committees.

SECT. 8. All laws and parts of laws inconsistent herewith are hereby repealed.

SECT. 9. This act shall take effect on the first day of April, 1889.

II. *Free Text-Books.*

Our present method of furnishing text-books for use in the public schools is far from satisfactory. It is expensive, wasteful, and regarded in connection with school work, vexatious and a hindrance to efficiency. Some change is imperatively needed, and what shall that change be?

There are those who believe in State uniformity in some of its forms as the remedy for present evils. But State uniformity has never yet anywhere and in any form proved satisfactory. In its simplest form—that form in which the books to be used are prescribed by a State commissioner, contracts are made with the publishers fixing the maximum price at which they are to be sold, and the supplying of pupils is left to individual purchase—it has been tried again and again, and as often discarded. In the form of State contract with an individual to furnish, according to a prescribed list, now obtaining in Minnesota, judging from the State reports of that State, it has been so far from satisfactory that in the report of 1886 the State Superintendent

recommends "the enactment of a law authorizing school districts to make purchase of such text-books and supplies as are necessary for the instruction of their pupils." In the form in vogue in California, where the State publishes and furnishes at cost, a similar change is recommended.

The free-text plan—that in which the books are owned by the town and loaned to pupils for use in schools—is the only plan which meets all desired conditions. It gives complete uniformity in the town, which is all that is necessary for the well-being of the schools; it gives prompt and full supply of just the needed books, which any form of State uniformity fails to do, and which, nevertheless, is quite as important as uniformity; it makes the best classification practicable; and it is cheaper than any other method. And there is no objection to the plan which does not equally lie against the furnishing of free school-rooms and free instruction. Indeed, its adoption is needed to make our schools wholly free. So made free they would be rendered far more efficient for good in the State, by increasing the attendance, and by securing the longer continued attendance of just that class of pupils who most need the training of the schools, and whose completest practicable training is essential to counteract all tendencies toward the formation of permanent higher and lower social strata. The plan breaks down one of the barriers by which the child of the poor man is hindered from that equal preparation for life which it is the purpose of the public school to afford; and it gives him, in the school at least, an equal chance with every other.

I recommend that sections 8 and 9 of our present school law be amended to read as follows:

"SECT. 8. Towns shall provide school books for the use of the pupils in the public schools, at the expense of said towns; and all money raised and appropriated for that purpose shall be assessed like other moneys."

"SECT. 9. School committees shall make such rules and regulations, not repugnant to law, as they deem proper for

the distribution and preservation of school books and appliances furnished at the expense of the town."

III. *Compulsory School Attendance.*

The law of 1887 to compel all children between the ages of eight and fifteen years to attend school, public or private, at least sixteen weeks each year, has, from reasons explained in my report of last year, been in practical operation less than one year. Nevertheless, during that time certain defects in the law have become evident, such as to make seriously against its efficiency. These defects and their remedy are as follows :

1. Many towns have failed to elect truant officers, as the law requires. By the provisions of the law such towns are liable to prosecution and fine; but as it is not made the special duty of anyone to prosecute for such failures, this provision is practically void. An amendment providing that any town so failing shall be debarred from drawing State money so long as such failure continues, would remedy this defect.

2. The provision excusing any child from attendance upon the public schools, who "has been furnished for a like period of time, with the means of education equal to that taught in the common schools of the State"—needs to be so amended as to compel the directors of private and parochial schools to furnish satisfactory evidence that the "means of education" afforded in such schools are equal to those of the common schools. With over 4,000 of our school children already in such schools, and the number every year increasing, it seems but right that at least so much should be demanded of them.

3. The law demands an attendance of at least sixteen weeks which time shall be divided, "so far as the arrangement of school terms will allow, into two terms each of eight consecutive weeks." Under this provision nothing can be done to enforce attendance till so much of the school year has

elapsed that the sixteen weeks' attendance can not be had in the remainder of the school year. Again, in the graded systems especially, when pupils come into the schools in the latter half of the year, as they may under this provision, it is difficult to classify them, and they can not do satisfactory work. The law should be so changed that the sixteen weeks should be of the first part of the year, unless the pupil be specially excused by the school authorities.

4. The authority of the truant officers should be enlarged. They should have power, and it should be their duty, to arrest truant pupils and take them to school when notified and requested by any teacher. It should also be made their duty, especially in towns in which the district system has been abolished, to enforce the provisions of law relating the injuring and defacing of school-houses and their furnishings.

I recommend that the law be amended in the above particulars.

FREE HIGH SCHOOLS.

In the condition of no one of our three departments of public instruction is the state of public opinion so quickly and surely manifest as in that of our Free High School system. It is wholly optional with municipalities to support or not support these schools, and hence the growth or decadence of the system is indicative of the growth or decadence of popular interest in, and of popular appreciation of the value of public instruction. In view of these facts, it is a source of especial satisfaction to be able to submit, as showing succinctly the comparative and actual condition of these schools, the following

COMPARATIVE STATEMENT.

I. *Number and Length.*

	1887-8.	1886-7.
Number of towns in which supported	176	161
Increase 15		
Number supported by towns	126	93
Increase 33		
Number supported by districts	50	68
Decrease 18		
Number of terms	406	383
Increase 23		
Aggregate number of weeks	4,348	4,047
Increase 301		

II. *Of Attendance.*

Number of pupils registered	13,246	11,420
Increase 1,826		
Average attendance	10,910	10,374
Increase 536		
Number of common school teachers attend- ing	1,052	885
Increase 167		

III. *Of Character of Instruction.*

	1887-8.	1886-7.
Number of pupils in reading classes.	8,564	7,330
Increase	1,234	
Number in arithmetic.	8,156	7,621
Increase	535	
Number in English grammar	6,365	6,234
Increase	131	
Number in geography	4,152	3,502
Increase	550	
Number in U. S. history	2,541	2,245
Increase	296	
Number in natural sciences.	4,218	4,017
Increase	201	
Number in higher mathematics.	5,009	4,564
Increase	445	
Number in book-keeping.	2,345	2,340
Increase	5	
Number in ancient languages.	2,835	2,654
Increase	181	
Number in modern languages.	1,229	1,449
Decrease	220	

IV. *Fiscal.*

Whole amount expended.	\$123,113	\$117,859
Increase	\$5,254	
Amount provided by towns and districts.	92,790	89,357
Increase	3,433	
Amount paid from State Treasury.	30,323	28,502
Increase	1,821	

There are some things in these statistics worthy of particular notice. It is significant, for instance, that, while the increase in the number of towns in which these schools have been had during the year, was fifteen, the increase in the number of schools supported by town action, was thirty-three, with a corresponding decrease in the number supported by district action. Herein is indicated a process by which they

are becoming year by year more and more an essential part of our general system of public instruction. In very many of the cases of their establishment by town action, they have been so established because some enterprising district or districts in the town, have first established and maintained them till they have won their way to general favor.

Another noticeable fact is the comparatively large and constantly increasing number of their students who are actual teachers in the common schools. The very close correspondence of the number of these with that of those who annually begin teaching in those schools, is not accidental. There is evidence here that the free high school is doing a very important work in preparing a better grade of common school teachers—a work that no other practicable agency could do. In this regard, too, they are evidently coming into closer adjustment with, and becoming more essentially a part of, the general State system.

Of similar import is the general showing made by the statistics relating to the character of instruction in these schools. They show that their work is broadening both downward into closer relations to the common schools by relieving them of some of their more advanced work, and upward toward the higher academical work of the seminaries, thus in turn relieving these of the more elementary work they would else have to do. They are, in short, by a very natural process, bringing public instruction into natural and close connection with the higher and more special work of the privately established seminary and college.

These statistics are for the eighth full year since the re-establishment of the system by the legislature of 1880. During those eight years the growth has been almost phenomenal. The percentage of increase in the number of towns supporting these schools has been 104; in the number of terms of school, 135; in the aggregate number of weeks per year, 132; in total attendance, 112; in total expenditure, 90; in amount of State aid paid, 80. And the growth for the year shown by the statistics here given, is

evidently in line with the average growth of preceding years. Here is evidence conclusive that these schools are doing a work whose importance public opinion is more and more coming to recognize; and here is promise, too, that the time is not far distant, when they will become an essential part of the system of every town of any considerable size, either by local action, or through the compulsion of law.

NORMAL SCHOOLS.

The following table shows the condition of these schools as regards the number entering, graduating and attending, for each of the three schools at Farmington, Castine and Gorham.

School.	Year Ending.	Number Entering.	Number Graduating.	LARGEST ATTENDANCE	
				Number.	Term.
Farmington.....	June 16, '87	113	39	165	Fall.
Castine	" 2, "	107	34	141	Spring.
Gorham	" 23, "	79	37	93	Fall.
Totals .....	.....	299	110	399	
Farmington.....	June 20, '88	107	48	158	Winter.
Castine	" 7, "	87	30	132	Spring.
Gorham.....	" 30, "	57	27	88	"
Totals .....	.....	251	105	378	

It will be noticed that attendance upon these schools, as shown in the number entering and the largest number registered in any term, was considerably diminished as compared with that of the preceding year. As the decreases in both these regards are common to all the schools, the reasons therefor are not to be found in any conditions connected with the schools themselves. Other and outside causes must have been operative. Of these, probably the most potent was a call for the services as teachers in the common schools, of many who would have been or had been connected with them as pupils.

For more detailed information relating to these and the Madawaska Training School, attention is directed to the following

REPORTS OF PRINCIPALS:

STATE NORMAL SCHOOL,
FARMINGTON, MAINE, June 20, 1888. }

To the Trustees of the State Normal Schools:

GENTLEMEN:—In accordance with your requirements, I have the honor to submit the following report of the Farmington State Normal School for the year 1887–8:

The attendance for the year has been as follows:

Fall term.....	135
Winter term.....	158
Spring term.....	134
Total attendance.....	427
Number of different pupils.....	230
“ pupils beginning the course...	107
“ graduates, regular course.....	48
“ “ advanced “.....	2

The work of the school has been made much easier than heretofore by reason of the superior facilities afforded by the addition to our building. We now have most ample accommodations for recitation rooms, and when the old building shall be remodeled to correspond to the new one, as I trust it will be soon, we shall have a building second to none in the State.

The teachers for the year have been George C. Purington, A. M., principal; assistants, Charles F. Warner, A. M., Hortense M. Merrill, Lillian I. Lincoln, Lutie F. Luques, Harriet P. Young, Ardelle M. Tozier, Julia W. Swift.

I am glad to say that Miss Swift, whom you elected to fill the vacancy in the Training School, caused by Mrs. Warner's resignation, has proved a very efficient teacher. The work in her department has been very hard owing to the large number in the graduating class, and I venture to repeat the

hope that I expressed last year, that we may soon have another model school of an intermediate grade.

Perfect harmony has existed between all connected with the school, and the work of the pupils has been characterized by unusual earnestness and thoroughness.

I deeply regret to announce that Mr. Warner, who has just completed his fifth year of service here, has decided to accept an offer of a much more lucrative position in Massachusetts. The school and the State can ill-afford to lose his services. To a generous and special preparation for his profession, joined to natural abilities of a high order, he has added an earnestness and zeal that have placed him in the foremost rank of teachers.

Very respectfully submitted,

GEO. C. PURINGTON.

STATE NORMAL SCHOOL, }
CASTINE, June 7, 1888. }

To the Trustees of State Normal School:

GENTLEMEN :—In accordance with the requirements of law, I respectfully submit the following report of this school.

ATTENDANCE.

Number of pupils entering during the school year is 87, 20 young men and 67 young women.

Number graduating 30, 8 young men and 22 young women. All but four of these have already had teaching experience ranging from 8 to 150 weeks. Owing to a sudden outbreak of the measles in the school, affecting a considerable number of the graduating and other classes, it became advisable to close prematurely without the ordinary formal exercises of graduation. By direction of the inspectory committee the

diplomas of the school have been mailed to those entitled to receive them.

Attendance by Terms :

Fall term,	85—23	young men and	62	young women.
Winter term,	92—23	“	69	“
Spring “	132—37	“	95	“
Totals,	<u>309</u>	<u>83</u>	<u>226</u>	

LIBRARY AND APPARATUS.

The library of the school remains about the same as last year. Some few additions have been made to its several departments such as seemed absolutely necessary to the work of the school. There is great need of considerable accessions, especially of reference and professional works, and it is to be hoped that the day is not distant when the State will make provisions generous enough to allow our needs in this respect to be met.

What is said above of the library is equally true of our apparatus. Indeed in this regard our needs are greater.

TEACHERS.

The following were elected teachers for the year and served during the fall term: Roliston Woodbury, Mary E. Hughes, Fred W. Foster, Edward E. Philbrook, Fannie A. Comstock; Mabel Simmons, training school. At the close of that term Miss Comstock resigned, much to the regret of her associates and the pupils of the school to all of whom she had endeared herself in a marked degree during her connection with the school. Her place was filled by the inspectory committee by the appointment of Miss Nellie F. Harvey a graduate of the class of 1887, of whose work in her somewhat trying position I can speak in hearty commendation. During the spring term just past Miss Carrie E. Alden has been employed as temporary assistant.

In speaking of the work of my associates I can but repeat what I have said in former reports—the heartiest words of commendation.

NEEDS.

Now that the more pressing needs of the other two schools have been met, at Farmington by the enlargement of the building, and at Gorham by the repairs and changes needed to put the buildings into proper sanitary conditions, it is to be hoped that the needs here may be met by a proper appropriation. I need not say to you that we need more room. While we are forced to use an ill-fitted and small attic room for recitation purposes, and while our model school is crippled as it is in its work from lack of proper accommodations, our need of room is potent. An extension of the rear projection of our building some thirty feet would furnish a fit room for the model school somewhat removed from the other class-rooms, would give back the class-room now occupied by it, and would give us additional rooms on the upper floor which we much need.

I trust that by your efforts an appropriation for this necessary enlargement may be secured.

Respectfully submitted,

R. WOODBURY, *Principal*.

GORHAM, June 30, 1888.

To the Board of Trustees of the State Normal Schools:

GENTLEMEN:—In accordance with the requirements of law the following report of the Normal School at Gorham for the year ending June 30, 1888, is respectfully submitted:

Whole number of pupils entering for the year, 57.

Whole number of pupils graduated for the year, 27.

Whole number of different pupils connected with the school during the year, 108.

Number of teachers in normal school, 5.

Number of teachers in special work, 1.

Number of teachers in model schools, 2.

Number of different pupils in model schools, 108.

Average number of pupils in model schools, 57.

BOOKS AND APPARATUS.

Books, general literature	1,653	Vols.
“ Reference	62	“
“ Text, for classes.....	1,118	“
Apparatus in Science and Natural History....	612	pieces.
Maps, charts, globes	85	“

TEACHERS.

W. J. Corthell, H. M. Estabrook, Bessie A. Read, Grace J. Haynes, Angie M. Brooks, in the Normal School; Jennie M. Colby and Flora Burton, in the model schools. Mr. Fitch, who so successfully taught the vocal music for several years, died in November, '87. Mr. Charles Hinkly then took charge of that department, in which he is very successful.

THE YEAR'S WORK.

The school has been fairly prosperous. The teachers have worked harmoniously, and it is believed with a good degree of efficiency. The pupils have been industrious, quiet and observant of the necessary regulations of the school.

The course of study remains as last year. Modifications in methods of work are constantly taking place as the teachers advance in experience and skill in adapting means to ends; yet the course remains substantially the same. Some pupils come to this school not prepared by previous study to do the work. They readily pass any fair examination, to which candidates for entrance should be subjected, yet their previous

school training has been so bad that they have no power to think. Some provision should be made, whereby such pupils can have, at least a half year's training in elementary English before taking the distinctive work of the normal school.

It is obvious that the *extent* of the course should be the same in all the normal schools of the State, while the order of the studies constituting such a course may properly vary. I again urge the necessity for such uniformity of length of course.

We believe the time has come in the history of our normal schools to ask the legislature for power (if the trustees do not now have that power) to establish different courses of study in the normal schools, viz., a regular English course of two years as now arranged; second, an advanced course of two years, for those who have completed the two years' course and graduated therefrom; those in the advanced course taking Latin two years, German one, with work in English literature, advanced mathematics and natural science; third, a regular course of four years, in which the students shall take Latin four years, German or Greek two years, and the other studies be the English of the other courses.

No material change has been made in text-books during the last year. Changes are thought best in the books on physics, geography and drawing.

BUILDINGS.

The changes in the drainage of the school buildings under the direction of Mr. Jordan, engineer of the State Board of Health, have been entirely satisfactory, giving entire freedom from the annoyance and danger experienced before. The repairs and changes in the Boarding Hall, under the direction of Mr. Jordan and Mr. Hinkley of the board of trustees, are entirely satisfactory. The sewerage system works perfectly, and the change in the rooms gives to the pupils pleasant rooms, and with the new furnishings afford the students a very satisfactory home. The thanks of teachers, pupils and the community

are due to Mr. Hinkly for his wise and careful expenditure of the appropriation made by the State for these purposes. He needs a small amount to repair the floors of the halls in the Boarding Hall, and the black-boards in the school house.

NEEDS.

1. There is an imperative and imminent need of new black-boards in the school building. Many of them are entirely unfit for use, and their condition makes perfect work impossible.

2. An urgent need for more room for the physical and chemical work. The space now available does not allow a full class to work at the tables, and without such opportunity for all to work at once, the best work cannot be done. A room can be arranged in the attic, so as to afford full relief, and meet this imperative necessity.

Respectfully submitted,

W. J. CORTHELL, *Principal.*

MADAWASKA, TRAINING SCHOOL,
FORT KENT, MAINE, Dec. 20, 1888. }

To the Trustees of State Normal Schools:

GENTLEMEN:—The following report of the Madawaska Training School for the year 1887–8 is submitted.

By an act of the legislature of 1886 this school was deprived of its “wheels,” located permanently at Fort Kent, and its school year made eight months instead of ten, which it had heretofore been.

The school year was divided in two terms of sixteen weeks each, with a vacation of two weeks during the holidays. The first term commenced September 6, closing December 22. The second term commenced January 9, and closed April 26. The whole number of pupils attending during the year was fifty—thirty-seven ladies and thirteen young men.

The school, being now stationary, can not reach as many different pupils as it did when it was traveling about the territory. The average attendance for this year, however, was good, and the interest manifested by the pupils was never better.

Four young ladies completed the course of study and received diplomas, making the number of graduates from this school now forty-two—thirty-three ladies and thirteen gentlemen. All find ready employment as teachers here and elsewhere.

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

No change of text-books has been made.

Harmony between teachers and pupils has prevailed, and no pains have been spared to carry out the design of the school, all working earnestly.

The new building is sufficiently completed to be occupied, and the school opened its present term in it under the most favorable conditions and with a larger actual attendance than of any previous year. The school needs a *little* more money from the State to make the building and its surroundings comfortable and attractive. This money will of course be granted by the next legislature.

Very respectfully submitted,

VETAL CYR, *Principal.*

FISCAL.

The appropriations available for the benefit of these schools for the year, have been, a special appropriation of \$1500 for a school building for the Madawaska Training School; a balance of \$125 from last year's regular appropriation for the same school reserved for the same purpose; the regular annual appropriation of \$19,000 for Normal Schools, and of \$1300 for Training School; and a balance of \$263.20 brought over from the normal school appropriation of last year.

The sums appropriated as above for buildings for the Training School, have been expended during the year for the purpose designated. For the \$1625 a suitable lot has been obtained, and a school building 45x36 feet and of one story, has been erected, finished and furnished, and is now occupied by the school. A suitable out-building for storing fuel and for privies has also been built.

The other available resources have been expended under the direction of the Board of Trustees as economically and wisely as practicable. The amounts of these resources and the purposes for which expended, are summarized in the following

FISCAL STATEMENT.

RESOURCES.

Regular annual appropriation, Normal School...	\$19,000 00
“ “ “ Madawaska Training School.....	1,300 00
Balance from last year, Madawaska Training School	125 00
Balance from last year, Normal School.....	263 20
Special appropriation, Mad'a Training School...	1,500 00
	\$22,188 20

EXPENDITURES.

For salaries, Normal School.....	\$18,663 99
" Training "	1,300 00
Buildings, " "	1,625 00
Fuel.....	539 75
Repairs, incidental.....	132 41
Diplomas.....	103 50
Incidentals	205 88
	<hr/>
	\$22,570 53

There was, as appears from the above statement, an excess of expenditures over resources of \$382.33. This arose from the necessity of making some absolutely necessary but unforeseen expenditures, the bills for which will be carried forward and paid from the appropriations of the coming year.

NEEDS.

The appropriation of \$8,000 made by the legislature of 1887, for enlargement of the Farmington School building, proved hardly adequate to the demands. Accordingly the new part is not yet fully completed within and without. Two rooms are yet in an unfinished condition, and the grounds about it are ungraded. About \$2,500 is needed to complete the work projected and needed.

The building at Castine needs enlargement. This need is imperative. An extension of the rear projection giving needed room for the model department, for additional recitation rooms, including a new laboratory, and for the accommodation of the library, can be built for \$8,000. That sum should be appropriated by the legislature of 1889.

The school building at Gorham has now been occupied ten years. The wear of time and use, exterior and interior, has made some repairs necessary. The outside of the building should be re-painted, and the brick and stone work re-pointed. Within there is need of repairs on floors, black-

boards, etc., and the woodwork and furniture should be re-varnished. The sewage of the building, now conveyed to a cesspool in the rear, and on the border of the lot, has become a nuisance to the owner of the neighboring premises, and the arrangement must be changed. The most feasible change is to connect the sewage of the school with that of the boarding-house building. At the boarding-house some further repairs are needed, and the lot should be fenced. For all these purposes the sum of \$3,000 is required.

The new building this year erected at Fort Kent for the Madawaska Training School, was planned and carried forward to completion with constant reference to keeping the expenditure therefor within the amount available for the purpose. It is large enough for the immediate, but not for the prospective needs of the school, and was so planned that, when necessary, it can be enlarged at the least possible cost. To enlarge it at once would be, however, good policy. The sum of \$600 would put on the necessary addition, and in the building so enlarged accommodations could be provided for a needed model department. The building, as it is, needs to have two additional coats of paint, both exterior and interior. It should be furnished with a bell, for which a tower must be built. The grounds about it need grading and fencing. For all these purposes it is estimated that the sum of \$1,500 is needed.

The regular annual appropriation of \$19,000 for current expenses of the three normal schools needs to be increased. It frequently occurs that we are compelled to part with some of our best assistant teachers because of lack of means to retain their services. Two such cases have occurred during the past school year, one at Castine and one at Farmington. There are needed, too, funds to be used for keeping up the condition of, and adding yearly to the libraries and apparatus of the schools. Something should be available, also, for sudden and unforeseen contingencies in the way of repairs. To meet all these needs the annual appropriation should be made \$21,000.

I recommend appropriations as above, namely :

For Farmington School.....	\$2,500	Special.
“ Castine “	8,000	“
“ Gorham “	3,000	“
“ Madawaska Training School.....	1,500	“
“ Regular Appropriation.....	21,000	Annual.

NECROLOGICAL.

On the morning of Thursday, November 1, Rolliston Woodbury, Principal of Castine State Normal School, entered into rest. His death was very sudden. On the Tuesday before he was in his place in the school. His health had for some time been poor, so poor that one less in love with his work, less determined and conscientious in his devotion to duty, would have deserted his post. Had he done so, he might, perhaps, have had greater length of days, but his life would not have so “rounded to its perfect close,” as it did, filled to the end with cheerful, hearty service.

As expressive of the feelings of the Board of Trustees of State Normal Schools, in regard to this sad event in the history of the school, a series of resolutions passed by the board at a meeting held in Augusta, Nov. 22, is here inserted :

“Whereas, it has pleased an overruling Providence to remove by death Prof. Rolliston Woodbury, Principal of Castine State Normal School, an earnest and efficient advocate and supporter of the cause of popular education in this State,

Resolved, That it is with profound regret that we learn of his death, and of the great loss thereby sustained by the school over which he has so ably and successfully presided, as well as by the cause of general education throughout the State.

Resolved, That a copy of these resolutions be spread upon the records of this board, and a copy of the same, accompanied by an expression of our warmest sympathies, be presented to the family of our deceased friend.”

EDUCATIONAL ASSOCIATIONS.

I. MAINE PEDAGOGICAL SOCIETY.

This society held its ninth annual meeting in Auburn, December 27, 28 and 29. This was the largest, most interesting, and, in its practical results, most valuable meeting of the society ever held. The following is the

PROGRAMME.

THURSDAY EVENING, DEC. 27—7.30 P. M.

1. ORGANIZATION.
2. WELCOME. Extended by NATHAN W. HARRIS, Ph. D.
3. LECTURE. Relations of Home, School and Church.
A. E. WINSHIP, Editor Journal of Education, Boston.

FRIDAY, DEC. 28—9 A. M.

1. PRESIDENT'S ADDRESS. The Teacher and the Library.
2. REPORT ON HISTORY.
Prin. G. C. PURINGTON, Normal School, Farmington.
DISCUSSION. Opened by Prin. W. J. CORTHELL, Gorham.
3. PAPER. Modern Languages in Secondary Schools.
Prof. HENRY JOHNSON, Bowdoin College.
DISCUSSION. Opened by
Prin. W. E. SARGENT, Hebron Academy.
4. PAPER. On Instruction in Latin in Preparatory Schools.
Prof. J. D. TAYLOR, Colby University.
2.00 P. M.
1. ADDRESS. Music in the Primary Schools.
Prof. F. E. CHAPMAN, Boston.
Exercises in singing by pupils of the Auburn Primary Schools.
2. REPORT ON GEOGRAPHY. Rev. P. B. SNOW, Willard.
DISCUSSION. Opened by
Supt. W. C. CRAWFORD, Waterville.
3. PAPER. Physical Training in the Public Schools.
Prof. C. E. ADAMS, Colby University.
DISCUSSION. Opened by Prof. F. H. DODGE, Bates College.

4. REPORT ON SCIENCE TEACHING.

H. M. ESTABROOKE, Normal School, Gorham.

DISCUSSION. Opened by

F. H. NICKERSON, Maine Central Institute.

FRIDAY EVENING—7.30.

1. PAPER. What our pupils know in English Language when they leave the Grammar Schools.

GEO. H. MARTIN, Agent Mass. Board of Education.

2. ADDRESS. School Government as a Factor in Moral Culture.

Prin. C. C. ROUNDS, Ph. D., State Normal School,
Plymouth, N. H.

SATURDAY, DEC. 27—9.00 A. M.

1. REPORT ON NECROLOGY. Memorial of Rolliston Woodbury, by
Prin. C. C. ROUNDS, Ph. D. Sketch of B. R. Melcher, by
E. P. SAMPSON, Saco.

2. REPORT ON A COURSE OF STUDY FOR ACADEMIES AND SEMINARIES.

Prin. A. F. RICHARDSON, Normal School, Castine.

DISCUSSION. Opened by

President E. M. SMITH, Maine Wesleyan Seminary.

3. ELECTION OF OFFICERS, REPORTS OF COMMITTEES AND UNFINISHED BUSINESS.

It is expected that the society will authorize the printing of the leading papers and reports presented at this meeting in the appendix to this report. They will form a valuable contribution to the current literature of pedagogics, and I bespeak for them a careful reading by the teachers and school officers to whose attention they will be thus brought.

II. COUNTY ASSOCIATIONS.

Twenty meetings of these organizations have been held during the year, each continuing at least two days. The attendance of teachers at these meetings has been largely in excess of that of any previous year. At one meeting nearly three hundred were in attendance; at another, over two hun-

dred. At none was the attendance less than fifty. The total aggregate attendance was nearly 2,500.

From its inception as an experiment in 1881, the work done by these organizations has steadily grown in the estimation of teachers, and in its practical value as affecting our schools. Nor has their work affected the schools alone. Public opinion has largely been affected by it, and moulded to more intelligent action regarding all questions relating to educational progress and reform. No agency calling for so small an annual expenditure on the part of the State, has been productive of so much good.

As showing the special work arranged for the meetings held during the year, I subjoin the

General Programme and Syllabus of Subjects for 1888.

I. TEMPERANCE INSTRUCTION: 1, Reports of Teachers—(1) of work done; (2) of methods employed; (3) of difficulties met; (4) of results attained. 2, Discussion of Reports.

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. BOOK-KEEPING: (1) How much in mixed schools; (2) How taught.

IV. SUPPLEMENTARY READING: (1) Need of; (2) Material for, how secured; (3) Methods.

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

VI. QUERIES, DISCUSSION OF: (1) How can the usual number of classes in mixed schools best be reduced? (2) How shall

writing be taught in mixed schools? (3) What are the advantages and disadvantages of the "Marking System"? (4) In what way can morals best be taught? (5) Are general recesses to be recommended? (6) What are the most appropriate "opening exercises"?

(NOTE—This syllabus is not intended to be exhaustive, nor of necessity to be closely followed by those presenting the subjects outlined. It is suggestive rather of the amount and kind of work to be covered by the formal papers presented, and the free discussions to which papers and queries are intended to lead.)

CONCLUSION.

The law requires that the annual report of the State Superintendent shall contain "such suggestions and recommendations, as, in his judgment, would best promote the improvement of the common schools." As regards the improvements to be sought through legislation, suggestions and recommendations have already been made. Should any or all of the legislation thus suggested be secured, other suggestions and recommendations would be required. The local school officers whose duty it would be to apply that legislation practically to the schools under their charge, would need advice and suggestions regarding the performance of their new duties. Such advice would properly furnish subject matter for special circulars.

There are other duties which local officers have to perform, however, not dependent upon changes in system through legislation, regarding which suggestions may properly be offered, and especially so since the officers into whose hands this report will come, will, many of them, come to those duties with little or no previous experience. I may, therefore, venture to close this report by making the following

RECOMMENDATIONS.

1. That school committees use special efforts to increase attendance, and that to this end they actively co-operate with the truant officers in securing a strict enforcement of the provisions of law relating to compulsory school attendance. To this end, I suggest that, in towns choosing more than one truant officer, the schools be so divided into sections as to give to each of such truant officers charge of the execution of the law in one of these sections; that when the school census is completed, lists of all children between the ages of eight and sixteen in each of such section, be put into the hands of the

proper truant officer ; that every teacher be furnished, together with her register, with a similar list of such children resident in the district in which she is to teach, and be required within three days after the beginning of her school to furnish to the truant officer under whose charge her school is, a list of all such children not attending her school ; that on receipt of such list from any teacher, the truant officer be required to ascertain the reasons for the non-attendance of such children, and report promptly to the school committee ; that if such reasons are not such as the law recognizes as valid, they shall direct the truant officer to notify the parents or guardian of all such children to send them to school with notice of the penalty to be incurred by failure so to do ; that at the end of each term in any district the teacher thereof shall return to the school committee, with her register, a list of such children as have not attended school during such term for eight consecutive weeks ; and that, if the terms in such district are so arranged that, within the remainder of the school year, such children cannot attend school for the period required by law, the truant officer be directed to prosecute for non-attendance as provided by law.

2. That they scrupulously guard the schools under their charge against the admission of unfit teachers ; that to this end they demand from all teachers not personally known to them, satisfactory evidence of moral character ; that they examine strictly and impartially into their scholastic and other qualifications for their work ; and that they use their influence to secure the retention of satisfactory teachers in the same schools for a series of terms.

3. That if the district system shall be abolished, or in towns in which the system has been abolished, they take necessary steps toward the introduction of courses of study in the ungraded schools from which pupils may graduate in like manner as from graded schools.

4. That they use their influence in favor of the abolition of the district system, and the adoption of the free text-book

plan, if those ends shall not have been secured by legislation, and for the establishing of Free High Schools.

5. That they urge upon teachers the importance of attending educational meetings, and that they themselves, when practicable, attend and take part in such meetings.

6. That they strongly advise all young teachers who show natural aptitude for the work, to enter upon a course of professional training at one of our Normal Schools.

7. That, in short, they seek to elevate the public schools of their towns by vigilant, earnest, persistent and aggressive action, as leaders in all educational reforms.

APPENDIX.

COMMON SCHOOL STATISTICS,

COMPILED FROM ANNUAL RETURNS OF S. S. COMMITTEES AND FISCAL RETURNS OF MUNICIPAL OFFICERS,
FOR THE YEAR ENDING APRIL 1, 1888.

ANDROSCOGGIN COUNTY.

Towns.	No. of Children belonging in town between the ages of 4 and 21 years.	No. registered in Spring and Summer Terms.	Average No. in Spring and Summer Terms.	No. registered in Fall and Winter Terms.	Average number in Fall and Winter Terms.	Number of different Pupils Registered.	Percentage of Average Attendance.	Ƒ.	Ƒ.	Average length of Spring and Summer Terms in weeks and days, 5 days per w/k.	Ƒ.	Ƒ.	Aggregate length of Spring and Summer Terms in weeks, 5 days per w/k.	Ƒ.	Ƒ.	Average length of Fall and Winter Terms in weeks and days, 5 days per w/k.	Ƒ.	Ƒ.	Aggregate length of Fall and Winter 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 Spring and Summer Terms.	Number of Male Teachers employed in Fall and Winter Terms.	No. of Female Teachers employed in Spring and Summer Terms.
Auburn.....	3331	1452	1315	1489	1335	1825	.40	12					612	24					1200	-	-	31	31	1	1494	48,000	7	10	49
Durham.....	353	235	196	234	200	236	.56	8					88	20					220	-	-	12	6		3,950	1	7	10	
East Livermore.....	395	225	184	248	206	315	.49	8					47	9	3				66	7	6	7	6		7,000	1	4	8	
Greene.....	272	120	101	150	127	164	.42	9					78	11					124	11	10	10	10		2,500	-	2	9	
Leeds.....	342	199	166	247	202	269	.54	8	2				101	10					143	12	1	8	8		4,300	4	4	12	
Lewiston.....	6778	2400	2240	2581	2469	2675	.35	12					726	26	2				1600	-	-	28	24		200,000	4	4	69	
Lisbon.....	1021	566	474	615	540	630	.50	10					200	20					400	-	-	16	15		22,000	2	4	18	
Livermore.....	341	222	195	233	197	241	.57	8					124	10	1				177	16	2	17	10		5,000	-	6	16	
Minot.....	477	381	338	440	385	454	.64	9	1				111	23					241	8	3	10	7		10,500	1	4	12	
Poland.....	646	301	265	364	307	380	.63	9					171	10					190	-	-	17	14	2	1450	1	10	19	
Turner.....	573	336	287	411	344	437	.55	9					180	9					189	-	-	19	18		10,000	1	13	19	
Wales.....	140	95	92	114	103	128	.70	6	1				49	8	2				93	8		8	8		2,500	-	4	8	
Webster.....	313	190	165	185	163	204	.53	9					80	17					152	-	-	10	2		2,300	1	3	8	
	14,982	6722	6018	7311	6578	7958	.42	9					2567	15	2				4805	62	6	197	159	4	1729	329,050	19	75	257

ANDROSCOGGIN COUNTY—CONCLUDED.

Towns.	No of Female Teachers employed in Fall and Winter 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 1887.	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, 1887, to April 1, 1888.	Amount available from State Treasury from April 1, 1887, to April 1, 1888.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.	Balance Unexpended April 1, 1888.	Balance Over-expended April 1, 1888.
	No.	cts.	No.	cts.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per month.	Per month.	Per month.	Per month.	Per scholar.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.
Auburn.....	50	5	104	00	4 50	2 50	360	00	14,500	6856	-	4 52	15,402 96	5,462 91	5 00	20,870 87	19,975 92	894 95	-	-	-	
Durham.....	15	-	23	85	3 32	2 10	101	50	1,400	398	-	3 68	1,512 40	647 71	-	2,160 11	2,157 07	3 04	-	-	-	
East Livermore.....	6	2	30	62	3 87	2 00	60	00	864	-	-	2 27	1,317 35	649 41	202 65	2,169 21	1,970 58	198 63	-	-	-	
Greene.....	9	1	27	50	3 53	1 55	38	80	799	-	-	3 09	1,049 72	439 76	-	1,489 48	1,461 09	28 39	-	-	-	
Leeds.....	10	-	25	25	3 76	1 65	77	75	1,000	45	-	2 95	1,105 61	577 83	-	1,683 44	1,515 04	168 40	-	-	-	
Lewiston.....	65	20	134	00	9 25	3 50	1700	00	24,000	8734	-	3 76	24,000 00	10,888 33	167 50	35,055 83	37,502 03	-	2446 20	-	-	
Lisbon.....	16	2	40	00	4 81	2 10	201	70	2,600	487	-	2 57	2,630 24	1,724 95	162 40	4,517 59	4,274 87	242 72	-	-	-	
Livermore.....	11	-	21	00	3 00	1 75	68	50	1,225	215	-	3 50	1,299 53	596 57	108 71	2,004 81	1,829 83	174 98	-	-	-	
Minot.....	13	3	42	25	4 60	2 19	80	00	1,410	-	-	2 86	1,550 96	840 31	-	2,391 27	2,149 08	242 19	-	-	-	
Poland.....	8	-	27	63	3 43	2 17	125	00	3,000	1046	-	4 36	3,096 53	1,172 70	-	4,269 23	3,920 64	348 59	-	-	-	
Turner.....	8	2	36	00	5 50	2 00	122	50	2,200	372	-	3 69	2,536 78	1,015 88	46 12	3,598 78	3,294 95	303 83	-	-	-	
Wales.....	7	-	17	00	3 12	1 75	31	00	600	196	-	4 32	614 50	236 93	-	851 43	786 71	64 72	-	-	-	
Webster.....	8	-	25	33	3 65	1 65	61	50	784	-	-	2 40	1,027 87	557 37	62 38	1,647 62	1,704 50	-	56 88	-	-	
	226	35	42	65	4 33	2 07	2826	55	54,382	18,349	-	3 73	57,144 45	24,810 66	754 56	82,709 67	82,542 31	2670 44	2503 08	-	-	

APPENDIX.

Masardis.....	107	69	52	65	48	87	.47	10	2	31	12	24	3	-	3	-	-	-	800	-	2	3
Monticello.....	436	226	161	328	219	327	.44	13		103	9	4	98	8	8	5	1	750	2,475	-	1	7
New Limerick.....	254	165	123	204	161	206	.56	11	1	68	10	3	76	6	6	3	1	88	1,200	-	1	4
Orient.....	83	78	76	66	48	78	.75	8	2	42	8	1	17	3	-	3	2	-	1,200	-	2	2
Presque Isle.....	1030	656	513	593	464	812	.47	10		224	10		238	-	21	14	1	450	7,300	-	-	4
Sherman.....	341	242	181	248	192	263	.55	12		72	13		91	6	-	6	2	-	1,500	-	-	3
Smyrna.....	116	70	46	62	44	85	.39	9	4	39	8	2	25	4	-	4	2	-	700	-	-	1
Van Buren.....	526	213	188	115	107	332	.28	24		229	12	2	26	10	-	8	6	-	1,800	-	1	8
Washburn.....	416	289	261	344	310	381	.68	10		110	11		125	10	1	10	10	1	331	4,000	-	1
Weston.....	177	151	126	100	80	151	.58	8	4	53	10		40	4	1	4	3	1	153	960	-	2
Woodland.....	355	195	150	192	141	238	.41	9	4	80	12		96	8	-	8	5	-	2,000	-	-	5

AROOSTOOK COUNTY—CONTINUED.

Plantations.	No. of Children belonging in town between the ages of 4 and 21 years.		No. registered in Spring and Summer Terms.		Average No. in Spring and Summer Terms.		No. registered in Fall and Winter Terms.		Average number in Fall and Winter Terms.		Number of different Pupils Registered.	Percentage of Average Attendance.		Average length of Spring and Summer Terms in weeks and days. 5 days per w.k.		Aggregate length of Spring and Summer Terms in weeks. 5 days per w.k.		Average length of Fall and Winter Terms in weeks and days. 5 days per w.k.		Aggregate length of Fall and Winter Terms in weeks. 5 days per w.k.		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 Spring and Summer Terms.		Number of Male Teachers employed in Fall and Winter Terms.		No. of Female Teachers employed in Spring and Summer Terms.		
	No.	%	No.	%	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%	No.
Allagash.....	120	63	45	-	-	63	38	20	-	-	63	38	20	-	-	20	-	-	-	-	-	1	1	1	1	1	1	-	-	1	1	1	1	1	1			
Bancroft.....	106	68	55	70	54	74	55	5	3	33	12	5	3	33	12	5	3	33	12	5	3	33	12	5	3	33	12	5	3	33	12	5	3	33	12	5	3	
Cary.....	189	124	86	39	29	114	29	11	3	58	8	2	2	58	8	2	2	58	8	2	2	58	8	2	2	58	8	2	2	58	8	2	2	58	8	2	2	
Castle Hill.....	212	125	97	128	98	166	46	9	3	57	10	2	2	63	10	2	2	63	10	2	2	63	10	2	2	63	10	2	2	63	10	2	2	63	10	2	2	
Caswell.....	99	45	29	24	19	45	24	8	4	35	7	2	2	30	7	2	2	30	7	2	2	30	7	2	2	30	7	2	2	30	7	2	2	30	7	2	2	
Chapman.....	104	41	33	42	35	53	33	8	2	15	15	2	2	30	15	2	2	30	15	2	2	30	15	2	2	30	15	2	2	30	15	2	2	30	15	2	2	
Connor.....	214	142	105	121	77	151	43	15	2	62	7	2	2	20	7	2	2	20	7	2	2	20	7	2	2	20	7	2	2	20	7	2	2	20	7	2	2	
Crystal.....	125	77	68	76	65	82	53	10	-	51	10	1	1	43	10	1	1	43	10	1	1	43	10	1	1	43	10	1	1	43	10	1	1	43	10	1	1	
Cyr.....	220	157	12	89	65	167	47	14	1	71	7	1	1	36	7	1	1	36	7	1	1	36	7	1	1	36	7	1	1	36	7	1	1	36	7	1	1	
Dyer Brook.....	101	77	62	52	36	93	49	8	4	44	10	4	4	30	10	4	4	30	10	4	4	30	10	4	4	30	10	4	4	30	10	4	4	30	10	4	4	
Eagle Lake.....	156	102	79	-	-	102	50	20	4	62	8	2	2	20	8	2	2	20	8	2	2	20	8	2	2	20	8	2	2	20	8	2	2	20	8	2	2	
Garfield.....	38	18	15	24	19	27	45	8	-	30	9	3	-	29	9	3	-	29	9	3	-	29	9	3	-	29	9	3	-	29	9	3	-	29	9	3	-	
Glenwood.....	69	41	40	41	35	47	54	10	-	30	9	3	-	29	9	3	-	29	9	3	-	29	9	3	-	29	9	3	-	29	9	3	-	29	9	3	-	
Hamlin.....	242	110	76	10	9	110	31	19	2	97	12	-	-	12	12	-	-	12	12	-	-	12	12	-	-	12	12	-	-	12	12	-	-	12	12	-	-	
Hammond.....	38	24	17	-	-	24	45	8	-	8	8	-	-	10	8	-	-	10	8	-	-	10	8	-	-	10	8	-	-	10	8	-	-	10	8	-	-	
Macwahoc.....	89	52	49	49	42	56	52	9	-	30	10	4	4	10	10	4	4	10	10	4	4	10	10	4	4	10	10	4	4	10	10	4	4	10	10	4	4	
Merrill.....	126	74	50	64	54	79	41	12	-	36	10	2	2	2	10	2	2	2	10	2	2	2	10	2	2	2	10	2	2	2	10	2	2	2	10	2	2	2
Molukus.....	34	31	30	-	-	31	89	8	-	16	8	-	-	2	8	-	-	2	8	-	-	2	8	-	-	2	8	-	-	2	8	-	-	2	8	-	-	
Moro.....	88	66	45	63	38	66	47	12	-	36	10	2	2	20	10	2	2	20	10	2	2	20	10	2	2	20	10	2	2	20	10	2	2	20	10	2	2	
New Canada.....	126	70	45	-	-	70	36	16	-	48	8	-	-	3	8	-	-	3	8	-	-	3	8	-	-	3	8	-	-	3	8	-	-	3	8	-	-	
New Sweden.....	263	130	101	165	119	168	42	7	1	44	11	4	4	71	11	4	4	71	11	4	4	71	11	4	4	71	11	4	4	71	11	4	4	71	11	4	4	
Oakfield.....	286	185	142	127	106	207	43	11	1	94	10	1	1	76	10	1	1	76	10	1	1	76	10	1	1	76	10	1	1	76	10	1	1	76	10	1	1	
Oxbow.....	59	41	28	-	-	41	47	22	-	44	4	-	-	4	4	-	-	4	4	-	-	4	4	-	-	4	4	-	-	4	4	-	-	4	4	-	-	
Perham.....	177	80	63	-	88	130	43	10	1	41	10	-	-	4	10	-	-	4	10	-	-	4	10	-	-	4	10	-	-	4	10	-	-	4	10	-	-	

Portage Lake...	53	37	29	38	24	40	.50	10		10	10	1	-	1	1	-	-	700	-	-	1		
Reed.....	69	38	37	46	42	46	.51	8		24	8	2	42	-	-	3	3	-	1,000	-	-	3	
St. Francis.....	No	Statistical	Ret	urns																			
St. John.....	94	46	25	-	-	46	.27	22		44	-	-	2	2	1	1	150	250	-	-	2		
Silver Ridge....	78	55	38	33	24	59	.40	11	3	35	11	-	33	3	-	3	1	1	600	700	-	3	
Wade.....	55	26	14	15	10	26	.22	12		12	16		16	-	-	2	1	1	155	500	-	1	
Wallagrass.....	249	87	64	90	67	87	.26	12		36	13		39	3	-	3	-	-	-	150	-	3	
Westfield.....	62	20	15	37	26	37	.33	10		10	21		21	3	-	1	1	-	-	300	-	1	
Winterville.....	44	32	21	-	-	32	.48	26		26	-		-	1	-	1	1	-	-	200	-	1	
	19,084	10,744	8,205	8,775	6,761	12,471	.39	12	2	5,246	10	4	3,521	3,25	24	361	2,28	19	12,628	112,138	26	94	382

AROOSTOOK COUNTY—CONTINUED.

Towns.	No. of Female Teachers employed in Fall and Winter 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 1887.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1887, to April 1, 1888.	Amount available from State Treasury from April 1, 1887, to April 1, 1888.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.	Balance Unexpended April 1, 1888.	Balance Over-expended April 1, 1888.
					Excess above am't required by law.	Less than the am't required by law.													
Amity	-	-	28 00	4 60	1 89	10 00	350	-	4	-	2 30	503 39	253 15	110 31	866 85	818 02	48 83		
Ashland	2	-	30 00	4 25	2 25	15 00	450	-	46	-	2 42	413 98	317 04	88 20	819 22	776 86	42 36		
Benedicta	1	-	23 00	3 42	1 65	20 75	250	-	8	-	1 87	269 44	228 40	71 50	569 34	557 75	11 59		
Blaine	-	-	25 00	3 96	1 38	12 00	517	-	-	-	1 83	516 80	480 67	-	997 47	1011 97	-		
Bridgewater	2	3	25 00	4 77	1 75	35 00	578	-	-	-	1 60	774 85	615 32	130 00	1520 17	1315 99	204 18		
Caribou	16	1	24 00	5 00	2 50	200 00	2288	-	83	-	1 65	2775 06	2370 95	-	5146 01	3743 81	1402 20	14 50	
Easton	8	1	17 00	4 75	1 75	68 00	668	-	-	-	1 67	696 31	673 27	183 79	1553 37	1525 14	28 23		
Fort Fairfield	14	4	27 00	4 93	1 98	188 50	2800	-	554	-	2 32	2794 52	2059 04	93 79	4947 35	4632 76	314 65		
Fort Kent	-	6	-	3 56	1 00	30 00	400	-	50	-	51	14 94	1336 33	48 88	1100 15	1501 62	-	101 47	
Frenchville	-	-	13 00	2 63	80	20 00	375	-	-	-	31	531 70	2033 47	21 63	2586 80	2571 69	15 11		
Grand Isle	1	1	19 00	3 13	1 30	15 00	250	-	-	-	57	1239 89	644 03	128 58	2012 50	974 52	1037 98		
Haynesville	2	4	-	4 00	1 55	6 00	250	-	71	-	2 98	252 33	143 18	87 85	483 36	458 14	25 22		
Hersey	1	-	17 00	3 00	1 67	10 00	135	-	8	-	2 08	156 95	110 31	78 00	345 26	300 21	45 05		
Hodgdon	6	-	26 00	4 50	1 96	33 50	1000	-	129	-	2 41	1237 46	705 66	62 12	2005 24	1815 51	189 73		
Houlton	15	4	27 00	6 00	2 38	280 00	3598	-	1016	-	3 04	3781 32	2019 85	-	5801 15	6029 46	228 31		
Island Falls	2	-	-	4 29	1 44	9 50	200	-	11	-	2 05	355 14	158 51	144 00	657 65	333 68	323 97		
Limestone	6	-	27 50	4 15	1 80	25 00	524	-	-	-	1 68	545 00	531 80	124 66	1201 46	1117 26	84 20		
Linneus	4	1	30 75	4 25	1 42	30 25	750	-	16	-	1 82	866 81	702 25	121 16	1690 22	1692 13	-	1 91	
Littleton	4	-	26 00	3 72	1 61	35 00	723	-	-	-	1 71	764 51	560 78	-	1325 29	1301 20	24 09		
Ludlow	3	-	27 33	3 54	1 80	16 00	374	-	-	-	2 03	446 58	313 63	70 35	830 56	806 18	24 38		
Madawaska	3	3	-	3 22	1 00	25 00	325	-	-	-	51	490 68	1077 25	39 40	1607 33	1607 44	-	11	
Mapleton	3	-	25 00	4 23	1 48	42 00	564	-	-	-	1 70	790 33	564 19	47 49	1402 01	1338 68	63 33		
Mars Hill	3	-	23 00	3 42	1 40	32 50	573	-	-	-	1 62	746 87	603 39	65 00	1415 26	1305 17	110 09		

Masardis	-	-	30 00	3 00	1 70	5 50	200	30	-	1 90	214 97	178 97	27 00	420 94	434 63	-	13 69
Monticello	3	-	31 12	3 88	2 03	29 25	771	-	1 1 78	1277 45	736 35	82 00	2095 80	1955 57	140 23		
New Limerick.....	3	-	31 75	4 31	1 81	40 00	590	118	-	2 21	764 98	453 40	46 32	1264 70	1210 58	54 12	
Orient	-	2	25 50	4 50	1 50	7 00	200	21	-	2 50	273 31	136 36	163 96	573 63	449 38	124 25	
Presque Isle.....	18	4	20 00	4 80	2 00	185 00	2000	43	-	1 97	2000 00	1730 06	378 00	4108 06	4226 79	-	118 73
Sherman	5	-	29 50	5 50	1 75	21 50	785	147	-	2 32	893 74	576 13	18 00	1487 87	1430 77	57 10	
Smyrna.....	2	-	21 00	3 15	1 59	10 75	220	30	-	1 95	217 38	192 60	-	409 98	354 75	55 23	
Van Buren.....	3	-	27 00	3 25	1 25	15 00	888	-	-	1 69	1734 17	929 26	-	2663 43	1480 98	1182 45	
Washburn.....	9	5	31 00	3 50	2 00	89 91	788	140	-	1 87	1102 44	717 51	113 60	1933 55	1712 65	220 90	
Weston.....	3	-	31 85	4 66	1 27	9 00	334	-	1 1 88	363 28	303 40	55 87	722 55	659 15	63 40		
Woodland.....	3	1	26 60	3 88	1 89	32 00	550	7	-	1 58	550 00	516 00	201 02	1267 02	1153 94	113 08	

AROOSTOOK COUNTY—CONCLUDED.

Plantations.	No. of Female Teachers employed in Fall and Winter 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 1887.	Not less than 80 cts for each inhabitant.		Amount raised per scholar	Amount available from Town Treasury from April 1, 1887, to April 1, 1888.	Amount available from State Treasury from April 1, 1887, to April 1, 1888.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.	Balance Unexpended April 1, 1888.	Balance Over-expended April 1, 1888.
				Excess above am't required by law.	Less than the am't required by law.													
Allagash	-	1	21 00	4 12	1 00	10 00	75	13	-	67	75 00	190 90	-	265 90	326 81	-	60 91	
Bancroft	5	-	-	4 00	2 00	13 00	225	49	-	2 34	243 20	263 76	125 00	631 96	617 32	14 64	-	
Cary	1	-	28 00	3 91	1 52	10 00	330	-	-	1 77	375 29	317 04	87 93	780 26	601 50	178 76	-	
Castle Hill	5	-	20 00	3 82	1 55	26 50	386	51	-	1 84	482 87	357 94	-	840 81	660 07	180 74	-	
Caswell	4	-	-	3 62	1 50	11 00	218	-	43	1 82	221 25	204 54	-	425 79	393 95	31 84	-	
Chapman	2	-	-	4 50	1 40	9 00	135	2	-	1 44	220 41	160 23	92 80	473 44	310 50	162 94	-	
Connor	2	2	26 00	4 79	2 29	35 00	100	-	-	3 6	270 27	475 55	-	745 82	685 94	59 88	-	
Crystal	6	-	-	3 00	1 40	10 86	240	20	-	1 98	254 38	191 94	55 50	501 82	439 44	62 38	-	
Cyr	5	-	-	2 75	1 40	9 00	75	-	-	3 3	91 61	404 61	408 30	904 61	478 82	425 79	-	
Dyer Brook	3	2	-	3 63	1 14	11 29	228	90	-	2 56	227 70	151 70	54 77	434 17	396 27	37 90	-	
Bagle Lake	-	2	-	3 75	1 25	11 50	60	-	-	4 0	63 80	263 47	6 50	333 77	328 00	5 77	-	
Garfield	-	1	20 00	4 00	2 00	1 50	64	-	-	1 56	101 67	138 78	-	240 45	201 95	38 50	-	
Glenwood	2	-	-	4 00	2 00	8 00	149	-	9	2 16	182 55	104 23	82 50	369 34	359 84	9 50	-	
Hamlin	1	-	19 00	3 58	1 30	15 00	150	-	-	5 1	214 13	519 46	180 00	943 59	636 98	306 61	-	
Hammond	-	-	-	3 00	2 00	2 00	200	130	-	4 65	217 50	73 29	-	290 79	40 00	250 79	-	
Macwahoe	1	2	-	4 35	1 96	8 00	200	50	-	2 16	212 88	158 52	-	371 40	329 37	42 03	-	
Merrill	3	-	-	3 85	1 75	10 00	165	-	-	1 53	182 86	191 94	-	374 60	378 60	-	4 00	
Molunkus	1	-	-	2 66	2 00	-	-	-	-	-	-	-	-	-	-	-	-	
Moro	2	-	-	3 50	2 00	6 00	125	64	-	5 19	125 00	46 02	-	171 02	135 75	35 27	-	
New Canada	-	-	15 00	4 00	67	15 00	209	72	-	2 52	194 09	141 43	-	335 52	296 71	38 81	-	
New Sweden	5	1	24 00	4 75	1 64	22 00	100	50	-	85	100 43	202 86	-	303 29	257 14	46 15	-	
Oakfield	7	-	-	3 39	1 80	24 50	414	-	-	1 72	512 63	410 78	-	923 41	792 95	130 46	-	
Oxbow	-	-	-	2 63	1 45	2 00	510	1	-	1 76	863 35	492 60	56 40	1412 35	1356 39	55 96	-	
Perham	3	-	27 00	3 50	1 58	17 00	100	-	-	2 17	99 20	92 05	-	191 25	105 35	85 90	-	

Portage Lake.....	1	-	-	3 63	2 50	4 00	300	23	-	1 84	402 51	389 75	100 00	892 26	762 76	129 50	
Reed.....	4	-	20 00	4 11	2 06	8 70	125	19	-	2 50	174 95	103 97	-	278 92	172 50	106 42	
Seven Islands.....	-	-	-	-	-	-	250	173	-	3 73	303 40	114 20	178 16	595 76	478 22	117 54	
St. Francis.....	-	-	-	-	-	-	100	-	-	72	100 00	246 00	-	346 00	364 25	-	18 25
St. John.....	-	-	-	3 50	1 00	58 61	100	-	-	1 12	129 38	157 25	-	286 63	256 61	30 02	
Silver Ridge.....	3	-	-	3 40	1 72	15 65	183	-	-	2 29	237 63	136 36	98 05	472 04	473 01	-	97
Wade.....	1	-	-	3 75	2 00	8 20	104	-	1	2 42	157 58	73 29	-	230 87	197 85	33 02	
Wallagrass.....	-	2	-	3 87	1 16	15 00	100	-	-	45	187 62	332 54	-	520 16	456 60	63 56	
Westfield.....	1	-	16 00	4 00	1 74	7 00	115	33	-	2 13	165 41	92 05	-	257 46	220 55	36 91	
Winterville.....	-	-	-	4 00	1 00	5 25	60	-	-	1 36	93 89	68 88	-	162 77	151 15	11 62	
	217	53	33 30	3 90	1 64	1720 47	31,163	3372	57	1 63	37,870 82	32,240 42	4328 54	74,439 78	66,267 47	8735 16	562 85

CUMBERLAND COUNTY.

Towns.	No. of Children belonging in town between the ages of 4 and 21 years.		No. registered in Spring and Summer Terms.		Average No. in Spring and Summer Terms.		No registered in Fall and Winter Terms.		Average number in Fall and Winter Terms.		Number of different Pupils Registered	Percentage of Average Attendance.		Average length of Spring and Summer Terms in weeks and days, 5 days per w'k.			Aggregate length of Spring and Summer Terms in weeks, 5 days per w'k.			Average length of Fall and Winter Terms in weeks and days, 5 days per w'k.			Aggregate length of Fall and Winter 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 Spring and Summer Terms.	Number of Male Teachers employed in Fall and Winter Terms	No. of Female Teachers employed in Spring and Summer Terms.
	Spring	Summer	Spring	Summer	Spring	Summer	F.	D.	F.	D.		F.	D.	F.	D.	F.	D.	F.	D.	F.	D.	F.	D.	F.	D.										
Baldwin	306	200	168	255	202	269	.60	9	3	108	12	1	163	12	1	163	12	1	163	12	1	163	12	1	12	-	12	9	-	-	4,700	1	8	10	
Bridgton	782	461	398	485	426	596	.52	10	3	146	9	1	128	13	13	146	9	1	128	13	13	146	9	1	13	-	13	13	-	-	15,000	2	2	15	
Brunswick . . .	1,745	704	591	704	581	844	.34	9	-	265	11	-	312	14	14	265	11	-	312	14	14	265	11	-	23	14	14	-	-	37,000	1	5	31		
C. Elizabeth. .	1,836	1016	860	946	738	1139	.44	9	4	208	21	1	446	14	15	208	21	1	446	14	15	208	21	1	15	13	13	-	-	34,000	4	7	20		
Casco	286	194	141	169	144	200	.50	9	2	75	12	2	96	8	8	75	12	2	96	8	8	75	12	2	8	6	6	-	-	3,600	1	3	7		
Cumberland. .	560	267	218	330	252	440	.42	8	1	90	10	4	177	11	11	90	10	4	177	11	11	90	10	4	10	7	7	1	600	5,600	-	4	10		
Deering	1,406	911	800	924	822	975	.58	11	-	220	22	-	440	17	17	220	22	-	440	17	17	220	22	-	17	17	2	8370	80,000	1	2	20			
Falmouth . . .	482	275	231	290	249	331	.50	8	2	101	16	3	200	12	10	101	16	3	200	12	10	101	16	3	12	10	10	-	-	8,000	2	4	10		
Freeport . . .	670	439	354	389	317	472	.50	10	1	193	11	1	210	-	18	193	11	1	210	-	18	193	11	1	18	9	9	-	-	15,050	2	6	18		
Gorham	883	556	455	597	492	692	.54	9	1	155	15	3	279	18	18	155	15	3	279	18	18	155	15	3	18	12	12	-	-	13,000	2	8	19		
Gray	565	295	273	315	269	352	.48	8	-	88	17	3	185	12	12	88	17	3	185	12	12	88	17	3	6	6	6	-	-	5,000	-	5	11		
Harpwell . . .	583	417	315	517	466	517	.67	8	2	145	14	1	242	20	16	145	14	1	242	20	16	145	14	1	7	7	7	-	-	5,000	6	6	17		
Harrison	360	217	192	230	197	240	.54	7	4	78	19	-	190	-	9	78	19	-	190	-	9	78	19	-	5	5	5	-	-	3,000	-	2	10		
Naples	260	206	184	218	196	227	.73	8	-	80	11	-	121	-	11	80	11	-	121	-	11	80	11	-	10	10	10	-	-	4,100	-	1	10		
New Glouce'r, .	395	220	183	202	163	259	.44	9	-	108	20	-	236	-	12	108	20	-	236	-	12	108	20	-	12	12	12	-	-	7,500	-	-	12		
N. Yarmouth .	245	87	67	122	101	133	.34	8	-	32	19	3	138	7	7	32	19	3	138	7	7	32	19	3	7	4	4	-	-	2,500	-	2	4		
Otisfield . . .	262	148	128	168	151	183	.53	8	3	102	11	-	132	12	1	102	11	-	132	12	1	102	11	-	12	12	12	-	-	3,200	-	2	12		
Portland	11,145	5880	4471	5880	4471	6753	.40	16	-	424	22	-	528	-	18	424	22	-	528	-	18	424	22	-	18	18	18	136100	410,300	11	11	147			
Pownal	258	164	141	211	168	184	.60	7	1	65	11	-	150	10	10	65	11	-	150	10	10	65	11	-	11	9	9	-	-	4,500	-	3	9		
Raymond. . . .	343	170	140	244	192	250	.48	9	-	91	9	3	127	10	-	91	9	3	127	10	-	91	9	3	10	-	10	-	-	3,600	-	4	10		

Scarborough	568	278	228	388	307	392	.47	9	3	102	11	2	170	11	1	11	8	-	-	8,000	-	7	11
Sebago	248	171	152	199	165	199	.64	9		81	14		127	9	-	9	6	-	-	1,900	-	5	9
Standish	543	322	281	341	254	382	.56	8	3	112	17	3	230	13	-	13	9	-	-	6,000	-	10	13
Westbrook . .	2,227	989	829	1,106	939	1,301	.40	12		288	24		576	-	-	12	11	-	-	54,000	3	4	25
Windham . . .	673	391	339	400	335	431	.56	8	3	155	16	2	289	18	-	18	18	-	-	8,925	1	4	17
Yarmouth . . .	595	351	262	451	342	451	.51	11		109	20	2	205	9	2	11	5	-	-	5,575	1	2	10
	28,226	15,321	12,401	16,081	12,939	18,215	.41	9	2	362	15	2	6097	206	10	338	260	4	45070	749,110	32	117	487

CUMBERLAND COUNTY—CONCLUDED.

Towns.	No. of Female Teachers employed in Fall and Winter 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 1887.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1887, to April 1, 1888.	Amount available from State Treasury from April 1, 1887, to April 1, 1888.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.	Balance Unexpended April 1, 1888.	Balance Over-expended April 1, 1888.
								Excess above am't required by law.	Less than the am't required by law.								
Baldwin	7	-	24 72	3 51 1 92	55 38	1,400	502	-	4 26	1,581 36	527 81	72 00	2,181 17	1,941 95	239 22	-	
Bridgton	16	5	56 00	5 50 2 00	50 00	3,500	1,210	-	4 36	3,518 64	1,368 71	208 74	5,096 09	6,350 20	-	-	
Brunswick	26	1	54 00	7 50 2 50	240 00	7,300	2,993	-	4 14	7,903 08	3,287 60	578 74	11,769 42	12,275 64	-	506 22	
Cape Elizabeth..	17	2	59 00	9 00 3 00	250 00	5,300	1,058	-	2 85	8,208 18	3,168 66	209 94	11,586 78	8,935 35	2651 43	-	
Casco	5	-	26 50	4 28 1 53	35 00	800	74	-	2 66	855 21	509 61	120 00	1,414 85	1,417 44	17 41	-	
Cumberland	11	1	38 75	4 70 2 37	62 75	1,305	10	-	2 41	1,673 36	923 84	133 87	2,731 07	2,230 94	500 13	-	
Deering	24	12	88 00	9 00 3 00	300 00	6,000	2,441	-	4 62	7,976 60	2,214 00	-	10,190 60	8,363 55	1827 05	-	
Falmouth	8	1	31 25	4 94 2 50	95 00	2,000	702	-	4 03	2,063 38	845 43	-	2,908 81	2,756 22	152 59	-	
Freeport	29	-	18 00	3 12 3 00	165 00	2,500	677	-	3 81	2,500 00	1,119 85	92 96	3,712 81	3,695 67	17 14	-	
Gorham	15	10	48 14	5 62 2 60	150 00	3,300	714	-	3 72	3,500 47	1,511 89	30	5,012 66	4,929 37	83 29	-	
Gray	8	2	28 64	4 15 2 90	60 00	1,450	12	-	2 62	1,725 68	944 29	63 90	2,733 87	2,502 55	231 32	-	
Harpwell	6	1	35 00	4 50 2 00	85 00	1,700	272	-	2 76	1,935 43	1,048 26	-	2,983 69	2,805 88	177 81	-	
Harrison	11	1	30 00	6 68 1 90	65 00	1,500	566	-	4 21	1,547 37	606 80	97 00	2,251 17	1,955 42	295 75	-	
Naples	10	2	32 00	4 00 2 00	55 00	1,000	194	-	4 00	1,016 10	426 12	-	1,442 22	1,394 08	48 14	-	
New Gloucester,	12	7	-	5 17 2 50	75 00	2,000	894	-	4 83	2,463 72	676 71	313 94	3,454 37	2,893 51	560 86	-	
North Yarmouth	5	-	26 00	4 50 2 20	35 00	800	138	-	3 42	798 71	398 86	211 99	1,439 61	1,398 35	41 26	-	
Otisfield	10	-	25 00	3 56 1 51	45 00	1,600	258	-	3 68	1,091 90	463 62	120 00	1,675 52	1,622 16	53 36	-	
Portland	147	14	120 00	9 00 4 50	2000 00	77,240	50,102	-	6 53	77,240 11	20,421 03	-	97,661 14	97,661 11	-	-	
Pownal	11	-	26 67	3 60 2 18	45 15	800	10	-	2 94	803 00	463 62	-	1,266 62	1,241 50	25 12	-	
Raymond	9	3	34 50	4 60 1 66	40 00	907	1	-	2 68	992 16	577 83	130 50	1,700 49	1,304 80	395 69	-	

Searborough.....	4	2	34 00	5 40	2 44	73 00	2,000	522	-	3 50	2,147 52	974 97	-	3,122 49	2,621 61	500 88	
Sebago.....	6	-	25 00	3 65	1 49	33 50	800	154	-	3 03	880 76	458 31	-	1,339 07	1,274 54	64 53	
Standish.....	12	2	32 35	4 29	2 20	135 00	2,100	472	-	3 78	2,704 15	945 99	93 60	3,743 74	3,546 09	197 65	
Westbrook.....	24	12	60 00	8 50	3 00	250 00	6,500	3,315	-	3 32	6,500 00	3,337 41	-	9,837 41	9,837 41	-	
Windham.....	16	1	30 65	4 65	2 25	118 73	2,000	150	-	2 94	2,160 89	1,181 36	146 80	3,489 05	3,399 74	89 31	
Yarmouth.....	8	1	19 16	5 91	2 25	73 00	1,616	-	1	2 59	1,631 85	1,070 43	-	2,702 28	2,695 28	7 00	
	452	80	40 13	5 36	2 36	4593 51	136,818	67,622		14 76	145,369 68	49,473 04	2624 28	197,467 00	191,050 39	8176 94	1760 33

FRANKLIN COUNTY.

Towns.	No of Children belong- ing in town between the ages of 4 and 21 years.		No. registered in Spring and Summer Terms.		Average No. in Spring and Summer Terms.		No. registered in Fall and Winter Terms.		Average number in Fall and Winter Terms.		Number of different Pupils Registered.	Percentage of Average Attendance.	Average length of Spring and Summer Terms in weeks and days, 5 days per w.k.		Aggregate length of Spring and Summer Terms in weeks, 5 days per w.k.	Average length of Fall and Winter Terms in weeks and days, 5 days per w.k.		Aggregate length of Fall and Winter 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 con- dition	Number of School- houses built last year.	Cost of the same.	Estimated value of all School Property in town.	Number Male Teachers employed in Spring and Summer Terms.	Number of Male Teach- ers employed in Fall and Winter Terms.	No. of Female Teachers employed in Spring and Summer Terms.
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.			M.	F.		M.	F.											
Avon.....	196	119	105	160	120	164	.57	9	1	74	9	1	92	10	1	11	11	6	6	11	6	-	-	2,100	-	-	8	
Carthage.....	115	76	65	89	77	99	.62	7		49	7		49	6	1	6	3	6	1	6	3	-	-	1,600	-	3	7	
Chesterville.....	238	136	118	173	145	200	.53	7	2	74	14	2	178	12	1	12	7	12	7	12	7	-	-	3,000	-	5	10	
Eustis.....	92	68	53	21	16	80	.38	8		65	8		8	4	-	4	3	4	-	4	3	-	-	1,100	-	1	8	
Farmington.....	948	460	377	569	470	674	.45	7	2	195	13		326	21	5	21	16	9	7	21	16	-	-	19,000	2	9	21	
Freeman.....	181	115	88	173	134	158	.61	8		64	9		92	10	-	9	7	9	-	9	7	-	-	1,500	-	4	8	
Industry.....	211	114	106	143	127	175	.55	6	3	46	8		102	11	1	10	7	10	7	10	7	500	-	2,800	-	3	7	
Jay.....	413	228	185	277	221	302	.50	10		150	12		180	-	-	15	13	-	-	15	13	-	-	4,500	-	2	15	
Kingfield.....	175	150	120	150	120	152	.68	7		28	16		72	2	1	3	3	2	1	3	3	400	-	2,900	-	2	4	
Madrid.....	143	81	75	105	92	118	.58	6	2	51	12		102	8	-	8	2	8	-	8	2	-	-	1,500	-	2	8	
New Sharon.....	325	185	148	241	194	257	.53	7		105	14		240	17	2	16	4	17	2	16	4	-	-	3,500	-	-	15	
New Vineyard.....	255	118	96	137	112	175	.41	7	3	52	11		117	12	-	9	7	12	-	9	7	-	-	4,000	-	4	7	
Phillips.....	484	289	234	354	280	427	.53	7		20	14		196	16	7	16	11	16	7	16	11	-	-	7,000	-	6	14	
Rangley.....	231	103	93	137	125	192	.47	7	1	39	10		42	4	-	4	2	4	-	4	2	-	-	1,500	-	4	5	
Salem.....	82	32	29	47	41	55	.43	10		20	12		25	2	-	2	2	2	-	2	2	-	-	700	-	2	2	
Strong.....	191	85	71	152	118	158	.50	7	3	61	11		91	8	1	7	6	8	1	7	6	-	-	2,600	-	3	8	
Temple.....	154	100	92	149	128	149	.71	6	2	58	10		80	10	1	9	3	10	1	9	3	-	-	1,000	-	2	8	
Weld.....	282	205	169	248	215	273	.68	8	2	85	11		117	10	1	10	5	10	1	10	5	-	-	3,300	-	6	10	
Wilton.....	533	268	233	312	276	405	.48	6	3	91	16		229	12	2	13	11	12	2	13	11	1	364	4,000	-	7	9	

COMMON SCHOOLS.

Plantations.		No	Return's.																					
Coplin	34	16	14	17	14	27	.41	9		9	7		7	3	-	1	1	-	-	400	-	-	1	1
Dallas	76	45	35	42	36	58	.47	6	3	13	7		7	1	-	1	-	-	-	30	-	-	-	2
Greenvale																								
Letter E	14	14	14	12	9	14	.82	6		6	8		8	1	-	1	1	-	-	300	-	-	-	1
Perkins	32	15	11	11	10	18	.40	7		14	10		10	3	-	3	3	-	-	900	-	-	1	2
Rangetley	19	14	12	12	11	16	.60	8		8	10		10	1	-	1	1	-	-	300	-	-	-	1
	5424	3044	2543	3731	3091	4346	.52	7	3	1461	11		2380	184	25	192	124	3	1264	69,530	2	67	181	

12

FRANKLIN COUNTY—CONCLUDED.

Towns.	No. of Female Teachers employed in Fall and Winter 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 1887.		Excess above am't required by law.		Not less than 80 cts for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1887, to April 1, 1888.		Amount available from State Treasury from April 1, 1887, to April 1, 1888.		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.		Balance Unexpended April 1, 1888.		Balance Over-expended April 1, 1888.	
	No.	No.	No.	No.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Total.	Per week.	Total.	Per week.	Total.	Per week.	Total.	Per week.	Total.	Per week.	Total.	Per week.	Total.	Per week.	Total.	Per week.	Total.	Per week.	Total.	Per week.	Total.	Per week.		
Avon	10	2	-	-	2 84	1 46	10 00	500	43	-	2 56	543 16	324 00	-	867 16	790 89	76 27																	
Carthage	4	1	31 67	3 54	1 44	27 50	406	-	-	3 01	512 59	235 23	30 00	777 82	682 20	95 62																		
Chesterville	13	3	22 80	3 26	1 30	38 23	953	191	-	3 84	1102 31	424 43	19	1526 93	1364 34	162 59																		
Eustis	-	-	20 00	3 56	1 89	16 25	275	33	-	2 81	299 92	147 25	29 46	476 63	459 65	16 98																		
Farmington	29	12	35 13	3 85	2 20	145 75	3000	318	-	3 02	3634 90	1661 88	88 22	5385 00	4893 42	486 58																		
Freeman	6	6	27 33	2 93	1 43	28 00	550	61	-	3 11	731 92	251 69	19 92	1003 53	966 05	37 48																		
Industry	9	5	25 00	3 37	1 54	32 50	572	-	-	2 52	578 93	386 92	-	965 85	922 59	43 26																		
Jay	13	2	30 00	3 85	1 75	75 00	1200	167	-	3 01	1200 00	680 09	78 16	1958 25	1248 22	710 03																		
Kingfield	3	1	28 00	4 06	1 82	14 50	364	1	-	1 93	392 12	307 00	-	51 62	750 74	774 61																		
Madrid	8	-	20 00	2 85	1 33	25 00	350	-	-	1 74	391 17	342 60	25 00	758 77	701 06	57 71																		
New Sharon	22	4	-	3 29	1 50	90 00	1160	115	-	3 40	1198 99	571 98	39 00	1809 97	1714 42	95 55																		
New Vineyard	11	2	22 00	3 35	1 47	31 25	630	-	-	2 39	650 31	455 10	-	1105 41	1052 07	53 34																		
Phillips	8	2	27 00	4 50	1 84	90 00	1400	250	-	2 92	1887 67	816 45	70 00	2774 12	2292 01	482 11																		
Rangeley	1	2	30 00	4 06	2 07	19 75	452	2	-	2 04	625 30	378 41	-	1003 71	983 26	20 45																		
Salem	-	-	28 00	4 38	1 62	10 00	224	8	-	2 87	239 00	132 95	-	371 95	350 58	21 37																		
Strong	6	-	21 00	2 97	1 75	30 00	500	23	-	2 84	553 08	299 99	113 25	866 32	882 58	83 74																		
Temple	6	-	26 68	2 87	1 46	23 00	464	-	-	2 85	577 32	287 90	-	865 22	747 98	117 24																		
Weld	4	-	26 50	3 35	1 60	47 50	870	-	38	2 98	944 09	497 72	-	1411 81	1339 10	102 71																		
Wilton	16	1	25 47	3 94	1 75	77 25	1391	-	-	2 83	1673 35	836 91	156 65	2666 91	2306 19	360 72																		

23 87

Plantations.																	
Coplin.....	-	1	40 00	4 00	1 75	2 00	80	17	-	1 95	95 00	69 88	-	164 88	159 88	5 00	
Dallas.....	1	-	-	5 81	1 85	-	128	12	-	1 78	133 57	117 14	63 93	314 64	129 64	185 00	
Greenvale.....	No	Returns.															
Letter E.....	1	-	-	3 00	1 33	3 00	50	10	-	4 17	50 83	21 74	-	72 57	66 63	5 94	
Perkins.....	-	-	25 00	2 25	1 70	2 00	107	-	-	2 97	168 79	61 37	-	230 16	156 90	73 26	
Rangeley.....	1	-	-	2 25	1 35	1 50	40	-	11	1 90	40 00	56 69	10 00	106 69	76 67	30 02	
	172	38	26 93	3 51	1 64	840 00	15,668	1289		11 2 83	17,224 32	9365 32	775 40	28,365 04	25,065 94	3322 97	23 87

HANCOCK COUNTY.

Towns.	No. of Children belonging in town between the ages of 4 and 21 years		No. registered in Spring and Summer Terms		Average No. in Spring and Summer Terms.		No. registered in Fall and Winter Terms.		Average number in Fall and Winter Terms.		Number of different Pupils Registered.		Percentage of Average Attendance.		Average length of Spring and Summer Terms in weeks and days, 5 days per w.k.		Aggregate length of Spring and Summer Terms in weeks, 5 days per w.k.		Average length of Fall and Winter Terms in weeks and days, 5 days per w.k.		Aggregate length of Fall and Winter 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 Spring and Summer Terms.	Number of Male Teachers employed in Fall and Winter Terms	No. of Female Teachers employed in Spring and Summer Terms.														
	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.																										
	123		73		59		101		74		112		.53		9		2		38		9												36		4		-		-		300		-		-	
	65		35		31		42		36		42		.52		9		3		29		8												26		3		-		-		500		-		-	
Amherst	123	73	59	101	74	112	.53	9	2	38	9	36	4	-	-	3	-	170	12	1	232	19	18	11	-	1	255	7,000	-	-	2	4	3													
Aurora	65	35	31	42	36	42	.52	9	3	29	8	26	3	-	-	3	-	170	12	1	232	19	18	11	-	1	2000	7,000	-	1	2	6	15													
Bluehill	727	364	303	446	370	446	.46	9	2	170	12	1	232	19	18	11	-	170	12	1	232	19	18	11	-	1	2000	7,000	-	-	5	6	9													
Brooklin	362	225	192	293	260	307	.62	8	4	79	13	1	119	9	9	8	-	79	13	1	119	9	9	8	-	-	-	3,900	-	-	6	5	9													
Brooksville	522	324	286	313	259	355	.52	8	1	82	16	1	175	9	9	6	-	82	16	1	175	9	9	6	-	-	-	5,500	-	-	5	5	10													
Buckspout	857	474	398	527	450	646	.50	8	2	141	16	2	264	13	19	9	-	141	16	2	264	13	19	9	-	-	-	8,750	-	-	2	2	16													
Castine	322	181	157	186	138	208	.46	9	3	67	22	2	154	-	-	5	-	67	22	2	154	-	-	5	-	-	-	10,000	-	1	1	6	6	6												
Cranberry Isles	118	51	43	93	81	93	.53	8	8	40	9	8	47	5	-	4	-	40	9	8	47	5	-	4	-	-	-	2,500	-	-	3	5	5													
Deer Isle	1350	723	604	805	652	1010	.47	8	2	202	13	4	331	21	1	21	18	202	13	4	331	21	1	21	18	-	-	13,600	-	16	24	24	24	24												
Dedham	123	74	73	72	72	77	.59	8	8	48	9	3	57	7	-	6	-	48	9	3	57	7	-	6	-	-	-	1,300	-	-	1	6	6	6												
Eastbrook	118	91	78	67	54	96	.56	8	8	32	9	3	27	4	-	3	-	32	9	3	27	4	-	3	-	-	-	1,600	-	-	3	4	4	4												
Eden	748	368	301	414	333	462	.42	10	10	150	14	3	190	-	-	13	13	150	14	3	190	-	-	13	13	1	1000	22,330	-	2	7	13	13	13												
Ellsworth	1715	832	774	818	735	1114	.44	9	1	243	9	3	257	19	2	23	19	243	9	3	257	19	2	23	19	-	-	25,000	-	-	4	27	27	27												
Franklin	435	332	262	306	267	388	.61	8	8	80	8	8	80	10	-	9	7	80	8	8	80	10	-	9	7	-	-	4,500	-	-	3	2	9	9												
Gouldsborough	592	329	280	457	315	457	.50	8	8	104	12	1	170	14	2	12	11	104	12	1	170	14	2	12	11	2	2000	7,500	-	-	9	9	13	13												
Hancock	394	180	147	225	189	255	.43	8	4	52	12	7	96	7	-	7	5	52	12	7	96	7	-	7	5	1	2400	7,300	-	-	5	6	6	6												
Isle-au-Haut	83	37	35	44	40	81	.46	8	8	24	8	3	35	5	-	2	2	24	8	3	35	5	-	2	2	-	-	300	-	-	-	5	6	3												
Lamoine	249	124	108	149	124	173	.43	7	3	31	12	3	65	4	1	4	4	31	12	3	65	4	1	4	4	-	-	5,000	-	1	4	4	4	4												
Mariaville	118	89	75	93	73	98	.62	9	9	45	11	5	55	5	-	5	4	45	11	5	55	5	-	5	4	-	-	1,700	-	-	-	5	5	5												
Mount Desert	405	236	190	264	217	301	.50	7	3	76	9	3	87	10	-	10	9	76	9	3	87	10	-	10	9	1	600	2,950	-	-	6	7	10	10												
Orland	494	230	208	380	327	386	.54	8	8	96	13	4	193	12	2	14	5	96	13	4	193	12	2	14	5	1	300	7,000	-	-	7	7	12	12												
Otis	98	54	38	65	54	65	.47	9	9	45	9	1	28	3	-	3	3	45	9	1	28	3	-	3	3	-	-	500	-	-	2	2	5	5												
Penobscot	448	231	204	239	200	306	.45	12	12	120	10	3	106	11	-	11	6	120	10	3	106	11	-	11	6	-	-	4,450	-	-	4	4	10	10												
Sedgwick	365	229	185	240	201	266	.53	8	3	87	11	3	116	9	-	9	8	87	11	3	116	9	-	9	8	-	-	7,000	-	-	6	4	10	10												

Sullivan	421	212	177	218	180	243	.42	8	4	71	10	2	82	6	1	7	6	-	-	3,300	-	5	8
Surry	382	238	213	266	195	320	.53	8		72	14	1	126	9	-	9	6	-	-	2,500	1	4	9
Trentont	724	452	362	473	392	512	.52	9	1	138	10	3	138	15	-	13	11	-	-	7,800	1	8	14
Trenton	162	99	86	119	100	123	.57	8	1	57	8	3	61	7	-	7	4	-	-	2,800	-	2	7
Verona	106	67	57	77	65	80	.58	8	3	35	10	2	42	4	-	4	4	-	-	1,500	-	-	4
Waltham	89	66	56	52	48	73	.67	15		45	10	2	21	3	-	4	2	1	800	1,200	2	1	3
Plantations.																							
Long Island	65	30	27	28	25	32	.40	12		12	12		12	1	1	1	1	-	-	300	-	1	1
No. 7	26	16	14	14	12	16	.50	11		11	11		11	1	1	2	2	1	325	565	-	-	1
No. 21	31	20	18	-	-	20	.60	17		17	-		-	1	-	1	-	-	-	20	-	-	2
No. 33	65	45	36	41	32	47	.52	8		8	12		12	1	-	1	-	-	-	250	1	-	-
Swan's Island	235	113	104	176	150	178	.54	9		36	10	4	54	5	-	5	3	-	-	1,500	-	2	4
	13,138	7244	6181	8103	6720	9388	.49	9	1	2588	11	1	3505	256	12	279	209	10	9680	173,415	13	125	282

HANCOCK COUNTY—CONCLUDED.

Towns.	No. of Female Teachers employed in Fall and Winter 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 1887.	Excess above am't required by law.	Not less than 80 cts for each inhabitant.		Amount raised per scholar	Amount available from Town Treasury from April 1, 1887, to April 1, 1888.	Amount available from State Treasury from April 1, 1887, to April 1, 1888.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.	Balance Unexpended April 1, 1888.	Balance Over-expended April 1, 1888.
			Teachers per month, excluding board.	Female Teachers per week, excluding board.	Average cost of Teachers' board per week.	Less than the am't required by law.	Amount above am't required by law.															
Amherst	2	-	33 50	4 00	1 54	16 00	-	-	320	-	-	2 48	402 08	233 29	81 27	716 64	581 98	134 66				
Aurora	1	-	30 00	2 87	1 87	15 00	5	-	175	-	-	2 40	490 98	124 43	60 00	675 41	424 93	250 48				
Bluehill	14	-	31 00	4 45	1 90	117 00	30	-	1800	30	-	2 52	1882 65	1218 71	150 00	3251 36	3032 46	218 90				
Brooklin	7	1	31 00	3 58	1 98	55 00	5	-	1000	218	-	2 71	1056 15	628 96	-	1685 11	1615 46	69 65				
Brooksville	6	1	34 00	4 12	2 06	46 80	5	-	1140	5	-	2 04	1201 84	952 81	-	2154 65	2040 93	113 72				
Bucksport	14	1	42 50	4 35	2 00	150 00	62	-	2500	62	-	2 89	2825 67	1476 10	68 78	4370 55	3744 91	625 64				
Castine	6	4	82 50	4 70	2 75	51 50	328	-	1300	328	-	3 75	1442 79	591 46	50 00	2084 25	1923 54	160 71				
Cranberry Isles	2	1	30 00	4 25	2 00	25 00	-	-	274	-	-	2 40	300 63	194 32	6 00	500 95	472 21	28 74				
Deer Isle	4	3	36 35	4 14	2 20	50 00	37	-	2650	37	-	2 01	2865 12	2249 94	-	5115 06	4945 78	169 28				
Dedham	5	-	26 00	3 00	1 75	25 00	45	-	370	45	-	3 06	545 84	206 24	129 56	881 64	693 49	188 15				
Eastbrook	-	-	30 00	4 50	1 50	7 00	69	-	300	69	-	2 38	300 00	214 77	23 52	538 29	538 29	-				
Eden	12	1	44 00	4 50	2 66	296 85	158	-	3400	2097	-	5 20	3400 00	1114 74	106 85	4621 59	4388 54	233 05				
Ellsworth	22	1	34 00	4 76	2 33	250 00	4200	-	4200	158	-	2 42	4764 36	2959 02	2 65	7726 03	7238 59	487 44				
Franklin	8	1	32 00	4 00	2 50	25 00	882	-	882	-	-	2 02	1427 55	744 86	-	2172 41	1650 77	521 64				
Gouldsborough	12	1	31 39	4 16	2 02	74 25	1459	-	1459	-	-	1 21	1506 01	992 02	31 72	2529 75	2412 25	117 50				
Hancock	6	4	36 80	4 77	2 27	65 00	874	-	874	-	-	2 51	929 11	705 66	-	1634 77	1405 15	229 62				
Isle-au-Haut	4	2	-	3 68	1 86	10 00	225	6	225	6	-	2 45	241 93	156 82	-	398 75	400 18	-				
Lamoine	1	1	36 67	4 59	3 23	25 00	601	2	601	2	-	2 37	664 07	431 24	-	1093 31	1057 33	37 98				
Mariaville	5	-	-	3 63	1 34	13 00	400	94	400	94	-	3 05	425 49	191 94	40 00	657 43	565 46	91 97				
Mount Desert	3	-	36 20	4 00	2 00	49 45	814	-	814	-	-	2 09	896 16	664 75	-	1560 91	1526 56	34 35				
Orland	14	-	31 93	3 89	1 87	75 00	1360	9	1360	9	-	2 70	1513 29	857 37	135 00	2505 66	2399 81	105 85				
Otis	1	6	31 50	4 10	1 98	18 75	250	7	250	7	-	2 60	274 03	163 63	33 60	471 26	435 75	35 51				
Penobscot	6	3	32 00	4 20	1 98	45 50	1115	42	1115	42	-	2 57	1306 47	739 75	-	2046 22	1776 59	269 63				
Sedgwick	4	2	29 50	4 45	1 99	67 60	1000	98	1000	98	-	2 65	1041 21	623 77	54 18	1719 16	1631 68	87 48				

1 43

Sullivan.....	4	3	35 70	3 92	2 38	22 50	850	32	-	2 32	907 81	623 85	5 00	1536 66	1436 83	99 83
Surry	6	4	31 66	3 91	2 08	56 00	950	3	-	2 44	1017 73	664 75	-	1682 48	1672 21	10 27
Tremont	5	2	33 75	5 00	2 08	88 13	1609	-	-	2 31	1868 97	1184 62	-	3053 59	2774 66	278 93
Trenton	5	1	31 83	3 46	1 74	22 00	512	1	-	3 05	579 39	286 36	-	865 75	836 17	29 58
Verona	4	-	-	3 50	1 80	18 80	28	-	-	2 54	342 45	190 90	-	533 35	509 20	24 15
Waltham	1	1	28 66	4 95	1 75	5 50	237	-	-	2 50	485 99	153 87	65 57	705 43	470 87	234 56
Plantations.																
Long Island	-	1	29 00	3 13	2 12	5 25	120	-	-	2 03	120 00	100 56	-	220 56	220 56	
No 7.....	1	-	-	2 50	1 50	-	52	2	-	2 48	54 47	33 09	10 00	97 56	91 80	5 76
No. 21.....	-	-	-	3 00	1 50	-	75	26	-	2 42	133 81	36 40	-	170 21	83 50	86 71
No 33.....	1	-	29 60	5 00	1 35	-	100	6	-	1 41	196 34	120 27	-	316 61	167 70	148 91
Swan's Island.....	3	1	42 50	4 35	2 25	51 35	500	-	-	2 06	505 29	414 20	-	919 49	863 97	55 52
	189	40	34 85	4 04	2 00	1843 23	33,699	3382		1 2 58	37,915 68	22,245 47	1053 70	61,214 85	56,030 11	5186 17 1 43

KENNEBEC COUNTY.

Towns.	No. of Children belonging in town between the ages of 4 and 21 years.		No. registered in Spring and Summer Terms.		Average No. in Spring and Summer Terms.		No. registered in Fall and Winter Terms.		Average number in Fall and Winter Terms.		Number of different Pupils Registered.		Percentage of Average Attendance.		Average length of Spring and Summer Terms in weeks and days, 5 days per w'k.		Aggregate length of Spring and Summer Terms in weeks, 5 days per w'k.		Average length of Fall and Winter Terms in weeks and days, 5 days per w'k.		Aggregate length of Fall and Winter 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 Spring and Summer Terms.		Number of Male Teachers employed in Fall and Winter Terms.		No. of Female Teachers employed in Spring and Summer 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.	W.	D.
Albion	345	216	174	231	188	285	.52	9	8	100	11	1	123	12	-	-	12	9	-	-	12	9	-	-	-	-	-	-	-	-	-	-	-	3,000	-	-	9	16				
Augusta	2482	1201	1048	1322	972	1763	.41	9	4	276	21	1	631	18	-	-	25	20	-	-	19	12	-	-	1,000	-	-	-	-	-	-	75,000	-	2	3	34						
Belgrade	327	189	161	248	211	251	.57	7	1	107	11	3	197	18	-	-	15	10	-	-	10	10	-	-	-	-	-	-	-	-	5,000	-	-	8	15							
Benton	362	229	175	270	207	287	.53	8	4	86	15	2	154	10	-	-	10	10	-	-	9	6	-	-	-	-	-	-	-	-	3,950	-	1	2	9							
Chelsea	286	160	127	217	181	193	.54	7	2	67	12	1	109	9	-	-	9	6	-	-	9	6	-	-	-	-	-	-	-	-	2,800	-	-	-	9							
China	448	242	209	367	300	386	.57	8	-	137	12	2	248	21	1	21	15	1	1,000	-	-	21	15	1	1,000	-	-	-	-	-	4,000	-	-	6	17							
Clinton	500	238	200	385	314	387	.51	8	-	116	11	1	158	13	-	-	13	7	-	-	13	7	-	-	-	-	-	-	-	3,000	-	1	3	13								
Farmingdale	238	101	86	102	82	110	.36	10	3	43	20	3	86	4	-	-	4	3	-	-	4	3	-	-	-	-	-	-	-	5,000	-	1	2	3								
Fayette	222	104	85	135	108	140	.43	7	1	57	13	3	122	7	-	-	9	4	-	-	9	4	-	-	-	-	-	-	-	2,500	-	1	5	7								
Gardiner	1437	844	746	771	688	891	.50	14	-	228	22	-	344	-	-	-	12	11	-	-	12	11	-	-	-	-	-	-	-	60,000	-	3	3	17								
Hallowell	878	453	396	484	412	744	.46	12	-	132	24	-	288	-	-	-	12	12	1	2,500	-	-	-	-	-	-	-	-	-	27,500	-	-	1	11								
Litchfield	324	230	206	255	213	277	.65	7	3	117	11	3	174	-	-	-	15	5	-	-	15	5	-	-	-	-	-	-	-	3,000	-	-	7	15								
Manchester	140	84	69	87	71	113	.50	9	-	54	9	4	68	-	-	-	7	5	-	-	7	5	-	-	550	-	-	-	-	3,700	-	-	2	6								
Monmouth	340	195	167	175	156	236	.48	9	-	108	18	-	218	-	-	-	11	9	2	1,300	-	-	-	-	-	-	-	-	-	5,500	-	1	-	12								
Mt. Vernon	270	197	164	201	157	201	.59	8	3	94	9	4	106	-	-	-	11	6	-	-	11	6	-	-	-	-	-	-	-	3,300	-	1	6	9								
Oakland	594	418	352	426	357	440	.60	10	-	130	10	4	141	-	-	-	11	9	-	-	11	9	-	-	-	-	-	-	-	7,600	-	1	2	12								
Pittston	371	176	155	271	224	286	.51	8	-	88	12	4	128	-	-	-	10	9	-	700	-	-	-	-	-	-	-	-	-	2,400	-	2	2	9								
Randolph	310	175	137	177	142	195	.57	12	-	36	23	-	69	-	-	-	3	2	-	-	3	2	-	-	-	-	-	-	-	5,000	-	-	-	5								
Readfield	276	126	101	218	167	240	.49	8	-	64	13	1	132	9	-	-	10	3	-	-	10	3	-	-	-	-	-	-	-	3,000	-	-	3	8								
Rome	137	73	60	86	66	98	.46	8	2	34	17	-	85	6	-	-	6	4	-	-	6	4	-	-	-	-	-	-	-	1,200	-	1	-	4								
Sidney	400	278	228	305	243	309	.59	7	4	142	11	1	202	18	-	-	19	10	-	-	19	10	-	-	-	-	-	-	-	2,000	-	-	5	18								
Vassalborough	637	384	377	402	364	442	.58	8	3	189	11	3	298	21	-	-	21	16	-	-	21	16	-	-	-	-	-	-	-	10,000	-	1	-	21								

COMMON SCHOOLS.

Vienna	181	97	90	124	113	141	.56	6	3	53	8	4	104	10	-	10	5	-	-	1,100	-	5	8
Waterville.....	2490	900	767	1045	823	1134	.32	18		324	18		324	-	-	12	6	2	24,000	52,150	- 2	3	19
Wayne.....	225	160	136	187	144	192	.62	8		64	11	2	92	-	-	9	8	-	-	4,000	-	5	8
West Gardiner....	233	168	137	188	144	204	.60	8	2	76	12	4	115	9	-	9	4	-	-	2,500	-	3	9
Windsor	276	174	127	205	166	209	.53	8	3	86	9		90	12	-	12	9	-	-	2,500	-	5	10
Winslow.....	581	280	223	330	267	330	.42	7	3	128	10	3	180	17	-	15	14	1	1,950	6,210	-	-	15
Winthrop.....	577	307	275	287	248	319	.45	20		200	10		90	-	-	10	6	-	-	14,500	-	1	9
Unity Pl	26	15	11	14	11	15	.42	8		8	9		9	1	-	1	-	-	-	15	-	-	1
	15,913	8414	7189	9515	7734	10,718	.47	9	2	3344	13	4	5085	199	7	347	249	11	33,000	321,425	18	93	349

KENNEBEC COUNTY—CONCLUDED.

Towns.	No of Female Teachers employed in Fall and Winter 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 1887.		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, 1887, to April 1, 1888.		Amount available from State Treasury from April 1, 1887, to April 1, 1888.		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.		Balance Unexpended April 1, 1888.		Balance Over-expended April 1, 1888.		
	No.	Female	No.	Male	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
Albion	4	-	1	-	23 00	3 25	1 67	63 35	954	1	-	2 85	1011 07	571 01	-	1582 08	1483 33	98 75																	
Augusta	37	5	-	-	8 08	2 50	375 00	11170	4237	-	4 40	11467 75	4332 83	15800 58	15759 02	41 56																			
Belgrade	13	3	25 63	3 61	1 71	83 28	1500	443	-	4 18	1790 58	611 92	-	2402 50	2267 38	135 12																			
Benton	8	1	16 00	4 13	1 62	63 00	1000	62	-	2 97	1301 87	574 42	109 86	1986 15	1703 33	282 82																			
Chelsea	11	1	-	3 75	1 78	37 00	750	75	-	2 79	875 66	458 51	-	1334 17	1237 09	97 08																			
China	17	3	22 60	3 25	1 47	95 00	1769	354	-	3 89	1863 03	775 54	9 60	2648 19	2408 17	240 02																			
Clinton	11	1	-	4 55	1 60	95 00	1500	168	-	3 16	1563 67	809 63	5 00	2378 30	2288 32	89 98																			
Farmingdale	2	1	32 55	5 82	2 50	60 00	1000	369	-	4 26	1178 01	400 56	-	1578 57	1453 17	125 40																			
Fayette	6	1	20 67	3 12	1 90	36 25	800	188	-	3 31	948 09	412 49	-	1360 58	1275 37	85 21																			
Gardiner	17	4	69 00	8 57	3 00	200 00	5000	1449	-	3 52	5001 12	2525 07	74 46	7600 65	7586 68	13 97																			
Hallowell	12	85	00	5 53	3 00	150 00	2300	-	223	2 69	2300 00	1492 89	40 00	3832 89	4003 00	-	170 11																		
Litchfield	10	1	22 71	3 63	1 60	80 45	1048	-	-	3 04	1375 34	588 05	-	1963 39	1808 49	154 90																			
Manchester	5	-	28 75	3 58	2 09	42 75	650	102	-	4 22	662 84	262 49	-	925 33	934 75	-	9 42																		
Monmouth	24	6	20 00	3 84	2 00	95 20	1800	584	-	5 41	1866 52	567 60	-	2434 12	2376 40	57 72																			
Mt Vernon	5	-	22 34	3 52	1 76	75 75	936	-	-	3 70	1101 24	504 64	-	1605 88	1363 02	242 86																			
Oakland	11	2	48 00	5 20	2 82	175 00	2500	1183	-	4 22	2973 97	1009 06	-	3983 03	3437 97	545 06																			
Pittston	8	1	36 00	4 48	2 50	45 00	1250	-	-	3 10	1250 00	686 91	-	1936 91	1620 59	316 32																			
Randolph	5	3	-	4 00	3 00	20 00	900	-	-	2 69	900 00	571 01	-	1471 01	1461 71	9 30																			
Readfield	9	1	27 00	4 62	1 80	50 00	1000	-	6	3 75	1217 88	455 10	-	1672 98	1578 77	94 21																			
Rome	2	-	20 40	3 20	1 45	23 00	485	-	-	2 94	483 74	281 24	-	764 98	796 15	-	31 17																		
Sidney	21	1	-	4 16	1 42	79 70	1500	383	-	3 79	1664 99	674 98	-	2339 97	2298 69	41 28																			
Vassalborough	25	2	35 00	3 60	1 62	120 00	2500	403	-	3 40	2944 47	1240 92	-	4185 39	3833 89	351 50																			

COMMON SCHOOLS.

Vienna	7	1	21 20	2 97	1 36	25 00	515	-	-	2 76	566 35	318 74	-	885 09	856 49	28 60	
Waterville	19	5	90 00	6 15	3 00	200 00	6000	2262	-	2 84	7918 01	4194 77	27 45	12140 23	12108 37	31 86	
Wayne	5	3	22 00	3 12	2 05	56 00	760	-	-	3 07	784 13	422 72	44 22	1251 07	1198 85	52 22	
West Gardiner	6	2	30 34	3 91	1 70	48 00	850	68	-	3 06	965 42	473 85	-	1439 27	1341 37	97 90	
Windsor	6	-	26 20	3 51	1 53	45 00	866	3	-	2 26	997 98	482 37	-	1480 35	1359 62	120 73	
Winslow	15	2	-	3 49	1 79	62 00	1200	26	-	2 02	1426 73	1014 17	-	2440 90	2198 22	242 68	
Winthrop	9	4	50 00	5 50	3 00	125 00	1800	83	-	3 16	2107 69	971 56	170 24	3249 49	2766 30	483 19	
Unity Pl	1	-	-	3 25	1 00	2 00	50	1	-	2 27	50 00	37 50	-	87 50	80 74	6 76	
	331	52	3470	4 31	2 04	2627 73	54,353	12,450	223	3 37	60,558 17	27,822 55	480 83	88,761 55	84,885 25	4087 00	210 70

KNOX COUNTY.

Towns.	No. of Children belonging in town between the ages of 4 and 21 years.		No registered in Spring and Summer Terms.		Average No. in Spring and Summer Terms		No registered in Fall and Winter Terms		Average number in Fall and Winter Terms.		Number of different Pupils Registered		Percentage of Average Attendance.		Average length of Spring and Summer Terms in weeks and days, 5 days per w'k.		Aggregate length of Spring and Summer Terms in weeks, 5 days per w'k		Average length of Fall and Winter Terms in weeks and days, 5 days per w'k.		Aggregate length of Fall and Winter 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 Spring and Summer Terms.		Number of Male Teachers employed in Fall and Winter Terms		No. of Female Teachers employed in Spring and Summer 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.			
Appleton.....	396	248	198	366	305	373	.63	8	4	105	14	1	171	11	1	11	8	5,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Camden.....	1342	795	684	775	623	811	.49	9	216	10	1	250	14	-	15	12	-	13,200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cushing.....	257	156	132	148	110	187	.47	13	91	12	4	64	6	1	6	4	-	1,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Friendship.....	315	158	136	184	152	250	.46	8	2	68	13	1	105	7	2	7	6	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hope.....	225	140	118	134	112	204	.51	8	2	58	15	2	106	7	7	7	-	2,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hurricane Isle.....	86	45	38	48	41	60	.47	10	10	22	1	1	22	1	1	1	-	30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
North Haven.....	217	143	123	164	140	178	.60	9	54	12	3	75	6	-	6	3	-	2,200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Rockland.....	2214	1248	1049	1117	895	1300	.44	22	660	10	2	330	-	-	12	10	1	3000	47,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
South Thomaston.....	551	352	302	406	350	413	.59	8	2	108	17	4	141	12	-	14	6	4,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
St. George.....	866	590	521	588	487	694	.58	11	1	226	12	1	232	19	-	4	18	6,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Thomaston.....	862	564	480	546	457	597	.54	10	100	22	1	220	-	-	10	9	-	20,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Union.....	421	255	218	273	236	336	.51	9	1	119	10	1	133	13	1	14	12	10,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Vinalhaven.....	874	448	399	582	478	585	.50	10	150	17	1	258	10	-	13	11	-	8,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Warren.....	724	420	374	444	388	586	.53	18	1	328	12	1	218	18	2	18	9	9,200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Washington.....	420	216	165	266	231	271	.4	8	4	103	10	4	149	12	-	2	10	4	1,750	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Matinicus Isle Pi.....	58	42	37	39	35	51	.62	14	-	14	16	-	16	1	-	1	-	700	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	9828	5820	4974	6080	5040	6896	.51	11	1	2410	14	1	2485	138	-	13	163	115	34900	133,580	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

COMMON SCHOOLS.

KNOX COUNTY—CONCLUDED.

Towns.	No. of Female Teachers employed in Fall and Winter 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 1887.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1887, to April 1, 1888.	Amount available from State Treasury from April 1, 1887, to April 1, 1888.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.	Balance Unexpended April 1, 1888.	Balance Over-expended April 1, 1888.
	No.	No.	No.	No.	Per month.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.
Appleton.....	11	7	20	17	3 55	1 65	50 00	1079	-	-	2 60	1503 78	707 36	-	-	2211 14	1782 85	428 29	-	-	-	
Camden.....	13	8	40	25	4 10	2 75	105 00	4000	491	-	3 00	4933 95	2268 69	90 36	7293 00	6969 96	323 04	-	-	-	-	
Cushing.....	2	-	27	00	3 25	1 96	13 50	644	-	-	2 34	793 39	468 70	-	1262 09	1147 81	114 28	-	-	-	-	
Friendship.....	8	-	25	00	4 12	2 00	18 50	750	-	-	2 34	763 83	545 44	-	1309 27	1248 58	60 69	-	-	-	-	
Hope.....	9	2	29	33	4 19	1 42	35 00	664	-	-	2 84	773 22	398 86	24 50	1196 58	1080 17	116 41	-	-	-	-	
Hurricane Isle.....	2	1	7	00	3 50	-	-	450	274	-	6 82	643 94	112 50	-	756 44	641 92	114 52	-	-	-	-	
North Haven.....	4	3	35	00	4 28	2 26	29 50	650	46	-	2 80	670 08	395 45	-	1065 53	1006 68	58 85	-	-	-	-	
Rockland.....	28	3	106	25	7 50	3 00	300 00	7200	1121	-	3 17	7120 71	3877 72	387 93	11386 36	11547 50	-	-	-	-	161 14	
South Thomaston.....	16	3	32	33	5 30	2 50	60 00	1417	-	-	2 52	1685 21	957 93	-	2643 14	2317 93	325 21	-	-	-	-	
St. George.....	4	1	33	25	3 95	2 36	65 00	2300	-	-	2 58	2522 26	1520 41	15 60	4058 27	3785 06	273 21	-	-	-	-	
Thomaston.....	10	-	67	00	7 00	3 00	150 00	3350	936	-	3 95	3400 25	1443 71	22 20	4866 16	4993 42	-	-	-	-	127 26	
Union.....	8	3	28	20	4 80	1 98	69 50	1238	-	-	2 85	1593 99	703 19	-	2297 18	2061 28	235 90	-	-	-	-	
Vinalhaven.....	13	7	43	17	5 56	2 67	125 00	2500	216	-	2 87	2602 86	1484 61	-	4087 47	4010 64	76 83	-	-	-	-	
Warren.....	25	-	40	00	4 43	2 22	91 67	1733	1	-	2 41	1988 21	1225 53	250 00	3463 74	3293 31	170 43	-	-	-	-	
Washington.....	14	1	33	00	3 50	2 00	70 00	986	-	-	2 45	1089 34	685 21	-	1774 55	1695 33	79 22	-	-	-	-	
Matinicus Isle Pl....	1	2	7	12	2 25	-	-	200	6	-	3 12	370 15	109 09	-	479 24	352 07	127 17	-	-	-	-	
	168	41	40	71	4 98	2 34	1182 67	29,161	3091	13	2 93	32,455 17	16,904 40	790 59	50,150 16	47,934 51	2504 05	288 40	-	-	-	

LINCOLN COUNTY.

Towns.	No. of Children belonging in town between the ages of 4 and 21 years.		No. registered in Spring and Summer Terms.		Average No. in Spring and Summer Terms.		No. registered in Fall and Winter Terms.		Average number in Fall and Winter Terms.		Number of different Pupils Registered.		Percentage of Average Attendance.		Average length of Spring and Summer Terms in weeks and days, 5 days per w.k.		Aggregate length of Spring and Summer Terms in weeks, 5 days per w.k.		Average length of Fall and Winter Terms in weeks and days, 5 days per w.k.		Aggregate length of Fall and Winter 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 Spring and Summer Terms.	Number of Male Teachers employed in Fall and Winter Terms	No. of Female Teachers employed in Spring and Summer Terms.	
	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.											
Alna	179	154	140	163	152	173	.81	9	2	56	10	1	61	6	215	15	6	349	9	3	61	10	1	6	-	-	-	-	3,500	-	5	6	
Boothbay	1343	890	744	826	665	1131	.52	14	2	349	9	3	215	15	6	215	15	6	349	9	3	215	15	6	18	16	-	-	20,000	-	12	23	
Bremen	243	116	96	155	130	158	.47	8	4	61	10	4	96	9	1	9	5	1	96	9	4	96	9	1	9	5	-	-	3,600	3	6	7	
Bristol	970	472	449	621	528	663	.50	9	4	171	11	2	231	21	21	16	1	900	16	1	231	21	21	16	1	900	13,000	8	18	8	18		
Damariscotta	285	149	134	170	151	211	.50	10	1	60	17	1	120	6	7	7	6	3,500	60	17	1	120	6	7	7	6	3,500	6	6	6	6		
Dresden	321	184	146	212	166	224	.49	8	3	80	13	3	129	10	9	7	7	3,000	80	13	3	129	10	9	7	7	3,000	3	3	9	9		
Edgecomb	272	144	121	206	141	224	.48	9	3	57	12	3	84	7	7	6	5,000	57	12	3	84	7	7	6	5,000	-	4	4	6	6			
Jefferson	441	270	222	262	209	325	.49	8	3	128	12	3	190	15	1	15	10	5,500	128	12	3	190	15	1	15	10	5,500	-	1	8	11		
Newcastle	389	171	146	219	175	259	.41	8	2	101	11	4	166	15	14	10	5,000	101	11	4	166	15	14	10	5,000	-	-	4,000	6	11	12		
Nobleborough	310	187	163	245	210	216	.60	9	1	99	10	2	124	12	12	7	4,000	99	10	2	124	12	12	7	4,000	-	-	4,000	6	11	12		
Somerville	197	88	64	100	80	118	.37	8	1	41	10	3	64	6	1	5	1,700	41	10	3	64	6	1	5	1	75	1,700	-	1	3	4		
Southport	214	134	111	155	132	183	.57	8	1	41	12	2	62	6	5	5	2,100	41	12	2	62	6	5	5	5	-	-	2,100	-	3	5		
Waldoborough	1042	644	480	630	609	664	.52	10	2	303	11	2	317	29	2	30	26	13,000	303	11	2	317	29	2	30	26	13,000	-	1	14	30		
Westport	163	149	119	110	94	158	.65	8	2	50	11	1	45	4	4	3	2,000	50	11	1	45	4	4	3	3	-	-	2,000	-	3	6		
Whitefield	458	203	190	412	386	451	.63	8	1	128	11	1	200	16	16	9	5,200	128	11	1	200	16	16	9	1	300	5,200	-	13	16			
Wiscasset	727	384	317	390	260	449	.40	10	1	110	20	2	204	6	7	5	7,500	110	20	2	204	6	7	5	-	-	7,500	-	1	4	12		
Monhegan Pl.	32	27	21	30	24	30	.68	9	1	9	10	1	10	1	1	-	500	9	10	1	10	1	1	1	-	-	500	-	-	1	1		
	7587	4366	3663	4856	4112	5637	.51	9	1	1844	12	1	1844	12	1	2318	184	1844	12	1	2318	12	1	184	5	186	142	4	1875	98,100	9	101	186

LINCOLN COUNTY—CONCLUDED.

Towns.	No. of Female Teachers employed in Fall and Winter 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 1887.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1887, to April 1, 1888		Amount available from State Treasury from April 1, 1887, to April 1, 1888		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.		Balance Unexpended April 1, 1888.		Balance Over-expended April 1, 1888.	
	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.
Alna.....	1	2	29	00	4 00	2 20	30	00	600	50	-	3 28	749	43	311	92	-	-	1061	35	870	60	190	75	-	-	-	-	-	-	-	-
Boothbay.....	14	4	49	32	7 92	3 50	182	75	3600	739	-	2 66	3474	73	2309	60	-	5784	33	5939	93	-	155	60	-	-	-	-	-	-	-	-
Bremen.....	3	-	26	67	3 83	1 65	22	00	678	7	-	2 62	755	55	441	47	26 52	1223	54	1162	21	61	33	-	-	-	-	-	-	-	-	-
Bristol.....	13	3	36	00	4 40	3 00	115	00	2600	43	-	2 54	3831	62	1745	41	-	5577	03	4228	03	1349	00	-	-	-	-	-	-	-	-	-
Damariscotta.....	5	3	44	40	5 95	3 00	65	00	1025	111	-	3 25	1225	02	700	63	-	1325	65	1827	46	98	19	-	-	-	-	-	-	-	-	-
Dresden.....	6	1	30	00	5 00	3 00	30	00	1000	174	-	2 92	1223	37	584	06	220 56	2027	93	1864	96	162	97	-	-	-	-	-	-	-	-	-
Edgecomb.....	3	-	34	25	3 60	2 39	42	00	800	102	-	2 85	939	98	474	96	18 00	1432	44	1255	65	177	39	-	-	-	-	-	-	-	-	-
Jefferson.....	7	-	30	00	3 50	2 00	60	00	1590	318	-	3 33	1761	98	813	04	-	2575	02	2159	57	415	45	-	-	-	-	-	-	-	-	-
Newcastle.....	11	-	27	00	3 67	1 99	95	00	1227	-	-	2 99	1351	70	698	84	-	2050	54	1802	20	248	34	-	-	-	-	-	-	-	-	-
Nobleborough.....	6	3	27	25	3 81	1 75	50	00	914	-	3 2 76	1124	16	564	19	-	1688	35	1605	94	82	41	-	-	-	-	-	-	-	-	-	-
Somerville.....	3	1	27	21	3 00	1 55	18	00	432	1	-	2 13	485	90	346	00	-	831	90	788	30	43	60	-	-	-	-	-	-	-	-	-
Southport.....	4	2	38	83	4 59	2 53	31	10	679	136	-	3 00	743	81	385	22	3 00	1132	03	993	92	138	11	-	-	-	-	-	-	-	-	-
Waldoborough.....	16	3	32	50	4 85	1 75	180	00	3050	44	-	2 69	3516	71	1869	84	-	5386	55	4926	74	459	81	-	-	-	-	-	-	-	-	-
Westport.....	1	3	28	25	5 00	2 76	8	00	590	100	-	3 26	645	50	308	51	-	954	01	884	91	69	07	-	-	-	-	-	-	-	-	-
Whitefield.....	7	1	28	50	3 40	1 75	97	50	1300	91	-	2 75	1518	51	804	52	-	2323	03	1890	76	432	27	-	-	-	-	-	-	-	-	-
Wiscasset.....	7	1	36	00	4 00	2 66	65	00	1500	22	-	2 39	1472	01	1068	72	43 30	2584	03	2449	52	134	51	-	-	-	-	-	-	-	-	-
Monhegan Pl.....	1	-	-	-	4 00	3 00	-	-	100	-	-	3 33	136	69	51	14	-	-	187	83	209	30	-	-	-	-	-	-	-	-	-	-
	108	24	32	82	4 39	2 38	1091	35	21,685	1938	-	3 2 78	24,956	17	13,478	01	311 38	38,745	56	34,859	43	4063	20	177	07	-	-	-	-	-	-	-

APPENDIX.

Paris	971	512	438	573	526	741	.50	9	1	221	14	3	350	20	-	20	16	-	-	-	9,000	-	12	24	
Peru	249	145	126	202	172	217	.60	9	3	86	13	3	136	10	-	10	5	-	-	-	4,000	1	6	8	
Porter	343	190	150	216	180	216	.48	11	2	103	12		132	13	-	13	1	-	-	-	3,000	3	8	6	
Roxbury	59	43	32	47	40	53	.61	8	1	41	9	4	49	4	1	4	3	-	-	-	800	-	1	5	
Rumford	308	151	130	208	169	237	.49	9		100	13	1	171	13	1	13	10	-	-	-	3,500	-	8	11	
Stoneham	137	90	68	104	82	124	.55	8	2	34	12	2	50	4	1	4	4	-	-	-	1,700	-	2	4	
Stow	124	96	77	78	60	102	.55	8	1	49	9	4	69	8	-	8	7	-	-	-	2,000	-	-	6	
Summer	314	197	169	225	190	253	.57	8	1	130	10		150	1	2	15	10	-	-	-	4,000	-	6	16	
Sweden	131	81	73	97	78	102	.58	8	3	60	10	2	73	7	-	7	7	-	-	-	3,500	-	2	7	
Upton	94	61	48	72	53	78	.54	9	1	28	10	1	41	4	1	3	3	-	-	-	700	-	2	3	
Waterford	318	141	121	239	203	214	.53	9	1	82	11	2	138	13	1	13	13	-	-	-	6,000	-	1	9	
Woodstock	302	172	152	191	169	211	.53	8	2	90	10	3	116	11	1	10	9	-	-	-	3,500	1	8	10	
Plantations.																									
Franklin	46	34	27	33	26	45	.57	8		16	17	2	35	2	-	2	-	-	-	-	150	-	-	2	
Lincoln	18	18	16	12	6	18	.61	10		10	10		10	1	-	1	1	-	-	-	800	-	-	1	
Magalloway	22	21	18	16	10	21	.64	12		12	12		12	1	-	1	1	-	-	-	800	-	-	1	
Milton	102	31	27	32	26	47	.26	9		18	10		10	2	2	2	1	-	-	-	900	1	1	1	
	9925	5969	4949	6630	5694	7328	.54	8	3	2820	11	3	4166	332	27	348	252	-	-	-	119,575	19	139	320	

APPENDIX.

OXFORD COUNTY—CONCLUDED.

Towns.	No. of Female Teachers employed in Fall and Winter Terms.		No. of Teachers graduated from 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 Supervisor.		Am't of School Money voted in 1887.		Not less than 50 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1887, to April 1, 1888.		Amount available from State Treasury from April 1, 1887, to April 1, 1888.		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.		Balance Unexpended April 1, 1888.		Balance Over-expended April 1, 1888.	
	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.
Albany	9	-	-	-	3 22	1 38	38 50	600	46	-	-	2 73	605 72	357 69	30 00	993 41	945 78	47 63														
Andover	5	1	34	00	2 50	1 90	25 00	700	76	-	-	2 68	780 82	444 87	21 00	1246 69	1128 39	118 30														
Bethel	14	-	24	34	3 75	1 60	135 75	1662	-	-	-	2 74	1764 64	1034 63	30 00	2829 27	2657 57	171 70														
Brownfield	12	1	23	72	4 01	1 56	50 00	1095	112	-	-	2 80	1125 38	577 44	-	1702 82	1661 88	40 94														
Buckfield	10	1	36	00	5 00	1 75	73 80	1103	-	-	-	2 86	1233 61	657 94	167 00	2058 55	2254 32	195 77														
Byron	4	1	3	00	3 00	2 00	20 25	244	91	-	-	3 17	486 03	131 24	31 32	648 59	415 17	233 42														
Canton	9	-	34	00	4 13	1 70	58 00	1000	177	-	-	2 29	1306 18	744 87	63 73	2114 78	1843 53	271 25														
Denmark	8	-	30	00	3 44	1 25	51 00	1000	277	-	-	3 22	1210 27	484 08	32 80	1727 15	1477 22	249 93														
Dixfield	4	1	28	00	2 75	2 00	45 60	730	-	-	-	2 55	697 42	487 49	-	1184 94	1257 55	-														
Fryeburg	17	-	21	00	3 65	1 25	75 00	1400	94	-	-	3 04	1590 88	784 07	-	2174 95	2194 20	180 75														
Gilead	6	-	-	-	3 31	1 55	20 00	235	1	-	-	2 53	235 20	158 51	14 25	407 96	398 63	9 33														
Grafton	1	-	30	00	3 08	1 87	5 00	100	8	-	-	2 86	110 48	59 66	98 00	268 14	249 07	19 07														
Greenwood	7	-	23	48	3 27	1 50	40 00	700	30	-	-	2 69	830 93	473 20	28 98	1333 13	1167 19	165 94														
Hanover	1	-	25	00	3 50	1 65	11 25	200	38	-	-	3 77	222 55	90 34	24 99	337 83	331 15	6 73														
Hartford	13	-	30	50	3 30	1 5	46 50	800	110	-	-	3 70	894 69	368 17	24 00	1286 86	1131 67	155 19														
Hebron	5	-	20	00	2 75	1 85	30 00	481	-	-	-	2 71	576 79	296 58	-	873 37	811 12	62 25														
Hiram	10	7	26	00	4 60	1 79	70 00	1300	138	-	-	3 38	1504 18	656 23	19 50	2179 91	2004 26	175 65														
Lovell	8	-	23	00	3 75	1 30	50 00	900	38	-	-	3 17	1002 54	484 08	199 06	1685 68	1627 69	57 99														
Mason	1	-	4	25	1 62	2 25	76	76	1	-	-	2 05	76 00	63 07	-	139 07	139 34	-														
Mexico	2	1	22	67	3 07	1 74	18 25	366	44	-	-	2 86	419 99	218 18	-	638 17	618 58	19 59														
Newry	1	1	22	66	3 13	1 85	14 50	332	62	-	-	3 10	366 21	182 38	53 61	602 23	541 25	60 98														
Norway	16	-	38	60	5 06	1 81	100 00	2500	485	-	-	2 86	3143 11	1338 32	-	4481 43	4508 81	-														
Oxford	13	-	30	00	4 42	2 07	70 00	1500	176	-	-	3 19	1656 52	801 11	4 00	2461 63	2332 31	129 32														

COMMON SCHOOLS.

Paris	18	1	24 00	4 50	2 35	118 50	2344	-	-	1 2 54	2323 74	1465 87	217 65	4007 26	3997 42	9 84	
Peru	6	-	22 29	3 12	1 51	39 00	660	-	-	2 61	706 72	431 23	34 38	1172 33	1157 35	14 98	
Porter.....	2	4	21 00	3 61	1 87	50 00	876	-	-	2 69	944 31	575 79	100 00	1620 10	1550 49	69 61	
Roxbury.....	4	-	20 00	2 50	1 40	15 00	200	60	-	3 23	307 61	105 68	49 60	462 89	416 48	46 41	
Rumford.....	8	-	22 50	3 13	1 75	50 00	805	-	-	2 42	879 47	565 90	175 80	1621 17	1498 01	123 16	
Stoneham.....	3	-	23 50	3 40	1 68	25 00	380	-	-	2 57	410 25	252 25	-	662 50	590 53	71 97	
Stow.....	6	-	-	4 00	1 50	30 00	500	179	-	4 17	517 61	204 54	-	722 15	695 56	26 59	
Sumner.....	9	-	20 83	3 14	1 74	70 86	812	1	-	2 42	903 02	571 01	10 49	1484 52	1458 03	26 49	
Sweden.....	5	1	19 00	3 78	1 52	28 00	500	121	-	4 03	527 77	211 36	100 00	839 13	792 35	46 78	
Upton.....	2	-	30 00	4 00	1 50	5 00	196	4	-	2 18	196 00	153 30	125 00	474 30	472 69	1 61	
Waterford.....	11	-	20 00	4 21	1 72	82 00	1000	71	-	3 23	1268 56	528 39	65 00	1861 95	1599 82	262 13	
Woodstock.....	3	-	22 77	2 85	1 50	31 16	800	38	-	2 46	870 82	589 03	-	1459 85	1379 12	80 73	
Plantations.																	
Franklin.....	3	-	-	2 91	1 44	5 00	127	-	-	2 31	128 26	93 75	3 00	225 01	218 77	6 24	
Lincoln.....	1	-	-	3 50	1 25	3 00	100	58	-	4 55	183 05	41 36	21 14	245 57	128 52	117 05	
Magalloway.....	1	-	-	3 75	1 20	3 00	150	114	-	7 50	183 00	613 77	6 00	802 77	218 75	584 02	
Milton.....	-	-	19 00	3 25	1 75	5 00	216	-	-	2 54	216 00	144 88	-	360 88	344 11	16 77	
	258	19	25 54	3 55	1 65	1611 17	28,690	2652		1 2 85	32,406 35	17,442 26	1750 35	51,598 96	48,214 68	3680 34	296 06

Hampden ..	769	415	348	437	380	453	.47	13	1	249	16	1	369	18	-	18	12	-	-	7,000	-	10	35	
Herron	435	250	207	307	252	338	.53	8		112	13	4	193	14	-	14	12	-	1	550	3,300	-	6	14
Holden	201	114	93	142	117	140	.52	8	3	68	12		95	8	-	8	6	-	-	-	2,500	-	1	8
Howland ...	56	44	32	32	30	58	.55	9		45	14	2	72	5	-	3	1	-	-	-	400	-	1	5
Hudson	191	121	113	12	102	121	.66	6	3	46	6		84	7	-	-7	5	-	-	-	1,000	-	2	7
Kenduskeag	177	107	82	120	104	133	.52	8		32	21		84	-	-	4	4	-	-	-	1,600	1	2	3
Kingman ...	202	137	97	107	81	170	.43	10		50	16		80	-	-	3	1	-	-	-	350	-	-	4
Lagrange ...	233	160	138	152	125	188	.52	8	2	56	13	4	82	5	-	5	5	-	-	-	2,000	-	2	6
Lee	339	22	193	238	206	272	.59	9	4	88	11		98	8	1	9	8	-	-	-	2,000	-	6	9
Levant	318	17	138	211	166	254	.48	8	1	91	11	4	129	12	1	12	12	-	-	-	5,000	-	5	10
Lincoln	633	310	238	302	222	370	.38	9	4	118	16	4	200	-	-	10	6	-	1	150	4,000	1	1	12
Lowell	169	8	66	103	86	122	.45	8	4	35	12	1	74	7	-	7	4	-	-	-	520	2	2	2
Mat'rise'n's	18	1	8	10	7	12	.40	8		8	8		8	1	-	1	1	-	-	-	400	-	-	1
Mat'w'm'k'g	202	116	91	93	67	161	.39	16		95	11		22	5	-	4	-	-	-	-	1,000	-	-	6
Maxfield ...	50	32	27	27	19	41	.46	10	1	31	8		16	4	-	2	2	-	-	-	400	-	1	3
Medway	242	191	151	160	126	200	.78	0		76	8	2	58	7	-	6	5	-	-	-	2,000	-	1	8
Milford	267	132	95	132	112	164	.39	8	4	52	20		120	4	-	4	1	-	-	-	5,000	-	-	6
Mt. Chase ...	132	82	62	54	38	91	.38	14	2	72	6		18	5	1	5	1	-	-	-	500	2	1	6
Newburg ...	285	157	132	196	163	214	.52	9		80	10	2	124	11	1	11	5	-	-	-	3,800	-	6	9
Newport....	404	224	190	255	207	301	.49	8	2	84	10	1	103	9	1	10	9	-	-	-	10,000	-	2	10
Oldtown....	1240	629	452	537	441	756	.36	18	1	327	10	3	168	-	-	13	9	-	-	-	10,000	3	5	19
Orono	803	443	408	428	349	529	.47	10		120	23		276	-	-	10	10	-	-	-	9,000	1	2	12
Orrington ...	400	235	197	215	180	243	.47	8		88	19		299	11	-	12	12	-	-	-	5,000	-	4	10
Pas'ad'm'k'g	112	59	50	70	58	72	.48	8		24	8	2	34	4	-	4	4	-	-	-	1,450	-	-	3
Patten	313	166	130	174	142	196	.43	10		69	13		78	6	-	6	4	-	-	-	2,500	-	2	6
Plymouth ...	235	140	118	170	136	187	.54	7	4	70	10	3	96	8	1	9	6	-	-	-	2,200	-	1	9
Prentiss ...	146	85	68	94	79	84	.50	9	2	47	10	4	54	6	1	5	4	-	-	-	1,500	-	3	5
Springfield .	272	185	168	177	156	191	.60	10		70	12		72	6	3	6	6	-	-	-	5,000	-	6	7
Stetson	210	137	111	172	132	140	.58	6	2	32	15	4	94	-	-	7	5	-	-	-	3,200	-	2	5
Veazie	167	83	67	89	70	112	.41	16		48	12		36	-	-	2	2	-	-	-	1,500	-	-	3
Winn	332	251	209	162	123	216	.50	9	4	69	7	3	53	-	-	6	5	-	-	-	2,500	-	-	7
Drew Pl....	60	40	31	42	35	42	.55	8	2	25	9		27	3	-	2	1	-	-	-	200	-	1	3
Lakeville Pl	57	32	27	38	36	39	.55	8		16	18	1	38	2	-	2	2	-	-	-	600	-	1	2
No.2 G. F'lls	31	20	14	-	-	29	.45	11		11	-	-	-	-	-	1	1	-	-	-	200	-	-	1
Stacyville Pl	82	41	20	54	34	67	.33	10		20	9	1	28	4	-	4	2	-	1	150	800	-	1	3
Webster Pl..	58	40	32	-	-	40	.55	8	2	25	-	-	-	4	-	3	-	-	-	-	150	1	-	2
Wodville Pl	108	61	51	74	61	74	.52	7	4	39	8	1	33	4	-	2	2	-	-	-	250	-	-	5
23	23	13,095	10,774	13,225	11,143	15,062	.49	9	2	53	20	4	7888	366	20	476	379	5	10,350	321,445	18	148	562	

PENOBSCOT COUNTY—CONCLUDED.

Towns.	No. of Female Teachers employed in Fall and Winter 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 1887.	Not less than 80 cts for each inhabitant.			Amount available from Town Treasury from April 1, 1887, to April 1, 1888.	Amount available from State Treasury from April 1, 1887, to April 1, 1888.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.	Balance Unexpended April 1, 1888.	Balance Over-expended April 1, 1888.
								Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.							
Alton	6	-	25 00	2 75	1 57	21 50	400	65	-	3 08	551 82	221 59	-	773 41	709 59	63 82	-
Argyle	3	1	30 00	3 00	1 85	12 50	329	101	-	4 63	309 47	121 01	-	430 48	435 35	-	-
Bangor	88	2	99 53	10 56	3 00	1150 00	26737	13251	-	5 05	26737 00	9013 39	-	35750 39	36934 72	-	-
Bradford	16	-	29 80	3 67	1 62	85 00	1200	32	-	2 36	1326 65	865 89	92 56	2285 10	2210 29	74 81	1184 33
Bradley	9	-	53 00	4 27	2 07	32 00	714	51	-	2 82	780 26	431 26	5 41	1216 93	1190 18	26 75	-
Brewer	15	2	70 67	6 20	2 50	215 00	2900	364	-	2 82	3246 98	1755 64	58 16	5060 78	4262 52	798 26	-
Burlington	1	2	31 17	3 90	2 11	23 25	429	-	-	2 40	515 34	305 10	240 00	1060 44	959 54	100 90	-
Carmel	8	-	27 47	3 17	1 44	54 00	976	-	-	2 53	1163 53	668 01	64 00	1895 54	1831 87	63 67	-
Carroll	4	2	26 00	3 36	1 62	30 00	500	-	-	2 24	634 79	368 96	71 79	1075 54	970 41	105 13	-
Charleston	11	1	25 33	3 52	1 59	53 00	890	10	-	2 34	968 10	649 41	79 36	1696 87	1526 94	169 93	-
Chester	7	2	-	3 68	1 60	23 00	300	10	-	2 29	358 14	223 29	119 58	701 01	665 55	35 46	-
Clifton	4	-	26 00	4 00	1 40	20 00	280	-	-	2 50	353 21	190 92	155 00	699 13	665 42	33 71	-
Corinna	16	-	27 04	3 61	1 54	118 35	1500	298	-	3 88	1653 76	659 54	-	2313 30	1959 32	353 98	-
Corinth	11	3	30 75	4 21	1 78	60 00	1066	-	-	2 73	1127 45	664 75	63 00	1855 20	1758 52	96 68	-
Dexter	17	2	71 50	5 00	2 00	150 00	3000	950	-	4 03	2780 63	1268 15	164 06	4212 84	4361 31	-	148 47
Dixmont	9	-	25 14	2 96	1 57	67 00	1000	94	-	2 99	1020 64	569 31	156 00	1745 95	1616 32	129 63	-
Eddington	8	-	24 50	4 02	1 88	27 25	700	103	-	2 88	770 50	414 19	-	1184 69	1019 80	164 89	-
Edinburg	1	-	-	3 25	2 00	5 00	56	14	-	2 50	50 00	34 09	26 78	110 87	110 87	-	-
Enfield	5	2	38 00	4 00	1 75	20 00	450	59	-	2 49	525 36	308 51	65 17	899 04	797 20	101 84	-
Etna	7	-	22 00	3 22	1 38	37 50	711	-	-	2 74	741 42	444 37	52 00	1237 79	1153 56	84 23	-
Exeter	6	-	28 40	3 40	1 65	50 00	1019	-	-	3 44	1590 06	504 53	156 00	2250 59	2057 57	193 02	-
Garland	8	2	27 67	3 09	1 64	63 45	1000	31	-	3 21	1156 18	530 09	92 07	1778 34	1638 96	139 38	-
Gienburn	7	-	23 00	3 73	1 82	40 00	600	76	-	2 90	626 28	333 00	192 28	1151 56	1090 21	61 30	-
Greenbush	6	-	32 50	3 61	2 11	30 00	525	-	20	2 03	577 90	441 46	-	1019 36	902 33	117 01	-
Greenfield	-	-	30 00	3 06	2 50	8 00	260	-	10	2 62	260 00	168 74	-	428 74	428 74	-	-

Hampden.....	23	3	27 30	3 92	1 74	175 00	2500	171	-	3 16	3584 55	1349 96	-	4934 51	3787 13	1147 38		
Herron.....	13	-	25 67	3 60	1 50	74 50	1200	85	-	2 80	1540 69	729 53	-	2270 22	2087 91	182 31		
Holden.....	8	3	28 00	3 64	1 48	32 00	600	26	-	2 80	670 90	364 76	18 26	1053 92	977 41	76 51		
Howland.....	4	2	20 06	2 58	1 39	10 00	250	140	-	5 68	284 90	74 45	-	359 35	338 80	20 55		
Hudson.....	6	-	25 00	3 46	1 69	37 00	530	3	-	2 83	701 37	318 74	111 00	1131 11	1064 88	66 23		
Kenduskeag.....	6	2	50 00	3 88	2 50	29 75	520	-	-	3 09	520 60	286 36	69 26	875 62	841 49	34 13		
Kingman.....	5	3	-	5 00	2 25	18 00	600	23	-	2 53	664 27	403 97	53 73	1121 97	1127 95	-		
Lagrange.....	3	-	31 00	4 41	1 90	20 00	400	-	37	2 00	563 73	386 92	60 00	1010 65	1005 83	4 82		
Lee.....	5	6	24 60	4 06	1 97	41 50	716	1	-	1 98	734 53	615 32	60 00	1409 85	1323 41	86 44		
Levant.....	9	2	29 40	3 39	1 75	70 75	900	39	-	2 74	1336 01	560 78	99 73	1996 56	1557 76	438 80		
Lincoln.....	14	6	48 00	4 87	1 91	114 00	1350	23	-	2 44	1373 57	944 29	192 00	2509 86	2434 65	75 21		
Lowell.....	4	-	25 00	3 00	1 85	18 00	400	54	-	2 27	436 58	299 99	66 00	802 57	728 79	73 78		
Mattawamiscotis..	1	-	-	4 66	1 90	1 50	70	19	-	4 12	70 00	28 97	-	98 97	95 81	3 16		
Mattawamkeag ..	2	1	-	3 70	1 91	16 00	365	-	-	2 03	356 28	315 33	205 00	876 61	869 33	7 28		
Maxfield.....	1	-	16 00	2 75	2 08	6 00	125	14	-	2 72	143 88	78 41	-	222 29	218 75	3 54		
Medway.....	8	2	26 00	5 23	2 01	9 25	502	-	-	2 02	518 30	424 42	94 66	1037 38	1029 22	8 16		
Milford.....	6	1	-	4 00	2 50	45 00	700	113	-	2 90	1391 94	415 90	180 00	1987 84	1431 56	556 28		
Mt. Chase.....	2	1	26 00	3 50	1 75	33 00	250	2	-	1 95	346 31	218 18	-	564 49	541 99	22 50		
Newburg.....	6	-	29 70	3 25	1 68	32 00	1000	154	-	3 32	1109 98	526 17	-	1636 15	1465 56	170 59		
Newport.....	8	1	24 00	3 89	1 56	72 75	1161	-	-	2 90	1243 08	681 80	161 00	2085 88	1742 73	343 15		
Oldtown.....	13	-	55 00	4 64	2 50	150 00	2950	234	-	2 38	2842 43	2108 47	2 00	4952 90	5065 86	-		
Orono.....	12	3	121 21	6 33	2 59	75 00	2500	704	-	3 38	2500 00	1257 93	60 00	3817 93	3674 79	143 14		
Orrington.....	6	5	35 60	4 74	2 12	81 95	1300	77	-	3 16	1276 17	702 25	69 42	2047 84	1941 98	105 86		
Passadumkeag.....	4	1	-	4 25	1 89	14 00	250	8	-	2 88	300 39	148 29	-	448 68	436 28	12 40		
Patten.....	4	1	27 50	3 78	1 95	43 00	700	127	-	2 41	913 17	494 30	69 92	1477 39	1276 34	201 05		
Plymouth.....	8	1	26 00	3 20	1 32	35 50	700	38	-	3 07	760 75	388 63	-	1149 38	1063 90	85 48		
Prentiss.....	2	3	20 67	3 33	1 28	13 00	335	2	-	2 25	342 61	253 97	119 05	715 63	657 20	58 43		
Springfield.....	-	3	35 00	4 00	2 00	55 00	800	98	-	3 02	1021 13	451 69	75 00	1547 82	1185 96	361 86		
Stetson.....	9	1	40 00	3 90	1 68	45 00	585	2	-	2 83	658 65	352 83	192 96	1204 44	1051 98	152 46		
Veazie.....	3	2	-	5 94	2 28	49 00	600	102	-	3 12	716 94	322 15	-	1039 09	838 68	200 41		
Winn.....	7	4	-	3 68	2 00	-	795	77	-	2 30	805 26	588 05	70 10	1463 41	1421 02	42 39		
Drew Pl.....	2	1	24 00	3 51	1 75	5 00	120	10	-	2 45	318 20	83 53	-	401 73	281 20	120 53		
Lakeville Pl.....	1	1	30 00	4 40	1 62	7 00	110	1	-	1 98	173 59	95 45	165 26	434 30	339 96	34 34		
No 2. G'nd F'ls Pl.	-	-	-	4 00	1 75	5 00	73	-	1	2 09	155 81	54 60	-	210 41	71 55	138 86		
Stacyville Pl.....	1	-	22 00	2 67	1 76	3 00	200	53	-	2 94	244 62	115 91	-	360 53	269 69	90 84		
Webster.....	-	-	28 33	3 50	1 88	2 50	100	6	-	1 72	113 98	98 86	44 45	257 29	114 45	142 84		
Woodville.....	4	3	-	4 75	1 91	12 00	200	22	-	2 04	230 77	167 04	29 28	427 09	420 77	6 32		
483	82	32	32	3 97	1 86	3947 75	73,998	17,937	68	3 80	80,790	85 37,863	40 41	21 30	122,774 55	116,099 73	8132 43	1456 61

5 98

112 96

APPENDIX.

39

PISCATAQUIS COUNTY.

Towns.	No. of Children belonging in town between the ages of 4 and 21 years.		No. registered in Spring and Summer Terms		Average No. in Spring and Summer Terms.		No. registered in Fall and Winter Terms.		Average number in Fall and Winter Terms.		Number of different Pupils Registered.		Percentage of Average Attendance.		Average length of Spring and Summer Terms in weeks and days, 5 days per w'k.		Aggregate length of Spring and Summer Terms in weeks, 5 days per w'k.		Average length of Fall and Winter Terms in weeks and days, 5 days per w'k.		Aggregate length of Fall and Winter 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 Spring and Summer Terms.		Number of Male Teachers employed in Fall and Winter Terms		No. of Female Teachers employed in Spring and Summer Terms.	
	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.				
Abbot	214	125	111	148	124	169	.55	8	64	10	80	8	8	9	9	9	10	105	12	142	92	2	1025	57,550	6	35	140															
Atkinson	257	145	116	171	134	177	.49	7	57	12	108	8	10	9	9	9	10	105	12	142	92	2	1025	57,550	6	35	140															
Blanchard	61	36	31	49	43	53	.61	8	18	8	18	1	1	1	1	1	1	105	12	142	92	2	1025	57,550	6	35	140															
Brownville	322	218	164	220	181	252	.54	9	83	9	83	9	9	9	9	9	9	105	12	142	92	2	1025	57,550	6	35	140															
Dover	522	341	282	287	246	436	.51	9	148	14	226	11	3	14	10	14	10	105	12	142	92	2	1025	57,550	6	35	140															
Foxcroft	437	235	200	265	215	340	.45	12	110	17	120	8	5	8	5	8	5	105	12	142	92	2	1025	57,550	6	35	140															
Greenville	221	92	68	121	89	142	.36	12	48	12	50	4	4	4	2	1	600	105	12	142	92	2	1025	57,550	6	35	140															
Guilford	341	194	168	223	190	237	.52	7	54	10	85	8	8	8	8	8	8	105	12	142	92	2	1025	57,550	6	35	140															
Medford	127	82	70	72	60	118	.51	9	37	11	66	6	6	6	2	1	1	105	12	142	92	2	1025	57,550	6	35	140															
Milo	376	220	192	276	236	323	.57	7	82	19	136	9	9	9	3	1	1	105	12	142	92	2	1025	57,550	6	35	140															
Monson	394	174	146	184	147	200	.37	8	64	11	99	7	7	7	6	1	1	105	12	142	92	2	1025	57,550	6	35	140															
Ornoville	185	128	91	118	93	166	.50	8	59	11	77	7	2	6	3	1	1	105	12	142	92	2	1025	57,550	6	35	140															
Parkman	320	184	141	228	170	271	.49	7	92	10	141	13	14	14	7	1	1	105	12	142	92	2	1025	57,550	6	35	140															
Sangerville	330	194	162	225	181	239	.52	8	73	14	137	9	3	9	9	1	1	105	12	142	92	2	1025	57,550	6	35	140															
Sebec	211	154	129	176	138	183	.63	12	113	12	114	9	9	9	6	1	1	105	12	142	92	2	1025	57,550	6	35	140															
Shirley	96	70	59	70	59	75	.61	9	30	8	16	3	3	3	3	1	1	105	12	142	92	2	1025	57,550	6	35	140															
Wellington	232	148	101	162	150	174	.54	8	78	11	99	9	1	8	8	1	1	105	12	142	92	2	1025	57,550	6	35	140															
Williamsburg	68	37	22	43	31	47	.39	9	18	9	19	2	3	3	1	1	1	105	12	142	92	2	1025	57,550	6	35	140															
Willimantic	120	62	57	74	59	90	.48	9	27	20	60	3	3	3	1	1	1	105	12	142	92	2	1025	57,550	6	35	140															
Kingsbury Pl.	87	65	50	68	54	77	.60	9	27	12	36	3	3	3	1	1	1	105	12	142	92	2	1025	57,550	6	35	140															
	4921	2904	2360	3190	2600	3769	.50	9	1277	12	1770	105	12	142	92	2	1025	57,550	6	35	140																					

PISCATAQUIS COUNTY—CONCLUDED.

Towns.	No of Female Teachers employed in Fall and Winter 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 1887.	Not less than \$0 cts for each inhabitant.			Amount raised per scholar.	Amount available from Town Treasury from April 1, 1887, to April 1, 1888.	Amount available from State Treasury from April 1, 1887, to April 1, 1888.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.	Balance Unexpended April 1, 1888.	Balance Over-expended April 1, 1888.
								Excess above am't required by law.	Less than the am't required by law.	Amount raised per scholar.								
Abbot	2	1	-	3 97	1 78	65 00	650	104	-	2 95	674 22	374 99	84 29	1133 50	1159 95	-	26 45	
Atkinson	6	-	28 25	3 73	1 67	35 00	675	13	-	2 77	815 79	415 90	100 00	1331 69	1321 97	9 72	-	
Blanchard	1	-	-	6 00	2 32	4 50	134	-	-	2 35	141 17	97 15	41 16	279 48	261 75	14 73	-	
Brownville	7	1	30 00	3 56	1 88	51 24	800	83	-	2 27	800 00	601 68	64 95	1466 63	1316 61	150 02	-	
Dover	19	5	37 25	3 74	1 78	84 00	1800	450	-	3 56	1926 42	843 83	84 00	2854 25	2455 59	-	1 34	
Foxcroft	6	3	40 00	4 50	2 00	62 00	1150	140	-	2 67	1363 71	634 61	72 14	2070 49	2005 06	65 43	-	
Greenville	2	1	34 00	3 00	2 50	15 00	460	15	-	2 27	443 34	346 01	50 00	839 35	928 50	-	89 15	
Guilford	5	-	34 50	4 66	1 86	38 75	800	95	-	2 50	753 11	545 41	-	1292 55	1307 93	-	9 38	
Medford	5	-	18 50	2 85	1 50	27 00	320	2	-	2 32	404 34	218 41	14 40	637 15	577 62	59 53	-	
Milo	9	1	30 00	4 90	1 89	40 00	850	103	-	2 50	850 00	532 77	90 37	1473 14	1341 92	131 22	-	
Monson	8	1	12 00	4 50	2 00	40 60	675	13	-	1 70	675 00	678 39	51 24	1404 63	1401 63	-	-	
Orneville	7	1	20 00	2 91	1 48	28 00	441	40	-	2 01	464 86	373 28	-	838 14	699 75	138 39	-	
Parkman	12	1	30 06	4 16	1 58	41 00	800	-	-	2 32	931 72	591 46	-	1523 18	1414 52	108 66	-	
Sangerville	11	4	35 00	3 92	2 19	35 00	1000	163	-	2 95	1101 88	577 83	43 95	1723 66	1531 58	192 08	-	
Sebec	7	1	31 00	4 29	1 99	60 00	800	99	-	3 76	918 33	381 81	100 00	1400 14	1218 51	181 63	-	
Shirley	2	-	-	3 75	2 00	10 00	200	-	-	2 57	200 00	143 94	167 68	511 62	478 46	33 16	-	
Wellington	4	-	22 00	3 25	1 35	15 00	550	32	-	2 34	592 70	385 51	-	978 21	886 70	91 51	-	
Williamsburg	-	-	25 00	4 00	2 24	6 15	200	12	-	2 98	213 48	114 20	3 60	331 28	318 85	12 43	-	
Williamantic	5	-	-	3 92	1 83	13 00	300	66	-	2 36	300 00	216 47	66 43	582 90	578 11	4 79	-	
Kingsbury Pl.	3	1	-	2 68	1 80	5 00	158	-	-	1 91	158 40	141 47	-	299 87	299 87	-	-	
	127	21	28 50	3 91	1 88	676 24	12767	1430	-	2 2 59	13,728 47	8,215 18	1034 21	22,977 86	21,910 88	1193 30	126 32	

APPENDIX.

SAGADAHOC COUNTY.

Towns.	No. of Children belonging in town between the ages of 4 and 21 years.		No registered in Spring and Summer Terms.		Average No. in Spring and Summer Terms		No registered in Fall and Winter Terms		Average number in Fall and Winter Terms.		Number of different Pupils Registered		Percentage of Average Attendance.		Average length of Spring and Summer Terms in weeks and days, 5 days per w'k.		Aggregate length of Spring and Summer Terms in weeks, 5 days per w'k.		Average length of Fall and Winter Terms in weeks and days, 5 days per w'k.		Aggregate length of Fall and Winter 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 Spring and Summer Terms.		Number of Male Teachers employed in Fall and Winter Terms		No. of Female Teachers employed in Spring and Summer 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.		
Arrowsic.....	62	34	30	39	34	41	.52	8	2	17	8	17	8	17	8	24	2	17	8	2	2	1	1	-	-	-	-	-	-	-	-	-	-	500	-	-	3	3	2	2		
Bath.....	2615	1791	1539	1947	1593	2037	.60	13		481	20	481	20	481	20	740	-	481	20	-	-	15	14	-	-	-	-	-	-	-	-	100,000	-	3	-	3	34	34				
Bowdoin.....	292	174	144	207	176	235	.55	9		126	11	126	11	126	11	154	-	126	11	-	-	14	10	-	-	-	-	-	-	-	4,200	-	-	8	-	14	14					
Bowdoinham.....	476	279	235	291	249	300	.51	10		120	20	120	20	120	20	240	-	120	20	-	-	14	12	-	-	-	-	-	-	4,800	-	2	-	4	13	13						
Georgetown.....	315	199	164	217	178	234	.54	7	4	70	10	70	10	70	10	106	10	70	10	3	10	9	8	-	-	-	-	-	-	2,400	-	-	5	5	9	9						
Perkins.....	28	15	11	21	15	21	.46	6		6	13	6	13	6	13	13	-	6	13	-	-	1	1	-	-	-	-	-	-	550	-	1	1	1	12	12						
Phippsburg.....	470	326	238	320	235	419	.50	8	4	104	13	104	13	104	13	160	12	104	13	2	12	13	12	-	-	-	-	-	-	2,000	-	-	3	3	12	12						
Richmond.....	865	528	451	613	497	649	.55	10	1	192	15	192	15	192	15	289	11	192	15	1	11	14	14	-	-	-	-	-	-	10,700	-	1	1	1	19	19						
Topsham.....	387	265	232	250	207	271	.57	20		280	8	280	8	280	8	2	2	280	8	-	-	13	12	-	-	-	-	-	-	3,800	-	1	1	5	15	15						
West Bath.....	90	53	47	74	58	78	.58	8	4	35	15	35	15	35	15	61	4	35	15	2	4	4	3	-	-	-	-	-	-	2,100	-	-	-	-	4	4						
Woolwich.....	347	196	167	232	188	236	.51	8	1	58	13	58	13	58	13	104	8	58	13	-	-	8	8	-	-	-	-	-	-	3,800	-	-	2	-	8	8						
	5947	3860	3258	4211	3430	4521	.56	10		1489	13	1489	13	1489	13	2007	2	1489	13	2	2007	47	-	-	-	-	-	-	-	-	134,850	-	8	8	32	130	130					

COMMON SCHOOLS.

SAGADAHOC COUNTY—CONCLUDED.

Towns.	No of Female Teachers employed in Fall and Winter 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 1887.		Excess above am't required by law.		Not less than 80 cts for each inhabitant.		Amount raised per scholar		Amount available from Town Treasury from April 1, 1887, to April 1, 1888.		Amount available from State Treasury from April 1, 1887, to April 1, 1888.		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.		Balance Unexpended April 1, 1888.		Balance Over-expended April 1, 1888.			
	No.	Female	No.	Male	Per month	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week	Per week			
Arrowsic	3	2				4 70	2 45	15 00	250	46	-	-	3 91	299 55	109 09	-	-	408 64	381 65	26 99																
Bath	34	3	115	33	-	8 64	2 75	300 00	8060	1700	-	-	3 10	8600 00	4851 99	160 05	13012 01	13235 05	-	223 01																
Bowdoin	6	1	19	00		4 00	1 50	43 93	1080	171	-	-	3 53	1178 54	521 58	12 12	1712 24	1740 77	-	28 53																
Bowdoinham	9	1	37	7.		6 00	2 50	78 00	1600	255	-	-	3 19	1918 50	855 66	4 00	2778 16	2745 41	32 75																	
Georgetown	5	2	28	20		3 87	3 11	50 00	900	36	-	-	2 74	1089 89	560 78	-	1650 67	1373 30	277 37																	
Perkins	-	-	20	66		-	3 00	-	150	88	-	-	6 00	150 00	42 61	-	192 61	187 29	5 32																	
Phippsburg	17	3	28	33		4 67	2 20	70 00	1200	3 2	-	-	2 37	1241 06	862 48	-	2103 54	1977 07	126 47																	
Richmond	19	5	92	50		6 85	3 00	150 00	2500	374	-	-	2 83	2451 60	1501 66	12 90	3966 16	3880 39	85 77																	
Topsham	12	2	35	28		5 75	2 38	146 50	1500	265	-	-	4 18	1500 00	623 77	33 36	2157 13	2571 69	-	414 56																
West Bath	5	1	-	-		3 50	2 25	12 00	425	173	-	-	4 47	485 91	167 11	-	653 02	546 63	106 39																	
Woolwich	9	2	34	50		5 90	2 55	58 00	950	27	-	-	2 56	975 84	632 36	-	1608 20	1534 31	73 89																	
	114	22	45	72		4 49	2 13	923 43	19,555	3173	-	-	3 25	19,290 89	10,729 09	222 43	30,242 41	30,173 56	734 95	666 10																

APPENDIX.

SOMERSET COUNTY.

Towns.	No. of Children belonging in town between the ages of 4 and 21 years.		No. registered in Spring and Summer Terms		Average No. in Spring and Summer Terms		No. registered in Fall and Winter Terms.		Average number in fall and Winter Terms.		Number of different Pupils Registered.	Percentage of Average Attendance.	Average length of Spring and Summer Terms in weeks and days, 5 days per w'k.		Aggregate length of Spring and Summer Terms in weeks, 5 days per w'k.		Average length of Fall and Winter Terms in weeks and days, 5 days per w'k.		Aggregate length of Fall and Winter 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 Spring and Summer Terms.	Number of Male Teachers employed in Fall and Winter Terms.	No. of Female Teachers employed in Spring and Summer Terms.
	No. in Spring	No. in Summer	No. in Spring	No. in Summer	No. in Spring	No. in Summer	No. in Fall	No. in Winter	No. in Spring	No. in Summer			W.	D.	W.	D.	W.	D.	W.	D.		W.	D.									Number of Parts of Districts in town.	Number of school-houses in town.
Anson	442	189	151	215	167	230	.36	9								128	13	1	213	17			18	15	-	-	5,500		5	14	
Athens	394	330	215	300	240	340	.58	9								126	10	3	136	13			13	13	-	-	2,000		2	14	
Bingham	250	120	112	201	153	205	.53	7	1						57	15	2	124	12	1	9	5	5	-	-	5,000		1	8		
Brighton	200	117	94	160	108	119	.50	7	1						66	11	2	102	10	9	4	9	4	-	-	1,000		1	9		
Cambridge	126	101	81	107	78	107	.63	7	2						37	12	3	63	4	1	5	3	3	-	-	800		1	5		
Canaan	376	257	226	273	235	307	.61	8							104	13	2	174	12		12	6	6	-	-	5,500		3	12		
Concord	126	30	27	101	84	108	.44	6	4						27	9	4	90	10	1	10	6	6	-	-	1,500	1	3	4		
Cornville	239	159	135	166	130	204	.55	7	4						94	11		109	12	1	12	9	3	-	-	3,500		1	12		
Detroit	186	107	91	138	112	142	.55	7	3						46	17	1	104	6		6	3	3	-	-	1,800		2	6		
Embsden	210	134	118	149	135	161	.60	7							70	10		110	11	2	11	3	-	-	1,800		2	10			
Fairfield	932	510	450	738	619	742	.57	10							180	10	3	192	14	1	20	4	1	350	-	10,200		2	18		
Harmony	206	131	124	168	143	183	.64	8	2						85	13	2	144	10	1	10	8	4	-	-	2,000		2	10		
Hartland	326	203	157	249	217	310	.56	8							80	10	4	108	9	3	9	6	6	-	-	2,000		2	9		
Madison	571	340	293	434	351	454	.56	7	4						133	11	4	200	11		17	5	8	-	-	6,300	1	4	17		
Mercer	187	124	101	161	139	153	.64	7	1						57	10	1	92	10		16	8	1	-	-	1,600	1	3	7		
Moscow	186	118	100	138	106	165	.55	8	1						41	12	3	88	8		6	5	5	-	-	1,500		2	5		
New Portland	362	213	184	300	248	296	.59	7	2						95	12	1	184	17	1	11	11	7	-	-	2,800		4	13		
Norridgewock	463	201	172	281	227	301	.43	8	2						85	14		194	12	5	14	12	-	-	3,800		2	11			
Palmyra	351	240	201	261	212	304	.59	8	2						112	13		194	15	1	16	9	-	-	3,000		3	14			
Pittsfield	651	345	293	440	363	408	.56	8	3						94	15	2	170	11	4	10	6	-	-	4,500	1	3	11			
Ripley	154	88	70	116	78	117	.48	8	3						43	15		75	5		5	2	-	-	800		3	5			
St. Albans	447	224	199	342	273	364	.64	7							70	14	2	202	12		15	12	1	500	-	5,050		1	9		
Solon	297	183	156	215	174	215	.54	7							86	9	1	111	14		12	9	-	-	-	-	3,000		5	14	

Skowhegan	1405	823	676	839	652	876	.47	9	1	201	9	3	220	-	-	23	20	-	-	28,000	1	3	24
Smithfield	161	83	69	97	81	98	.47	7	4	39	13	3	95	7	-	7	5	-	-	2,000	-	2	5
Starks	299	124	95	190	157	213	.42	7	1	80	8	1	115	14	2	13	10	1	640	3,000	-	5	11
Plantations.																							
Carratunk	77	57	51	60	58	64	.71	8		40	8		40	5	1	5	5	-	-	1,100	-	1	4
Dead River	36	28	23	25	24	33	.65	10		20	8		8	2	-	2	-	-	-	500	-	-	2
Dennistown	24	16	10	10	6	16	.33	10		10	10		10	1	-	1	1	-	-	275	-	-	1
Flagstaff	33	22	18	27	24	30	.63	8		8	8		16	1	-	1	1	-	-	300	-	1	1
Highland	42	-	-	33	23	33	.55		-	-	10		30	3	-	3	1	-	-	100	-	-	
Jackman	57	24	15	27	20	27	.31	6		6	12		12	1	-	1	1	-	-	300	-	-	1
Lexington	78	34	29	64	56	65	.54	5	1	16	7	4	54	7	-	7	2	-	-	450	-	-	3
Moose River	58	40	32	35	29	47	.53	10		10	10		10	1	-	1	1	-	-	400	-	-	1
No. 1, R. 2, W.K.R	39	36	34	-	-	36	.87	9		36		-	-	4	1	4	-	-	-	175	-	-	4
The Forks	62	25	22	-	-	25	.35	8		16		-	-	4	-	2	2	-	-	500	-	-	2
West Forks	52	24	24	8	8	26	.31	10		20	10		10	3	-	2	2	-	-	700	-	-	2
	10,105	5803	4848	7070	5730	7527	.52	8		2424	11	2	3801	285	27	337	217	3	1490	112,750	7	68	298

APPENDIX.

SOMERSET COUNTY—CONCLUDED.

Towns.	No. of Female Teachers employed in Fall and Winter 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 1887.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from Town Treasury from April 1, 1887, to April 1, 1888.		Amount available from State Treasury from April 1, 1887, to April 1, 1888.		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.		Balance Unexpended April 1, 1888.		Balance Over-expended April 1, 1888.	
	No.		No.		Average		Average		Average		Amount		Amount		Excess above am't required by law.	Less than the am't required by law.	Amount		Amount		Amount		Total		Total		Balance		Balance			
Anson	11	-	20	00	3	59	1	19	67	13	1644	400	-	3	57	1931	78	802	45	-	2734	23	2127	64	606	59	-	-				
Athens	15	-	24	00	4	00	1	40	55	00	1048	-	-	2	54	1111	78	605	57	161	56	1878	91	1364	61	14	30					
Bingham	7	-	20	00	3	70	1	52	58	00	663	1	-	2	95	702	98	383	51	95	00	1181	49	1132	28	49	21					
Brighton	3	1	28	00	3	35	1	20	20	00	480	12	-	2	26	515	97	378	46	-	-	894	43	858	31	36	12					
Cambridge	8	2	29	50	4	07	1	58	19	00	378	1	-	2	78	418	26	231	82	30	12	680	20	577	98	102	22					
Canaan	15	-	26	22	3	77	1	37	72	00	1067	42	-	2	76	1213	53	659	64	62	32	1935	49	1763	86	171	63					
Concord	7	-	15	67	2	68	1	33	22	00	325	-	-	2	43	384	19	226	68	1	50	612	37	528	96	83	41					
Cornville	9	-	30	00	3	72	1	39	51	70	800	54	-	3	03	964	86	449	99	93	77	1508	62	1233	12	275	50					
Detroit	6	-	29	17	3	00	1	58	25	00	530	1	-	2	86	614	35	315	33	69	70	999	38	920	65	78	73					
Emden	9	1	26	00	3	18	1	20	10	00	539	-	-	2	57	563	90	350	77	7	18	921	85	881	65	40	26					
Fairfield	23	4	25	00	5	00	2	13	567	00	3500	1065	-	3	43	4067	41	1736	88	-	-	5804	29	5967	49	-	-	163	20			
Harmony	12	-	-	-	3	47	1	26	40	00	805	100	-	3	50	759	48	388	63	-	-	1148	11	1144	62	3	49					
Hartland	7	-	20	00	4	25	1	50	82	75	850	15	-	2	58	982	84	562	49	68	64	1613	97	1570	39	43	58					
Madison	10	1	26	25	3	88	1	70	96	40	1552	500	-	2	89	1592	37	913	62	104	00	2609	99	2473	96	136	03					
Mercer	6	-	26	31	3	44	1	28	25	00	604	-	-	3	00	708	66	342	60	-	-	1051	26	948	64	102	62					
Moscow	6	1	26	50	3	60	1	59	13	00	420	2	-	2	10	485	45	339	19	33	44	858	08	763	27	94	81					
New Portland	11	1	32	00	3	50	1	52	75	60	1200	183	-	3	40	1453	98	601	68	25	88	2081	54	1926	69	154	85					
Norridgewock	17	1	37	00	3	60	1	68	75	60	1200	-	-	2	53	1288	33	807	93	-	-	2096	26	1815	21	281	05					
Palmyra	14	1	21	33	3	51	1	36	68	00	1017	-	-	2	94	1212	44	588	05	69	80	1870	29	1796	04	74	25					
Pittsfield	12	1	30	00	5	23	1	87	88	50	1530	-	-	2	30	1657	01	1131	79	-	-	2788	80	2787	22	1	58					
Ripley	4	-	19	20	3	81	1	37	20	00	440	-	-	2	81	439	48	257	37	32	43	729	28	725	34	3	91					
St. Albans	13	4	30	00	4	85	1	50	100	00	1440	325	-	3	25	1653	41	755	09	71	40	2479	90	2377	32	102	58					
Solon	7	1	29	00	3	59	1	43	45	50	452	1	-	2	90	460	63	265	90	-	-	726	53	718	16	8	37					

Skowhegan	27	2	46 33	5 33	1 97	255 32	4800	1712	-	3 68	5312 09	2224 37	29 62	7566 08	6172 82	1393 26	
Smithfield	8	-	20 00	3 40	1 27	30 00	810	-	-	2 85	941 55	484 08	108 49	1534 12	1384 89	149 23	
Starks	11	2	22 88	2 99	1 41	56 75	743	-	-	2 70	783 16	468 73	2 10	1253 99	1179 21	74 78	
Plantations.																	
Carratunk	1	1	19 50	3 00	1 75	-	140	2	-	1 65	140 00	178 28	78 77	397 05	397 05	-	
Dead River	1	1	-	3 75	1 50	3 00	85	11	-	2 43	123 57	59 66	-	183 23	122 50	60 73	5 06
Dennistown	1	-	-	4 00	2 00	5 00	58	-	-	1 93	65 40	51 49	-	116 89	121 95	-	
Flagstaff	1	-	25 00	5 00	2 00	3 00	60	-	1	1 71	34 08	59 66	77 11	170 85	186 30	-	15 45
Highland	5	-	-	3 00	1 50	5 00	97	-	-	2 62	96 80	54 55	-	151 35	151 35	-	
Jackman	1	-	-	5 67	2 00	-	85	9	-	1 67	100 18	86 92	-	187 10	150 25	36 85	
Lexington	7	-	-	3 68	1 13	10 00	260	2	-	3 42	267 11	129 54	-	396 65	346 34	50 31	
Moose River	1	-	-	5 63	1 92	9 75	100	18	-	1 79	100 00	84 38	-	184 38	176 10	8 28	
No. 1, R. 2, W. K.R	-	-	-	3 00	1 00	3 60	105	3	-	3 28	111 54	64 53	-	176 07	161 82	14 25	
The Forks	-	-	-	3 25	1 50	-	-	-	159	-	93 74	93 74	-	187 48	91 80	95 68	
West Forks	1	1	-	4 00	2 60	9 00	68	-	-	8 1 31	180 53	88 63	-	269 16	207 00	62 16	
	303	26	29 81	3 85	1 51	2085 40	29,855	4369		168 2 94	33,532 84	17,224 00	1222 83	51,979 67	47,752 19	4410 59	183 71

APPENDIX.

Swanville.....	230	120	104	146	124	146	.50	7		42	13	3	81	6	1	6	5	-	-	2,600	-	5	6
Thorndike.....	217	160	122	172	136	201	.59	7	3	76	8	4	80	10	-	10	6	1	500	4,000	-	5	10
Troy.....	293	131	109	209	179	217	.49	8	3	69	11		120	13	3	11	9	2	1100	3,500	-	5	8
Unity.....	316	181	141	200	165	215	.48	8	3	91	10	4	131	12	1	12	-	-	-	2,000	-	6	11
Waldo.....	258	179	148	186	163	197	.60	6	4	48	8		56	7	-	7	7	-	-	1,900	-	6	7
Winterport.....	698	353	306	387	334	428	.46	8		144	16	3	300	16	-	16	15	-	-	9,000	-	10	18
	<u>9,434</u>	<u>5419</u>	<u>4508</u>	<u>6230</u>	<u>5192</u>	<u>7065</u>	<u>.51</u>	<u>8</u>	<u>4</u>	<u>2,285</u>	<u>11</u>	<u>3</u>	<u>3,181</u>	<u>259</u>	<u>31</u>	<u>262</u>	<u>167</u>	<u>3</u>	<u>1600</u>	<u>97,600</u>	<u>6</u>	<u>151</u>	<u>258</u>

4

WALDO COUNTY—CONCLUDED.

Towns.	No of Female Teachers employed in Fall and Winter 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 1887.		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, 1887, to April 1, 1888.		Amount available from State Treasury from April 1, 1887, to April 1, 1888.		Amount derived from Local Funds.		Total School Resources.		Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.		Balance Unexpended April 1, 1888.		Balance Over-expended April 1, 1888.	
	No.	Mo.	No.	Mo.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.		
Belfast	13	1	36	21	4	01	2	00	150	00	5000	754	-	3	71	5214	20	2268	69	3900	00	11,382	89	10,005	72	1377	17	-	-					
Belmont	1	-	24	80	2	90	1	70	10	00	416	-	-	2	40	455	09	293	50	-	-	748	59	672	93	75	66	-	-					
Brooks	3	1	25	50	3	36	1	52	29	25	700	-	-	2	99	793	44	398	86	-	-	1192	30	1075	02	117	28	-	-					
Burnham	7	2	30	25	3	70	1	78	40	00	774	-	-	-	42	884	16	545	44	39	00	1468	60	1354	42	114	18	-	-					
Frankfort	8	3	-	-	4	51	2	06	50	00	926	-	-	-	21	1183	74	714	18	-	-	1897	92	1822	64	75	28	-	-					
Freedom	6	-	28	00	3	79	1	39	22	00	525	3	-	-	86	560	33	313	63	-	-	873	96	859	21	14	75	-	-					
Islesborough	3	2	33	50	4	54	2	45	25	00	970	4	-	-	58	996	33	640	89	-	-	1637	22	1582	12	55	10	-	-					
Jackson	3	2	30	80	3	06	1	45	30	00	565	19	-	-	73	625	76	352	83	-	-	978	59	884	18	94	41	-	-					
Knox	1	-	29	11	2	81	1	37	44	00	700	18	-	-	52	788	09	473	85	-	-	1261	91	1201	82	60	12	-	-					
Liberty	7	-	26	60	3	50	1	75	44	00	776	-	-	-	77	799	41	478	96	-	-	1278	37	1205	68	72	69	-	-					
Lincolnton	8	-	3	00	2	25	3	00	30	00	1383	19	-	-	67	1428	02	901	73	-	-	2329	75	2171	68	158	07	-	-					
Monroe	10	3	34	00	3	54	1	85	45	00	1100	7	-	-	01	1217	36	622	14	-	-	1839	50	1687	02	132	48	-	-					
Montville	11	1	27	89	3	00	1	40	55	00	1015	11	-	-	22	1145	70	780	66	-	-	1926	36	1689	39	236	97	-	-					
Morrill	1	-	33	75	3	18	1	70	14	25	395	-	-	-	63	421	70	255	67	-	-	677	37	657	87	19	50	-	-					
Northport	2	-	25	33	2	71	1	93	27	00	698	-	-	-	75	714	22	410	33	-	-	1124	55	1072	13	52	42	-	-					
Palermo	5	-	22	63	2	84	1	39	40	00	894	-	-	-	85	949	43	535	21	-	-	1484	64	1402	46	82	18	-	-					
Prospect	7	4	32	00	3	33	1	86	35	00	616	-	-	-	38	665	23	441	46	54	81	1161	50	961	18	200	32	-	-					
Searsmont	7	2	25	11	3	46	1	60	36	90	1064	-	-	-	57	1159	97	705	66	-	-	1865	63	1686	30	179	33	-	-					
Searsport	12	3	40	00	4	28	2	00	100	00	2000	142	-	-	55	2132	90	961	34	-	-	3094	24	3036	58	57	66	-	-					
Stockton	7	3	40	00	5	13	2	00	63	50	1237	-	-	-	28	1461	48	642	59	-	-	2104	07	1952	14	151	93	-	-					

Swanville.....	4	2	30 25	3 40	1 68	23 75	600	38	-	2 46	779 09	415 90	14 48	1209 47	1129 87	79 60
Thorndike.....	4	-	25 00	3 02	1 32	25 00	600	30	-	2 53	736 55	403 97	20 85	1161 37	1035 73	125 64
Troy.....	7	-	26 14	3 34	1 42	36 82	850	3	-	2 84	930 37	509 65	49 00	1489 02	1439 39	49 63
Unity.....	6	1	20 87	3 00	1 62	33 90	880	33	-	2 82	1006 88	531 80	-	1538 68	1434 18	104 50
Waldo.....	3	-	31 00	3 50	1 75	20 00	575	145	-	2 14	592 39	458 51	-	1050 90	1027 65	23 25
Winterport.....	22	8	27 30	4 00	2 00	100 00	2200	192	-	3 36	2452 31	1114 74	-	3567 05	3305 76	261 29
	168	39	29 14	3 50	1 74	1130 37	27,459	1419		3 2 89	30,094 15	16,172 19	4078 14	50,344 48	46,353 07	3991 41

WASHINGTON COUNTY.

Towns.	No. of Children belonging in town between the ages of 4 and 21 years.		No. registered in Spring and Summer Terms		Average No. in Spring and Summer Terms		No. registered in Fall and Winter Terms.		Average number in Fall and Winter Terms.		Number of different Pupils Registered.		Percentage of Average Attendance.		Average length of Spring and Summer Terms in weeks and days, 5 days per w.k.		Aggregate length of Spring and Summer Terms in weeks, 5 days per w.k.		Average length of Fall and Winter Terms in weeks and days, 5 days per w.k.		Aggregate length of Fall and Winter 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 Spring and Summer Terms.		Number of Male Teachers employed in Fall and Winter Terms.		No. of Female Teachers employed in Spring and Summer Terms.	
	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer		
Addison	346	253	221	257	219	286	.64	12										108	10	1		133	12	1		12	4							2,300		1		3	8			
Alexander	146	70	52	80	63	95	.40	8										24	19	3		59	3	3		4	4							2,300				3	3			
Baileyville	89	43	36	43	36	48	.40	8										42	10	2		52	5	1		6	1						700				5	5				
Baring	103	60	51	65	56	80	.52	8										24	22			66				1	1						2,000				4	4				
Beddington	69	42	36			42	.52	16										86		3						2	2						1,600		1		3	3				
Brookton	149	100	80	82	64	114	.50	8										24	20			60		2		2	2						2,000		2		1	1				
Calais	2569	1320	1150	1305	1155	1865	.45	10										230	26			598				13	13						30,000		3		3	28				
Centerville	60	30	26	26	21	51	.40	9										9	10			10				1	1						1,000		1		1	5				
Charlotte	186	97	81	130	108	133	.50	8										40	10	3		63	5	5		5	2					1,200				2	2					
Cherryfield	671	396	364	184	174	476	.40	23										274	10			30	9			10	7						12,000		2		1	12				
Columbia	254	206	184	183	160	210	.67	10										71	11	2		68				7	2						700		2		3	5				
Columbia Falls	267	141	123	57	51	207	.33	18										90	7			90	7			3	14	4					6,000		2		4	4				
Cooper	119	71	56	67	57	81	.47	7										31	14	4		41	5			5	5						2,000		2		3	3				
Crawford	60	48	39	46	31	49	.58	9										19	8	2		16	2			2	2						800		2		1	2				
Cutler	311	177	143	184	158	221	.49	9										67	11	3		92	8			8	4						2,500		3		3	7				
Danforth	389	216	173	246	192	248	.47	9										66	16	2		128				7	7						4,000		2		5	6				
Deblois	30	20	17	26	21	28	.63	8										8	10			10				1	1						1,100		1		1	1				
Dennysville	173	103	95	92	80	123	.51	10										32	22	3		67				3	3						2,300				1	3				
East Machias	579	352	204	285	261	379	.40	10										120	19	2		233	7			9	2						5,550		1		2	13				
Eastport	1870	891	658	860	618	1175	.34	19										171	19			171				7	7						13,000		2		4	16				
Edmunds	171	162	80	133	106	128	.54	9										36	17	4		71				4	1						400				1	4				
Forest City	130	74	58	66	54	82	.43	22										22	11			11				1	1						1,000				1	1				
Harrington	436	187	168	302	264	315	.50	9										75	13	2		149				10	10						3,500		2		5	6				

Jonesborough	201	145	126	146	130	169	.64	10		80	10	70	-	-	7	4	-	-	3,000	1	2	7	
Jonesport	776	413	302	454	411	522	.46	8	3	95	13	4	153	13	-	11	9	-	9,700	1	4	10	
Kossuth	No returns																						
Lubec	731	352	295	417	378	445	.46	9	1	120	15	3	203	13	-	14	6	-	3,000	-	9	13	
Machias	862	402	374	431	354	451	.42	22		308	22		308	-	-	10	10	1	15,000	2	3	13	
Machiasport	529	288	243	352	288	357	.50	10	3	86	15	3	140	10	1	8	8	-	4,000	2	5	6	
Marion	45	29	26	33	24	31	.55	9	2	28	8	4	26	4	-	3	2	-	400	-	-	3	
Marshfield	144	97	84	91	76	97	.56	10		30	11		33	2	-	2	2	-	700	1	2	2	
Meddybemps	39	-	-	22	13	22	.56		-	-	13		13	2	-	2	1	-	500	-	1		
Millbridge	635	354	313	366	312	424	.50	9	3	117	12		144	11	2	10	6	-	5,600	-	5	12	
Northfield	59	42	31	38	33	45	.54	9		18	11	3	23	2	-	3	2	-	500	-	1	2	
Pembroke	692	356	310	370	297	511	.44	10		110	17	2	172	-	-	11	11	-	15,000	3	5	9	
Perry	408	236	202	252	209	352	.50	9	4	107	11	3	126	11	-	11	8	-	1,500	-	4	11	
Princeton	391	211	185	195	161	256	.44	12	1	62	17	3	88	4	-	5	5	-	4,000	2	3	3	
Robbinston	304	148	113	167	134	169	.41	11	1	67	10	1	62	6	-	6	4	-	2,500	-	4	6	
Steuben	377	245	202	263	216	308	.55	9	4	98	12		133	11	1	10	8	-	3,500	-	4	11	
Talmadge	52	35	28	35	28	35	.67	12		24	12		24	-	-	2	2	-	700	-	-	2	
Topsfield	136	81	79	93	87	93	.61	10		40	10		40	4	1	4	1	-	3,000	2	3	4	
Trescott	194	94	77	115	84	118	.41	8	2	42	9	3	66	6	-	8	3	-	800	-	3	5	
Vanceboro'	221	154	120	124	99	163	.50	23	2	96	10		30	2	-	2	2	-	2,000	-	-	4	
Waite	85	70	46	38	30	73	.46	9	1	37	9	3	19	2	1	3	3	-	2,500	-	1	4	
Wesley	82	58	45	53	41	76	.52	7		28	8		24	4	-	4	2	-	2,500	2	1	2	
Whiting	158	110	100	134	120	123	.69	10		60	9	2	56	6	-	5	4	-	1,550	-	2	6	
Whitneyville	169	86	58	111	73	120	.39	17		17	21		21	-	-	1	1	-	1,200	1	1	1	
Plantations.																							
Codyville	33	25	18	-	-	27	.55	20		20	-		-	-	-	1	1	-	400	-	-	1	
No. 14	50	33	24	35	24	41	.48	8	2	17	9	-	18	2	-	2	2	-	800	1	-	1	
No. 18	18	17	14	-	-	17	.78	9		9	-		-	-	-	1	1	-	75	-	-	1	
No. 21	38	31	27	25	24	31	.67	8		16	12		24	2	-	2	-	-	150	-	1	2	
	16,606	9171	7537	9079	593	11526	.46	11	1	3401	13	2	4958	206	13	272	198	3	1850	182,025	44	106	280

WASHINGTON COUNTY—CONCLUDED.

Towns.	No. of Female Teachers employed in Fall and Winter 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 1887.	Not less than 80 cts. for each inhabitant.			Amount raised per scholar.	Amount available from Town Treasury from April 1, 1887, to April 1, 1888.	Amount available from State Treasury from April 1, 1887, to April 1, 1888.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.	Balance Unexpended April 1, 1888.	Balance Over-expended April 1, 1888.
								Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.								
Addison.....	11	4	21 60	4 26 1 55	48 00	994	-	4	2 72	1077 30	625 43	-	1702 73	1659 18	43 55			
Alexander.....	1	-	35 00	4 25 1 63	37 00	351	-	-	2 20	455 22	272 72	113 27	841 21	770 92	70 29			
Baileyville.....	5	-	-	3 41 1 70	15 00	325	24	-	2 88	448 61	192 60	-	641 21	540 12	101 09			
Baring.....	3	-	1 40 00	3 83 2 50	14 00	307	65	-	2 92	322 73	178 97	16 00	517 70	564 75	-	47 05		
Beddington.....	-	2	35 00	5 38 2 00	18 50	236	133	-	2 84	282 20	141 47	36 00	459 67	403 76	55 91			
Brookton.....	2	-	1 25 00	5 25 2 87	10 50	400	132	-	2 72	517 34	250 56	102 00	869 90	731 73	138 17			
Calais.....	23	3	-	7 50 3 00	300 00	5875	937	-	2 39	5875 00	4197 47	-	10072 47	10083 51	-	11 04		
Centerville.....	1	-	30 00	5 00 2 00	-	150	40	-	2 50	147 35	102 27	30 00	279 62	177 14	102 48			
Charlotte.....	4	-	33 00	4 88 1 75	38 25	400	9	-	2 14	421 71	318 74	57 00	797 45	721 71	75 74			
Cherryfield.....	3	2	50 00	6 27 2 15	100 00	1500	66	-	2 19	1527 84	1164 17	31 00	2723 01	2617 04	105 97			
Columbia.....	2	2	23 67	5 56 1 63	25 00	590	76	-	2 20	588 79	456 81	19 68	1065 28	1019 78	45 50			
Columbia Falls.....	3	1	33 50	8 81 2 06	25 00	610	62	-	2 23	603 58	465 32	60 00	1128 90	1141 42	-	12 52		
Cooper.....	-	-	22 80	3 33 1 75	18 00	300	23	-	2 42	351 40	206 82	86 62	644 84	592 92	51 92			
Crawford.....	-	-	26 33	4 50 1 78	8 00	200	35	-	3 08	200 00	110 00	7 50	317 50	277 42	40 08			
Cutler.....	6	-	32 00	3 90 1 75	25 00	750	87	-	2 40	991 63	533 50	132 00	1657 13	1326 74	330 39			
Danforth.....	9	-	21 00	4 40 2 01	18 75	1200	710	-	3 21	1222 48	637 48	23 40	1883 36	1881 64	1 72			
Deblois.....	-	-	27 00	2 25 5 00	90	90	6	-	2 90	104 38	52 84	27 00	184 22	186 05	-	1 83		
Dennysville.....	5	3	50 00	7 33 3 12	25 00	418	-	-	2 29	261 63	310 22	-	571 85	807 52	-	235 67		
East Machias.....	13	1	91 62	4 40 2 00	65 00	1509	9	-	2 60	1675 70	985 20	42 24	2703 14	2522 80	180 34			
Eastport.....	15	2	66 00	6 50 3 00	25 00	4000	795	-	2 29	4000 00	3232 88	21 47	7254 35	8086 28	-	831 93		
Edmunds.....	4	-	35 00	5 54 1 87	20 00	356	-	-	1 91	472 87	308 51	133 00	914 38	861 44	52 94			
Forest City.....	1	-	-	6 00 3 00	-	150	-	-	1 01	150 00	170 45	-	320 45	319 44	1 01			
Harrington.....	11	1	34 00	4 09 1 98	37 00	1250	218	-	2 83	1286 05	751 68	2 34	2040 07	1918 80	121 27			

COMMON SCHOOLS.

Jonesborough	5	-	17 00	3 50	1 83	30 00	470	26	-	2 12	481 74	376 69	-	858 43	925 50	-	67 07
Jonesport	14	4	44 20	4 81	2 48	42 00	1250	-	-	1 58	1525 77	1351 67	-	2877 44	2568 96	308 48	
Kossuth	No Returns.																
Lubec	5	2	34 03	4 50	2 50	30 00	1975	288	-	2 02	2513 86	1281 79	-	3795 65	3387 52	408 13	
Machias	13	1	69 00	4 00	2 70	100 00	2200	438	-	2 51	2200 00	1741 43	64 48	4005 95	3968 53	37 38	
Machiasport	4	1	34 00	4 00	2 43	30 00	1250	25	-	2 37	1485 56	899 98	-	2385 54	2232 19	153 35	
Marion	3	-	-	2 33	1 40	10 00	146	-	-	3 48	254 57	71 59	13 00	339 16	225 69	113 47	
Marshfield	1	-	77 00	5 25	3 50	8 00	300	60	-	2 22	346 20	230 11	-	576 31	517 38	58 93	
Meddybemps	-	-	35 00	-	1 50	7 00	200	62	-	3 33	296 43	102 27	-	398 70	327 75	70 95	
Millbridge	17	1	39 75	4 25	2 58	50 00	1442	40	-	2 41	1659 50	1022 63	-	2682 13	2522 47	159 66	
Northfield	2	1	35 00	3 31	1 67	2 25	200	46	-	3 50	247 72	103 91	14 40	366 03	333 87	32 16	
Pembroke	7	-	45 00	3 44	2 00	75 00	1859	-	-	2 58	2274 28	1225 53	-	3499 81	2837 49	662 32	
Perry	4	1	38 00	4 00	2 25	60 00	838	-	-	2 18	936 84	639 18	155 70	1731 72	1672 00	59 12	
Princeton	3	-	31 00	4 39	2 17	25 00	850	20	-	2 24	1019 85	647 71	-	1667 56	1690 93	-	23 37
Robbinston	2	-	35 00	4 60	2 50	25 00	745	17	-	2 31	945 80	550 50	106 95	1603 25	1358 22	245 03	
Steuben	9	-	31 50	3 78	2 52	38 00	932	-	-	2 33	1068 10	683 50	154 85	1906 45	1767 73	138 72	
Talmadge	2	-	-	4 00	2 00	3 80	100	10	-	1 88	315 94	90 34	128 40	534 68	331 09	203 59	
Topsfield	-	2	27 00	4 25	2 25	45 00	380	28	-	2 59	299 23	250 56	50 00	599 79	694 21	-	94 42
Trescott	4	1	25 00	3 70	2 01	24 25	442	-	-	2 18	444 06	347 52	-	781 58	741 64	39 94	
Vanceboro'	3	1	-	4 62	2 45	24 00	400	95	-	1 67	560 05	409 08	174 84	1143 97	1178 78	-	34 81
Waite	1	1	26 00	4 00	2 00	10 00	200	37	-	2 22	291 10	153 00	118 00	562 10	451 49	110 61	
Wesley	2	-	24 19	4 05	1 47	9 50	225	45	-	2 47	298 82	155 11	78 00	531 93	341 89	190 04	
Whiting	4	-	32 00	3 63	1 76	18 00	459	110	-	3 13	577 80	245 45	80 00	903 25	756 00	147 25	
Whitneyville	1	-	24 00	3 50	3 50	20 00	400	6	-	2 33	425 01	293 17	6 00	724 18	730 09	-	5 91
Plantations.																	
Codyville	1	-	-	3 75	1 25	12 00	85	22	-	2 50	156 30	57 96	-	214 26	166 40	47 86	
No. 14	2	-	24 00	4 08	2 07	9 00	140	9	-	2 37	263 79	105 89	72 57	442 25	255 88	186 37	
No. 18	-	-	-	2 25	2 00	2 00	34	2	-	2 00	34 00	20 45	-	54 45	41 75	12 70	
No. 21	1	-	18 00	3 00	1 57	5 00	100	13	-	2 13	95 00	80 11	-	175 11	196 37	-	21 26
<hr/>																	
	238	42	35 92	4 49	2 15	1642 80	39,574	4830	10	12 38	44,002 13	28,793 24	2157 71	74,952 08	71,434 53	4904 43	1386 88

APPENDIX.

YORK COUNTY.

Towns.	No. of Children belonging in town between the ages of 4 and 21 years			No. registered in Fall and Winter Terms.	Average number in Fall and Winter Terms.	Number of different Pupils Registered.	Percentage of Average Attendance.			Average length of Spring and Summer Terms in weeks and days, 5 days per w'k.			Aggregate length of Spring and Summer Terms in weeks, 5 days per w'k.			Average length of Fall and Winter Terms in weeks and days, 5 days per w'k.			Aggregate length of Fall and Winter 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 Spring and Summer Terms.	Number of Male Teachers employed in Fall and Winter Terms.	No. of Female Teachers employed in Spring and Summer Terms.
	No. registered in Spring and Summer Terms	Average No. in Spring and Summer Terms.	No. registered in Fall and Winter Terms.				w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.											d.
Acton.....	283	177	148	196	134	198	.50	7	3	69	13	3	149	14	14	8	4,500	-	-	3	9										
Alfred.....	334	184	133	217	140	222	.41	9	2	75	13	3	120	7	-	7	5,000	-	-	3	7										
Berwick.....	660	330	276	351	285	496	.43	9	4	138	21	4	282	12	-	14	14,000	-	-	4	19										
Biddeford.....	4378	1541	1318	1352	1187	1732	.29	12	-	504	24	-	1008	12	2	23	105,000	-	-	7	37										
Buxton.....	597	345	295	397	327	404	.51	10	4	153	19	3	316	16	-	16	6,400	-	-	1	11										
Cornish.....	356	180	157	239	184	254	.51	8	2	59	12	-	95	6	3	7	8,000	-	-	7	6										
Dayton.....	157	85	76	93	76	94	.48	11	-	44	11	3	47	4	2	4	2,200	-	-	3	4										
Eliot.....	388	215	175	222	173	231	.45	16	2	148	13	-	117	8	-	8	8,000	-	-	3	8										
Hollis.....	393	251	207	279	226	285	.55	8	3	113	12	4	165	13	1	13	4,000	-	-	1	12										
Kennebunk.....	817	465	393	520	430	560	.50	10	2	158	22	-	330	11	-	14	16,000	-	-	2	13										
Kennebunkport,	646	440	372	424	388	445	.59	10	-	150	12	-	180	12	1	12	7,800	-	-	3	15										
Kittery.....	868	522	415	461	432	558	.49	17	2	228	12	2	161	9	-	10	15,600	-	-	1	14										
Lebanon.....	447	279	236	225	183	325	.47	8	2	153	9	3	171	19	2	18	5,000	-	-	1	17										
Limerick.....	278	142	120	205	162	205	.51	8	1	73	12	4	116	9	-	9	2,000	-	-	1	9										
Limington.....	350	147	129	305	242	305	.53	10	-	99	9	1	92	10	1	14	3,000	-	-	7	10										
Lyman.....	277	200	170	176	144	222	.57	8	3	86	9	-	72	10	1	9	5,000	-	-	3	12										
Newfield.....	245	143	121	182	152	182	.56	8	1	57	13	-	90	7	1	7	4,500	-	-	1	6										
North Berwick..	550	280	233	289	250	331	.44	9	-	144	9	-	153	-	-	18	10,000	-	-	1	15										
Old Orchard....	154	87	68	82	66	101	.44	12	-	36	24	-	72	-	-	1	3,000	-	-	1	2										
Parsonsfield....	450	145	122	322	268	325	.43	10	1	73	12	-	194	16	-	3	9,100	-	-	1	6										

Saco.....	1650	922	819	904	755	1055	.48	10	1	234	22	1	512	8	-	15	14	-	-	35,000	2	10	24
Sanford	1131	593	491	736	617	736	.50	9		161	16		284	14	3	15	15	-	-	5,000	4	4	14
Shapleigh	283	154	128	177	158	208	.51	8	3	67	13		129	10	2	9	7	-	-	3,000	-	5	8
South Berwick ..	1054	497	420	810	738	957	.55	10		150	20		300	13	2	13	10	-	-	12,000	1	1	14
Waterborough ..	393	207	184	283	231	297	.53	7	1	80	11	4	129	13	1	13	11	-	-	6,000	1	7	10
Wells	684	415	359	466	403	506	.56	9	2	149	12	2	212	17	-	17	16	-	-	10,000	-	10	16
York	714	384	308	349	254	419	.39	8	2	116	12		168	-	-	14	10	-	-	7,500	-	7	15
	18,537	9330	7873	11,262	8605	11,733	.44	10		3517	14	3	5664	270	25	330	269	3	9200	316,600	31	143	335

YORK COUNTY—CONCLUDED.

Towns.	No. of Female Teachers employed in Fall and Winter 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 1887.	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, 1887, to April 1, 1888.	Amount available from State Treasury from April 1, 1887, to April 1, 1888.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.	Balance Unexpended April 1, 1888.	Balance Over-expended April 1, 1888.
Acton.....	10	3	20 00	4 00	2 00	30 00	1000	160	-	3 42	1,066 60	488 40	30 00	1585 00	1498 08	86 92	
Alfred.....	6	2	53 32	4 73	2 64	60 00	1300	419	-	3 68	1,456 40	620 68	-	2077 08	1730 07	347 01	
Berwick.....	8	2	42 00	4 31	2 00	130 00	3000	781	-	4 56	3,252 98	1,119 86	-	4372 84	3993 31	379 53	
Biddeford.....	37	3	76 50	9 50	3 50	1500 00	18000	7878	-	4 09	13,197 29	7,742 97	-	20940 17	29497 59	-	8551 42
Buxton.....	12	8	30 00	4 41	2 50	75 00	2500	716	-	3 99	3,298 29	1,068 72	-	4366 93	3069 29	1297 64	
Cornish.....	4	2	26 25	4 75	2 17	66 50	935	-	-	2 77	996 50	576 13	87 78	1660 41	1553 39	107 02	
Dayton.....	1	2	27 00	4 20	2 37	17 50	600	126	-	4 09	714 57	250 56	-	965 13	889 24	75 89	
Eliot.....	4	2	47 00	7 17	2 75	60 00	1800	488	-	4 21	1,917 19	727 82	-	2644 92	2579 00	65 92	
Hollis.....	6	3	25 00	3 52	1 92	40 00	1250	16	-	3 19	1,528 63	668 16	-	2196 79	2040 08	156 71	
Kennebunk.....	16	1	103 92	5 00	2 00	122 00	2600	318	-	3 16	2,555 13	1,402 80	-	3957 93	3823 62	134 31	
Kennebunkport.....	12	3	32 00	6 00	2 50	95 00	2000	76	-	3 10	2,339 07	1,101 11	-	3440 18	3110 49	329 69	
Kittery.....	14	2	40 00	5 50	2 25	180 00	2700	116	-	3 24	2,748 67	1,421 56	-	4170 23	3924 03	246 20	
Lebanon.....	9	4	24 00	4 00	2 50	92 00	1281	-	-	2 78	1,424 50	784 07	-	2208 57	2005 28	203 29	
Limerick.....	11	1	25 00	3 48	1 87	68 00	1002	-	-	3 61	1,269 02	473 85	9 43	1752 30	1492 83	359 47	
Limington.....	4	1	30 00	4 00	1 80	60 75	1200	56	-	3 25	1,750 81	628 96	-	2379 77	2208 71	171 06	
Lyman.....	5	2	22 66	5 00	2 00	44 25	801	1	-	2 99	814 69	472 14	7 60	1374 43	1336 94	37 49	
Newfield.....	6	2	28 75	4 25	2 37	37 65	797	1	-	3 45	821 04	372 27	-	1193 31	1189 27	4 04	
North Berwick.....	13	1	20 00	3 70	2 20	75 00	2000	559	-	3 75	2,103 57	947 89	94 99	3146 45	3411 46	-	265 01
Old Orchard.....	1	1	60 00	7 50	3 50	10 00	600	200	-	3 59	591 14	284 68	-	875 79	709 61	166 18	
Parsonsfield.....	9	1	24 80	3 42	2 02	99 50	1300	10	-	2 87	1,496 71	772 15	76 41	2345 29	2126 90	218 39	

Saco.....	27	2	39 52	7 69 3 45	300 00	9000	3883	-	5 42	10,663 32	2,832 88 257 57	13753 77	11402 99	2350 78
Sanford.....	17	1	33 29	5 44 2 29	95 00	2500	313	-	2 28	2,573 78	1,868 13 3 76	4445 67	4152 15	293 52
Shapleigh.....	7	-	23 00	4 70 1 83	50 00	902	-	-	2 95	1,034 44	519 87 45 61	1599 92	1410 68	189 24
South Berwick....	14	-	32 00	6 03 2 50	100 00	2650	608	-	2 61	3,049 89	1,728 36 282 93	5061 18	4042 00	1019 18
Waterborough....	7	-	36 30	5 44 2 00	50 00	1186	-	-	2 94	1,995 98	686 91 -	2682 39	1842 66	840 23
Wells.....	14	-	35 00	5 00 2 00	148 00	2300	340	-	3 06	2,694 83	1,277 33 -	3972 15	3463 30	508 85
York.....	11	1	35 00	5 63 3 00	125 00	2000	30	-	3 91	2,000 00	872 60 -	2872 60	2872 60	-
	286	44	36 75	5 12 2 37	1731 15	67,207	17,095	-	3 64	69,434 78	31,710 80 896 12	102,041 70	101,275 57	9588 56 8822 43

SUMMARY.

Counties.	No. of Children belonging in county between the ages of 4 and 21 years.		No. registered in Spring and Summer Terms.		Average No. in Spring and Summer Terms.		No. registered in Fall and Winter Terms.		Average number in Fall and Winter Terms.		Number of different Pupils Registered.	Percentage of Average Attendance.		Average length of Spring and Summer Terms in weeks and days, 5 days per w'k.		Aggregate length of Spring and Summer Terms in weeks, 5 days per w'k.		Average length of Fall and Winter Terms in weeks and days, 5 days per w'k.		Aggregate length of Fall and Winter Terms in weeks, 5 days per w'k.		Number of Districts in county.	Number of Parts of Districts in county.
	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.		♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.		
Androscoggin.....	14,982	6,722	6,018	7,311	6,578	7,958	.42	9	3	2,567	15	2	4,805	62	6								
Aroostook.....	19,084	10,744	8,205	8,775	6,761	12,471	.39	12	2	5,246	10	4	3,521	325	24								
Cumberland.....	28,226	15,329	12,401	16,081	12,939	18,215	.41	9	2	3,621	15	2	6,097	206	10								
Franklin.....	5,424	3,044	2,543	3,731	3,091	4,346	.52	7	3	1,461	11	1	2,380	184	25								
Hancock.....	13,138	7,244	6,181	8,103	6,720	9,388	.49	9	1	2,588	11	1	3,505	256	12								
Kennebec.....	15,913	8,414	7,189	9,515	7,734	10,718	.47	9	2	3,344	13	4	5,085	199	7								
Knox.....	9,828	5,820	4,974	6,080	5,040	6,896	.51	11	1	2,410	14	1	2,485	138	13								
Lincoln.....	7,587	4,366	3,663	4,856	4,112	5,637	.51	9	1	1,844	12	1	2,318	184	5								
Oxford.....	9,925	5,769	4,949	6,630	5,694	7,328	.54	8	3	2,920	11	3	4,166	332	27								
Penobscot.....	22,323	13,095	10,774	13,225	11,143	15,062	.49	9	2	5,320	12	4	7,888	366	20								
Piscataquis.....	4,921	2,904	2,360	3,190	2,600	3,769	.50	9	1	1,277	12	4	1,770	105	12								
Sagadahoc.....	5,947	3,860	3,258	4,211	3,430	4,521	.56	10	2	1,489	13	2	2,007	47	7								
Somerset.....	10,105	5,803	4,848	7,070	5,730	7,527	.52	8	2	2,424	11	2	3,801	285	27								
Waldo.....	9,434	5,419	4,508	6,230	5,192	7,065	.51	8	4	2,285	11	3	3,181	259	31								
Washington.....	16,606	9,171	7,537	9,979	7,593	11,526	.46	11	2	3,401	13	2	4,958	206	13								
York.....	18,537	9,330	7,873	11,262	8,605	11,753	.44	10	1	3,517	14	3	5,664	270	25								
	211,980	117,034	97,281	125,349	102,962	144,180	.47	9	3	45,704	12	4	63,631	3,424	257								

SUMMARY — CONTINUED.

Counties.	Number of School-houses in country.	Number in good condition.	Number of School-houses built last year.	Cost of the same.	Estimated value of all School Property in county.	Number Male Teachers employed in Spring and Summer Terms.	Number of Male Teachers employed in Fall and Winter Terms	No. of Female Teachers employed in Spring and Summer Terms.	No. of Female Teachers employed in Fall and Winter 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.
Androscoggin	197	159	4	4,729	329,050	19	75	257	226	35	42 65	4 33	2 07	2,826 55
Aroostook.....	361	225	19	12,628	112,138	26	94	382	217	53	33 30	3 90	1 64	1,720 47
Cumberland	338	260	4	45,070	749,110	32	117	487	452	80	40 13	5 36	2 36	4,593 51
Franklin	192	121	3	1,264	69,530	2	67	181	172	38	26 93	3 51	1 64	840 00
Hancock	279	209	10	9,680	173,415	13	125	282	189	40	34 85	4 04	2 00	1,843 23
Kennebec	347	249	11	33,000	321,425	18	93	349	331	52	34 70	4 31	2 04	2,627 73
Knox.....	163	115	3	4,900	133,580	11	71	196	168	41	40 70	4 98	2 34	1,182 67
Lincoln	186	142	4	1,875	98,100	9	101	186	108	24	32 82	4 39	2 38	1,091 35
Oxford	348	252	-	-	119,575	19	139	320	258	19	25 54	3 55	1 65	1,611 17
Penobscot	476	379	5	10,350	321,445	18	148	562	483	82	32 32	3 97	1 86	3,947 75
Piscataquis.....	142	92	2	1,025	57,550	6	35	140	127	21	28 50	3 91	1 88	676 24
Sagadahoc	107	95	-	-	134,850	8	32	130	114	22	45 72	4 49	2 13	923 43
Somerset	337	217	3	1,490	112,750	7	68	298	303	26	29 80	3 85	1 51	2,085 40
Waldo	262	167	3	1,600	97,600	6	151	258	168	39	29 14	3 50	1 74	1,130 37
Washington.....	272	198	3	1,850	182,025	44	106	280	238	42	35 92	4 49	2 15	1,642 80
York.....	330	269	3	9,200	316,600	31	143	335	286	44	36 75	5 12	2 37	3,731 15
	4337	3155	77	138,661	3,328,743	269	1565	4643	3840	658	34 36	4 23	1 92	33,287 43

APPENDIX.

SUMMARY — CONCLUDED.

Counties.	Am't of School Money voted in 1887.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from Town Treasury from April 1, 1887, to April 1, 1888.	Amount available from State Treasury from April 1, 1887, to April 1, 1888.	Amount derived from Local Funds.	Total School Resources.	Total amount actually expended for Public Schools from April 1, 1887, to April 1, 1888.	Balance Unexpended April 1, 1888.	Balance Over-expended April 1, 1888.
		Excess above am't required by law.	Less than the am't required by law.								
Androscoggin.....	54,382	18,349	-	3 73	57,144 45	24,810 66	754 56	82,709 67	82,542 31	2,670 44	2,503 08
Aroostook.....	31,163	3,372	57	1 63	37,870 82	32,240 42	4,328 54	74,439 78	66,267 47	8,735 16	562 85
Cumberland.....	136,818	67,622	1	4 76	145,369 68	49,473 04	2,624 28	197,467 00	191,050 39	8,176 94	1,760 33
Franklin.....	15,668	1,289	11	2 83	18,224 32	9,365 32	775 40	28,365 04	25,065 94	3,322 97	23 87
Hancock.....	33,699	3,382	1	2 58	37,915 68	22,245 47	1,053 70	61,214 85	56,030 11	5,186 17	1 43
Kennebec.....	54,353	12,450	223	3 37	60,558 17	27,822 55	480 83	88,761 55	84,885 25	4,087 00	210 70
Knox.....	29,161	3,091	13	2 93	32,455 17	16,904 40	790 59	50,150 16	47,934 51	2,504 05	288 40
Lincoln.....	21,685	1,938	3	2 78	24,956 17	13,478 01	311 38	38,745 56	34,859 43	4,063 20	177 07
Oxford.....	28,690	2,652	1	2 85	32,406 35	17,442 26	1,750 35	51,598 96	48,214 68	3,680 34	296 06
Penobscot.....	73,998	17,937	68	3 30	80,790 85	37,863 40	4,121 30	122,775 55	116,099 73	8,132 43	1,456 61
Piscataquis.....	12,767	1,430	2	2 59	13,728 47	8,215 18	1,034 21	22,977 86	21,910 88	1,193 30	126 32
Sagadahoc.....	19,555	3,137	3	2 25	19,290 89	10,729 09	222 43	30,242 41	30,173 56	734 95	666 10
Somerset.....	29,855	4,369	168	2 94	33,532 84	17,224 00	1,222 83	51,979 67	47,752 79	4,410 59	183 71
Waldo.....	27,459	1,419	3	2 89	30,094 15	16,172 19	4,078 14	50,344 48	46,353 07	3,991 41	
Washington.....	39,574	4,830	101	2 38	44,002 13	28,793 24	2,157 71	74,952 48	71,434 53	4,908 43	1,386 88
York.....	67,207	17,095	-	3 64	69,434 78	31,710 80	896 12	102,041 70	101,275 57	9,588 56	8,822 43
	676,034	164,362	652	3 14	737,774 92	364,490 03	26,602 37	1,128,765 32	1,071,850 22	75,381 94	18,465 84

SPECIAL COMMON SCHOOL STATISTICS.

Counties.	No. towns making re- turns	No. different schools in county.	No. graded schools.	No. ungraded schools.	Per cent of ungraded schools to whole number.	No ungraded schools in which U. S. History is taught.	No. ungraded schools in which Physiology is taught.	No. ungraded schools in which Book-Keeping is taught.	No ungraded schools in which are taught branches other than those mentioned in the statutes.	No. towns in which the schools are well supplied with text-books.	No. towns in which the schools are not well sup- plied with text-books.
Androscoggin	13	238	85	153	.36	108	118	66	46	13	
Aroostook.....	66	420	29	391	.07	242	225	115	71	50	16
Cumberland	26	376	104	272	.28	187	186	111	118	25	1
Franklin.....	24	211	20	191	.09	106	132	68	57	22	2
Hancock.....	35	303	36	267	.12	191	211	105	82	31	4
Kennebec.....	30	364	86	278	.23	194	204	126	106	27	3
Knox.....	16	194	63	131	.32	72	93	58	43	16	
Lincoln.....	17	195	24	171	.12	119	138	87	51	16	1
Oxford.....	39	359	26	333	.07	185	208	132	107	35	4
Penobscot.....	62	559	138	421	.25	280	275	174	165	58	4
Piscataquis.....	20	149	15	134	.10	100	102	69	40	20	
Sagadahoc.....	11	112	31	81	.28	48	52	40	36	11	
Somerset.....	37	344	39	305	.11	145	200	119	83	36	1
Waldo.....	26	276	31	245	.11	136	161	113	87	25	1
Washington.....	50	311	93	218	.30	135	152	86	49	44	6
York.....	27	382	99	283	.26	170	206	103	100	27	
	499	4,793	919	3,874	.19	2,418	2,663	1,572	1,241	456	43

APPENDIX.

SPECIAL COMMON SCHOOL STATISTICS.—Concluded.

Counties.	No. towns having uniformity of text-books.	No. towns not having uniformity of text-books	No. ungraded schools supplied with globes.	No. ungraded schools supplied with wall maps	No. ungraded schools supplied with charts.	No. different teachers employed.	No. teachers continued through the year.	No. teachers who have had previous experience	No. teachers who have not had previous experience.	Percentage of experienced teachers to whole number.	No. teachers who failed to return registers according to law.	No. schools not visited by school officer at least twice in each term.	No. towns having the town or unit system.
Androscoggin.....	11	2	8	79	31	379	149	332	47	.88	5	25	7
Aroostook.....	50	16	13	152	40	572	171	486	86	.85	11	109	11
Cumberland.....	25	1	47	126	53	703	338	598	105	.85	6	46	9
Franklin.....	21	3	50	75	33	333	44	262	71	.79	5	72	5
Hancock.....	27	8	43	120	34	465	85	406	59	.87	2	72	5
Kennebec.....	22	8	41	131	67	547	172	451	96	.82	7	39	14
Knox.....	16	-	20	48	17	322	86	273	49	.85	1	53	4
Lincoln.....	13	4	19	56	22	328	52	260	68	.80	2	17	1
Oxford.....	32	7	25	83	38	587	85	455	132	.77	11	68	4
Penobscot.....	53	9	24	123	25	879	245	733	146	.83	14	85	16
Piscataquis.....	20	-	14	38	17	226	47	196	30	.87	1	39	5
Sagadahoc.....	9	2	3	41	10	187	71	158	29	.85	-	8	5
Somerset.....	27	10	33	74	37	546	92	473	73	.79	29	81	7
Waldo.....	22	4	8	43	5	486	60	404	82	.83	14	85	
Washington.....	40	10	19	102	16	476	158	400	76	.84	2	66	17
York.....	26	1	58	87	48	562	209	479	83	.85	7	59	3
	414	85	425	1,376	493	7,598	2,064	6,366	1,232	.84	117	924	113

COMPARATIVE STATEMENT—I.

Items.	1887.		1888.		Increase.	Decrease.
Whole number of scholars between four and twenty-one.....	212,574		211,980		-	594
Number registered in spring and summer terms.....	125,816		117,034		-	8,782
Average attendance in spring and summer terms.....	104,516		97,281		-	7,235
Number registered in fall and winter terms.....	118,598		125,349		6,751	
Average attendance in fall and winter terms.....	97,897		102,962		5,065	
Per cent of average attendance to whole number.....	.48		.47		-	.01
Per cent of average attendance to registration in spring and summer.....	.80		.93		.13	
Per cent of average attendance to annual registration.....	.70		.69½		-	.00½
Whole number different scholars registered during year.....	145,530		144,180		-	1,350
Average length of summer schools in weeks and days.....	11w. 1d.		9w. 3d.		-	1w. 3d.
Average length of fall and winter terms in weeks and days.....	11w. 1d.		12w. 4d.		1w. 3d.	
Average length of schools for the year.....	22w. 2d.		22w. 2d.			
Number of school districts in the State.....	3,539		3,424		-	115
" parts of districts.....	249		257		8	
" school-houses.....	4,310		4,337		27	
" school-houses reported in good condition.....	3,144		3,155		11	
" school-houses built during the year.....	63		77		14	
Cost of the same.....	\$160,741		\$133,761		-	26,980
Estimated value of school property in the State.....	\$3,306,367		\$3,328,743		22,376	
Number of male teachers employed in summer.....	418		269		-	149
Number of male teachers employed in winter.....	1,592		1,565		-	27
Number of female teachers employed in summer.....	5,218		4,643		-	575
Number of female teachers employed in winter.....	3,059		3,840		781	
Number of teachers graduates of normal schools.....	657		658		1	
Average wages of male teachers per month (excluding board).....	\$33 82		\$34 36		\$.54	
Average wages of female teachers per week (excluding board).....	4 14		4 23		.09	
Average cost of teacher's board per week.....	2 03		1 92			\$.11
Amount paid for supervision of schools.....	32,532		33,287		755	
Amount of money voted by towns for common schools.....	676,916		676,034		-	882
Excess above amount required by law..	168,546		164,362		-	4,184
Average amount per scholar.....	3 14		3 14			
Amount available from town treasuries for school year.....	746,253		737,775		-	8,478
Amount available from State treasury for school year.....	351,293		364,590		13,297	
Amount derived from local funds.....	26,131		26,602		471	
Total school resources.....	1,123,669		1,128,765		5,096	
Amount expended for common schools..	1,057,513		1,071,850		14,337	
Net balance unexpended.....	66,156		57,916		-	8,240

COMPARATIVE STATEMENT—II.

Items.	1888.	1878.	Increase.	Decrease.
Number of scholars between four and twenty-one	211,980	214,797	-	2,817
Number registered in summer schools..	117,034	127,087	-	10,053
Average attendance " "	97,281	102,805	-	5,524
Number registered in winter schools..	125,349	132,692	-	7,343
Average attendance	102,962	108,940	-	5,978
Per cent of average attendance to whole number .....	.47	.52	-	.45
Average length of summer schools....	9w. 3d	10w. 2d.	-	4d
" " winter "	12w. 4d.	11w. 0d	1w. 4d	
" " schools for the year.	22w. 2d.	21w. 2d.	1w. 0d.	
Number of districts in the State.	3,424	4,005	-	581
" parts of districts in the State..	257	344	-	87
" school-houses " "	4,337	4,215	122	
" school-houses reported in good condition	3,155	2,943	212	
" school-houses built last year..	77	82	-	5
Cost of same	\$133,761	\$92,746	\$41,015	
Estimated value of school property ..	\$3,328,743	\$3,063,418	\$265,325	
Number of male teachers employed in summer	269	274	-	5
Number of male teachers employed in winter	1,565	2,230	-	715
Number of female teachers employed in summer	4,643	4,540	103	
Number of female teachers employed in winter	3,840	2,389	1,451	
Number of teachers graduates of normal schools	658	not repor'd		
Wages of male teachers per month (excluding board)	\$34 36	\$32 63	\$ 1 73	
Wages of female teachers per week (excluding board)	4 23	3 98	25	
Amount of school money voted by towns	676,034	595,173	80,861	
Excess above amount required by law ..	164,362	105,194	59,168	
Average amount per scholar	3 14	2 58	.56	
Amount available from State treasury..	364,590	337,202	27,388	
" derived from local funds	26,602	19,872	6,730	
" paid for school supervision	33,287	30,339	2,948	

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, 1888.

ANDROSCOGGIN COUNTY.

Towns.	Number of Scholars	Money Apportioned.	Towns.	Number of Scholars.	Money Apportioned
Auburn	3,331	\$5,856 91	Minot	477	\$ 838 71
Durham	353	620 68	Poland	646	1,135 87
East Livermore	395	694 53	Turner	573	1,007 50
Greene	272	478 26	Wales	140	246 16
Leeds	342	601 34	Webster	313	550 34
Lewiston	6,778	11,917 78			
Lisbon	1,021	1,795 23	Totals	14,982	26,342 89
Livermore	341	599 58			

AROOSTOOK COUNTY.

			PLANTATIONS.		
Amity	169	297 15	Allagash	120	211 08
Ashland	187	328 80	Bancroft	106	186 38
Benedicta	144	253 20	Cary	189	332 31
Blaine	299	525 73	Castle Hill	212	372 76
Bridgewater	393	691 01	Caswell	99	174 07
Caribou	1,489	2,618 10	Chapman	104	182 86
Easton	390	685 74	Connor	214	376 27
Fort Fairfield	1,147	2,016 78	Crystal	125	219 79
Fort Kent	801	1,408 40	Cyr	220	386 83
Frenchville	1,279	2,248 86	Dyer Brook	101	177 59
Grand Isle	424	745 52	Eagle Lake	156	274 30
Haynesville	95	167 04	Garfield	38	66 82
Hersey	81	142 42	Glenwood	69	121 32
Hodgdon	423	743 76	Hamlin	242	425 32
Houlton	1,162	2,043 15	Hammond	38	66 82
Island Falls	88	154 73	Macwahoc	89	156 48
Limestone	323	567 93	Merrill	126	221 55
Linneus	424	745 52	Molunkus	34	59 78
Littleton	404	710 35	Moro	88	154 73
Ludlow	170	298 91	New Canada	126	221 55
Madawaska	664	1,167 51	New Sweden	263	462 43
Mapleton	350	615 41	Oakfield	286	502 87
Mars Hill	342	601 35	Oxbow	59	103 74
Masardis	197	188 14	Perham	177	311 22
Monticello	436	766 62	Portage Lake	53	93 19
New Limerick	254	416 61	Reed	69	121 32
Orient	83	145 93	St Francis	125	219 79
Presque Isle	1,030	1,811 05	St. John	94	165 28
Sherman	341	599 59	Silver Ridge	78	137 15
Smyna	116	203 96	Wade	56	96 71
Van Buren	526	924 87	Wallagrass	249	437 82
Washburn	416	731 45	Westfield	62	109 02
Weston	177	311 22	Winterville	44	77 37
Woodland	355	624 20			
			Totals	19,199	33,757 65

CUMBERLAND COUNTY.

Towns.	Number of Scholars.	Money Apportioned	Towns.	Number of Scholars.	Money Apportioned.
Baldwin	306	\$ 538 04	New Gloucester	395	\$694 53
Bridgton	782	1,374 99	North Yarmouth	245	430 79
Brunswick	1,745	3,068 24	Otisfield	262	460 68
Cape Elizabeth	1,836	3,228 24	Portland	11,145	19,596 28
Casco	286	502 87	Pownal	258	453 65
Cumberland	560	984 65	Raymond	343	603 10
Deering	1,406	2,472 17	Scarborough	568	998 72
Falmouth	482	847 50	Sebago	248	436 07
Freeport	670	1,178 06	Standish	543	954 76
Gorham	883	1,552 57	Westbrook	2,227	3,915 75
Gray	565	993 44	Windham	613	1,077 83
Harpwell	583	1,025 08	Yarmouth	595	1,046 19
Harrison	360	632 99			
Naples	260	457 16	Totals	28,166	49,524 35

FRANKLIN COUNTY.

Avon	196	344 63	Strong	191	335 84
Carthage	115	202 21	Temple	154	270 78
Chesterville	238	418 48	Weld	282	495 84
Eustis	92	161 77	Wilton	533	937 17
Farmington	948	1,666 88			
Freeman	181	318 25	PLANTATIONS.		
Industry	211	371 00	Coplin	34	59 78
Jay	413	726 17	Dallas	76	133 63
Kingfield	175	307 70	Greenvale	9	15 82
Madrid	143	251 44	Letter E	14	24 61
New Sharon	325	571 45	Perkins	32	56 27
New Vineyard	255	448 37	Rangeley	19	33 40
Phillips	484	851 01			
Rangeley	231	406 17	Totals	5,433	9,552 85
Salem	82	144 18			

HANCOCK COUNTY.

Amherst	123	216 27	Orland	492	868 60
Aurora	65	114 29	Otis	98	172 32
Bluehill	728	1,280 05	Penobscot	448	787 72
Brooklin	362	636 51	Sedgwick	365	641 78
Brooksville	522	917 84	Sullivan	421	740 25
Bucksport	857	1,506 87	Surry	382	671 67
Castine	322	566 18	Tremont	724	1,273 01
Cranberry Isles	118	207 48	Trenton	162	284 85
Dedham	123	216 27	Verona	106	186 38
Deer Isle	1,350	2,373 71	Waltham	89	156 48
Eastbrook	118	207 48			
Eaton	748	1,315 21	PLANTATIONS.		
Ellsworth	1,715	3,015 48	Long Island	65	114 29
Franklin	435	764 86	No. 7	26	45 72
Gouldsborough	592	1,040 92	No. 21	31	54 51
Hancock	394	692 77	No. 33	65	114 29
Ile-au-Haut	83	145 93	Swan's Island	235	413 20
Lamoine	249	437 81			
Mariaville	118	207 48	Totals	13,138	23,100 59
Mount Desert	405	712 11			

KENNEBEC COUNTY.

Towns.	Number of Scholars.	Money Apportioned.	Towns.	Number of Scholars.	Money Apportioned.
Albion	345	\$606 61	Pittston	371	\$652 33
Augusta	2,482	4,364 11	Randolph	310	545 07
Belgrade	327	574 97	Readfield	276	485 29
Benton	362	636 51	Rome	137	240 89
Chelsea	286	502 87	Sidney	357	627 72
China	448	787 72	Vassalborough	637	1,120 04
Clinton	500	879 15	Vienna	181	318 25
Farmingdale	238	418 48	Waterville	2,490	4,378 18
Fayette	222	390 35	Wayne	225	395 62
Gardiner	1,437	2,526 68	West Gardiner	233	409 68
Hallowell	878	1,543 79	Windsor	276	485 29
Litchfield	324	569 69	Winslow	581	1,021 57
Manchester	140	246 16	Winthrop	577	1,014 54
Monmouth	340	597 82	Unity Plantation	26	45 72
Mt. Vernon	270	474 73			
Oakland	594	1,044 43	Totals	15,870	27,904 26

KNOX COUNTY.

Appleton	396	696 29	St. George	866	1,522 69
Camden	1,342	2,359 64	Thomaston	862	1,515 66
Cushing	257	461 89	Union	421	740 25
Friendship	315	553 86	Vinalhaven	874	1,536 75
Hope	225	395 62	Warren	724	1,273 00
Hurricane Isle	86	151 21	Washington	420	738 49
North Haven	217	381 55	Matinicus Isle Pl	58	101 99
Rockland	2,214	3,892 88			
South Thomaston	551	968 83	Totals	9,828	17,280 60

LINCOLN COUNTY.

Alna	179	314 73	Somerville	197	346 39
Boothbay	1,343	2,361 40	Southport	214	376 27
Bremen	243	427 27	Waldoborough	1,042	1,832 16
Bristol	970	1,705 55	Westport	163	286 60
Damariscotta	285	501 11	Whitefield	458	805 31
Dresden	321	564 42	Wiscasset	727	1,278 29
Edgecomb	272	478 26	Monhegan Pl	33	58 02
Jefferson	441	775 42			
Newcastle	389	683 97	Totals	7,587	13,310 24
Nobleborough	310	545 07			

OXFORD COUNTY.

Towns.	Number of Scholars	Money Apportioned.	Towns.	Number of Scholars.	Money Apportioned.
Albany.....	237	\$416 72	Oxford.....	464	\$815 85
Andover.....	262	460 68	Paris.....	971	1,707 31
Bethel.....	637	1,120 04	Peru.....	249	437 81
Brownfield.....	369	648 81	Porter.....	343	603 09
Buckfield.....	368	647 06	Roxbury.....	59	103 74
Byron.....	72	126 60	Rumford.....	308	541 56
Canton.....	329	578 48	Stoneham.....	137	240 89
Denmark.....	277	487 05	Stow.....	124	218 03
Dixfield.....	300	527 49	Sumner.....	314	552 10
Fryeburg.....	416	731 45	Sweden.....	131	230 34
Gilead.....	96	168 80	Upton.....	94	165 28
Grafton.....	38	66 82	Waterford.....	318	559 14
Greenwood.....	284	499 35	Woodstock.....	302	531 01
Hanover.....	54	94 95			
Hartford.....	228	400 90	PLANTATIONS.		
Hebron.....	192	337 60	Franklin.....	46	80 88
Hiram.....	380	668 15	Lincoln.....	18	31 65
Lovell.....	245	430 78	Magalloway.....	22	38 68
Mason.....	36	63 30	Milton.....	102	179 35
Mexico.....	136	239 13			
Newry.....	106	186 38	Totals.....	9,925	17,451 15
Norway.....	861	1,513 90			

PENOBSCOT COUNTY.

Alton.....	115	202 20	Lee.....	339	596 06
Argyle.....	75	131 87	Levant.....	318	559 14
Bangor.....	5,334	9,378 78	Lincoln.....	633	1,113 00
Bradford.....	470	826 40	Lowell.....	169	297 15
Bradley.....	242	425 52	Mattamiscontis.....	18	31 65
Brewer.....	1,043	1,833 90	Mattawamkeag.....	202	355 18
Burlington.....	180	316 49	Maxfield.....	50	87 92
Carmel.....	359	631 23	Medway.....	242	425 52
Carroll.....	224	393 86	Milford.....	267	469 47
Charleston.....	346	608 37	Mt. Chase.....	132	232 10
Chester.....	141	247 93	Newburg.....	285	501 11
Clifton.....	107	188 14	Newport.....	404	710 35
Corinna.....	417	733 21	Oldtown.....	1,240	2,180 30
Corinth.....	359	631 23	Orono.....	803	1,411 91
Dexter.....	756	1,329 28	Orrington.....	400	703 32
Dixmont.....	330	580 24	Passadumkeag.....	112	196 93
Eddingon.....	236	414 96	Patten.....	313	550 34
Edinburg.....	26	45 72	Plymouth.....	235	413 20
Enfield.....	204	358 69	Prentiss.....	146	256 72
Etna.....	260	457 16	Springfield.....	272	478 26
Exeter.....	294	516 94	Stetson.....	210	369 24
Garland.....	307	539 80	Veazie.....	167	293 64
Glenburn.....	195	342 87	Winn.....	332	583 76
Greenbush.....	243	427 26			
Greenfield.....	89	156 48	PLANTATIONS.		
Hampden.....	769	1,352 13	Drew.....	60	105 50
Heron.....	435	764 86	Lakeville.....	57	100 23
Holden.....	201	353 42	No. 2, Grand Falls.....	31	54 51
Howland.....	56	98 47	Stacyville.....	82	144 18
Hudson.....	191	335 84	Webster.....	58	101 99
Kenduskeag.....	177	311 22	Woodville.....	108	189 90
Kingman.....	204	358 69			
Lagrange.....	253	444 85	Totals.....	22,323	39,250 59

PISCATAQUIS COUNTY.

Towns.	Number of Scholars	Money Apportioned.	Towns.	Number of Scholars.	Money Apportioned.
Abbot	214	\$376 27	Sangerville.....	330	580 23
Atkinson.....	257	451 89	Sebec	211	371 00
Blanchard.....	61	107 26	Shirley.....	96	168 80
Brownville.....	322	566 18	Wellington.....	232	407 93
Dover.....	522	917 84	Williamsburg	68	119 56
Foxcroft.....	437	768 38	Willimantic.....	120	211 00
Greenville.....	221	388 59			
Guilford.....	341	599 58	PLANTATIONS.		
Medford.....	127	223 31	Kingsbury.....	87	152 97
Milo.....	306	538 04	Elliottsville.....	13	22 85
Monson.....	394	692 77			
Orneville.....	185	325 28	Totals.....	4,864	8,552 38
Parkman.....	320	562 65			

SAGADAHOC COUNTY.

Arrowsic.....	62	109 02	Richmond.....	865	1,520 93
Bath.....	2,615	4,597 96	Topsham.....	387	680 45
Bowdoin.....	292	513 43	West Bath.....	90	158 25
Bowdoinham.....	476	836 95	Woolwich.....	347	610 13
Georgetown.....	315	553 86			
Perkins.....	28	49 24	Totals.....	5,947	10,456 62
Phipsburg.....	470	826 40			

SOMERSET COUNTY.

Anson.....	442	777 17	St. Albans.....	447	785 96
Athens.....	394	692 77	Skowhegan.....	1,405	2,470 41
Bingham.....	250	439 58	Smithfield.....	161	283 09
Brighton.....	200	351 66	Solon.....	297	522 22
Cambridge.....	126	221 55	Starks.....	299	525 73
Canaan.....	376	661 12			
Concord.....	126	221 55	PLANTATIONS.		
Cornville.....	239	420 23	Carratunk.....	77	135 38
Detroit.....	186	327 04	Dead River.....	36	63 30
Embden.....	210	369 24	Dennistown.....	24	42 20
Fairfield.....	932	1,638 74	Flagstaff.....	33	58 02
Harmony.....	206	362 21	Highland.....	42	73 84
Hartland.....	326	573 21	Jackman.....	57	100 23
Madison.....	571	1,003 99	Lexington.....	78	137 15
Mercer.....	187	328 80	Moose River.....	58	101 99
Moscow.....	186	327 04	No. 1, R. 2, W. K. R..	39	68 56
New Portland.....	362	636 51	The Forks.....	62	109 02
Norridgewock.....	436	814 09	West Forks.....	52	91 44
Palmyra.....	351	617 17			
Pittsfield.....	651	1,144 66	Totals.....	10,105	17,767 65
Ripley.....	154	270 78			

COMMON SCHOOLS.

WALDO COUNTY.

Towns.	Number of Scholars.	Money Apportioned.	Towns.	Number of Scholars.	Money Apportioned.
Belfast	1,493	\$2,625 14	Northport.....	232	\$407 93
Belmont	166	291 88	Palermo	304	534 52
Brooks	250	439 58	Prospect	255	448 37
Burnham.....	315	553 86	Searsmont.....	369	648 81
Frankfort.....	427	750 80	Searsport.....	554	974 10
Freedom	176	309 46	Stockton	374	657 60
Islesborough	369	648 81	Swanville.....	230	404 41
Jackson	187	328 80	Thorndike.....	217	381 56
Knox	261	458 92	Troy	293	515 18
Liberty.....	274	481 77	Unity	316	555 62
Lincolnville..	494	868 60	Waldo	258	453 65
Monroe	349	613 64	Winterport ..	698	1,227 30
Montville	425	747 28			
Morrill.....	142	249 69	Totals.....	9,428	16,577 28

WASHINGTON COUNTY.

Addison	346	608 37	Machiasport.....	529	930 14
Alexander.....	146	256 71	Marion	45	79 12
Baileyville.....	89	156 48	Marshfield	144	253 19
Baring	103	181 10	Meddybemps.....	39	68 57
Beddington.....	69	121 32	Millbridge.....	635	1,116 52
Brookton	149	261 98	Northfield	59	103 73
Calais	2,569	4,517 08	Pembroke	692	1,216 75
Centerville.....	60	105 50	Perry	408	717 39
Charlotte	186	327 04	Princeton	391	687 50
Cherryfield.....	671	1,179 82	Robbinston.....	304	534 52
Columbia	254	446 60	Steuben.....	377	662 88
Columbia Falls..	267	469 47	Talmadge	52	91 43
Cooper	119	209 23	Topsfield.....	136	239 13
Crawford	60	105 50	Trescott.....	194	341 11
Outler	311	546 83	Vanceboro'.....	221	388 59
Danforth	389	683 97	Waite	85	149 55
Deblois	30	52 75	Wesley	82	144 18
Dennysville.....	173	304 18	Whiting	158	277 82
East Machias.....	579	1,018 05	Whitneyville ..	169	297 15
Eastport	1,870	3,288 02			
Edmunds	171	300 67	PLANTATIONS.		
Forest City.....	130	228 58	Codyville	33	58 02
Harrington.....	436	766 62	No. 14.....	50	87 91
Jonesborough.....	201	353 42	No. 18.....	18	31 65
Jonesport.....	776	1,364 44	No. 21.....	38	66 82
Kossuth.....	30	52 75			
Lubec	731	1,285 32	Totals	16,636	29,251 13
Machias.....	862	1,515 66			

YORK COUNTY.

Towns.	Number of Scholars.	Money Apportioned.	Towns.	Number of Scholars.	Money Apportioned.
Acton.....	283	\$497 59	Lyman.....	277	\$487 05
Alfred.....	334	587 27	Newfield.....	245	430 78
Berwick.....	660	1,160 48	North Berwick.....	550	967 07
Biddeford.....	4,378	7,697 85	Old Orchard.....	154	270 78
Buxton.....	597	1,049 71	Parsonsfield.....	450	791 24
Cornish.....	356	625 96	Saco.....	1,650	2,901 20
Dayton.....	157	276 06	Sanford.....	1,131	1,988 64
Elliot.....	388	682 22	Shapleigh.....	283	497 59
Hollis.....	393	691 01	South Berwick.....	1,054	1,853 25
Kennebunk..	817	1,436 53	Waterborough.....	393	691 01
Kennebunkport....	646	1,135 86	Wells.....	684	1,202 67
Kittery.....	868	1,526 22	York.....	714	1,255 42
Lebanon.....	447	785 96			
Limerick.....	278	488 82			
Limington.....	350	615 42	Totals.....	18,537	32,593 66



Free High School Statistics.

FREE HIGH SCHOOL STATISTICS.

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1888.

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 scholars 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 have taught or intend teaching during the year.
Abbot		\$205 18	\$102 59	\$102 59	2	18	48	43	44	41	28	25	18	-	3	12	12	5	1
Alfred		517 67	267 67	250 00	3	26	38	25	38	20	18	-	18	12	-	9	15	-	2
Anson	No. 1	690 00	440 00	250 00	3	31	295	102	56	54	63	9	11	25	12	19	75	15	30
Ashland		283 00	148 13	134 87	2	21	53	28	50	47	34	40	14	-	-	4	11	12	5
Atkinson	No. 8	102 50	51 25	51 25	2	11	28	21	26	28	19	19	11	-	-	5	6	3	
Auburn		3,656 28	3,406 28	250 00	3	36	499	491	-	59	75	26	-	153	78	309	255	12	
Augusta		3,325 00	3,075 00	250 00	3	36	129	82	113	15	37	40	120	105	23	113	81	14	7
Avon	Nos. 8 and 10	162 50	81 25	81 25	2	21	33	27	27	27	15	11	-	-	-	3	11	2	3
Bangor		4,263 00	4,013 00	250 00	3	36	248	234	-	39	-	-	-	196	64	162	103		3
Bath		3,408 00	3,158 00	250 00	3	36	233	219	-	71	113	-	-	68	109	206	164	81	16
Belfast		1,550 00	1,300 00	250 00	4	38	60	54	-	30	-	-	-	30	-	33	46	22	1
Berwick	Sullivan Dist.	600 00	350 00	250 00	2	20	55	50	55	24	12	24	-	12	15	-	15	12	3
Biddeford		3,500 00	3,250 00	250 00	3	36	145	153	-	-	-	-	-	116	32	110	104	15	4
Bluehill		400 00	214 00	186 00	3	30	55	40	55	45	20	40	20	11	-	12	35	12	5
Boothbay		552 00	302 00	250 00	3	34	97	90	97	97	97	97	80	7	7	40	8	40	5
Bowdoin		275 00	137 50	137 50	2	22	30	22	30	10	11	12	10	1	-	11	12	7	9
Bowdoinham		459 00	229 50	229 50	3	34	44	36	44	32	16	-	17	8	-	11	15	4	
Bradford	No. 10	285 00	142 50	142 50	2	20	45	37	35	40	36	16	4	6	1	3	11	4	12
Brewer		719 94	469 94	250 00	3	36	78	73	22	28	9	32	18	-	-	35	33	30	5
Bridgton		1,275 23	1,025 23	250 00	3	35	72	55	24	27	27	-	24	22	8	18	20	32	7

COMMON SCHOOLS.

Bristol	No. 15	491 50	245 75	245 75	3	30	52	47	50	52	40	28	16	4	-	-	12	18	4
Brooks	No. 2	330 00	175 00	155 00	1	10	51	48	45	48	24	18	10	-	-	6	20	15	10
Brownville		200 00	100 00	100 00	1	11	63	54	58	46	25	13	7	26	2	5	35	16	
Brunswick		2,236 00	1,986 00	250 00	3	36	57	48	-	10	8	20	-	32	14	25	39	14	3
Bucksport		619 36	369 36	250 00	3	39	45	43	9	11	7	3	6	26	12	42	17	11	7
Calais		1,500 00	1,250 00	250 09	3	36	75	60	-	-	-	-	-	60	15	25	50	25	1
Camden	Megunticook dis	825 60	648 53	176 47	3	30	60	50	-	25	25	22	-	28	-	33	33	12	2
	Rockport Vill'ge	924 60	850 47	73 53	3	32	65	52	34	40	36	22	30	28	4	19	15	16	
Cape Elizabeth		1,240 00	1,000 00	250 00	3	33	94	78	11	11	23	29	33	11	68	42	23		
Caribou		1,900 00	750 00	250 00	3	39	90	70	90	75	50	25	30	15	10	35	45	15	25
Castine		745 00	495 00	250 00	3	34	23	18	10	10	10	10	10	8	-	8	8	8	
Charleston	No. 1, et als.	581 50	332 80	248 70	2	20	101	80	90	99	90	22	23	9	-	20	58	12	16
Cherryfield		1,032 34	782 34	250 00	3	35	107	97	45	45	46	14	18	17	-	31	45	-	8
China	No. 14	693 75	365 75	238 00	2	21	36	25	25	29	22	12	-	-	-	9	19	10	8
	No. 4	77 00	65 00	12 00	1	10	43	39	25	46	20	20	6	8	-	12	6	5	3
Columbia Falls		234 00	134 00	100 00	1	13	50	44	50	46	4	20	20	-	-	15	31	-	6
Corinth		402 50	209 25	193 25	4	40	158	118	150	148	104	73	21	5	-	2	44	26	9
Cornville		175 75	90 42	85 33	1	11	50	46	50	42	45	4	2	4	2	41	20	13	8
Cumberland		1,110 61	860 61	250 00	3	33	57	49	-	50	27	31	43	14	-	16	41	16	5
Deering		2,376 00	2,126 00	250 00	3	33	187	161	125	85	60	-	63	62	25	155	88	25	
Deer Isle	No. 15	120 00	60 62	59 38	1	10	36	28	36	36	17	14	7	-	-	6	12	2	2
Dennysville		466 50	245 30	221 20	3	33	61	53	61	44	49	22	19	4	-	12	16	6	2
Dexter		1,050 00	800 00	250 00	3	30	53	50	53	16	15	16	-	15	3	27	19	-	4
Dixfield		233 00	147 00	88 00	1	10	47	42	34	41	33	18	7	4	-	15	10	12	10
	No. 1	125 00	75 18	49 82	1	10	34	28	28	33	24	19	8	-	-	13	11	2	4
	No. 2	110 00	64 00	46 00	1	10	33	25	21	31	29	5	-	1	-	2	11	4	5
Dixmont	No. 7	104 00	55 62	44 38	1	10	20	12	18	18	15	7	2	2	-	7	7	1	3
	No. 14	145 00	91 25	53 75	1	10	29	26	25	16	26	11	8	3	-	3	13	5	6
Dresden		140 00	70 00	70 00	1	10	20	15	14	20	12	6	3	4	-	3	8	-	
Dyer Brook Pl.	No. 2	50 00	25 00	25 00	1	10	18	17	12	15	7	12	5	-	-	6	4	3	4
East Livermore		253 00	126 50	126 50	2	20	71	60	42	52	37	14	26	14	-	2	15	4	
East Machias		324 00	174 00	150 00	3	39	46	28	8	16	10	4	4	19	5	22	25	10	2
Easton		142 00	71 00	71 00	2	16	66	51	65	55	35	27	20	-	-	21	10	5	10
Eastport		1,500 00	1,250 00	250 00	4	38	100	75	58	58	58	68	58	26	5	1	32	30	
Eden		418 75	211 62	207 13	3	25	80	63	76	50	63	80	32	9	-	25	20	2	2
Elliot		292 50	146 25	146 25	2	18	34	27	31	30	34	18	11	-	-	8	20	2	3
Ellsworth		1,583 33	1,333 33	250 00	3	36	90	80	-	9	22	18	-	51	48	29	44	11	6
Fairfield		204 00	102 00	102 00	2	12	65	58	42	24	22	11	2	18	4	23	26	2	6
Farmington	No. 4	680 00	430 00	250 00	3	28	37	27	-	17	20	-	-	27	-	21	28	11	3

APPENDIX.

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1888—Continued.

Towns.	Districts.	Whole amount expended.	Amount provided by town or district.	Amount from State Treasury.	Number of terms.	Whole number of		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 have taught or intend teaching during the year.
						weeks	scholars registered.												
Fayette.....		\$ 42 00	\$ 21 00	\$ 21 00	1	6	17	15	15	16	11	1	4	-	-	1	5	-	2
Fort Fairfield.....		504 00	254 00	250 00	2	24	121	107	20	40	40	30	20	3	-	3	23	12	11
Foxcroft.....		500 00	250 00	250 00	2	22	121	100	121	20	18	22	6	6	22	39	12	7	14
Freeport.....		1,073 33	823 33	250 00	3	34	68	40	21	28	22	-	56	56	-	43	55	10	13
Frenchville.....		502 50	252 50	250 00	1	18	47	35	20	47	47	20	-	-	47	20	-	20	24
Gardiner.....		2,100 00	1,850 00	250 00	3	36	101	92	-	14	14	33	14	32	-	44	28	17	4
Georgetown.....		137 50	68 75	68 75	1	10	33	29	33	29	33	14	33	-	-	13	6	13	4
Gorham.....		1,115 20	865 20	250 00	3	31	165	131	110	149	94	70	37	42	4	49	61	18	15
Gray.....		500 00	292 00	208 00	3	34	109	77	35	36	60	24	5	52	3	17	24	14	7
Greenbush.....	No. 3	136 00	68 00	68 00	1	12	26	21	20	24	10	19	6	-	3	-	1	2	2
Greenville.....		270 00	135 00	135 00	2	18	32	23	20	27	29	10	14	3	-	8	10	2	2
Guilford.....		262 50	133 50	129 00	1	10	113	83	50	80	42	65	19	-	-	2	14	8	8
Hallowell.....		1,200 00	950 00	250 00	3	36	33	24	33	3	-	6	-	20	14	10	29	4	2
Hancock.....	} No. 2	152 00	76 00	76 00	1	10	38	29	38	30	36	38	13	-	-	6	7	-	1
Harrison.....		No. 5	172 50	86 50	86 00	1	10	38	34	38	37	33	18	7	-	-	6	4	5	6
Hartford.....		207 50	109 75	97 75	1	10	58	54	37	48	19	14	12	7	-	5	16	17	13
Heron.....	No. 5	90 00	54 00	36 00	1	10	25	20	19	21	21	3	-	1	-	4	9	-	4
Houlton.....		1,004 00	754 00	250 00	4	40	71	45	-	26	17	3	4	26	14	49	40	14	2
Industry.....	No. 1	80 00	40 00	40 00	1	10	30	25	30	30	28	12	4	-	-	2	4	13	2
Jackson.....	No. 9	119 00	59 50	59 50	1	10	34	26	24	34	19	15	-	-	-	-	-	1	1
Jay.....		320 00	160 00	160 00	3	32	95	81	75	83	52	56	22	1	1	32	-	14	3
Jefferson.....	No. 1	150 00	75 00	75 00	1	10	25	21	19	24	10	10	3	-	-	4	1	6	2
Jonesboro'.....		150 00	75 00	75 00	1	12	35	30	34	35	35	35	8	-	-	9	-	4	2
Kenduskeag.....		449 50	233 42	216 08	3	29	46	41	9	44	22	13	18	-	40	30	20	16	2

Kennebunk	No. 5	800 00	606 73	193 27	3 37	30	26	-	6	4	16	6	13	-	21	21	12
	No. 9	266 40	209 67	56 73	2 22	24	14	20	20	17	3	3	1	-	-	1	10
Kittery		750 00	500 00	250 00	3 36	40	38	40	40	40	15	12	3	-	22	30	12
Lamoine		207 00	103 50	103 50	1 12	37	32	37	35	35	12	12	-	-	-	12	-
Lebanon		728 00	478 00	250 00	5 52	137	115	-	123	64	53	8	9	-	-	1	3
Leeds		512 00	276 75	235 25	3 42	138	118	110	138	80	56	35	18	28	20	68	19
Levant		280 00	141 80	138 20	3 26	54	42	44	46	39	22	-	6	-	13	29	9
Lewiston		1,785 00	1,535 00	250 00	2 19	167	160	167	26	-	-	-	97	33	112	136	22
Liberty		549 25	310 25	239 00	2 20	74	66	47	61	43	29	13	4	-	8	4	18
Linneus	No. 2	150 00	75 00	75 00	1 10	42	37	37	37	34	12	10	-	-	10	16	28
Limerick		575 00	325 00	250 00	3 30	50	38	41	30	30	12	10	5	4	-	7	-
Lisbon		879 75	629 75	250 00	6 60	208	177	208	105	76	24	20	44	12	76	74	97
Livermore		303 00	152 75	150 25	2 20	96	71	76	61	50	18	-	12	-	11	41	31
Lubec		472 00	272 00	200 00	1 16	90	71	90	99	60	70	72	-	-	12	15	4
Madison		200 00	100 00	100 00	1 10	67	56	40	47	59	40	-	-	8	20	22	19
		175 00	87 50	87 50	1 10	51	47	16	47	36	15	-	1	-	21	21	8
Mercer	No. 2	82 00	41 00	41 00	1 10	16	15	10	12	6	7	1	-	-	4	1	2
	No. 8	66 00	33 00	33 00	1 10	35	26	30	33	14	30	7	-	-	-	6	3
Merrill Plantation	No. 1	386 67	261 67	125 00	1 18	47	45	47	16	16	16	-	19	2	17	22	16
Minot and Poland	Union No. 1	672 00	422 00	250 00	3 32	126	103	36	114	81	20	9	57	8	39	83	16
Monmouth		379 00	196 50	182 50	3 29	135	114	135	104	96	41	1	-	-	-	46	7
Monroe		9-0 00	730 00	250 00	3 30	71	44	62	50	66	10	9	14	10	31	23	2
Monson		200 00	105 00	95 00	1 10	52	35	41	52	37	33	-	-	-	14	16	9
Montville	No. 4 et als	100 00	59 63	40 37	1 10	30	25	25	28	18	9	2	-	-	-	15	5
	No. 8	111 00	55 50	55 50	1 10	12	10	11	12	6	6	-	-	-	3	3	1
Morrill	No. 1	292 12	146 06	146 06	2 23	88	77	88	88	88	60	25	-	-	20	18	2
Mt Desert		251 00	125 50	125 50	2 23	92	70	49	85	80	30	-	9	1	11	18	18
Mt. Vernon		210 00	115 76	94 24	2 20	58	47	24	29	22	15	9	2	-	-	10	1
Newburgh	No. 3	100 00	50 75	49 25	1 10	35	24	34	34	20	15	8	2	3	1	2	4
	No. 4	75 00	37 50	37 50	1 10	13	10	2	12	3	6	-	-	-	-	-	2
Newcastle	No. 1	140 00	82 75	57 25	1 10	33	25	32	33	2	28	4	-	-	-	7	26
New Limerick	No. 2	340 00	190 00	150 00	3 30	154	133	154	154	60	92	9	-	-	-	19	10
Newport		268 00	134 00	134 00	2 18	46	26	20	40	43	13	17	11	-	5	20	-
New Sharon		200 00	100 00	100 00	2 20	32	25	32	32	27	12	2	3	-	7	17	14
New Vineyard		279 50	139 75	139 75	1 12	43	38	34	36	30	20	14	7	1	2	20	7
Norridgewock	No. 8	974 50	724 50	250 00	4 42	72	47	49	26	10	5	-	28	11	23	45	9
North Berwick		147 50	73 75	73 75	1 10	37	29	37	27	37	4	4	-	-	-	6	11
North Haven		500 00	250 00	250 00	2 20	160	154	156	130	72	60	45	18	6	-	25	-
Norway	No. 7	1,022 00	772 00	250 00	3 36	52	44	10	18	12	8	9	24	4	3	20	-

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APPENDIX.

RETURNS FOR THE YEAR ENDING JUNE 1st, 1888—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 scholars 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 have taught or intend teaching during the year.
Old Orchard.....		\$567 00	\$317 00	\$250 00	3	28	26		9	9	9	9	-	-	8	8			
Oldtown.....		1,233 00	983 00	250 00	3	37	95	61	95	35	17	17	15	44	27	27	31	33	
Orono.....		1,350 09	1,100 00	250 00	3	33	59	55	32	32	32	-	20	12	12	32	26	32	
Orrington.....		125 00	62 50	62 50	1	10	33	29	31	31	33	3	-	5	-	4	1	7	
Otisfield.....	No 1.....	50 00	25 00	25 00	1	10	17	16	9	10	5	7	1	1	-	1	2	-	6
Palermo.....	No 13.....	100 00	50 00	50 00	1	10	30	25	29	29	24	10	4	-	-	2	9	-	
Paris.....		200 00	100 00	100 00	1	10	68	65	65	31	27	16	9	14	11	22	13	4	
Parsonsfield.....		777 00	527 00	250 00	2	24	97	87	43	44	42	-	-	47	-	51	64	11	
Passadumkeag.....		199 75	99 88	99 87	1	17	33	29	9	24	10	14	3	-	-	-	2	3	
Patten.....		670 00	420 00	250 00	3	30	65	40	53	46	40	16	32	5	6	24	40	4	10
Pembroke.....		1,090 75	840 75	250 00	3	32	83	67	47	78	78	60	9	2	12	17	15	17	
Peru.....	No 5.....	96 00	48 00	48 00	1	10	21	17	14	20	10	9	1	1	-	4	2	4	
Pittston.....		500 00	250 00	250 00	3	38	129	100	110	114	60	45	31	-	-	10	30	30	6
Poland.....		437 75	218 87	218 87	2	34	64	51	45	55	21	35	18	10	-	8	11	13	
Portland.....		9,900 00	9,650 00	250 00	2	38	418	383	418	98	138	-	-	-	89	172	387	271	138
Presque Isle.....		390 00	195 00	195 00	2	20	63	50	31	60	60	60	6	-	-	6	12	12	7
Princeton.....		530 27	310 27	220 00	3	31	45	31	45	37	21	21	4	6	-	6	16	9	3
Prospect.....	Nos. 3, 5, 7.....	112 50	57 50	55 00	1	10	31	26	31	31	22	9	5	-	-	4	11	10	5
Randolph.....		325 60	175 00	150 00	2	24	54	45	34	54	54	50	54	-	-	-	-	30	
Raymond.....	No 4.....	90 00	45 00	45 00	1	8	18	17	17	18	9	3	6	-	-	-	9	-	1
Readfield.....		200 00	100 00	100 00	1	10	30	23	17	20	22	5	-	7	-	-	10	-	
Richmond.....		1,098 75	848 75	250 00	3	33	52	41	38	6	6	5	40	48	1	26	20	26	
Rockland.....		1,933 33	1,704 33	250 00	3	32	107	91	107	107	-	-	-	53	21	44	83	50	
Rome.....	No 7.....	110 00	56 50	53 50	1	10	27	17	21	25	15	18	15	-	-	3	4	5	2
Saco.....		2,000 00	1,750 00	250 00	3	36	88	69	88	32	29	5	19	-	29	83	69	43	5
Sanford.....	No. 2.....	150 00	75 00	75 00	1	10	44	32	44	44	30	18	2	-	-	1	1	1	

Searsmont	No. 2	182 00	92 00	50 00	1 10	60	46	50	57	19	24	-	8	-	7	11	1	3
Sebec		238 60	119 30	119 30	2 21	63	48	63	55	32	26	21	-	-	-	-	5	5
Shapleigh		762 55	512 55	250 00	3 29	49	24	18	13	5	-	4	16	5	22	10	6	17
Sowhegan		1,470 00	1,220 00	250 00	3 36	98	85	44	16	-	-	10	54	-	90	45	15	5
Solon		408 90	207 60	201 30	3 30	111	96	103	98	75	59	10	7	-	17	13	4	10
South Thomaston	Grade District	150 00	75 00	75 00	1 13	30	28	30	19	17	15	30	13	9	-	14	9	
Springfield	No. 3	771 00	521 00	250 00	2 22	92	80	56	27	45	12	12	-	-	16	35	20	40
Starks	No. 3, et als	158 00	79 00	79 00	2 20	34	20	30	23	25	12	6	-	-	-	11	7	2
Stet-on		229 00	139 00	90 00	2 18	42	30	42	38	36	4	5	-	-	2	25	15	12
Steuben	No. 1	131 00	65 50	65 50	1 10	35	29	35	35	24	16	10	-	-	12	20	13	8
Sullivan		187 00	93 50	93 50	1 11	46	40	40	43	42	38	19	3	1	10	14	5	9
Sumner	No. 2	132 80	66 40	66 40	1 10	37	33	31	35	29	17	-	-	-	8	14	7	4
Thomaston		1,397 00	1,147 00	250 00	3 34	74	67	74	34	34	34	34	29	20	40	27	19	3
Topsham		686 00	436 00	250 00	3 29	36	28	36	21	12	-	-	33	-	30	36	13	1
Tremont		512 50	262 50	250 00	3 30	100	85	100	100	100	100	83	-	-	9	2	10	6
Torndike	No. 2	103 00	53 00	50 00	1 10	23	16	21	23	15	7	3	-	-	-	6	3	1
Troy		300 00	150 00	150 00	3 30	116	93	60	115	80	26	33	-	-	14	41	8	16
Turner		492 00	246 00	246 00	5 40	220	196	170	176	155	33	47	47	-	21	61	41	35
Union		125 00	64 00	61 00	1 10	36	35	36	11	21	36	3	-	-	15	28	9	17
Vinalhaven		900 00	650 00	250 00	3 31	107	85	83	60	53	20	16	9	-	17	26	32	5
Waldoboro'		722 50	472 50	250 00	5 54	110	101	110	97	72	55	38	10	-	13	18	7	10
Wales	No. 5	50 00	25 00	25 00	1 10	18	14	13	18	4	17	-	-	-	-	3	4	1
Warren		700 00	450 00	250 00	3 30	50	40	50	25	20	18	17	-	-	8	12	8	4
Washburn		84 00	42 00	42 00	1 8	19	13	19	17	19	16	5	-	-	2	11	6	10
Waterville		2,200 00	1,950 00	250 00	4 39	113	90	39	49	37	21	15	58	15	62	102	20	5
Wayne		202 80	101 40	101 40	2 19	57	50	55	47	39	22	10	10	-	6	16	5	5
Webster		209 00	104 50	104 50	2 19	42	37	42	42	-	38	12	-	-	-	-	5	
Wells		495 00	247 50	247 50	4 43	117	94	90	86	44	38	11	14	-	11	22	6	2
Westbrook		1,800 00	1,550 00	250 00	3 40	90	64	90	80	60	65	55	30	-	85	50	20	1
Whitefield		500 00	255 80	244 20	3 30	150	82	140	131	138	112	56	-	-	3	23	5	12
Wilton	Nos. 6, 9, 18	503 85	253 85	250 00	2 24	32	17	7	8	16	-	-	11	2	20	27	-	25
Winn		510 00	260 00	250 00	3 32	95	82	48	77	68	25	11	-	-	-	12	15	4
Winslow	Hodges District	96 12	48 06	48 06	1 11	22	20	21	22	12	12	8	-	-	-	3	6	
Winthrop		511 10	261 10	250 00	3 30	27	21	25	-	-	-	-	18	-	15	27	8	4
Wiscasset		732 50	482 50	250 00	3 34	121	106	45	50	30	24	-	20	90	16	45	35	4
Woolwich	No. 7	150 00	75 00	75 00	1 10	34	31	11	25	20	18	1	7	3	-	18	-	
Yarmouth		1,350 00	1,100 00	250 00	3 36	88	64	-	28	21	21	14	30	9	74	36	3	
		123,113 23	92,789 98	30,323 25	406 4348	13,246	10,910	8564	8156	6365	4052	2541	2835	1229	4218	5009	2345	1052

APPENDIX.

REPORTS

OF

The Committee on Instruction of the Maine Pedagogical Society.

(Of the following reports those on arithmetic, geometry, reading, spelling and morals are reprinted in order to bring together in one body the work of the society in this direction already completed. Those on physiology, geography and history were presented to and adopted by the society at its last meeting.)

REPORT ON ARITHMETIC.

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

ENDS OF THE STUDY.

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

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

Moreover, if all that occurs in any application of the subject,—as to prices; relations of labor and capital, or *wages* and *business*;

to profit and loss in farming, manufactures, and commerce; to rent, interest, taxes, duties, as what they are and why paid; to banking, exchange, etc.; to the arts of construction, as building and engineering; to science, as astronomy and physics;—be made significant by instructive conversation, it furnishes a field for developing intelligence comprehending the whole range of thought pertaining to practical life.

COURSE OF STUDY.

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

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

Class I.

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

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

5 and 1 are 6.

4 and 2 are 6.

3 and 3 are 6.

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

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

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

3 and how many are 6? (subtraction).

Two 3s are how many? (multiplication).

How many 3s in 6? (division).

All these to be taught by objects.

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

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

Class 2.

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

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

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

Common units of measurement, as foot, pound.

Class 3.

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

Class 4.

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

with one digit for denominator, and addition and subtraction of decimals.

Class 5.

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

Class 6.

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

Class 7.

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

Class 8.

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

Class 9.

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

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

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

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

METHODS.

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

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

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

The order of progress will be as follows: The pupil will first learn to count out objects from 1 to 5, and thus learn intuitionally the combinations—in pairs, because combinations are always thus made—which form the numbers 2, 3, 4, 5.

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

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

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

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

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

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

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

729632841,

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

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

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

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

2987435, &c.,

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

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

Take a row of figures as before, say, .

2497163,

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

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

19728663...

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

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

7984391

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

(8) Having a digit and a number of two places, learn to arrive speedily and with few words at the number of times which the second contains the first (when not more than nine), and at the remainder. Thus "7 in 53, 7 times and 4," "8 in 29, 3 times and 5," &c.

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

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

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

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

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

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

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

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

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

MEANS.

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

Good text books are essential, avoiding all those which aim to give in the common school the arithmetical training needed by experts alone; and the teacher should liberally supply problems

taken from other sources. Your committee would recommend that much attention be given to mental arithmetic as a distinct branch of instruction and by the use of appropriate text-books.

REPORT ON GEOMETRY.

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

I. REASONS FOR STUDYING GEOMETRY.

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

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

3. The most important reason for the study of geometry is that it furnishes unsurpassed *mental training*. The characteristic features of this training are that it cultivates (1) close attention, (2) orderly arrangement of thought, (3) concise expression, (4) preëminently

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

II. METHOD OF TEACHING GEOMETRY.

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

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

cations of rules committed to memory. He is thus required to work upon new material in a new way—that is, to master two things at once. This double burden should, in general terms, never be imposed upon a beginner.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

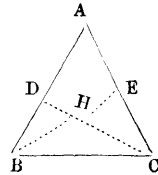
(2) Open up to the pupil broad views of the subject, by showing him how a theorem may be stated in general terms, so as to include several propositions, which are given separately in the book, with no intimation that they are closely related. Certain properties of chords, secants, and tangents to a circle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

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

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

CAPTION.

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



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

PROOF.

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

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

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

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

REPORT ON READING.

By W. J. CORTHELL.

AIMS.

a To secure the intelligence of the taught.

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

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

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

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

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

METHODS.

With beginner.

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

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

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

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

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

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

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

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

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

Second Stage.

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

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

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

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

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

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

MEANS.

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

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

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

TEACHING SPELLING.

AIMS.

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

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

METHODS.

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

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

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

What words to spell.

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

W. J CORTHELL,

Chairman of Committee.

REPORT ON MORAL INSTRUCTION IN SCHOOLS.

BY M. C. FERNALD.

OBJECT OR ENDS.

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

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

TOPICS.

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

a Those that have reference to individual and social relations.

1. Unselfishness as the basis of good manners and of regard for the rights of others.
2. Respect for superiors and the aged.
3. Obedience to rightful individual authority.
4. Control of temper, appetites, and evil or vicious propensities.
5. Cultivation of the positive virtues, as kindness, honesty, truthfulness, purity, generosity, magnanimity.

b Those that refer to obligations to the State.

1. Respect for and observance of law.
2. Patriotism.

c Those that relate to obligations to Deity.

1. Proper observance of the Sabbath.
2. Due regard for and obedience to all of God's requirements.

METHODS.

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

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

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

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

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

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

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

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

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

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

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

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

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

REPORT ON PHYSIOLOGY.

BY H. M. ESTABROOKE of the Committee on Natural Science.

AIMS OF THE STUDY.

The study of physiology, using the word in the sense commonly accepted as embracing the elements of anatomy, physiology proper and hygiene, aims primarily to give (1) a knowledge of the structure and uses of the various parts of the human body; (2) how to keep those parts in a healthy condition; incidentally, physiology aims to cultivate the observing powers by calling the pupil's attention to himself, his surroundings, his habits, &c.; and to stimulate thought by leading him to trace the connection between cause and effect in the healthfulness or unhealthfulness of his neighborhood. Further, physiology aims to make one more moral by teaching him the necessity and the duty of temperance; temperance in eating and drinking; temperance in labor or in the pursuit of pleasure.

THE COURSE.

The course, as outlined, covers a period of six years. It is supposed to begin with the third grade of the intermediate school, or with the corresponding grade in the primary school in those towns where there is no school intermediate between the primary and the grammar, and to end in the grammar school, third grade.

FIRST YEAR.

- I. Parts of the Body—Head, Trunk, Limbs.
 1. Head,—brow, crown, temple, &c.
 2. Trunk,—chest, waist, abdomen, loins, &c.
 3. Limbs,—shoulder, arm, forearm, hand, groin, thigh, calf, shin, instep, &c.
 4. Arms, wings, forelegs, &c., compared.

Pupils locate each part taught by pointing it out upon their own persons.

II. Comparison of height and weight of men and women.

III. Position of human body as compared with that of lower animals, color, &c.

All lessons conversational.

SECOND YEAR.

THE SENSES.

I. Touch—Experiments by pupils to determine parts of body having keenest sense of touch; hand, palm, back, wrist, etc.; fingers, back, roots, tip.

Study of the skin; place, color, feel, markings, flexibility, uses.

Ideal of good skin is created, i. e., one with right color (not pale), clean, smooth, flexible.

Care of sense of touch; care of skin.

II. Taste. Parts of the tongue,—tip, sides, root; soft palate.

Experiments with sugar, salt, etc., to locate sense of taste; with mustard, pepper, etc., to show blunting effects of condiments.

Care of sense of taste.

III. Sight.—Visible parts of human eye,—cornea, pupil, iris. Dissection of eye of fish; socket, lens, humors.

Use of lids, lashes, tears.

Effect of light on the pupil of the eye.

Ideal of healthy eye is created.

Care of eyes.

IV. Smell.—Experiments by pupils with musk, cologne-water, etc.

Use of sense of smell. Care of sense of smell. Effect of colds, bad ventilation, etc., on smell.

V. Hearing.—Chief parts of the ear; wax and hairs. Use of each.

Care of the ears.

Use pictures, string telephone, etc., to illustrate.

All lessons oral.

THIRD YEAR.

INTERNAL PARTS OF BODY.

I. Dissection of frog to locate each part. Pupils observe position, name, and place hand accurately over each corresponding organ of their own bodies.

Work and care of each organ (a little).

II. Plan of the body.

The cavities and their organs.

Arrangement of the parts.

FOURTH YEAR.

GENERAL STRUCTURE OF LIMBS AND WALLS.

I. Bones.—Names, structure, composition, marrow, joints, cartilage, ligaments, &c.

II. Muscles.—Structure, kinds, office, tendons, &c.

III. Fat.—Where found, structure, use.

IV. Blood and blood-vessels.

V. Nerves—Structure and use; care of each of the organs.

Use charts, pupils' bodies, specimens from slaughter house, &c.; use a 3-lens magnifying glass for examination of muscular tissue, nerves, &c.

FIFTH YEAR.

a. Structure in Detail.

I. Idea of a cell. Use hen's egg.

II. Idea of tissue. Use pulp of orange.

III. Idea of membrane. Use bladder, skin of an apple.

Kinds—mucous, serous.

IV. Idea of a gland. Use liver or kidney of some animal.

b. Work of the Organs.

V. Idea of an organ and of system of organs.

VI. Work done by each organ.

POINTS TO BE MADE PROMINENT.

1. The care of the body in all its parts.

2. The necessity and duty of self-control and temperance (in the broad sense).

3. Effects of stimulants and narcotics.

SIXTH YEAR.

a. Systems of the Body.

I. Digestive system.

II. Absorbent system.

III. Respiratory system.

IV. Circulatory system.

V. Nervous system.

Organs. Work and care of each system.

b. Systematic Hygiene.

VI. Review of care of different organs.

VII. Review of hygiene as applied to exercise, bathing, etc.

VIII. Review of effects of stimulants and narcotics.

METHODS.

The methods to be employed in teaching physiology have been indicated, to some extent, in the outline of the course. During the first three years, the work ought to be wholly objective. In the fourth year, the work still should be mainly objective, but this work may, to some extent, be supplemented by reading some simple text-book like Smith's Primer of Physiology, Johnnot & Bouton's How We Live, or Walker's Health Lessons. During this year much use may be made of a good magnifier in examination of the markings of the skin, perspiratory tubes, muscular tissue, &c. Each pupil should be furnished with a fine needle, the point of which has been bent so as to form a tiny hook, and with this needle he should carefully separate the fibres of a bit of boiled beef, examining by the aid of the magnifier the arrangement, connective tissue, disposition of fat, &c. If the school possess a compound microscope, the teacher should show mounted slides of the hairs of different animals, the blood of man and of the lower animals, sections of skin, of bone, of muscular tissue, the granules of starch (cooked and raw), the circulation of blood in the frog, &c. In fact, at this stage of progress the compound microscope is well nigh indispensable. To thoroughly familiarize the pupil with the names and location of the different organs, much drill work with a good set of charts is necessary. The teacher should remember, however, that the joints, muscles, cartilage, tendons, periosteum, &c., are much better illustrated by the leg of a sheep or calf than by any set of charts however excellent.

In the fifth year the effects of alcoholic stimulants are studied. This will be best done by illustrating the *apparent* effects of alcohol experimentally, and then discussing the subject freely with the class. Many experiments and full directions for conducting an experimental lesson on alcohol will be found in the report of the State Superintendent for the year 1887.

MEANS.

1. Books. Among the books which the teacher will find helpful are Blaisdell's *Our Bodies*, Martin's *Human Body*, and Cutter's *Comprehensive Physiology*, all of which give many simple experiments very helpful in illustration. The last-named volume gives excellent directions for dissecting and use of microscope. For advanced reading, Carpenter's *Animal Physiology* and Martin's *Human Body* (larger edition) are recommended. For the study of stimulants, the most comprehensive work is Gustafson's *Foundation of Death*, which treats the subject from the physiological, social and economic points of view. The teacher should also have such simple books on the subject as those published by Barnes, Eldridge and others, and also Superintendent Luce's report for the year 1887.

2. Apparatus. (1) Enough magnifying glasses to furnish one to every two pupils. (2) A good compound microscope, with mounted slides of sections of muscular tissue, bone, cartilage, lung, kidney, &c. The family microscope manufactured by Bausch and Lomb is recommended for this work. The teacher can easily prepare slides for the study of the blood, hairs, starch granules, &c. (3) A set of charts such as Yaggy's or Bradley's. (4) A few chemicals for illustrating the effects of pepsin and pancreatin in digestion, the change of starch into sugar, the effects of alcohol, &c. (5) A collection of bones of lower animals; the jaws, including teeth, of herbivora and carnivora; alcoholic specimens of brain, muscle, &c.

REPORT ON TEACHING HISTORY.

Prin. GEO. C. PURINGTON.

History is the "lamp of experience," which the past furnishes the present to light the path of the future. Someone has well said that "it is the record of the genesis, life, motives, actions and destiny of man." It is a sublime theme, and as difficult to teach as it is sublime.

In considering the subject three questions are suggested :

1. What is the object of teaching history?
2. What periods of history should be taught?
3. What methods are suitable?

In teaching any subject the object we have in view, or what we wish to accomplish, largely determines our selection of material and methods of instruction. Hence it seems best to answer that question at the outset, and to my mind these are the main objects :

1. Mental discipline, by cultivating the memory, imagination, the logical and expressive faculties.

2. Practical training, in preparing our boys and girls for honest and intelligent citizenship by

- (1) Training the judgment to apply the lessons of the past to the needs of the present.

- (2) Furnishing a valuable means of moral training.

- (3) Cultivating the benevolent emotions of loyalty and patriotism.

The classification of our graded schools naturally divides historical teaching into three classes which, with the objects mentioned above, determine *what* shall be taught and *how* we shall teach.

These classes are :

1. Primary—age of pupils from 5 to 10 years.
2. Grammar—age of pupils from 10 to 15 years.
3. High school—age of pupils from 15 to 19 or 20 years.

Remembering that the *objects* for which we teach history are common to the three classes, though of a changing relative value, it seems desirable to assign to each class its proper work and peculiar methods.

I. *Primary Class.*

1. Objects.

- (1) To cultivate the memory, imagination, and expressive faculties.
- (2) To train the moral and emotional nature.

II. Means.—Stories, biographical sketches, historical incidents and pictures.

III. Methods.

- (1) The stories, sketches and incidents given orally by the teacher.
- (2) Supplementary historical and biographical reading by the pupils.

A vivid imagination is absolutely necessary for a correct appreciation of historical events. In German schools Robinson Crusoe and Grimme's Fairy Tales are standard works. Story telling is a part of every German teacher's training, and in that "divine art" every American teacher should be trained. True stories of American history, and particularly of local history, should be freely interwoven with fairy tales. Committing to memory and reciting patriotic poems and sentiments should be a part of the work of this period.

II. *Grammar Class.*

1. Objects.

1. As in the first class, the intellectual, moral and emotional training of the pupil.
2. The beginning of systematic training for citizenship.

2. Means.—Story-telling continued, reading biographies and historical incidents and text-book study.

3. Methods.—Oral lessons, recitations, and use of reference books.

Too much stress cannot be laid on the reading of historical stories and biography. The central figure in all history is man. Take out the personal element from history, make it only a bare narrative of events, and it is robbed of a large part of its charm. The historians that are read with the deepest pleasure are those who have shown the greatest skill in the delineation of character. In one of his

last addresses the Hon. Marshall P Wilder said, "Biography is the soul of history, and is like a tree whose branches yield perpetual harvests, and on whose leaves is imprinted the wisdom of all ages. When Zeno consulted the oracle as to how he should live, the answer came, 'Inquire of the dead.'" Biography is the schoolmaster of all time, the past, present and future; and we are pupils of the past, teachers of the future.

The lives of great men have always had a fascination for the young, and many eminent men have ascribed their success in life to reading Plutarch's *Lives*. Scott's *Tales of a Grandfather*, Dicken's *Child's History of England*, Hawthorne's *Grandfather's Chair* are invaluable at this period.

The story-telling should be an advance upon that of the Primary class and should be largely American. The historical incidents may be selected from colonial and Revolutionary history. The biographical sketches should be of a few central personages around whom much of the later historical study may be clustered. Pictures are an important aid,—as, indeed, they are in all elementary teaching—particularly pictures of people illustrating their dress, habits, occupations, etc. "Such a course," says an American teacher who has made a tour of observation among the German schools, "continuing for two years in those schools, is found to have given considerable knowledge of a vast number of facts. And best of all, the method by which this information has been acquired, so far from taxing the strength or wearying the attention of the scholar, has been to him a positive source of recreation and pleasure."

During the latter half of this period the formal study of history may be begun, remembering that it should deal mainly with facts and their immediate and more obvious relations, leaving to a later date any further attempt to deal with the philosophy of history. The teacher who wishes to avoid vagueness and values methodical work will use a text-book, skillfully supplementing it with oral lessons. The history should, of course, be American, treating very largely of the United States, and particularly of the pupil's own State. Wars and the descriptions of battles should be crowded into the least possible space, while their causes and effects should receive particular attention. By far the larger part of the book should be devoted to the political, social, religious, educational and material

progress of the people—telling what they thought, felt, and how they lived.

Not only must we choose wisely what phases of history we will teach, but we must also balance wisely the claims of different epochs. American history falls naturally into three periods :

I. Discovery, exploration and settlement, 1492–1630.

II. Active colonial life, 1630–1776.

III. Revolutionary and national, 1776 to the present.

Now a very large part of our text-books is taken up with the first two periods, and yet it is very important that our boys and girls have a more thorough knowledge of the period covering our national life, than of those preceding it. Far better a knowledge of the Constitution than of the Articles of Confederation. If they acquire a clear understanding of the most important events occurring in each administration, the principles of the different political parties, the discoveries in the arts and sciences, the improvement in machinery and manufacturing, the growth of our school system and the diffusion of knowledge, they will be much better equipped for citizenship than if, having neglected this, they are well informed upon all the details of Colonial history.

There would be in some respects an undoubted gain if we could reverse the order of historical study in the common schools by working back from the present. We should not, it is true, proceed in the logical order from cause to effect, but we should proceed in the natural order by tracing phenomena to their cause

III. *High School Class.*

In this period we should continue the work of the latter half of the Grammar class. Still more prominence should be given to the social progress of the nation, and political history should be a very important part of the work. Special lessons on the rights and duties of citizenship should be given. Reference books should be supplied in abundance and a systematic and definite use made of them, if for no other reason than to promote the habit of research.

After the completion of United States history, that of England should follow, with outlines of other modern European history, selecting such epochs as have had a marked influence upon our national life. Then, if there be time, a brief compend of ancient and mediæval history may be studied.

TOPICAL SUMMARY.

I. Objects to be sought in teaching history.

1. The cultivation of the memory, imagination, and the logical and expressive faculties.

2. The preparation of our boys and girls for honest and intelligent citizenship.

(1) By cultivating the benevolent emotions, especially those of loyalty and patriotism.

(2) By furnishing a valuable means of moral training.

(3) By training the judgment to apply the lessons of the past to the needs of the future.

II. History to be taught.

1. American—colonial, national, state and local.

2. Epochs of modern European history having a direct bearing upon our own national life.

3. A brief compend of ancient and mediæval history.

III. Methods of teaching history.

1. By stories of famous men and women, and of important historical events.

2. By pictures and supplementary biographical and historical reading.

3. By reading biographies, and the study of text-books.

4. By the use of reference books.

IV. Classification of work.

I. Primary class—age of pupils, 5 to 10 years.

1. Object.

(1) Discipline of the memory, imagination, and expressive faculties.

(2) Moral and emotional training.

2. Means.—Stories, biographical sketches, incidents of history and pictures.

3. Methods.—The stories, sketches and incidents read or told by the teacher, and supplementary reading by pupils.

II. Grammar class—age of pupils, 10 to 15 years.

(1) Object.

(1) As in the primary class, the intellectual, moral and emotional training of the pupil.

(2) The beginning of systematic training for citizenship.

2. Means.—Story-telling continued; reading of biography and historical incidents, and text-book study.

3. Methods—Oral lessons, recitations and use of reference books.

III. High school class.

1. Object.

(1) To complete as far as possible the preparation for honest and intelligent citizenship.

(2) To discipline the judgment.

2. Means.—Text-books and books of reference.

3. Methods.—Recitations and historical essays.

GENERAL METHODS AND CAUTIONS.

1. Begin with home or local State history.

2. When using a text-book supplement it with oral lessons.

3. Assign lessons by topics and conduct the recitations generally by that method.

4. Use reference books—sparingly with careful and definite directions in the grammar class, extensively in the next class.

5. Encourage pupils to bring in additional information that has a bearing on the lesson.

6. Refer constantly to both political and physical geography.

7. Require pupils to make a chart containing important events and dates.

8. Have some member of the class when using a text-book write out an analysis of each day's lesson.

9. Off-hand map-drawing is important.

10. Care should be exercised that the pupil recite *in his own words*, as if he were telling a story; in fact, each lesson should be a story.

11. Omit all dates except the most important ones.

12. AVOID CRAMMING as you would avoid the plague.

13. In oral teaching *always* require the pupils to give back to you the story you have told.

PARALLEL AND SUPPLEMENTARY WORK.

1. A series of oral lessons on great books, showing their influence on the world.

2. Special lessons on discoveries and inventions.

3. Lessons on the government and constitution of England with parallel references to our own.

4. Historical readings. Let the teacher in his general reading mark striking and effective passages having a bearing on history and read them to his pupils, remembering that Shakespeare and Scott are as truly historians as Hume and Macaulay.

5. A love for history and an intense enthusiasm are absolutely necessary to win success in teaching history.

REPORT ON TEACHING GEOGRAPHY.

By B. P. SNOW, of the Committee on Geography.

Young and old are alike delighted with tales of travel by sea or land, hence the inference that geography may be attractively taught and eagerly learned. Here is also a clue to the aim, methods and means of teaching geography. Special faculties are receptive and responsive in the case of this study as in numbers or language, and beginning, as in other lines, with what is near at hand, known, simple, objective, the teacher of geography may advance with confidence, if the daily work abide this test—that the mind receives instruction and develops it with a relish.

Geography is a description of the earth as the dwelling-place of man, and geography properly taught is eminently a graphic description. This study is all about our home, the home of white and black and red and yellow men. Some in houses by themselves, some in clustered houses in cities, some in houses built in tree-tops, in villages floating upon rivers, in huts under cocoanut-trees, or on coral islands. This great dwelling-place of the race, with the special homes of these different-complexioned brothers of the family, cannot be well understood without something about the wheat, the rice, the banana, the date for food, the cotton, the cocoanut fiber for clothes, the mines for gold, silver, iron and coal; oceans, rivers and railways for trade and travel; something about how much cloud, how much sunshine, in arctic and tropic and temperate regions; how often calms and how rarely cyclones. Something of all the things hinted here. geography scientifically includes. It is no meager study, but rich in materials and easily capable of fascinating treatment. Ingenuity is required to make it dull.

THE AIMS OF THE STUDY.

The object of this study is both practical and educational. Rightly taught, this twofold object is surely attained.

Geography in its practical application has for its object the determination of all those facts, as to any given country, which will enable us to judge of its fitness to provide man with food, and to promote his progress.

The study presents high educational advantages, training imagination, strengthening memory, disciplining observation and judgment, and furnishing superior exercise for the faculty of language.

In the higher reaches of the study we see the important bearing of geographical conditions upon the past history of the race, upon the present power of nations, and upon the future advances of civilization.

In dignity, breadth, educational value, and practical benefit, this branch may make good its claim to a place of first rank.

THE METHODS OF THE STUDY.

There are *methods* in managing this branch. This may be as emphatically said of geography as of chemistry, or language or numbers.

The true methods may be known by the fact that teaching by these methods benefits and delights the teacher, and benefits and delights the pupil.

In general, the method of geographical study is settled by the law of mental development, according to which the faculties come into activity, not simultaneously but successively; first the *perceptive* or observing powers, then the *analytic* faculty or understanding, followed by the *synthetic* or reasoning powers.

1. Beginning with the home, or kindergarten, and in lowest primary grades, there should be a series of *preparatory exercises* on position, direction and distance of objects, rising and setting of the sun, phases of the moon, the horizon, the cardinal points, the familiar land and water divisions, picture and plan of schoolroom, the apparent and real form of the earth, the form, arrangement and conformation of the continents.

2. The *perceptive* course should follow the preparatory, and here should be *vividly* taught the form of the continents and grand divisions, their great physical features, mountains, river systems, plains, prairies, lakes, coast line, with a few salient facts regarding climate, vegetation, animal life, races and manners and customs of the people. Give the story, illustrations, show illustrative objects

—all in advance of study. Make prominent physical points prominent in study. See these great features clearly, and cause your pupils to see them by the power of awakened imagination. The *conceptive* power of the mind, developing simultaneously with the perceptive, should be stimulated from the initial lessons and more and more drawn upon as the study advances.

3. *Analytic* and *synthetic* studies enter but slightly into the early work, and are enlarged as the course proceeds, observation becoming more minute and the power of *inference* more developed.

The transition from perceptive to reasoning work should be gradually and carefully made, very few new things at a time, details avoided, nothing required in a lesson not brought within comprehension in advance of study, the new step to follow always upon one already taken.

4. Text books should not be discarded, but here, especially, the text book should exist for the class, and not the class for the text-book. Much of every good text-book is for reading and reference only, not to be memorized. To oblige pupils to commit to memory what they do not comprehend, is to ruin memory and class, and ought to put in risk the place of the teacher. This branch, of all others, has suffered from parrot work of teachers and pupils.

5. Question and answer, as a means of examination and instruction, and kept always in their due place, are contemplated in the natural and normal method. The method of question and answer should be such as to hold pupils to prompt, clear, accurate and rapid reproduction of all those points and ideas, truly essential, and which have been fully explained and faithfully impressed.

6. The topical method should be much practiced, especially in reviews. Here tabulated statements for blackboard, or written lessons are of value. Fauna, flora, races, dwellings, foods, exports, imports, mines, recreations for young and old, schools, churches, ideal tours (in detail), views from mountain tops,—teacher and pupils visit a volcano, coral island, sugar plantation, cotton field, or take a trip on a Mississippi steamer,—these, and similar subjects, offer themes for written exercises.

7. Physical geography, in the method here contemplated, would be interwoven in every day's lesson, and would, in fact, form the basis of all teaching.

8. *Thorough and broad collateral reading on the part of the teacher would be called for by this method, and reading of other books by the*

pupils, under the teacher's direction, this reading to be subject to questioning and conversation.

The whole scheme, here but imperfectly hinted, looks to *active, oral work by the teacher*, as the hinge upon which it turns, and to quickened observation, imagination and reasoning on the part of the pupil. It calls for exercise of memory, command of definitions and thorough and sufficient grasp of pertinent facts, but does not believe that barren memorizing nor hearing of lessons memorized *verbatim* from text-books, recited never so glibly, can be either respectable teaching or successful learning of geography.

THE MEANS FOR THE STUDY.

By all means, a live teacher. You can draw more out of that well than from the deepest and brightest text-books ever made. With such a teacher no committee reports or formally prescribed means would be needed,—the teacher would settle and select the means. But we offer a few suggestions.

Text-books.—We would not venture to select among the many truly excellent books recently published—excellent in text and *illustrations*—this latter no unimportant feature. As the teacher should be largely the text-book, I should be more concerned as to what books the teacher should use than about the book to be chosen for the class. Let the teacher have *several* of the ordinary text-books in order to profit by different phases of the subject, and by comparison of the several authors.

For peculiarly valuable directions to teachers, two series of the older works I shall commend, and I do so with great confidence,—the "Our World" books, and the "Guyot" series. For the same feature I would mention Miss Eliza H. Morton's new geography. I hardly need say that I would have even the lowest grade primary teacher possess two or three physical geographies, and be familiar with them. In general, the teacher should know the *whole breadth* of this study, fairly, to teach fairly *any grade* of it.

The natural objects.—Teach by continual observation of and reference to these. Begin with the near and familiar forms of land and water, and do not be satisfied unless your pupils can pass a thorough examination in all features of the local geography.

The globe.—This is needed at the outset and indispensable throughout the course. The simple globe that may be held in the hand or suspended by a fine thread, is very useful in the introduc-

tory stages. The mounted globe will be in daily use in the whole range of study. Use a blank globe, an orange, a toy balloon, or a foot-ball at first, for illustrating shape of the earth, and the earth in space. Avoid confusing the mind of the pupil in the use of globes.

The molding board.—Even if this be only a tin pan, a wooden tray, or a smooth board, with a few quarts of moist sand or wet clay, use it from the start, and let your pupils have imitative and also original practice in molding. Continents, islands, river basins, water-sheds, mountain systems, coast outlines, lakes, creeks, lagoons, volcanoes, the construction of railroads and canals, and no end of other things, can be made clear to the pupils, who will be at once delighted and taught.

Outline maps.—Of these, the best are those made by the teacher, or pupils separately, or sometimes by both jointly. Nothing can take the place of this rapid sketching on blackboard by the teacher in the presence of the class. Rapidly outline, have pupils give details or correct errors. Forms of the separate grand divisions, or of the continents, may be cut out of cardboard and by these, placed on the blackboard, outlines in numbers may be drawn at one lesson, and many pupils be sent to fill in specified portions of the map. Progressive pencil outline maps please me much. Geographical wall pictures, like those published by several of our leading houses, are of great value. All outline maps should be drawn off-hand, substantially true in scale and direction, but not minute, labored or slavishly correct.

Geographical readers.—Among the most useful means, I should name one or more whole sets of the English Geographical Readers. These grade from the very beginning of observation and development lessons to the work of the grammar school, about six books in each set. I name the leading series: "The World at Home," "The Standard," "Cassell's," "Blackwood's," "Chambers," and "Philips." These readers are admirably graded and all, with differing excellence, illustrated. They present most valuable suggestions in methods, and excel in selection of matter. Scribner's and Monteith's readers are good and have substantial value, though they lie in a different line from the English readers.

Books of travel and voyages.—Have, if possible, a selection for every country, for yourself, and if possible, for use of your pupils, placing under contribution the public library and the possessions of your friends.

Newspaper cuttings, to be filed or placed in scrap-books under the head of each country, may be rapidly accumulated, and are of great value. One of the weaknesses of our generation is that it gives unprecedentedly rich materials for scrap-books. This weakness is however full of strength for teachers.

Pictures cut from illustrated papers or gathered from other sources, preserved and mounted in wall scrap-books, well graded, will greatly aid the interest and promote the progress of the class.

Miscellaneous material for illustration.—Curiosities of all kinds from foreign lands (your pupils, if asked, will contribute), all products, corals, shells, fruits, living plants, like the india-rubber tree, the tobacco plant, and the cactus, the sugar cane, rice and cotton, samples of written or printed languages. These, wisely used, contribute greatly to produce live, pleasant, progressive teaching. Have your net always spread for this illustrative material. Railway maps and folders are quite worth gathering; tourists' pamphlets, guide-books, home and foreign, are first-class helps, and such a well-written brochure as Dr. Lapham's choice little Maine Central book on Mt. Desert, the teacher as well as the tourist may well be thankful to secure.

Gather maps, charts and diagrams upon every section of your work, and, from those you have, learn to make more. The apparatus and appliances needed for geography need not be expensive. Gather them yourselves.

REVIEW.

1. Geography is a *science*, not a mere congeries of facts, and so has large availabilities for educational ends.

2. Well directed preparatory lessons, in home, kindergarten, and lowest primary grades, on position, distance and direction, are presumed as antecedent to regular work.

3. Make the near and known the initiative and center of all subsequent teaching.

4. Make *picture*, then *plan* of schoolroom, plan of yard, neighborhood, streets, roads. Color differently the several lots, gardens, farms, etc.

5. Build largely on natural features and divisions well known to pupil,—brook, lake, hill, mountain, bay, harbor, ocean.

6. Select wisely points to be learned. To learn all, in this branch, is to learn nothing.

7. Explain carefully, then use steadily geographical language.

8. Use largely extemporaneous outline maps by teacher or pupil, or both jointly working.

9. Form illustrative squares or circles to indicate relative area, population, cereals, minerals, statistics of education, commerce, etc.

10. Make *relief* maps in moist sand, clay, or putty. You can illustrate everything by a sand pile.

11. Take imaginary journeys round the world on our own, then on other parallels, on great rivers, railways; sail on lakes and seas, ascend mountains.

12. Load ships with assorted cargo, at foreign ports

13. Make voyages, noting winds, currents, and climate.

14. Study foreign peoples, occupations, homes, schools, recreations.

15. Take afternoon strolls in our own and foreign cities or countries. Oral and written account from pupils to follow.

16. Accumulate a museum of illustration. Lay diligently under contribution libraries, illustrated books of travel, newspaper clippings, illustrated papers, and natural objects from every land.

17. The method should be preponderantly oral, strongly objective, stimulative to imagination, and reliant upon this faculty.

18. Make the *preview* of coming lessons clear, complete, appetizing, a feature of each class exercise. It is as important as the review.

19. Train, from the start, the faculty of observation.

20. Tell the facts, and teach their relations.

21. Cultivate the memory through the reason; rely on association and grouping of facts to fasten them in the memory. Remember yourself what you expect your pupils to remember.

22. Link together places and history.

23. Make physical geography the basis and foundation of all teaching.

24. Teach with vividness. Cultivate the power of graphic and picturesque description.

25. Be dissatisfied with your teaching if you do not find *intelligent* knowledge increasing in your pupils, with enlarging power to reason.

26. Remember that the great purpose of the study is to "increase the scholars' interest in the world in which they live, to awaken their observant faculties, and to help them to recognize the order, the wealth and beauty, of the visible universe."

From the full and rich literature available for assistance in teaching this branch, a brief list of books is appended. The writer of this paper will be pleased to give additional titles to any who may desire a broader range of selection.

FOR TEACHERS.

Guyot's Common School Geography, Teachers' Edition. Ivison, Blakeman & Co. Price \$1.25.

King's Methods and Aids in Geography. Lee & Shepard. Price \$1.60.

Frye's Geography with Sand Modelling. Bay State Publishing Co. Price \$1.25.

Our World Series. Ginn & Company. Price, No. 1, \$0.75; No. 2, \$1.60.

Guyot's Earth and Man. Charles Scribner's Sons. Price \$1.75.

Miss E. H. Morton's new Elementary Geography. Teacher's Edition. John E. Potter & Co. Price \$1.00.

Crocker's Methods of Teaching Geography. Boston School Supply Co. Price \$0.60.

Johnston's Geography, Physical, Historical and Descriptive. For sale by Willard Small, Boston. Price \$2.75.

Stanford's Compendium of Geography and Travel. [Large and admirable books, but expensive.] Five volumes. Edward Stanford, London. English price 21s. each. For sale by Willard Small, Boston.

SUPPLEMENTARY READING.

The several sets of English Geographical Readers. Price, a set, about \$3.00.

Miss Andrews' "The Seven Little Sisters who Live on the Round Ball that Floats in the Air." Lee & Shepard. Price 50 cts.

The Seven Little Sisters Prove their Sisterhood. Lee & Shepard. Price 50 cts.

Lucy's Wonderful Globe. D. Lothrop & Co. \$1.00.

Miss West's Class in Geography. Lee & Shepard.

"Zig Zag Journeys" in Europe, Classic Lands, the Orient, the Occident, Northern Lands, Acadia, the Levant, the Sunny South, India, the Antipodes. Estes & Lauriat. Ten vols., each \$1.75.

Miss Andrews' Geographical Plays. Lee & Shepard.

Johonnot's Geographical Reader. D. Appleton & Co.

Hale's "Family Flights."

Champney's "Vassar Girls" Series. Estes & Lauriat Price, each \$1.50.

BOOKS OF TRAVEL.

Bayard Taylor's "Views Afoot," etc. ; the entire series.

Smiles' "Journey across North America."

Drake's "Nooks and Corners of the New England Coast."

Bishop's "A Thousand Miles in South America."

De Amicis' "Europe."

Pumpelly's "Across America and Asia."

Wilson's "Abode of Snow" [Himalaya].

Bird's "Unbeaten Tracks in Japan."

Cummings' "At Home in Fiji."

Arnold's "Through Persia by Caravan."

Blaikies' "Life of Livingstone."

Stanley's "How I Found Livingstone."

Vincent's "Thirty Thousand Miles of Travel in Australia."

Kane's "Arctic Explorations."

Clark's "Hong Kong to the Himalayas."

"Pictures by Pen and Pencil" [excellent in description and illustration]. The Religious Tract Society, London. Seventeen volumes [may be had separately]. English price, 8s. each. Inquire of Willard Small, Boston.

PAPERS PRESENTED

AT

ANNUAL MEETING OF PEDAGOGICAL SOCIETY, 1888.

INSTRUCTION IN LATIN IN PREPARATORY SCHOOLS.

By Prof. J. D. TAYLOR.

I suppose it may be assumed that the difference between the teaching of Latin in college and in the schools, broadly stated, is this: in the school, the student studies the language, in college, he studies the literature; or, at least, in the school the object is primarily the language, and only secondarily the literature and criticism, while in college it is the reverse, literature and criticism come first, purely linguistic work is but secondary. The problem, therefore, as I conceive it, which is presented to the teacher of Latin in our high schools, academies and seminaries is, by what methods of instruction can the pupil be put most effectually and thoroughly in command of the Latin tongue?

In considering this problem, let not the teacher forget the immense advantage he has in the fact that he is about to scatter the first seeds of a new harvest on virgin soil. He has not got to exercise his wits to devise novel expedients and tricks to stir anew a jaded interest in a subject grown stale and familiar. The boy is already excited and eager with the prospect of acquiring a new language. Certainly if he has any ambition at all in the direction of knowledge, it will be this, to become master of a foreign tongue, to be able to say things that his mates cannot understand; a proud superiority that lifts him, perhaps, even above his own father and mother. Though he may never have heard the saying, "So many languages, so many times a man," yet that way lies his idea.

Don't then, I entreat you, dash his ardor by setting him at work for his first lesson (as my teacher did with me twenty-eight years

ago) on the first page of his grammar, requiring him to learn by heart the fact that "consonants are divided into liquids, aspirants and mutes, and the last into labials, palatals and linguals, p, b, f, v, etc., etc." Let all that wait. And the sounds of letters, too, division of syllables, rules of accent, and of gender, all these things will come in later. For his very first lesson set him to learn the declension of *musa* and of *servus*, and direct him to pay no attention to irregular case-endings, Greek forms, or anything of that sort. Let him learn as soon as possible the five declensions (i. e., the regular forms only) and then the verb. As soon as he has mastered the indicative mood of *amo*, set him at once at translation. Sentences of three words, at any rate, he can manage, *Cæsar Brutum amavit, Ego sum Americanus*. Let him try his hand and his wits at these, and his interest in his new accomplishment will be second only to that with which in his childhood he struck his first jack-knife into a piece of pine.

And not translation only from Latin into English. He can begin at once to turn similar English sentences into Latin. Let him write them on the black-board; give each student in the class a sentence to put on the board, and when they have taken their seats, let them criticize and correct each other's performance.

The next step—and it should not be deferred later than the next day—give him a lesson in *speaking* Latin. This is the consummation to which the boy himself, from the very first moment when the idea entered his head of studying Latin, has been looking forward. He has wanted to be able to speak in a language other than his own, and when you announce to him, *Necesse est Latine dicere*, you will observe how prompt will be his response. I have the strongest conviction of the value of oral practice, as a means of acquiring Latin, and I believe its neglect to be the most serious defect in the current methods of teaching Latin in our State. If it be urged that Latin is no longer a spoken speech, it may be replied that (to say nothing of English, which is one-half Latin in vocabulary) it still lives in French, Spanish, Portuguese, and especially in Italian, which is nearer to the Latin of Virgil's and Cicero's time, than is the English of to-day to that of Chaucer. And even if it were granted that Latin is a dead language, that is no reason why the teacher should introduce his pupil to it with the lugubrious manner of an undertaker, informing him that he "now has an opportunity to view the remains."

To your pupil the language will be alive enough if you make it so. More so than even French or German, for there are not the same difficulties of pronunciation. Only show him that the Latin had a colloquial as well as a literary style, and that the Romans joked, bantered or scolded each other in much the same style that we do. Help him to discover small phrases and sententiæ, such as will serve him for handy catch-words on the playground or in the street. *Heus tu, ubi gentium sumus, jam satis*, and the like, will give a classic spice to his slang that he will greatly relish. His eye will quickly discover how admirably the Latin is adapted to enlarge his vituperative vocabulary, and such expressions as *Mendax Americanus* (for the champion exaggerator), *Homo trium literarum* (Roman euphemism for thief, f-u r), *Loquax magnus*, and so on, will come in as very convenient substitutes for epithets that have become too common and threadbare to satisfy his taste for point and picturesque vigor. The habit once begun of putting his own thoughts into Latin, it will take possession of him, and become a haunting impulse that works of itself. Latin words and sentences will be running through his head and dancing in his brain till he cannot forget them. It is a vast deal gained when a boy takes hold of a language in this fashion. Whatever is offered to his memory, whether word or rule of grammar, is seized with a ready and tenacious grasp. Progress will be much more rapid, and what is worth far more, his interest in the after study will have a vitality that will not easily die. Horace and Catullus and Lucretius and Juvenal, when he comes to them, will be living authors to him, and the apt phrases and felicitous lines that he finds in their pages, he will be ready to seize upon with quick appreciation, and in later life they will crop out in speech or in writing as did the slangier classicisms of his school days.

No great extra effort on the part of the teacher will be required for this. It isn't necessary for him to commence his instructions by standing up before his class of beginners and repeating, *Gallia est omnis divisa in partes tres!* *Gallia est omnis divisa in partes tres!* and so on, with all the variety of emphasis, gesture and grimace:— which, however, might be a very good way to learn Latin, if life were long enough. The only thing needed will be to practice his pupil more or less frequently in written and oral exercises. Send him to the board to write from a slip of paper that you put into his hand, the translation of some simple easy English phrase or sen-

tence, suggested by a passage in the day's lesson. Suppose he has been translating the fable of the Farmer and the Snake. You can construct half a dozen sentences, not exact translations of the Latin text, but modelled upon it, and requiring no words or constructions with which the student is not familiar. Next day, with another fable as the basis, give the sentences verbally, and let the student reply with oral translations. Without indicating beforehand what member of the class is to be called upon to respond, pronounce the sentence (English) slowly and distinctly; then after waiting a moment until all have had time to think it out, name the student whom you wish to give the translation. Criticism or questions from the others may follow. From five to ten minutes spent in this way at the close of the recitation will produce results that may be surprising; and I believe the effect in giving a real and secure grasp of the constructions and idioms will be three times that resulting from the ordinary method of "parsing," and as to the interest excited in the student, the two methods admit of no comparison.

At another time (this should come further on, of course) a short narrative, like a fable, or the story of the oath of Hannibal in Nepos, may be assigned to the class with instructions to study it closely and prepare themselves to reproduce the account of the event or incident in Latin of their own; the reproduction to be an imitation of the original, but as far as possible, with different words, different phrases, and in a different style. This is a somewhat difficult test, but with the proper preliminary work already accomplished, even the dullest student could do something; and it is a kind of work also, in which effort, even without achievement, is success.

It may occur to you that these are the expedients that one would avail himself of in teaching French or German. Precisely! and why not? It is true that it is a reading and not a speaking acquaintance that we want with Latin; but, up to a certain limit, ought not instruction for either end to proceed on the same line? In both cases, you wish to secure a vivid and familiar knowledge of the idioms, constructions and vocabulary of the new tongue; and how can the pupil make acquaintance with the ablative absolute, the dative of interest, the gerundive, and the subjunctive of purpose, so quickly and so effectively as by the attempt to use them? I

maintain, and it is the thing that I wish to insist on with most emphasis in this paper, that he who wishes to qualify himself for the best success as a teacher of Latin, will find no better way than to set himself to learning to *speak* some modern language.

The struggle with its difficulties, its grammar, its idioms, is the one thing that can put him in full sympathy with his pupil, who is struggling with precisely similar difficulties in his Harkness, or his Cæsar, enabling him to extend the helping hand at just the right point in his perplexity, understand and excuse his failures, and appreciate his triumphs, and it will keep him moreover from continually shooting over his pupil's head, while he dissertates and discourses upon the matters that have interested him, and ignores those that have interested his pupil. In short, it will enable him to practice the teacher's Golden Rule and "put himself in his place." Write out an exercise in French or German before going to your class room, and when you get there, you will have vastly more respect for what your pupil does, and vastly less contempt for what he fails to do. And somehow the pupil himself will understand this. Try it, and you will never get on the other side of the teacher's dead line of routine and ruts.

It is not to be understood that the study of the grammar has been suspended or ignored while the student has been occupied with the method of oral and written reproduction, or that it was dropped when, after learning the declensions and conjugations, he began translating the fables. The method here advocated does not imply the neglect of grammar, but rather its most rigid, persistent and thorough study. But it is needless to say that I do not mean by this the forced memorizing of page after page of what to the student are as yet but dry and unmeaning rules, without their daily and immediate illustration and application in writing, reading, or in speaking. I would teach the student a rule of grammar only after he has begun to feel the need of it, and if you set him to translating (and still more, if you set him to writing or speaking) the need will come very soon. With the very first sentence, he will want to know the meaning of this dative, or ablative, or acusative. He wants to say "I write with a pen." He is puzzled as to how the Latin would express "with a pen." Plenty of questions of the same sort will beset him, and he will beg of you to tell him where he can find in his grammar the rules that will explain it all. This will be the time to give him his first lesson in syntax. Show him the rule for

the ablative of means, and that the Latin says *penna scribo* and not *scribo cum penna*. You may warn him that in his next day's lesson he may find other ablatives besides the ablative of means; point them out to him, and let him mark them with his pencil, and at the same time show him in his grammar the rules that will explain them. Let him take those rules—not more than four or five at once—for his next day's grammar lesson, and when he comes to the recitation, see how far he is able to apply the right rule to the right word; and give him sentences for writing on the board that will serve for still further illustrations, and put his discrimination and judgment to a yet severer test. For another day, single out a group of datives, with a lesson from the grammar to correspond; and so on, in order, as the right time is reached, the infinitive and the subjunctive can be mastered in the same way. Care should be taken never to administer the grammar in too large doses; no more should be given at once than can be thoroughly digested and assimilated. Here, with special care, must be resisted the teacher's besetting sin, the attempt to teach too much.

Of course, the order of subjects given in the grammar, need not be followed, and ought not to be. The rules of arrangement, for instance, which come generally at the end of the book, are among those which the pupil will want to learn first, as he will need them at once for use in writing and speaking. When the grammar has been pretty well gone over in this discursive fashion, and the student is well advanced in his course, there may follow a review of the whole in order, which may serve at the same time to give him a consecutive view of the subject, and to fix the earlier acquired impression on his memory by repetition. In language teaching there is surely no part of the work of equal importance to the training given in grammar, whether for the linguistic purpose only, or as a means of mental discipline, and this, whether the language be a dead or living one; and the degree of fidelity, tact and scientific thoroughness with which it is done will be the measure of the teacher's success and, ultimately, of his reputation. It is of no use to try to evade this by the ostentatious adoption of new and much trumpeted theories, and so-called "advanced methods," and such-like "royal roads," which are to banish grammar and do away with all unpleasant labor on the part of the pupil, and, though this is usually left unmentioned, of the teacher as well. In the end your work will find you out, and—your pupils also.

The practice of translation at sight is one which, perhaps, in our State, has not received the attention it deserves, though the backwardness of our teachers in adopting it may be due in part to their sagacity in perceiving that the loud advertising it has received under the auspices of certain large institutions, is to be, in great measure, explained by the fact that the "sight-test" is the most efficient safe-guard yet discovered against cramming and cribbing. As an expedient for this purpose it is certainly a very happy invention, and in a large and wealthy school or university, where the temptation to dishonesty is so great, and the facilities even greater, its adoption as the only test regulating the bestowal of its honors, and even the privilege of admission to its classes, is certainly fully justified. In Maine, I believe, we are not yet reduced to any such necessity, and sight translation, therefore, may stand on its merits as a means of instruction only, and as such it doubtless has a value that ought to make it, at least, an occasional exercise in every language class-room. As a means of mental training, it tends to promote power of concentration, quickness, alertness, self-possession also. Furthermore, and this may not be its least value, it brings teacher and pupil into a pleasant and friendly relation, in which, for the time, the former is no longer the catechist and critic, but the sympathetic auditor and helper; and so contributes to disabuse the latter of that invincible prejudice with which every Anglo-Saxon boy seems to be provided from birth, that his teacher is his natural tyrant and enemy. As an exercise occupying now and then the last ten or twenty minutes of the recitation hour, it is, I think, to be strongly recommended.

A method that in my own experience I have found to combine many of the advantages of sight work with others of not less value, is the practice of interspersing now and then an exercise in translation in which the amount assigned is three or four times that of the usual lesson. The class are instructed that what is desired is an exercise in translation only,—no questions of grammar or criticism will be raised,—no more than the usual time is to be given to the preparation, and if the student encounters difficulties which, if he should stop to solve them, would prevent him from covering the whole ground, he is to mark them and reserve them for the class-room, to be brought up as subjects for question and discussion. The results obtained by this method have been very satisfactory in college work, and possibly might be employed with advantage in the preparatory school as well.

I have left myself time for but a word on the second part of my subject, the Latin course in schools, and I want to make that a word in favor of Nepos as a substitute for Cæsar. Who that has ever taken a class of beginners through the prescribed four books of the Commentaries, has not had his doubts as to its being the work best adapted to instruct and interest a young mind? We know the arguments in its favor; it is a model of pure Latin; it is a model of a chaste and simple literary style, and it is not too difficult. But how many of us now remember one single episode related in those four books, or can recall one single sentence, unless it be the first, whose point or felicity at that time laid lasting hold upon the memory? Those pages, to be sure, have a different look to us now, and the vision of that slight form, with the pale, student-like face, marching at the head of his legions through the forests of Gaul, and sitting down in his tent at night to trace on his tablets the pages of his immortal Commentaries, is one of the most vivid pictures in the long galleries of historic literature. But we saw nothing of all that when we read Cæsar at fifteen or sixteen; nor could we have been made to see it.

Nepos, on the other hand, cannot fail to appeal to the interest of the youngest pupil of the class. It is biography, the kind of literature that most delights us in our earliest years, as it best retains its charm for our latest. The names are those that have already caught your pupil's ear, and he will be taken by the very look of the pages that are to tell him of Miltiades and Cimon, and Alcibiades and Themistocles and Hannibal. Nepos also, no less than Cæsar, is a model of chaste and elegant Latinity; he wrote at the same period, nor is he more difficult. If not taken as a permanent substitute for Cæsar, I cannot help believing that, at least, the occasional alternation of the two authors for successive classes could not fail to have a wholesome effect, not only for the pupil, but for the teacher as well, for whom there is no danger greater than that which arises from dwelling upon the same author year after year, till his criticisms and explanations have become stereotyped, his manner lifeless, and the very tone of his voice perfunctory and stale.

IN MEMORIAM.

ROLISTON WOODBURY.

C. C. ROUNDS, Ph. D.

Roliston Woodbury, born in Sweden in this State in 1840, died at Castine, November 1, 1888.

He began teaching at the age of sixteen or seventeen. Fitting for college at Bridgton Academy, he entered Bowdoin in 1861, but soon left to join the 5th Battery of the 1st Regiment of Maine Volunteers. This Battery ranked first of the eighteen best drilled batteries of the Army of the Potomac. Its discipline and valor were put to the severest tests, as at Cedar Mountain, Second Bull Run, Fredericksburg, Gettysburg, Chancellorsville.

Of the terrible struggle at Chancellorsville, Mr. Woodbury wrote an account which is one of the most vivid ever written of the real spirit of a battle. Here he stood until he was the only man left at his gun. The next gun also had only one man at it, the other four were silenced. After three days and eight months of honorable and arduous service, he was mustered out with his regiment at the close of the war.

The college course was not resumed. He entered the Normal School at Farmington, from which he graduated in 1867. Upon his graduation he became one of the faculty of the school. He continued in this place for twelve years, until in 1879 he took the position of Principal of the Normal School at Castine. This place he held until his death, thus rounding out the long period of twenty-one years devoted to normal school work in his native State.

To stand so long in such prominent places argues much for the character of the man; but when we consider how he stood, the confidence and affection which were his in life and the sorrow attending his death, it follows that Mr. Woodbury possessed rare qualities of character, of mind, and heart.

His character was singularly straightforward. He was not aggressive, nor self-assertive, but no one who knew him ever doubted where he would be found.

His home was of the kind which has moulded the best New England lives—frugal, industrious, religious. The town was always singularly free from demoralizing or disturbing influences. I knew it well. Before his time I was a student in the beautiful quiet village at the head of the lake where he fitted for college. To the influence of the college he owed nothing, for the whirlwind of war bore him away. Fortunate again, he passed into the school of Captain Lepien, American by birth, but trained in the best military science of Europe, a man of such sovereign devotion and elevation of character that his men gave him at once full confidence and implicit obedience, and mourned in his untimely death their dearest friend. The very best results of army discipline were clearly apparent in Mr. Woodbury's promptness, diligence, unflinching devotion to duty, his singularly rare ability to mind his own business and do it.

His success as a teacher was due to qualities which were patent to all observers. He had never lived on speculation. His early days had brought him into connection with the realities of a simple mode of life. There was here no suggestion of speculations as to fundamental principles of sociology which are at times forced upon those who find themselves in a world too strong for them. Holding fast to the promise that seed time and harvest should not fail, every day brought its duties dependent on the inflexible course of nature. During the the period of army life which so powerfully influenced all his subsequent thought, he was not to speculate, but to obey. He was not confronted by a theory, but by a fearful reality—the confederacy in arms against the nation. In his later career as pupil and as teacher he wisely adapted himself to his circumstances; his employment was continuous and without special anxieties. By constitution and training he was led to reverence real truth, and he must have it definite and clear. In taking up any new line of teaching he must first of all get its bearings, establish his points of observation, measure his base lines, and from these cover his field by a kind of mental triangulation. So long as he taught this subject he would add here or there as new knowledge or new light came to him but his bases were seldom moved. In his teaching he made points. He did not repress discussion but he guided it. He came to his results by thought, his pupils had to do the same. He sometimes forgot that they could not take so long steps

as he, but as soon as they came to know him they could go to him with their difficulties again and again, for his patience with an earnest pupil was invincible.

In the class room he was at home and so were his pupils. He and they were never taken by surprise. Visitors would at any time see the regular work, they would at no time see more. The mental and moral air of his class room was always delightful.

Beyond and above the intellectual effects of his work there was another effect arising from his moral nature, his ready sympathy, his instinctive respect for humanity, his modest deference to others, his quiet reserve. Any school would run more smoothly from his being in it. He never antagonized people. Assuming nothing, he soon came to hold in the school and in the community an influential place, due to his straightforwardness, his intelligence, his integrity. Though of pleasant and easy address, and social with his friends, he was not fond of society in the usual sense of that term.

But there was a side to his character which more truly than any other reveals the man: he was before all else a religious man. His moral and religious nature were so closely intertwined that it is not always easy to make a distinction between them. In his entire religious thought and life there was the same reality that pervaded all else. His faith was, in the language of Bacon, "the perception of spiritual truth;" it was indeed the "*substance* of things hoped for and the *evidence* of things not seen." Loyal in a remarkable degree to the church of his fathers, he had no word nor thought of detraction for others. He had made his choice, and there, by the very constitution of his nature, he must stand. It was for others to do the same, and with the same liberty which he claimed and exercised for himself.

But in our analysis we end as we begin with a *man*; and in the study of any complete life, as of any consummate work of art, it is the unity resulting from perfect blending of essential qualities that remains as the final impression upon the mind. And this character, so simple and yet so strong, was the result of blended influences that may be easily understood, those early years on the peaceful farm, with its prospect of field and forest and encircling mountains; a studious youth; the years spent in stress of march and battle; then the long years of study, of thought, of teaching, and through all the search for truth and the devotion to duty.

Our relations were for a long time of a peculiarly intimate nature. He had been a teacher in the Normal School for a year before I became connected with it. In the reorganization of the school and the development of its plans of work we wrought together. To his faithful assistance I owed much, and he came by right to fill to me a place which has ever since been filled, which will, most likely, henceforth remain unfilled. In more than eleven years of daily intercourse there was never a word of difference between us, and yet, by nature, from our training and our diverse experiences in life, we differed in many ways. Devoted to his work, loyal, true in thought and deed, it was very pleasant to work with him in brotherhood; it were ungenerous not to pay a personal tribute. It must seem to you extravagant should I say all that is in my thought, for, simple in his tastes, fond of the quiet ways in which you were never privileged to walk with him, you could not know him as I did.

To him belonged the beatitude "Blessed are the pure in heart for they shall see God." His soul was diamond—the sunlight and the rock—not a dazzling but a mellow light; not of perfect water—it took a tinge from the earth on which he dwelt; there were tints, but no streak. He was serious, not sad, never hilarious, for he had looked death in the eye and blenched not. One who is a man does not pass through such battle tests and come out as he was before. No influence had been so powerful as this. He was not one to talk of his past in the great struggle, but when he did speak his soul went into his utterance. Those who have heard his lecture on Gettysburg will remember the expression thrown into his reference to "that thin line of blue which wavered but would not break." The anniversaries of his army life were in his thought and sometimes on his tongue: as, "so many years ago to-day such a battle was on;" or, "we were on such a march;" or, "we received such orders."

The effects of his army life never left him. The death he had faced so often, followed on his steps and in his later years walked by his side, and he knew it. Yet it was his choice to stand at his post to the last, as he stood by his gun at Chancellorsville. And so, child of the mountains, he rests at last by the sea. *Rests by the sea.* So we speak, but how false the phrase to Christian faith and hopes of immortality. He disappeared from mortal sight. He answers to the roll-call above. If he stand not *now* among the shining ones who watch and wait, it is idle to speak of the communion of saints and the life everlasting.

What shall his monument be? Not painted window, which may break. Not marble shaft, to tell the idle wanderer, who cares not, what man this was. His life and work have built for him, in loving souls, a monument more lasting than glass or stone, not a dead shape, but a living influence to sustain and inspire, and to pass on into other souls which these shall mould. But something more is due. Let his pupils of both schools join in a testimonial marking their appreciation of his worth, in some form to continue the work he loved so well. Thus will the good he has done live after him, and the generations following bless his name.

THE AIM OF OUR PRIMARY SCHOOLS.*

MISS M. L. E. SHAW.

In the present closely graded educational systems of our cities, so definitely is the amount, kind and even manner of the work to be accomplished in every school, nay, in every class, prescribed, that, at first thought, it would almost appear that there is left no room for inquiry as to the aim of any section of the great whole. The Primary School most clearly is to instruct the wee ones in the rudiments of reading, spelling, number, etc. ; is, in short, to-day to lay in their youthful minds, the foundation of all knowledge, that (adapting the words of New England's greatest poet)—

“Upon this firm and ample base
Both ascending and secure
May to-morrow”— the to-morrow
of the Grammar School—“find its place.”

The Grammar School is to continue the building process, erecting the superstructure of this edifice educational, and, in due time, is to give place to the High School, which, in its turn, shall make all ready for the finishing architectual touches of the college or university ; when, lo ! before our admiring gaze shall stand the temple of wisdom, complete from corner stone to turret !

This may seem an exaggerated picture, but, in the mind of the average pupil, it is safe to say, there exists no very different conception of what it means to be educated than that of having “*got through*”—as they term it—the several schools ; and to have been graduated from a college is, of necessity, to be a finished scholar. In the mind of the average pupil did I say ? The same statement would hold good, if made as regards the apprehension of a large proportion of the people of mature age in the average community. It is matter for rejoicing that this large proportion includes, from

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year to year, fewer and yet more few of those who are teachers, none of those who magnify that office. While the entire school system may and should be considered a unit, while every year's work should supplement that of every preceding year, this fact must also be duly and constantly recognized, that while but a small proportion of our youth complete the college curriculum, a very large part never enter any grade more advanced than the highest Grammar, and a by no means inconsiderable number leave school, having finished only the Primary course. Provision should then surely be made that the work of every department be, in a sense, complete in itself. The parent whose poverty compels him to take his child from the Grammar or even the Primary School, has a right, and the great public of which that child is to become a member for good or for ill, has a right to demand that some end shall have been accomplished by his school training. And what should that end be? The parent referred to would doubtless assert, and with a measure of truth, that it should enable the child to obtain a better livelihood with greater ease. The community at large would insist, and justly, that it make him a better citizen mentally, morally and, in consequence, physically. These surely are no petty objects, yet to the apprehension of the conscientious teacher, every child has upon her, in his own individuality, a weightier claim, a claim limited only by his own possibilities; and she who does not aim to make of each, the most and best of which he is capable sins against him. In opposition to this view of the matter, two arguments present themselves: First, that no teacher can, with anything like certainty, determine which of her little flock are soon to complete their school course, and even were she able to do this, to discriminate in any way between them and their more fortunate mates would be both invidious and impracticable; Second, that a child is a child and cannot by any hot-house process of development shortly become a man. To the latter objection, let me say, first, it is insurmountable, next I am sincerely glad it is so, thirdly, by making the most and best of a child, I did not mean making a man of him (a doubtful improvement were it possible) but making him the best child and awakening in him the greatest susceptibility of future growth and development of which he is capable. My meaning thus clear, the first difficulty vanishes of itself.

With such an object in view, there could exist no necessity for the separation of pupils into two classes, even in the thought of the teacher, for to attain it in any child would be to give to him the best

possible preparation for whatever might await him, whether as a student more advanced or as an apprentice in manual labor. In the words of Montaigne, such a child is "if not taught, at least teachable." To accomplish this is to fulfill the requirement both of parent and of public and to do something above and beyond. You will say it is a lofty ideal, and, if you do not perchance, esteem it too visionary for a sane teacher's seeking even, you will surely ask how can it be attained? Were it attained it would cease to be an ideal. I do not claim to have discovered any infallible process, by which to turn out from my school a perfect child. But in this distant end are comprehended certain other purposes which can never be gained except as stepping-stones to that highest, except by reaching upward toward the ideal. These minor aims, minor only in the sense of being parts of the whole, will readily present themselves to the consciousness of every teacher, indeed, they dwell therein but too constantly for her own peace and well-being. We aim, or should aim, to promote the mental, moral and the physical welfare. If, as is often asserted, less attention than should be, is given directly to the cultivation of vigorous, healthy bodies, there is yet, undeniably, progress in the right direction. But injustice is often done to schools and teachers in this respect. There are pinched, pale faces and weak little bodies in our schools, without question, there are pupils truly unfit for study or for school-room confinement, diseased in nervous system if not actually in brain, but I doubt that the responsibility rests often with the teacher. Some of these children are insufficiently clothed and fed. There are those, who, in the cold season, are rarely warm except while within shelter of the school walls.

One little fellow, last winter, having in the course of a language lesson, formed the sentence "I like to come to school," on being asked "Why?" by his teacher, quickly replied, "Because it is always warm here." That simple answer spoke volumes concerning his own home comforts. Other children from happier homes suffer physically from a superabundance of good things, from over-eating and under-sleeping. The undue indulgence of fond parents allows them too rich food for digestion, and too late hours for rest and growth. May not some of these things lie at the root of much that is popularly supposed to result from over-pressure in the schools? With this word of defence and inquiry, we pass to the consideration of the intellect, whose stimulation and growth was once

thought to be the sole legitimate object to be sought in any school. Whatever may be said in regard to the three-fold aim of education, it is yet the proper training of this faculty to which the greater portion of every teacher's and of every pupil's time must be devoted. The child is rarely conscious that anything else is designed concerning himself than that he shall acquire a certain amount of knowledge. Something may be done incidentally in the line of physical and moral training, but mental growth must ever be an open, acknowledged purpose—an end to be sought by effort, even by arduous labor.

What constitutes the best mental discipline a child can receive? Rousseau tells us "The thing is not to teach him knowledge but to give him a *love* for it and a good method of acquiring it," a sentiment worthy to become the motto of every primary teacher.

That the child should learn thoroughly, in the lower schools, certain elementary lessons is important, as is also in a scarcely lesser degree that he should become accustomed to school routine and methods. But that he should in and by this process have become able to appreciate something of the value of knowledge and to gain it somewhat independently of teachers or even of books, that he should have learned to study, to observe, and to think is infinitely more important. Were it possible for a child to obtain, by any other process, that mental acumen, that clearness of perception, and power of reasoning, which should be acquired in learning the simple lessons of his first school years, it would be of little moment if he were to enter the Grammar school in utter ignorance of all book-lore; for a mind thus disciplined and matured would in a very brief period, and almost without effort, attain the little needful information it is now the office of the elementary grades to supply. But while it seems scarcely possible that a mind should be thus developed and strengthened without the aid of just such lessons as our primary course indicate for study, it is to be regretted that children may and do become familiar with all that they can be supposed to memorize with very little development of any other faculty than the memory. There comes continually from the advanced schools the complaint that pupils promoted to them are scarcely more than machines; that they have a certain parrot-like facility, a semblance of knowledge, but are utterly unable to apply it. They cannot reason and have never learned the use of books. The teacher must break very fine all mental food for them before

they are able to assimilate it. This should not be. If, as is asserted, that teacher best fulfills her office who helps the pupil to dispense with any teacher, there is grave fault somewhere. Let us seek to understand the child nature and condition and our mistake may stand revealed. The little one who enters school at the age of four years, the earliest period at which the public school will receive him, is not entirely uneducated in the proper sense of the word.

On the contrary, he has, since his birth, made wonderful acquisition, has learned to use his hands, his feet and his eyes, has gained through the medium of the senses a multitude of perceptions, can compare them and form some ideas or judgments, can even reason a little. He has also learned to talk and thus to express his thoughts with more or less of clearness. This child is not precisely like all other children, he is an individual, with certain inherent and acquired tendencies, is not "a bit of plastic clay to mold," tradition to the contrary notwithstanding.

We may, we doubtless shall, have to reform, no less than to form him, for he has even now not only his excellences but his faults, and is not "a sheet of paper white" for us to write upon. This beautiful poetical conceit could never have emanated from a teacher. How shall we treat this being? Let us, by all means, continue the processes of development already begun by nature. Let him still gain knowledge by the use of his senses.

A primary teacher of long and successful experience gave utterance not long since, in my hearing, to the following belief: "Those teachers who condemn objective teaching do so for one of two reasons. Either they have never tried it at all, or have attempted it without success because they know nothing of the art (for art it is) and were too careless or too indolent to give any time to its acquirement. Object lessons are invaluable, even were the enjoyment the children manifest in them, their only end." But they yield richly in the development of the perceptive and comparative powers; they give the pupil confidence in himself, and lead him to strive to express in clear and concise language what he observes and thus to make the knowledge gained, fully his own. At the same time, by their use the pupil is constrained to acquire whatever of information he does acquire by his own effort, an end ever to be sought.

The child who enters the lower primary schools, whatever may be his faults, is seldom if ever lazy or listless, but alas! by some mysterious process, he is, during the first two or three years of his

school-life, too often converted into a living embodiment of the sad wisdom of Solomon. He has become that lethargic being, we have all beheld in the upper grades, on whose countenance is written in unmistakable language, "much study is a weariness of the flesh." By no legitimate process of teaching would this be effected; it may occasionally result from physical weakness but she who has only to lift her eyes to behold such transformation going on all about her, would best resign or reform her methods. Happiness is a birthright of childhood, and seeking it for the little ones about her should never be beneath a primary teacher's aim.

We who are over-anxious for the growth in knowledge of those entrusted to our care are prone to forget that human plants need sunshine no less than do those of a lower kingdom. We underestimate the difficulties and trials of childhood.

In Marion Harland's charming story, "My Little Love," there is presented a bit of child life from the consideration of which we might, perchance, gain as much instruction as from the perusal of the latest Educational Journal. A single passage I quote. The heroine, little Ailsie, speaks "Tisn't easy to make believe you are happy when you have the heart ache." "The heartache!" I echoed, "what do you know of that little Ailsie?" "Because I *am little Ailsie* you believe I don't understand! But we children know more than grown folks think. And we *have our troubles!* There's the Multiplication Table now! When I've said my prayers at night, and lain down to try to sleep and I recollect that I've got to say the nine column in the morning even to Aunt Evy, I wish I could die before I wake! I do truly! God understands, that's one comfort!"

The days when the Multiplication Table had to be learned and repeated from once one is one, to twelve times twelve are one hundred forty-four, forward and backward and skipping about, are for most children and schools, no more; but in exorcising this demon of our own childhood days, we have not yet, alas! banished all the baleful spirits that torment. Such an experience as that of little Ailsie is the not infrequent result of an attempt on the part of a teacher to make a pupil's memory responsible for the reproduction of facts, of whose meaning, value, or connection, the child has not the slightest idea. This exclusive cultivation of the memory seems like an assumption by the instructor that either this faculty becomes susceptible of use and culture prior to any other, or that the power

of abstract conception is not only inherent but has attained mature strength without any effort for its development, both which premises are equally false. The experienced teacher knows that it requires careful guidance and continued practice to enable her young pupils to apply the ideas they obtain, from objects present to the senses, to those absent; and that the ability to comprehend absolutely abstract statements is an acquirement of even more gradual and difficult growth. She knows also that to burden the memory with other details than those which naturally fix themselves in the child mind, before theceptive and reasoning powers are somewhat quickened, is worse than folly.

Good hard work, provided it be fitted to the stage of development which his mind has attained, is neither harmful nor distasteful to the ordinary child.

Even very young pupils may and should be trained to habits of concentrated attention and of rapid accurate work and this not only with profit but with keenest pleasure to themselves. It has not been my purpose to dwell upon any special branch of instruction, but while speaking of the formation of habits, a word in regard to language may not be amiss. We all know, many of us from personal experience, with what difficulty habits of speech acquired in childhood are ever eradicated. We have, perchance, smiled to hear, in some unguarded moment, from lips long accustomed to open only in language of classical correctness, some utterance at once so uncouth and so foreign to its author's usual diction, that we could but know the vernacular of childhood had not been entirely superseded even by the effort and usage of years. Remembering then with what unconscious ease the child appropriates to his own use such terms and expressions as he most frequently hears, how few of those who acquire incorrect habits of speech ever become sufficiently awakened to a sense of their own deficiency even to attempt a reform, and how much not only of labor but of mortification is entailed upon the few who do, with more or less of success, attempt it, the primary teacher, who loves the purity of her mother tongue, will surely not count it an unworthy aim to impart to her pupils both by example and by careful instruction such a vocabulary as shall never cease to be useful to them, and to exercise them much in the art of expressing themselves in clear and pleasing language. It seems to me scarcely an exaggeration to estimate

correctness of speech as next to correctness of morals, and the attainment of the former at least a step toward the latter. Concerning the teaching of morals, a few words more directly.

In every course of study prescribed no matter for what grade, stands written somewhere a clause regarding "Morals and Manners," invariably and fitly associated. If, as is often asserted, the education of the first ten years of a child's life does more toward the formation of his character than that of any other period, surely upon the primary teacher rests a weighty responsibility. For not only the welfare of the child himself, but of society as well, depends more upon his moral than his intellectual character. The theory that both morals and manners should be taught more by example than precept is undoubtedly correct, yet like many another excellent theory, it is sometimes responsible for anything but excellent practice. It is, in short, made an excuse for the entire neglect of any attempt at moral guidance on the part of many teachers. A conscientious, truthful, absolutely honorable teacher's daily life will assuredly not fail to make an impression for good upon the little ones who observe and consciously or unconsciously imitate her, but such a teacher will never feel at liberty to neglect all explicit direction of her pupil's moral lives. She will speak to them, at least, as opportunity offers, of the duties of industry, self-dependence, obedience to rightful authority, of true patriotism and of kindly courtesy toward all mankind. She will endeavor to teach them the value of honesty in word and in deed, of purity of thought, of speech and of action, and to reveal to them clearly the moral beauty of a life combining such virtues. She will impress upon them the fact that manners are in truth "minor morals," will teach indeed, the common forms of courtesy, but will at the same time strive to inculcate the unselfish spirit, the inward grace of which these should be only the outward expression. Such a teacher will, while insisting upon seemly conduct in the school-room, maintain order by no rude and rough discipline. There are few children capable of exercising sufficient foresight to "be good" in order that they may "be happy."

The model teacher's little ones are good because they are happy; too busily happy to find time for mischief. They will need little of punishment and in the administration of that little, care will be exercised that neither body nor spirit suffer injury. The ultimate aim of all school discipline, namely that the child be taught self-disci-

pline, should ever be borne in mind, when surely no hasty, unjust or unduly severe punishments will be inflicted. Such inflictions are seldom forgotten and they do not tend toward moral culture. Education has been well defined as the "symmetrical development of the entire being." The child, left to the instruction of nature or of chance, does not become imbecile; his mind grows and matures, and he acquires knowledge, if he be of large ability a somewhat extended knowledge even. Yet, by no possibility could such a being be called educated. The teachers of our lowest grades aim as truly at symmetrical development, within those limits in which they attempt anything, as do the apostles of advanced learning in their well-nigh boundless field. Our primary schools have no less a purpose than to educate. To others doubtless, possibly sometimes to herself, the primary teacher's daily duties seem but a trivial round. But let it be for our encouragement that "the motive stamps the work." Then more and more in the public sentiment, better still in our own heart of hearts, shall work and purpose together be exalted.

THE TEACHER AND THE LIBRARY.

Prof. E. W. HALL.

The teacher in the public schools occupies to-day a peculiar, and in some respects novel, relation to libraries. The use of the public library in educational work, is a phase of instruction to which the attention of teachers in Maine has not been often directed. Yet it is one of great interest to all whose aim is to increase the value of the public schools to the State.

The very nature of their work must always produce in educators an affection for books. No class of citizens take more interest in all that pertains to libraries. There is, moreover, a prevailing sentiment that somehow the interests of the library and those of the school, if not identical, are at least in harmony. Nor is this idea confined to teachers. Wherever a valuable library exists, there people expect to find the community more intelligent, better educated and better citizens, on that account. This certainly is one of the popular beliefs of our time and our nation. Is it justified by facts?

It must be borne in mind, that the methods and aims of library administration have been wonderfully developed and transformed within a few years. Prior to 1876 most libraries were considered to be mere places for storing literary lumber, which was often in danger of disappearing if not thus preserved. If one happened to enter a library during the brief time it was kept open, and knew exactly the book he wanted, he might even then be obliged to depend upon the librarian's memory, as to whether the book was owned by the library, or where it was to be found. If catalogues existed they were always out of date. The idea of rendering the contents of the library available to the fullest extent, had not then occurred to many librarians.

But with the publication of the Report on the Public Libraries of the United States, by the Commissioner of Education, and the

establishment of the American Library Association and its Library Journal in 1876, a new era dawned upon our libraries. A spirit of fraternal enthusiasm was aroused among librarians, and a lively discussion ensued which has led to the most important results in increasing the efficiency, value, and number of public libraries. A system of cataloguing has been devised, which is always up to date, which indicates the resources of the library on any special topic, and shows where the books are to be found.

Many indexes to the literature of various subjects have been published, and the whole range of periodical literature in the English language, has been made instantly available, by a printed index, the co-operative work of many librarians. In the same way an index to some hundreds of volumes of English Essays is now being prepared. Authors and publishers have been induced, by the efforts of librarians, to furnish most valuable indexes to the important works published by them, and a society has even been formed to index published works for the benefit of readers and libraries.

This is but a faint showing of what has been done in a single line of library work. From this it may be seen however, that the attitude of the librarian has been changed from that of a jealous guardian of literary property, to that of a trained guide, eager to direct inquiries to the treasures in his possession, and anxious to have his books doing their part in the instruction of the community.

The first step for the teacher to take, in relation to any library, should be that of making himself thoroughly acquainted, by inspection at least, with the nature of that particular collection of books. He should, in doing this, make himself familiar with the catalogue and the theory upon which it is constructed, its system of cross-references, shelf-marks and classification. All the bibliographical helps, indexes, book-lists, and books of reference, possessed by the library, should be noted, and the manner of using them. He will be cordially assisted by the librarian in his endeavors to become acquainted with all the library helps useful to a teacher, and may be able in his turn, to assist the librarian, particularly in the line of special studies. The increasing attention given by many teachers to the literature of their own profession is noticed by publishers as well as by librarians. Library committees will be found ready to devote a portion of their book-funds to the purchase of pedagogic literature, if certain that the teachers will make use of it. Or, contributions of a few volumes of such literature from each teacher to

the town library, may make in a short time, a collection of great usefulness to the whole body of teachers in that vicinity. Books and journals devoted to schools and teaching, are collected in some of our larger cities, and held in charge by the Board of Education. But where there is a public library, they can be circulated much better if placed under its regulations. The library thus becomes helpful to the teacher, by furnishing the means of studying the methods and opinions of those who have achieved eminence in his chosen profession.

The teacher who is thoroughly well acquainted with the resources of his town library, will seek to impart to his pupils this knowledge. He may do this, as occasion offers, by familiar talks in class, or by visiting the library with a portion of his pupils, and instructing them by actual handling of the indexes, the catalogue, the cyclopædias, special dictionaries, atlases, and other guides to knowledge. When some familiarity with these tools of the library has been acquired, it should be put into practical use, by sending pupils to the library to obtain information that may supplement the brief statements of the text-books, or illustrate in any way a subject which is before the class, or provide a solution to some disputed question. Children thus trained to use a library will come to have broader ideas of the value of instruction and a livelier interest in acquiring knowledge. At least, such has already been the result where the experiment has been thoughtfully and systematically tried.

In a paper read before the annual conference of librarians a few years since, reports were given from many libraries in all parts of the country, regarding the use made of the public libraries by school officers and pupils. While many reported only occasional and irregular use by teachers, a great number reported a systematic effort to make the library a part of the system of public instruction.

The library at Barnstable, Mass., reported that many teachers may be found at the library, on Saturdays especially, working up subjects, taking notes, and selecting books for home reading. In Hartford, the pupils of a single grammar school have used with interest during the year nearly 100 volumes of historical stories, biography, poetry, &c., in the topical study of United States History. In Springfield, the use of the library in connection with school work has proved successful in the study of history, and will be tried in illustrating the study of geography. In Providence, extra facilities are given the teachers, who are permitted to draw a

number of books for use in the school-room. For instance, a class is studying United States History prior to the Revolution. The teacher selects from the library, with the assistance of the librarian, a number of books likely to interest the pupil in his study of colonial times. He brings away such books as Coffin's *Old Times in the Colonies*, Rossiter Johnson's *French War*, Jacob Abbot's *Wars of the Colonies*, Cabot Lodge's *English Colonies in America*, Parkman's *Discovery of the Great West* and Frothingham's *Rise of the Great Republic*. Of these the first three are placed in the hands of the pupils to be read and exchanged among them. The others, being of a more mature character, are used by the teacher in the class, paragraphs bearing upon the lesson being read from time to time, from one or more of them. Incidentally, the fact that different authors, regarding men and things from different points of view, vary in their conclusions, is illustrated and the pupil's own judgment is exercised. In Chicago the public library began, in 1883, to work in close connection with the schools. A subject, usually one which the class has been studying from text-books, is chosen, and a day appointed for bringing the class to the library to hear an address from the teacher on that subject. The librarian brings together standard and illustrated works upon the subject, and in a preliminary talk welcomes the class, and explains the method of making the best use of the resources of a library on any subject. The subject of the day is taken up and the manner of investigating it is shown, that the scholars may be helped to acquire a scholarly love of books, and learn how to use them as tools and helps. After the teacher's address the pupils remain and examine the books. The librarian reports as one result of these lessons an increased use of the reference library and of applications for cards for drawing out books.

In Gloversville, N. Y., a town of about eight thousand inhabitants, in the intermediate department, a weekly lesson on topics independent of school work is assigned, to be worked up in the library by the scholars. In the grammar and high school, pupils are required to give, once a week, the information on the subject in hand which has been gained at the library. In Toledo, Ohio, with the hearty co-operation of superintendent and teachers a rapidly increasing use is now made of such works as aid and illustrate subjects of study in the schoolroom.

In Holbrook, Mass., a marked improvement in the amount of solid literature taken from the library is reported, whenever the

library has been thus used as an adjunct to the schools. In Cambridge, superintendent and teachers have prepared lists of books for older, intermediate and younger pupils,—to guide the young people in their choice of good reading.

In Peoria, Ill., the librarian has made special efforts to interest the young in good reading. He has sent into one school, composed of children of the poorest classes, enough good story books to supply one book to each pupil, for reading in school after lessons have been learned. In Worcester, the union of school and library has been perhaps the most complete, and highly satisfactory results are reported. One teacher had every scholar of a class of 150 write a short story in which the characters and scenes should be such as belonged to a specified period of Roman history. Preparation for this had to be made at the library. In some of the grammar schools in Worcester, books from the public library are used for reading at sight in place of regular reading-books. Only one or two copies of a work are required. Books relating to countries, the geography of which is under consideration, are systematically employed in connection with the teaching. If the geography class is learning about Russia, such books as Wallace's *Russia*, Gautier's *Winter in Russia*, Schuyler's *Peter the Great*, Rambaud's *History of Russia*, Lansdell's *Through Siberia*, Dole's *Young Folks' History of Russia*, books about the great fairs at Nijni Novgorod, about Nihilism, illustrated articles and books on St. Petersburg and other places, are used. Some are placed in the hands of industrious scholars, who have gained leisure for reading in school hours. Many are given out to be taken home for a short time. The greatest benefit has resulted from this way of investing school studies with the life and interest which is awakened by contact with the broader treatment of school topics in books and periodicals found outside of school-room walls. In Worcester, between February and June of that year, over seven hundred library volumes were in daily use in the schools. There is now hardly a town library in Massachusetts which is not directly and systematically used to aid the work of education in the public schools.

The list of school topics which can be largely and advantageously supplemented by a judicious use of many books such as can be furnished by every fairly equipped public library, will of course be greater in the highest schools. There is hardly a subject of high

school study,—philosophy, science, rhetoric, political economy, history or languages,—to which the faithful teacher may not call in the aid of many works, which the libraries will cheerfully supply. All English studies, particularly literature and language, must be imperfectly taught unless the resources of some good library are at command. As the teacher of chemistry or physics needs his laboratory, the astronomer his telescope, the teacher of science his cabinet and collections, so the teacher of English requires a library, to be brought into use in his daily instruction. No teacher, who has access to a public library, can afford to be indifferent to the help which both teacher and pupil may derive from using it in some connection with school work. No library can afford to refuse its aid to the public schools. It is one of the best reasons for maintaining public libraries, and the more fully they can co-operate with the public schools, the better will be the prospects of their continued existence and support.

Many libraries, particularly in our large cities, have been regarded with disfavor by sober-minded tax-payers because so large a percentage of their circulation,—generally over sixty per cent,—is fiction. Probably any effort to change the tastes of adult readers would be attended with peculiar difficulties, and fail of success. Improvement in this habit of the reading public, must be sought in two ways. The tendency to excessive reading of fiction must be directed by supplying plenty of the best of imaginative literature, such as shall be of an elevating character, and have an educating effect on those whose lives are narrow and destitute of elevating influences,—and by training the young while in school, to knowledge of the true value of works of fiction and an acquaintance with classes of books of a most readable and interesting character, which are not fiction.

How the teacher and the library may co-operate in educating the young to read only the best fiction, and to read with discrimination, is well illustrated by the method employed in several of the Boston schools, and which I believe originated with Mr. Metcalf of the Wells Grammar School in that city. The public library supplies copies of the book to be studied, two pupils using the same book alternately. The works selected are such as commend themselves to the teacher, for their purity of expression, and because adapted to awaken the interest of the class, while conveying wholesome truth. Juvenile fiction, biography, and poems of considerable

length are used. One hour a week is set apart for the study of this book, a number of pages having been previously assigned as the lesson for the day, and carefully read by the class. During the hour the pupils are called upon to relate, as fully as possible, the story as far as developed. The characters introduced are discussed, and criticisms called out, which are always interesting. The morality of the story is touched upon and an attempt is made to inculcate and emphasize what is good, and stigmatize justly what is otherwise. It will be seen that this constitutes a lesson in language and expression, of great value directly in the line of school instruction. It also leads the pupils to see that every good story, poem, or biography, is a work of art, with a plot in which the incidents should follow in the order and relation such as properly to bring about the result, and that the style of writing should be clear, simple, and appropriate. Here is a valuable lesson in English composition, which will effectually break up the habit of fanciful and extravagant writing so common with young people. The imaginative faculties are not merely aroused, they are directed and controlled. The literary qualities that make a story or other work good or bad, having been thus made the subject of systematic study for some time, the result is the formation of a critical taste and judgment. The pupils who have had such a training, especially if it has extended through several terms, find that printed trash no longer gives them pleasure, because of the absence of the literary skill and other essentials of good writing, which they have been educated to look for and appreciate. Where work of this kind has been conducted for a series of years, we may expect to find a community selecting the best books for their reading, because they have been systematically educated to do this in the public schools.

If it is a great safeguard to the young to grow up with a love for reading, especially where they might otherwise be idle or viciously employed, this safeguard becomes of tenfold more value, when by the influence of teachers in the public schools, a correct taste has been formed which will lead to the selection and enjoyment of wholesome books. Here the librarian and the teacher become co-educators, interested in a common object, the mental and moral improvement of the young.

All schools attempt to teach reading; why should not the higher grades teach how to read—not a single chapter, but an entire book? The interest of children is frequently aroused by chance topics, such

as an item in the newspaper, an allusion in a lecture or sermon, a quotation or name in the reader and the like. Can a teacher do otherwise than help these pupils to acquire the habit of going to the library to look up and learn more of these matters? It is really a *pursuit* of knowledge,—not unfrequently conducted with the ardor and keen zest of the sportsman.

One great value of school education is that it furnishes a preparation for the prosecution of educational work in after life. And this must in our day mean the acquisition of an intelligent familiarity with the use of books and libraries. The domain of the teacher must include the public library as well as the school-room. Pupils must be taught how to handle books,—a great many kinds of books. They need systematic education in the proper treatment of books, particularly of large or costly books, and books belonging to others. And more than all, the demands of modern life render it necessary for them to know how to get at the information which is stored in books,—and therefore in libraries,—by skill in using tables of contents, indexes, heads of chapters, foot notes and head lines—and thus to get at the essence of a book with no waste of time and energy. In the acquisition of knowledge, and in educational work at any period of life, books may be regarded as requisite tools. The teacher is naturally the one to instruct the young in the use of these tools and how to discriminate between those which are good and those which are worthless.

Here in our own State, the cause of education might be greatly promoted if more towns possessed public libraries. Not counting the law libraries and other special collections, we have in Maine only about 60 libraries of upwards of 1000 volumes each, of an educational, social or general character. This number might be largely increased by including the school libraries, which though small in many instances, are doing good service in the work of education. Our citizens are generally well disposed toward libraries, and in those towns where no library exists, many persons will usually be found who regret that such is the case. I am convinced that an interested and enthusiastic teacher, who has come to feel the value of a select library as a powerful agent in educational work,—is just the one to take the initiative and awaken public sentiment in those communities, until a good library is started and supported. The modern idea that the free public library forms a part of the system and apparatus of public education, and hence is a

legitimate object for public taxation, is making its way among us. If citizens generally can be made to see the practical advantages which would result to the schools, and to the community in general through them, by the establishment of a town library for a purpose higher than that of circulating trashy novels,—some way will be found to be bring such a library into existence.

When the state constitution of Michigan was framed, provision was made in it for establishing school libraries in each township, and fines collected for infraction of penal laws were set apart for maintaining the libraries. Thus crime, which is often largely the outcome of ignorance, was made to contribute to its own extinction. Districts were afterwards authorized to levy taxes in support of their libraries, which a decision of the supreme court had pronounced to be a part of the apparatus of instruction in the common schools. In New York and Massachusetts the district library system has been tried but has fallen into disuse.

The school district is too small a community to undertake to provide for replenishing and administering a library large enough to be of permanent value. But the union of several districts for this purpose, or, better still, the establishment of one large library for the whole town or city, might with reason be expected to prove a success. Persons of sufficient education and culture could always be obtained to select books intelligently, catalogue and arrange them in a proper manner, and, under judicious regulations, administer the affairs of the library with credit and efficiency.

Nearly all the Northern States, our own included, have authorized in some form, the application of public moneys to the support of libraries, when the citizens of any town shall vote to do so. In too many States the authority thus granted has seldom or never been used. As has been shown, there is at the present time, more value placed upon libraries because they are now administered more intelligently, and more as adjuncts to educational work. When public sentiment in our state shall have become more fully aware of the fact that libraries and schools are working for the same end, each incomplete without the other, there will be no serious opposition to providing town libraries at public expense.

CONTENTS.

I OF REPORT.

	PAGE.
INTRODUCTORY.....	5
COMMON SCHOOLS.....	5
Statistical Summaries.....	6
Analysis of Statistics.....	10
1. Attendance.....	11
2. Length of Schools.....	11
3. Teachers.....	13
4. Text-books and other appliances.....	14
5. Number and character of schools.....	15
6. School Districts and School Houses.....	17
7. School Supervision.....	18
8. Resources and Expenditures.....	19
9. Summary.....	20
LEGISLATION NEEDED.....	21
I. Abolition of District System.....	23
II. Free Text-books.....	31
III. Compulsory Attendance.....	33
FREE HIGH SCHOOLS.....	35
Comparative Statement.....	35
NORMAL SCHOOLS.....	39
Reports of Principals.....	40
Farmington.....	40
Castine.....	41
Gorham.....	43
Madawaska Training School.....	46
Finances.....	48
Needs.....	49
Neerological.....	51
EDUCATIONAL ASSOCIATIONS.....	52
I. State Pedagogical Society.....	52
II. County Associations.....	53
CONCLUSION.....	56
Recommendations.....	56

II OF APPENDIX.

	PAGE.
COMMON SCHOOL STATISTICS.....	2
Androscoggin County.....	2
Aroostook “.....	4
Cumberland “.....	12
Franklin “.....	16
Hancock “.....	20
Kennebec “.....	24
Knox “.....	28
Lincoln “.....	30
Oxford “.....	32
Penobscot “.....	36
Piscataquis “.....	40
Sagadahoc “.....	42
Somerset “.....	44
Waldo “.....	48
Washington “.....	52
York “.....	56
Summary “.....	60
SPECIAL COMMON SCHOOL STATISTICS	63
COMPARATIVE STATEMENTS	65
APPORTIONMENT OF STATE SCHOOL MONEY.....	67
Androscoggin County.....	67
Aroostook “.....	67
Cumberland “.....	68
Franklin “.....	68
Hancock “.....	68
Kennebec “.....	69
Knox “.....	69
Lincoln “.....	69
Oxford “.....	70
Penobscot “.....	70
Piscataquis “.....	71
Sagadahoc “.....	71
Somerset “.....	71
Waldo “.....	72
Washington “.....	72
York “.....	73
FREE HIGH SCHOOL STATISTICS	76

	PAGE.
REPORTS—PEDAGOGICAL SOCIETY.....	82
Arithmetic.....	82
Geometry.....	91
Reading.....	98
Spelling.....	101
Moral Instruction.....	102
Physiology.....	105
History.....	110
Geography.....	117
PAPERS—PEDAGOGICAL SOCIETY.....	126
Latin in Preparatory Schools.....	126
In Memoriam.....	134
The Aim of Our Primary Schools.....	139
The Teacher and the Library.....	148