

MAINE STATE LEGISLATURE

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PUBLIC DOCUMENTS OF MAINE

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

Public Officers ^{& the} Institutions

FOR THE YEAR

1890.

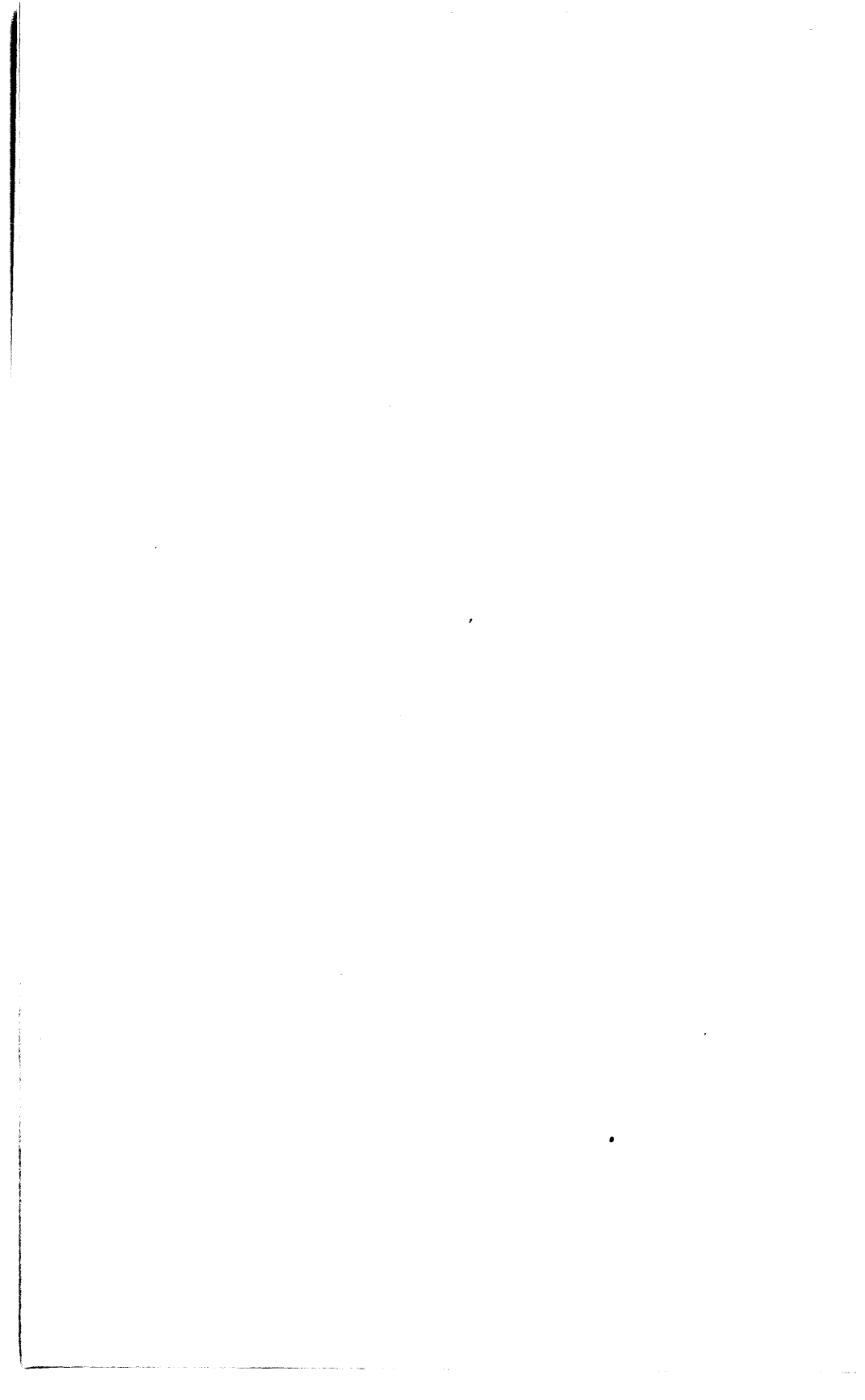
VOLUME II.

AUGUSTA :
BURLEIGH & FLYNT, PRINTERS TO THE STATE.
1892.

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

❧ 1889 ❧

AUGUSTA:
BURLEIGH & FLYNT, PRINTERS TO THE STATE.
1890.



STATE OF MAINE,

EDUCATIONAL DEPARTMENT, }
Augusta, Dec. 31, 1889. }

To Governor EDWIN C. BURLEIGH and the Honorable Executive Council:

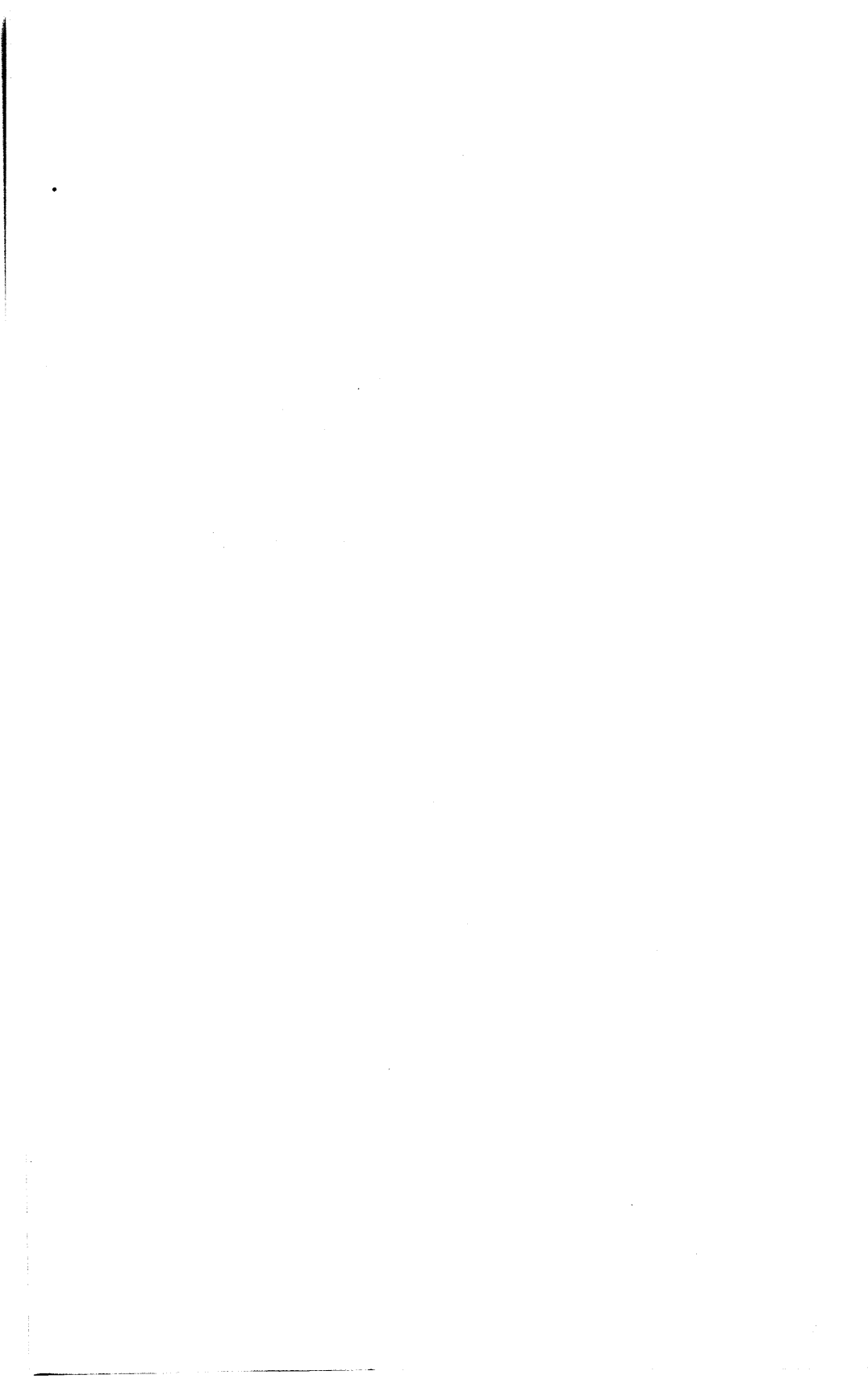
GENTLEMEN:—In accordance with the requirements of law, I respectively submit the following Report of the condition and progress of the Public Schools of Maine, for the last school year.

Very respectfully,

Your obedient servant,

N. A. LUCE,

State Supt. of Common Schools.



REPORT.

COMMON SCHOOLS.

In our system of public instruction, under the head of Common Schools are classified the district schools—both graded and ungraded—of the towns still holding to the school district system, and the corresponding schools in towns which have discarded that system. These schools are established under laws compelling every town and plantation to raise annually and expend for schools a minimum sum dependent upon population. They are supported by the moneys so raised, and by other moneys annually apportioned to them from the treasury of State, the amount so appropriated to each town depending upon the number of persons between the ages of four and twenty-one years resident in the town on the preceding first day of April.

In order that towns may be held to some degree of responsibility for the proper maintenance and management of these schools, they are required to make annual reports or returns, chiefly statistical, to the State school department. These are of two kinds: The town school committees or supervisors report such facts as exhibit the amount and quality of instruction given, and the municipal officers facts pertaining to the school finances—the amounts provided for such instruction and the expenditures therefor. The statistics making up these returns not only indicate whether or not the school affairs have been managed in accordance with the provisions of the law, but from them also may be inferred the condition of the schools for any year or series of years. They thus become the necessary basis of the annual report which the State Superin-

tendent is required to make and distribute to the school authorities, teachers and citizens of the State.

In the appendix to this report will be found the usual tables containing in detail statistics for every town in the State. For the first time in ten years these statistics are practically complete, only one of the thousand separate returns from which they are compiled having failed to reach this office, and that due from the assessors of one of the smaller plantations. What these statistics thus show in detail for the schools of every town in the State, is shown for the entire system as a whole in the following

COMPARATIVE SUMMARIES.

I. *Of Scholars and School Attendance.*

	1888-9.	1887-8.
Whole number of scholars in State	212,064	212,156
Decrease	592	
Number of different scholars attending school during the year	143,113	144,258
Decrease	1,145	
Average registered attendance per term for year	119,728	121,192
Decrease	1,464	
Average daily attendance per term for year, Decrease	98,642	100,122
Decrease	1,480	
Per cent of whole number attending to whole number in State . . . . .	.67	.68
Decrease . . . . .	.01	
Per cent of average registered attendance to whole number in State . . . . .	.56	.57
Decrease . . . . .	.01	
Per cent of average daily attendance to whole number in State . . . . .	.46½	.47
Decrease . . . . .	.00½	
Per cent of average daily to registered atten- dance . . . . .	.82	.82½
Decrease . . . . .	.00½	

II. *Length of Schools.*

	1888-9.	1887-8.
Average length for year	22w. 1 $\frac{1}{2}$ d.	22w. 2d
Decrease.....	$\frac{1}{2}$ d.	
Aggregate number of weeks for year	109,417	109,335
Increase.....	72	

III. *Teachers.*

Number of male teachers employed in spring and summer terms	279	269
Increase.....	10	
Number in fall and winter terms	1,518	1,565
Decrease.....	47	
Number of female teachers employed in spring and summer terms	4,674	4,643
Increase.....	31	
Number in fall and winter terms.....	4,016	3,840
Increase.....	176	
Aggregate number of terms taught by male teachers during year.....	1,797	1,834
Decrease.....	37	
Aggregate number of terms taught by female teachers	8,690	8,483
Increase.....	207	
Number of different teachers employed dur- ing year.....	7,549	7,598
Decrease.....	49	
Number of teachers continued in same school through year	2,061	2,064
Decrease.....	3	
Number who had had previous experience..	6,393	6,366
Increase.....	27	
Number who had had no previous experi- ence	1,156	1,232
Decrease.....	76	
Number who were graduates of normal schools	687	658
Increase.....	29	

	1888-9.	1887-8.
Average wages of male teachers per month, excluding board.....	\$35.22	\$34.36
Increase....	\$0.86	
Average wages of female teachers per month, excluding board.....	\$17.24	\$16.92
Increase.....	\$0.32	

IV. *Text-Books and School Appliances.*

Number of towns reporting schools well sup- plied with text-books	447	456
Decrease.....	9	
Number reporting schools not well supplied, Increase	53	43
Increase	10	
Number reporting uniformity in text-books, Decrease... ..	379	414
Decrease... ..	35	
Number not having uniformity.....	121	85
Increase	36	
Number of ungraded schools furnished with globes.....	479	425
Increase	54	
Number furnished with wall maps	1,364	1,376
Decrease	12	
Number furnished with charts of any sort ..	565	493
Increase	72	

V. *Number and Character of Schools.*

Whole number of different schools	4,847	4,793
Increase	54	
Whole number of graded schools	953	919
Increase	34	
Whole number of ungraded schools.....	3,894	3,874
Increase	20	
Number of ungraded schools having classes in history	2,444	2,418
Increase	26	
Number having classes in physiology and hygiene	2,557	2,663
Decrease	106	

	1888-9.	1887-8.
Number having classes in book-keeping	1,664	1,572
Increase	92	
Number having classes in other than studies prescribed by law	1,228	1,241
Decrease	13	

VI. *School Districts and School-Houses.*

Number of towns and plantations having unit or town system	120	113
Increase	7	
Number of school districts in State	3,372*	3,424
Decrease	52*	
Number of parts of districts	261	257
Increase	4	
Number of school-houses in State	4,364	4,337
Increase	27	
Number reported in good condition	3,160	3,155
Increase	5	
Number built during year	75	77
Decrease	2	
Cost of same	\$163,650	\$133,761
Increase	\$29,889	
Estimated value of school property in State, \$3,481,835		\$3,328,743
Increase	\$153,092	

VII. *School Supervision.*

Number of towns electing supervisors	317	316
Increase	1	
Number electing school committees	183	183
Number of school officers failing to make returns as required by law	9	6
Increase	3	
Number of terms of school not visited as law requires	959	924
Increase	35	
Amount paid by towns for supervision	\$35,018	\$33,287
Increase	\$1,731	

* Errors in tabulating corrected.

VIII. *Resources and Expenditures.*

	1888-9.	1887-8.
Amounts available from town treasuries ..	\$737,221	\$767,775
Increase	\$9,446	
Amounts available from State treasury.....	374,153	364,590
Increase	9,563	
Amounts derived from local funds.....	23,271	26,602
Decrease	3,331	
Total current resources.....	1,144,645	1,128,967
Increase	15,678	
Total current expenditures.....	1,089,280	1,071,850
Increase	17,430	
Balances unexpended	56,367	57,916
Decrease	1,549	
Amounts paid for local supervision	35,018	33,287
Increase	1,731	
Amounts paid for new school-houses	163,650	133,761
Increase	29,889	
Total expenditures	1,287,948	1,238,898
Increase	49,050	
Amounts of school money voted by towns for ensuing year	685,679	676,034
Increase	9,645	

ANALYSIS OF STATISTICS.

The condition of a system of schools can not be numerically measured year by year, and improvement or its opposite demonstrated, as specifically and directly as can the condition of a system of railroads or manufactories. The products of school work, the development of power in the imparting of knowledge to, and the forming of the characters of youth—are things not to be definitely measured by figures. School statistics, therefore, unlike those relating to industrial activities, must be largely statistics of conditions upon which the character of school work depends, and not of the results of that work. Those conditions moreover vary in the degree and directness in which they affect that work both in quantity and quality. Nevertheless if such statistics be properly

grouped, and studied in their proper relations, their significance is such that very definite and correct conclusions may be deduced from them. In the foregoing statement they have been so grouped. How now as the result of careful study shall they be interpreted? What may we safely and fairly conclude to be their significance?

I. *As to Attendance.*—While the number of persons of school age in the State was but 92 less than in the preceding year, the number of these in attendance upon the common schools was 1,145 less. The condition here shown—decrease in attendance exceeding decrease in number of scholars—has been almost constant for the last ten years. During that period the decrease in the latter has been 3,660 while decrease in the former has been 8,835. What explanation of this condition can be found?

Two causes have been operative during the decade, and are still operative, which together furnish the needed explanation. The first of these is the establishing of parochial schools in several of our manufacturing communities, which have drawn a certain class of pupils away from the primary grades of the public schools. It is estimated that in Lewiston, Auburn, Biddeford, Saco, Waterville, Calais and Westbrook, at least 2,500 pupils are in these church schools, who would otherwise be in the public schools. But another and more potent cause is found in the growth of our free high school system. It is more than mere coincidence that the increase in attendance upon these schools during the decade is almost the same as the decrease in attendance upon the common schools—the former being 8,463 and the latter 8,835. Of these two causes, the former has affected attendance only in certain localities and of primary pupils; the latter has been more general in its effects, and has drawn from the common schools the more advanced pupils. The effects of the first of these causes are to be deprecated; for the work of the parochial school at its best, considered as a preparation for American citizenship, must in the nature of things be inferior to that of the public

school. The effects of the second are inevitable in the process going on by which the common and free high schools are being brought into their proper relations as correlated parts of a unified system.

It will be noted that of average registered and average daily attendance, the decrease in the latter is slightly in excess of that in the former. Hitherto the general rule has been the opposite of this. For the last decade the decrease in the former was 8,032, in the latter 4,732. Other things being equal, relative increase in average daily attendance is significant of improved teaching, and *vice versa*. That the condition shown in this case is not indicative of inferior teaching during the year, the statistics relating to the character of the teachers employed, furnish abundant evidence.

II. *As to Length of Schools.*—The average length for the year was one-half day less than for the preceding year, while the aggregate length of all the schools in the State shows an increase of seventy-two weeks. These conditions are explainable on the assumption of an increase in the number of schools, an assumption sustained by statistics grouped under other heads.

III. *As to Teachers.*—The number of male teachers employed during the year was ten more in spring and summer terms, and forty-seven less in fall and winter terms than in the preceding year. On the other hand the number of female teachers employed was thirty-one more in spring and summer terms, and 176 more in fall and winter. These facts indicate, first, an increased number of schools; and second, a larger preponderance than ever before of schools taught by females, which had previously been taught by males. This condition of decrease in the number of male and increase in the number of female teachers employed, has been constant for the last ten years till the decrease in the number of terms taught by males aggregates 867, and the increase in those taught by females, 1,814. The constancy and magnitude of the change here seen are both highly significant. They are more than indicative of a constant and growing demand for better instruction.

The decrease in the number of different teachers employed, and the increase in the number of those who had had previous experience and of those who were graduates of normal schools, are in the same lines of constancy, magnitude and significance. So, too, is the increase in wages of teachers, both male and female. They are all evidences of a general and constantly growing popular demand for better schools, and a recognition of the fact that in teachers, as in other things, the best are in the end the cheapest.

IV. *As to School Text-Books and Appliances.*—As regards text-books two things are necessary to the highest efficiency of the schools—that every pupil shall be fully supplied, and that the books shall be uniform in the same school at least. In these particulars the exhibit for the year is not in the line of improvement. In nine less towns than for the year before, was there full supply; and in thirty-five less, was there uniformity. Fortunately for the schools, the plan of private ownership and supply will soon give place to that of public ownership and supply, under which non-supply and non-uniformity will be no longer hindrances to the work of the schools.

As to other school appliances helpful to efficient work, such as globes, maps and charts, the statistics show improvement. During the year fifty-four ungraded schools were supplied with globes, and seventy-two with charts of some sort, which means that so many of those schools gained in efficiency in instruction.

V. *As to Number and Character of Schools.*—During the seven years for which statistics have been collected showing the number of schools and their character as graded or ungraded, the whole number of different schools has shown increase four years and decrease three, resulting in a net decrease of 106; the number of graded schools has shown increase five years and decrease two, giving a net increase of 184; and the number of ungraded schools has shown heretofore constant decrease, amounting to a net decrease of 292.

During this period sixteen new municipalities have been organized for school and other purposes, in which last year thirty-seven schools were supported; and it is certain that there has been a still larger increase in the number of schools growing out of increase in settled areas and in population in previously organized towns and plantations in the later settled sections of the State. In line with these facts are the statistics of the year as indicating that, while new schools are being established to answer the needs of the newer and growing sections of the State, there is going on in a marked degree a much needed consolidation of schools in the older sections, and, as one of the results of consolidation, that graded schools are multiplying. All of these changes are in the line of improvement.

The character of the ungraded schools as to the maximum grade of instruction required or allowed in them by law, shows slight modification of that of the preceding year. The increase in the number in which history was taught was six more, and the increase in those in which book-keeping was taught was seventy-two more than the increase in the number of such schools, which would indicate that they were of somewhat higher character. On the other hand, however, the very considerable decrease in the number in which physiology and hygiene was taught, as well as the smaller decrease in the number in which the allowable higher studies were pursued, would seem to indicate a lowering of grade. On the assumption made to explain decreased attendance, that the free high schools withdrew from the common schools a considerable number of their more advanced pupils, the facts here shown are on the whole favorable. Add to this the assumption that these schools were under the instruction of better teachers, an assumption fully warranted by the facts indicating the character of teachers employed, and it is fairly inferable that on the whole the character of these schools as indicated by the grade of work done in them, was an advance on that of the preceding year.

It is to be regretted, nevertheless, that the showing here made is in one respect what it is. The decrease in the number of schools having classes in physiology and hygiene is to be deplored. In view of the special form in which, and of the special end for which instruction in that branch has been made by law obligatory in all public schools,—that the harmful effects of stimulants and narcotics upon the system may be so vividly and emphatically impressed upon the mind of youth as to be a means of salvation from those effects in manhood—it was hoped, and is greatly to be desired, that the number of schools in which this branch is taught should constantly increase till its teaching should be as much a matter of course in every school as the teaching of reading.

VI. *As to School Districts and School-Houses.*—That there was an increase of but seven in the number of towns which by voluntary action, have discarded the district system and so brought their schools under the wiser and better town plan of management, is to be regretted. It was, however, to be expected. An act to abolish the district system by the compulsion of law, was pending action in the legislature when many of the town meetings were held, and the friends of the reform failed to urge local action, hoping for the passage of such act. It is further to be regretted that one town, St. Albans, whose schools for three years had been managed under the town plan and, as appears from examination of the statistics for those years, much to their advantage, voted to return to the district system.

The decrease shown in the number of districts in the State is the natural result of the abolition of the district system. Such decrease would have been larger, if several new plantations had not been organized for school purposes during the year.

There was an increase of twenty-seven in the number of school-houses in the State. As seventy-five new ones were built, forty-eight old ones must have given place to new, and yet the number reported to be in good condition increased

but five. Evidently forty-three, which were considered in good condition the preceding year, had passed out of that category through lack of needed repairs. This conclusion is further indicated by the fact that while the newly erected buildings cost \$163,650, the increase in the value of school property was but \$153,092. And in line with the significance of these facts is that of the statistics for a decade. In the ten years 680 new school-houses have been built, 579 of which took the places of old ones, and yet the number in good condition has increased but 189. These new buildings, moreover, cost \$983,650, and yet the increase in value of school property has been but \$534,180. All these facts point to one conclusion—that somewhere school-houses are falling into disrepair to a greater extent than ought to be the case. The somewhere will be found on investigation to be largely in towns in which the school district system is responsible for the condition of the school-house.

VII. *As to Supervision.*—The character of local supervision, as determined by organization, appears to have been practically the same as for the preceding year. In 63 per cent of the towns the schools continued to be under the charge of supervisors; in 37 per cent, under that of school committees. Its character, as determined by efficiency in making returns and visiting schools, appears to have been not quite equal to that of the preceding year; while as determined by cost of services rendered, it was slightly in advance. Failure in making returns, however, or in visiting schools, is in most instances due not to inefficiency in the supervisor or school committee, but to inefficiency in the school agent, manifest in neglect, in the one case, to render census returns of scholars in season, and in the other, to give notice of the beginning and closing of terms. Hence, taking the showing made by the statistics as a whole, it may safely be inferred that the supervision of the schools gained rather than lost in vigilance and efficiency.

VIII. *As to Resources and Expenditures.*—The resources for the current expenditures for common schools, which include salaries of teachers, supplies for the schools, heating of rooms, and care of and incidental repairs upon school-houses, are derived from three general sources: (1) amounts voted by towns, together with unexpended balances of the preceding year; (2) amounts apportioned to towns from the State treasury, derived from the mill tax, from taxes on deposits in savings banks and from the income of the permanent school fund; (3) amounts derived from incomes of local school funds. The resources from these several sources show a net increase of \$15,678. With this increase in resources there was a slightly larger increase in expenditures and corresponding decrease in unexpended balances brought forward into the current year. This increase in expenditure was due in some small measure to increase in number of schools, but chiefly to increase in teachers' wages.

The increase in provisions made for support of schools for the succeeding year—the amounts voted at the annual town meetings held at the close of the school year—is indicative of a continuance of the conditions noted above. In addition to the increase in those amounts shown in the statistics, an increase of \$9,645, there will, without doubt, be at least an equal increase in funds available from the State treasury; hence there is promise here for the following year of whatever of improvement is inferable from increase in resources for the support of schools.

IX. *Summary.*—The condition of the common schools, as deduced from the year's statistics as grouped and analyzed, may be briefly stated as follows:

1. As regards quantity of work done, measured by attendance and average length, their condition was not equal to that of the preceding year.

2. In quality of work done, as indicated in statistics relating to character of teachers, to classification of schools

as graded or ungraded, to scope of studies pursued, to text-books and appliances used, and to character and efficiency of local supervision, the schools were superior to those of the previous year.

3. Their condition, as affected by changes in plan of management, was improved.

4. On the whole, there was improvement in most directions in which improvement wholly or chiefly depends upon local popular interest and effort.

FREE HIGH SCHOOLS.

Our system of free high schools grows yearly in popular favor. Since their re-establishment by the legislature of 1880, after a suspension of one year, they have increased in number and efficiency constantly and rapidly. How marked has been the growth is shown by the fact that while in 1880 they were supported in eighty-six towns and were attended by 6,215 pupils, in the past year they have been supported in 204 towns and the attendance has been 14,900. Evidently they are answering to an actual need, and a need of which public opinion is rapidly growing into recognition.

The detailed statistics of these schools will be found in their usual place in the appendix. A more general exhibit of their condition is made in the following

COMPARATIVE SUMMARY.

I. *Number and Length.*

	1888-9.	1887-8.
Number of towns in which supported	204	176
Increase	28	
Number in which supported by towns	148	126
Increase	22	
Number in which supported by districts	56	50
Increase	6	
Number of terms	454	406
Increase	48	
Aggregate number of weeks	4,943	4,348
Increase	595	

II. *Attendance.*

Number of pupils registered	14,900	13,246
Increase	1,654	
Average attendance	12,387	10,910
Increase	1,477	
Number of common school teachers attending	1,088	1,052
Increase	36	

III. *Character of Instruction.*

	1888-9.	1887-8.
Number of pupils in reading classes	10,563	8,564
Increase	1,999	
Number in arithmetic	9,846	8,156
Increase	1,710	
Number in English grammar.	7,814	6,365
Increase	1,449	
Number in geography	5,470	4,152
Increase	1,318	
Number in U. S. history	3,061	2,541
Increase	520	
Number in natural sciences.	4,558	4,218
Increase	340	
Number in higher mathematics.	5,538	5,009
Increase	529	
Number in book-keeping.	2,657	2,345
Increase	312	
Number in ancient languages	3,132	2,835
Increase	297	
Number in modern languages	1,350	1,229
Increase	121	

IV. *Fiscal.*

Whole amount expended	\$139,799	\$123,113
Increase	\$16,683	
Amount provided by towns and districts.	\$104,818	\$92,790
Increase	\$12,028	
Amount paid from State treasury	\$34,481	\$30,323
Increase	\$4,158	

The exhibit made by the above statistics is satisfactory in more than ordinary degree. There is increase shown in every particular. Some of these increases considered separately and in groups are especially significant.

It should be noted that, of the twenty-eight new towns in which schools were established, in twenty-two they were established by town, and in only six by district action. This fact indicates not only a more general advance of the schools in popular esteem, but also a wider diffusion of their benefits.

Equally and similarly significant are the statistics showing increases in the number of terms and in the aggregate length of schools. The exhibit is the same as if in every one of twenty-four towns newly establishing, there had been two terms of twelve and four-tenths weeks each.

The statistics of attendance show that the new schools were strong in numbers. Their enrolled attendance must have averaged between forty and fifty pupils per school. The average daily attendance shown indicates, too, that they were strong in interest, in working spirit. Not the least significant showing made in these statistics of attendance, is that of the last item in the group. One in every fourteen of all the pupils in these schools was a teacher in the common schools—an average of five in every town where they were supported. Herein is shown one of the important functions of these schools, the preparation of teachers for the common schools, and one that is becoming more and more appreciated.

A very noticeable correspondence appears in the increases shown in attendance, and in those of the next group which show the number of pupils taking those studies which are common to these and the common schools. Still more noticeable is the correspondence between these and the statistics showing decrease in attendance upon the latter schools. These correspondences can hardly be accidental. They are indicative that the high and common school systems are growing into proper relations. The free high school is evidently affecting the common school for good, not only in training teachers for it, but in relieving it somewhat of its too many subjects of instruction. It is thus evidently serving well another important function of its being and proving its right to be.

The law under which these schools are established, in broadly outlining their course of study, emphasizes the primary purpose which it is theirs to subserve. They are to teach "the ordinary English academic studies, especially the natural sciences in their application to mechanics, manu-

factures and agriculture; but the ancient or modern languages shall not be taught therein except by direction of the superintending school committees having supervision thereof." They are not, therefore, to be fitting schools for our colleges, except incidentally and by permission, as it were, of local authorities where local conditions may make it allowable for them to take on such work as secondary to their primary purpose. They are first to be schools for the better preparation of the many for the callings to which they must devote themselves in life; but they may as a second and subordinate end, fit the few for the higher work of the colleges. That they are keeping themselves to these purposes, is evidenced in the whole group of statistics which show the scope and character of the instruction given in them. They are evidently keeping close to the line of work originally set for them to follow.

The cost of these schools per pupil was about \$9.40 per year, or \$4.30 per term, the terms averaging eleven weeks in length. In no seminary or academy doing work of like grade and efficiency, is work so cheaply done.

The statistics for the year, on the whole and in detail, are evidences of a most satisfactory condition of this class of our public schools. Their growth in number and attendance from year to year has been constant and almost phenomenal; and for the past year it has been considerably in advance of that of any preceding year. And this growth is along the line originally set for these schools. Working along that line, they are preparing for future usefulness in a higher degree than would be possible in the common schools, every year larger and larger numbers of the youth of the State. And while doing this they are at the same time aiding in bringing the common schools to higher efficiency by furnishing them with better qualified teachers, and by relieving them of an over-burden of work in the teaching of the higher branches, which they would otherwise have to carry. They are yearly furnishing our normal schools with students better prepared

to take on and do efficiently the work of thorough professional training for teaching; and they are sending to the seminaries, and through them to the colleges, fit material to be wrought into strong, earnest, cultured manhood and womanhood.

NORMAL SCHOOLS.

The record of our three normal schools for the year has been one of thorough, honest, efficient work. Teachers and pupils have worked together for the best results. The number of new students entering upon their courses of study and training, the number graduating, and the general attendance for the year were about the same as for the preceding year, as will be seen from the following table :

School.	Year Ending.	Number Entering.	Number Graduating.	LARGEST ATTENDANCE	
				Number.	Term.
Farmington.....	June 20, '88	107	48	158	Winter.
Castine	“ 7, “	87	30	132	Spring.
Gorham	“ 30, “	57	27	88	“
Totals		251	105	378	
Farmington.....	June 13, '89	88	30	131	Spring.
Castine.....	“ 6, “	82	36	120	“
Gorham.....	“ 21, “	85	35	100	“
Totals		255	101	351	

It will be noticed that the number entering each of the three schools was very nearly the same. It is the first time in the history of the schools that this has occurred. It is significant of the uniformity and equal excellence of the work done in, and reputation sustained by the schools. Equally significant is the very close approach to equality in the number graduating.

The graduating classes of the year have gone to their work with large promise of success in the thoroughness of prepara-

tion made for it, as evidenced in the final examinations at graduation. None of the many friends of the graduates and of the schools, who were present at those examinations, could have failed to be greatly pleased with the quiet self-possession, the quick and accurate thinking, the clear expression of thought, and the knowledge of principles and methods which the examinations revealed, and which lie at the basis of successful teaching.

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

REPORTS OF PRINCIPALS.

STATE NORMAL SCHOOL, }
FARMINGTON, MAINE, June 13, 1889. }

To the Trustees of the State Normal Schools:

GENTLEMEN:—The following report for this school for the year 1888–9 is respectfully submitted.

ATTENDANCE.

Fall term	104
Winter term.....	125
Spring term	131
Total attendance	360
Number of different pupils.....	205
“ entering	88
“ graduating, regular course.....	30
“ “ advanced course	2

TEACHERS.

Geo. C. Purington, A. M., Principal. Assistants: Jefferson R. Potter, A. M., Hortense M. Merrill, Lillian I. Lincoln, Lutie F. Luques, Harriet P. Young, Ardelle M. Tozier, Julia W. Swift.

The work for the year has been pleasant; the scholars have been earnest and enthusiastic.

The appropriation by the last legislature will enable us to complete our new building, which we find more and more convenient and admirably adapted to our uses.

Very respectfully submitted,

GEO. C. PURINGTON.

STATE NORMAL SCHOOL, }
Castine, Maine, June 6, 1889. }

To the Trustees of State Normal Schools:

GENTLEMEN:—In accordance with the requirements of law, I submit the following report of the State Normal School at Castine for the year ending June 6, 1889.

ATTENDANCE.

Number of pupils entering the school during the year, 82 (eighty-two).

Number graduating during the year 36 (thirty-six).

Attendance by Terms:

Fall term, 103; winter term, 80; spring term, 120; total, 303.

LIBRARY AND APPARATUS.

A few volumes have been added to the text-book library, several new maps purchased for the model room, and additional apparatus for the use of classes in physics, physiology and chemistry. No change has been made in the text-books used in the school.

We have now in the general library 575 volumes; text-book library 500 volumes; reference library, 150 volumes; professional library 120 volumes.

TEACHERS.

The teachers for the year have been Roliston Woodbury, fall term; Albert F. Richardson, winter and spring terms; Mary E. Hughes, Fred W. Foster, Edward E. Philbrook,

Nellie F. Harvey ; Mabel Simmons, training school. Helen F. Emerson was employed for the spring term, an additional teacher being necessary on account of the size of the school and number of classes.

ROLISTON WOODBURY.

This school met with a great loss in the death of its beloved and honored principal, Roliston Woodbury, a loss which will be severely felt for years to come. It is unnecessary to mention here his high moral character, his kindness of heart or his great ability as a teacher. He was a true man, beloved by all who knew him.

NEEDS.

Through the generosity of the last legislature such additions and improvements are to be made to the building as will give us the accommodations so long needed.

The present principal has received the cordial support of the other teachers in the school, and the utmost harmony has prevailed among teachers and pupils.

Respectfully submitted,

ALBERT F. RICHARDSON, *Principal.*

STATE NORMAL SCHOOL, }
Gorham, June 21, 1889. }

To the Trustees of State Normal Schools:

According to your requirements I submit the report of the above named school for the year ending June 21, 1889.

Number of pupils entering the school during the year, 85.

Number graduating during the year, 35.

Number of different pupils in the school during the year, 153.

Number of teachers in the regular work of the normal school, 5.

Number of teachers in the regular work of the model schools, 2.

Special teacher, 1 (music).

Pupils in model schools: primary, 29; intermediate, 41.

LIBRARY.

There have been some volumes added to the number of books in general literature, and a larger number of text-books and reference books on special topics. By the labor of Miss Brooks, aided by Mr. Warren, one of the graduating class of the year, the library has been catalogued and systematically arranged. I recommend the printing of the catalogue.

Some pieces of apparatus have been added by Mr. Estabrooke. Additional maps have been procured for the department of geography.

TEACHERS.

W. J. Corthell, H. M. Estabrooke, Grace J. Haynes, Viola M. White, Angie M. Brooks; in the model department, Jennie M. Colby, Flora Barton; vocal music, Charles K. Hinkley.

The year has been one of faithful work and good order on the part of the pupils, and of successful work on the part of the teachers. The whole number of pupils in attendance and the average attendance have been larger than in any preceding year.

NEEDS.

The blackboards need to be renewed throughout the whole building. They are in such condition as to hinder the highest excellence in the very important departments of drawing and writing.

The sanitary condition of the building is very good, showing the skill of Mr. Jordan, the engineer who planned the improvements made last year.

Respectfully submitted,

W. J. CORTHELL.

MADAWASKA TRAINING SCHOOL,
Fort Kent, Me., May 1, 1889. }

To the Trustees of State Normal Schools:

GENTLEMEN:—The following annual report of the Madawaska Training School for the year 1888-9, is herewith submitted:

The school year of thirty-two weeks commenced on September 18th and closed April 25th. The attendance this year was larger than that of any other year in the history of the school at Fort Kent. The whole number of pupils registered was sixty-five—forty-five young ladies and twenty young men—giving an average of fifty-two. No change was made in the text-books in use, but several good works of reference have been placed on the teachers' desk for the general use of the pupils.

By means of private contributions and the fees resulting from school entertainments, a fine organ has been purchased and placed in the school-room.

A taste for reading is being cultivated among the pupils and graduates, and the little private library is not sufficient to supply the present demand. It is hoped that something may be done in order to furnish this school with more reading matter.

The new building is comfortable, and when the contemplated additions are made the rooms will be very pleasant. The teachers and pupils have been favored with good health. All working harmoniously and earnestly, have endeavored to carry out the design of the school, to prepare teachers for the schools in Madawaska.

Respectfully submitted,

VETAL CYR, *Principal.*

REPAIRS AND IMPROVEMENTS.

An appropriation of \$2,500 having been made by the legislature for the purpose, the new extension to the building at Farmington has been completed, and the school now occupies commodious and convenient quarters. The building at last is in all respects creditable to the State.

A complete system of sewerage now connects the school building at Gorham with the system connected with the boarding house, and the sanitary conditions at both buildings are no longer such as to induce constant anxiety. Some further imperatively needed improvements have been made in and about the boarding-house. By the expenditure of a comparatively small sum, the scientific department of the school has been furnished with more room and better equipments for work. For these purposes the legislature appropriated, and there has been expended, the sum of \$2,000.

An appropriation of \$8,000 was made for an enlargement of the building at Castine. That sum has accordingly been expended in the erection and furnishing of an extension to the rear of the main building, about forty by forty feet upon the ground, and of two stories. The lower story contains the model school-room with connected dressing-rooms, and has an entrance separate from that to the main building, for the pupils of the model school. Another entrance into and from the main building, connected with the main school-room by stairs leading up to a rear entrance, accommodates the normal students, and allows them quiet departure from their room, when necessary to pass to their practice work in the model school. The upper story contains a library, teachers' rooms, and a large recitation room for classes in the sciences, with which is connected an apparatus room. All these rooms are connected with the main school-room. By reason of this addition two more long-needed recitation rooms have become available for use.

An appropriation of \$600 was made for sundry improvements upon the building and grounds of the Madawaska

Training School. From another appropriation of \$176.61 for the benefit of this school, was available for such improvements the sum of \$99.31. With these sums a belfry was attached to the building, containing in its lower story a small library and apparatus room; the main building was repainted two coats without and within; a bell and weather vane were bought; the lot was fenced; plank walks were laid from the street to both entrances to the building, and settees were bought for the recitation room.

FISCAL.

For succinct statement of the resources, both special and general, available to these schools for the year, and the manner in which those resources have been expended, attention is called to the following fiscal statement:

RESOURCES.

Regular annual appropriation, Normal Schools	\$19,000 00
“ “ Madawaska Tr'n'g School,	1,300 00
Special appropriation, Farmington	2,500 00
“ Castine	8,000 00
“ Gorham	2,000 00
“ M. T. S	776 61
	<hr/>
	\$33,576 61

EXPENDITURES.

For salaries, Normal Schools	\$17,509 95
“ Training School	1,275 00
For improvements, Normal Schools	12,500 00
“ M. T. S	699 31
For fuel	1,188 44
diplomas	102 00
repairs, incidental	201 11
incidentals	75 90
Balance, Training School	25 00
	<hr/>
	\$33,576 71

EDUCATIONAL ASSOCIATIONS.

I. STATE PEDAGOGICAL SOCIETY.

This society, at the date of this report, has just held at Bangor its tenth annual meeting, beginning on the evening of December 26, and closing at noon of the 28th. The attendance has been exceptionally large. At no other meeting of the society have so many representative teachers been present from so wide a territory. Fifteen of the sixteen counties were represented by teachers of the public schools; three of the four colleges sent their presidents and two or more members of their faculties; the principals of our three normal schools, of several of our seminaries, and of most of our leading high schools were in attendance.

The character of the work done at this meeting is indicated by the following

PROGRAMME.

THURSDAY EVENING, DECEMBER 26.

ADDRESS OF WELCOME. Prof. JOHN S. SEWALL, Bangor.

LECTURE. New England Primer Days.

F. A. HILL, A. M., Prin. Eng. High School, Cambridge, Mass.

FRIDAY MORNING, DECEMBER 27.

PRIMARY DIVISION. Conducted by

LARKIN DUNTON, LL. D., Prin. Boston Normal School.

Teaching Reading.

1. Principles Involved.
2. Methods.

SECONDARY DIVISION.

1. PAPER. Promotion of Pupils.

GEO. B. FILES, Prin. Lewiston High School.

DISCUSSION.

Prof. F. C. ROBINSON, Brunswick.

2. PAPER. The Study of Civics.

A. M. EDWARDS, Lewiston.

DISCUSSION. Prof. A. E. ROGERS, Orono.

3. PAPER. Literary Culture in the Common Schools.

MISS H. M. MERRILL, State Normal School, Farmington.

4. PAPER. English Grammar.

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

5. PAPER. Temperance Teaching. Mrs. G. F. FRENCH,
State Supt. Temp. In. W. C. T. U., Portland.

AFTERNOON.

PRIMARY DIVISION.

Teaching Elementary Arithmetic.

1. Principles Involved.

2. Methods.

SECONDARY DIVISION.

6. PAPER. Is the standard for admission to the Maine Colleges too high?

J. F. MOODY, Prin. Edward Little High School, Auburn.

DISCUSSION. Pres. W. DE W. HYDE, Brunswick.

7. PAPER. Physical training in the Common Schools.

F. N. WHITTIER, M. D.,

Director of the Sargent Gymnasium, Brunswick, with class exercises given by twelve young ladies from the Brunswick schools.

DISCUSSION.

C. E. ADAMS,

Director of the Gymnasium, Colby University, Waterville;

F. H. DODGE, Gymnasium Director, Bangor.

8. MANUAL TRAINING.

PAPER. Education through the hand for the home.

MISS ANNA BARROWS, Fryeburg,

Teacher in the No. Bennett St. Industrial School, Boston.

EVENING.

9. SCHOOL SUPERINTENDENCE.

1. PAPER. Relations of the Supt. to the Community.

MISS FANNIE P. HARDY, Supt. of Schools, Brewer.

G. A. STUART, Supt. of Schools, Lewiston.

2. PAPER. More efficient supervision in rural schools.

W. J. THOMPSON, Prin. High School, So. China.

3. PAPER. Union of towns to secure a Superintendent.
 Rev. B. P. SNOW, Willard.
 DISCUSSION. W. C. CRAWFORD, Waterville.
10. PAPER. The Necessity and Feasibility of Teaching Patriotism in the Common Schools.
 LEVI TURNER, Jr., Supt. of Schools, Rockland.
 DISCUSSION. W. W. STETSON, Supt. of Schools Auburn.

SATURDAY MORNING, DECEMBER 28.

11. THE RECITATION.

1. PAPER. Purposes of the Recitation.
 O. H. DRAKE, Prin. M. C. Institute, Pittsfield.
2. Methods Commendable and Condemnable.
 A. M. THOMAS, Prin. Ricker Classical Institute, Houlton.
 DISCUSSION.
 H. H. TUCKER, Prin. St. Albans Academy, Hartland.
12. PAPER. Greek, why taught and how.
 M. H. SMALL, Prin. Norway High School.
13. PAPER. A plan for Professional Work.
 H. M. ESTABROOKE, State Normal School, Gorham.
14. Memorial of THOMAS TASH, A. M.
 W. J. CORTHELL, State Normal School, Gorham.

In accordance with its practice for the last few years, the society voted to request those presenting papers to furnish them for publication in the appendix to this report. As many of them as have been furnished will, therefore, be found so published. I bespeak for them a careful study on the part of teachers.

II. COUNTY ASSOCIATIONS.

The year's record of work done by the county educational associations is especially satisfactory. Twenty-one meetings of two days each have been held during the year—four in the spring and seventeen during the autumn. The attendance of teachers has been larger than in any previous year, the interest better sustained during the sessions, and the work done of a more efficient character.

The meetings of the year were the ninth annual series held since the general organization of these associations in 1881. That for nine successive years these associations have been sustained; that the interest taken in their meetings by our teachers has constantly increased, as shown in annually increased attendance, and that the scope and character of their work has as constantly improved, are significant facts. They are evidences that our teachers, impelled by a growing popular demand for better work, are feeling the need of the help to be found in the mutual interchange of views which characterizes these meetings, and that through them they are becoming imbued with a stronger professional spirit and are making larger professional acquirements, resulting in greater efficiency in the schools. No money of the State is applied to more profitable educational uses than the small sum annually expended for the maintenance of these associations.

As indicative of the general character of these meetings for the year, the general programme, which formed the basis for all the special programmes, is hereunto appended :

General Programme and Syllabus of Subjects

FOR

MEETINGS OF COUNTY EDUCATIONAL ASSOCIATIONS, 1889.

I. TEACHERS' REPORTS OF DIFFICULTIES MET—(1) In instruction; (2) Classification and organization; (3) In government.—Discussion of same.

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. EVILS OF THE DISTRICT SYSTEM—First, *From Standpoint of Supervisor*: (1) Selection of unfit teachers; (2) Too frequent

changes in teachers ; (3) Hinders vigilant and thorough inspection ; (4) Divides and weakens responsibility for success of schools ; (5) Will make the administration of the free text-book law difficult and more expensive. Second, *From Standpoint of Teacher* : (1) Fails to furnish fit school-houses ; (2) Fails to furnish appliances as aids to instruction ; (3) Causes neighborhood jealousies and quarrels detrimental to the schools ; (4) Hinders continuity and efficiency of instruction by too frequent changes of teachers ; (5) Makes courses of study in mixed schools impracticable.

IV. FREE TEXT-BOOKS, ADVANTAGES TO ACCRUE TO SCHOOLS FROM—(1) Prompt and full supply ; (2) Uniformity in school and town ; (3) Better classification ; (4) Increased attendance.

V. QUERIES, DISCUSSION OF—(1) Should declamations and select readings be required in ungraded schools? (2) What forms of punishment are allowable? (3) How can temperance instruction be made more efficient? (4) How shall the idle pupil be treated? (5) How can we form in our pupils right habits of study?

FREE TEXT-BOOKS.

The legislature at its last session passed an act requiring all towns after August 1, 1890, to provide at public expense school text-books for all pupils attending the public schools. No more important legislation than this affecting our public schools, has been enacted since 1873 when the school mill-tax was established. And no legislation has met with a larger measure of public approval than this will meet with after it shall have had a brief trial.

This plan of supplying our schools with text-books on the same principle and in the same manner as teachers and school-houses are supplied, is no doubtful experiment. Many of our towns have heretofore adopted the plan at their own option, and invariably to the great advantage of the schools.

In Massachusetts the adoption of the plan was made obligatory upon all towns some years ago, and the verdict has been everywhere strongly in its favor. It has proved the solution, and the only satisfactory solution, of the text-book problem, whose solution has been sought in so many ways during the last twenty years. It has been proved to secure the following results :

1. **Uniformity.**—For the practical ends of school work uniformity is desirable in so far that the books used in any one class shall be uniform. To secure such uniformity it has been found necessary to have uniformity in all the classes of all the schools in a town. Such uniformity our law has required and yet requires. But such uniformity it has been difficult to maintain for long when established under the plan of private ownership of books ; and so to meet that difficulty State uniformity has been tried in various forms, but has never proved entirely satisfactory. It is, indeed, in any form open to serious objections, and in consequence has never been long continued when adopted. The plan proposed in our law secures all necessary uniformity, is not open to the objec-

tions applying to State uniformity, and possesses very important advantages which that plan lacks.

2. Prompt and complete supply.—Considered with reference to school work, to the conditions upon which its efficiency depends, it is far more important that every pupil shall have all the books he needs and have them when he needs them, than that they shall be uniform with those of other pupils. Herein our schools have suffered more in the past than from want of uniformity. And it could not well be otherwise under the plan of private ownership and supply. No plan which compels the parent to pull his purse whenever his child needs a new book, no matter how little that book may cost, will secure to every pupil all books needed and when needed. Still less will it do so when, besides paying for the book, the parent, as frequently is the case, is compelled to go miles away to procure it. Under the free-book plan there is no pulling of parental purse, nor inconvenience to parental ease, when the new book is needed. The pupil finds his book ready to his hand when he is ready for it, and no parent feels the immediate expense or is put to immediate inconvenience.

3. Cheapness.—Books are bought from publishers at first hand, and so profits are not paid to middle-men and local dealers as under other plans. Then, too, all waste, save that coming from actual wear of books in use is saved; for when one pupil is done with a book, another takes it. And the wear is less than under any plan of private ownership. Because the parent must pull his purse only to pay for damage or loss of books, he is more careful in his oversight of their use in the hands of his child. Experience has proved that the average usable age of all except primary books, under this plan is five years. At the average price at which they can be bought by towns, all the books required by one pupil to complete all the branches of study prescribed by law for our common schools, will cost but eight dollars—one dollar per year for the exceptionally bright boy who can complete those studies in eight years. But the books that the one boy will need, will be used by at least three other boys

when he has done with them, and thus the cost per year per pupil is reduced to about twenty-five cents. Of course where the higher academic branches are taught in the schools, this cost will be increased.

The benefits which must accrue to the schools from the inauguration of this plan are many and important, among which may be named :

1. A better classification. From the lack of uniformity in text-books and of power in the teacher to control the pupil's selection of books, the classification of many of our rural mixed schools has been abominable. Before me is a school report from one of our towns, in which one school of fifty-six pupils had a classification calling for forty-two daily recitations ! With a prompt and full supply of uniform text-books, under the teacher's control, such a condition of things can hardly exist even under the most inefficient teacher.

2. Less waste of time from lack of books.—Under the old system pupils have frequently to wait sometimes weeks till needed books can be procured, and in the meantime go without or borrow of his fellows. Frequently, too, two or more children in the same family have had but one book between them and have had to "take turns" in using it. Under the new plan there will be no such waiting. Every pupil will have all needed books and have them at once.

3. Increased attendance.—Many a child every year, probably thousands of them throughout the State, has been kept out of the schools because of a poverty that made the purchase of needed books a burden beyond bearing. In our cities and larger towns many every year fail to get beyond the primary or grammar grades for like reasons, and our high schools have been in a measure class schools, whose privileges have been enjoyed by the well-to-do and the wealthy chiefly. The child of the day laborer all of whose toil is required to procure food and clothing, has been shut out by poverty's effects from all higher instruction, as surely as if poverty in itself were a bar to such instruction. The new plan will open the door to every grade of public instruction to rich and poor

on equal terms, and so bring into the schools, and better still keep in the schools, thousands of pupils whom poverty has shut out or kept out.

As preliminary to carrying the new plan into effect, towns at their annual meetings will have to make appropriation of sums needed for the purchase of books. School committees and supervisors now in office will be looked to to furnish information upon which to base such appropriations. They should make and incorporate into their annual reports to their towns close estimates of the maximum amounts needed. Such estimates will be made up of two factors: (1) The number of books needed to supply pupils; (2) the prices at which they can be purchased. The first it will be for them alone to ascertain; the second can probably be best ascertained by this department and communicated to them by circular.

To help towards this preliminary work, two circulars have already been prepared and distributed by this department. One of these gives suggestions to school committees as to methods of ascertaining the number of books which it will be necessary to supply; the other has been sent, accompanied with a blank for answer, to all the leading school-book publishers in the country, soliciting them to forward lists of their publications, with lowest prices at which they will sell to towns, either to continue in use where already in use, or for introduction. From the replies which it is hoped and expected that publishers will make, a list of average prices will be made up and transmitted to school committees in season for them to make up their estimates. It is also probable that from the lists submitted by publishers, several series of books in those subjects prescribed by law for our common schools, which on examination seem best suited to our needs, may be selected and recommended for use in the schools of the State, when such recommendation may be desired.

The selection and purchase of books will devolve upon the school boards to be elected in the March meetings. As it is

evident from the varied and numerous inquiries already received, that advice and suggestions will be desired by such boards, there has been prepared and will be sent out as soon as they have been elected, the following circular :

STATE OF MAINE.

EDUCATIONAL DEPARTMENT, }
 Augusta.... 1890. }

School Committee or Supervisor of..... :

GENTLEMEN—The law relating to the selection and supply of school text-books in this State, under which you are to take action during the current year, is substantially as follows :

Towns shall, on and after August 1, 1890, provide school books for the use of the pupils in their public schools, at the expense of said towns ; and all moneys raised and appropriated for that purpose shall be assessed like other moneys.

School committees shall select a uniform system of text-books, due notice of which shall be given ; any text-book thus introduced shall not be changed for five years unless by a vote of the town ; any person violating this provision shall forfeit not exceeding five hundred dollars, to be recovered in an action of debt by any school officer or person aggrieved. And when said committee have made such selection of school-books, they shall contract with the publishers for the purchase and delivery thereof. They 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.

When a pupil in the public school loses, destroys or unnecessarily injures any such school book or appliance, furnished such pupil at the expense of said town, his parent or guardian shall be notified, and if the loss or damage is not made good to the satisfaction of such committee within a reasonable time, they shall report the case to the assessors, who shall include in the next town tax of the delinquent

parent or guardian the value of the book or appliance so lost, destroyed or injured, to be assessed and collected as other town taxes.

Your town having made appropriations for the carrying of this law into effect, it becomes your duty to take such action as its provisions require. You are to determine what books are to be used in your schools; to purchase the supply needed for the current school year; to contract for the future furnishing of such as may be needed from year to year; to make rules and regulations for their distribution to the schools, and for their care and preservation while in the hands of pupils and during vacations. To assist you, if I may, in this work, permit me to offer the following suggestions:

1. *As to selection of books.*—That provision of law by which changes in text-books can not be made oftener than once in five years without vote of the town, was not amended or repealed by the act of 1889 requiring towns to furnish books at public expense. Hence, unless your town at its late meeting voted to authorize you to make changes, you can do so only in case of series of books which have been used in town five years or more. Your first step, then, is to determine what changes can be made, and what, if any, it is desirable to make. *Changes, however, should not be made save for very strong reasons.* If the books in use in any branch of study are fairly satisfactory, they should be retained in use for a while at least. The reasons for retaining are two-fold: (1) That pupils desiring to do so may be able to use their own books without being compelled to purchase new ones—the law does not compel any pupil to use books furnished by the town, but does compel the town to supply all who wish to be supplied; (2) that books now in the hands of the pupils, which are in good condition, may be purchased and made part of the town's supply.

If changes are deemed necessary, the new books should be selected with much care. The points to be considered in selecting are, (1) excellence of text and adaptation to the

ends of instruction ; (2) mechanical qualities—whether firmly bound, of strong paper, and well printed ; (3) price at which they will be furnished, both for first introduction and for a series of years. In the first of these particulars you will find less real difference between the later published books than publishers' agents will try to make you believe. In the second you will find quite a difference, and that difference should be given considerable weight. Somewhat of difference in price, too, will be found, and of course should be given due consideration. As between several series of readers, spellers, arithmetics and geographies which could be named, mechanical make-up and price should govern in selection.

In order to make selections as above, you should apply direct to publishers or their agents for specimen copies of the books you desire to introduce, and for terms at which they will furnish them for first introduction and for continued supply. If you shall consider it of any assistance to you, I shall be prepared in a few weeks to send you, on application, a list of books in the common school branches, which I would advise you to examine before looking further.

The books to be selected are, as a rule, to be uniform throughout the town. Such is the letter of the law. But in one case the spirit of the law may be observed, and yet its letter sacrificed to a higher good than that intended to be subserved by its literal observance. Wherever practicable it will be well to have two or more series of readers in use at the same time, taking care that there shall be uniformity in classes. By rotation of use from term to term or year to year, pupils will, by this plan, have a larger amount of fresh reading matter than in case only one series be used. For instance, Harper's may be used this term in one-half the schools and Butler's in the other, and next term they can be changed about. The expense by this plan will be no more than if only one series were used, as it will be necessary to purchase of each series only half enough to supply all the schools.

2. *As to purchasing.*—Having learned direct from publishers the prices at which they will sell you their books, both those which you propose to retain in use and those which you propose to introduce, before you will be prepared to make purchases you will need to know very nearly how many books of each grade and sort you will be required to supply your schools. This you can ascertain with sufficient accuracy by requiring the teachers in your summer terms to furnish you lists of the number required in their several schools.

As already intimated books in the possession of pupils, which are of the kinds you propose to have used, should be bought up and made a part of the town's stock. Only such, however, as are in excellent condition—as are sound, whole and clean—should be so purchased. You may assume, as the basis of price to be paid for these, that books, except of the lowest grades, which have been carefully used a year, are worth four-fifths as much as you will have to pay publishers for new ones of the same kind. One having been used two years would be worth two-fifths the price of a new one. So, also, books in the hands of the local dealer, if there be one, which are of the sort to be used, should be purchased at the same price as you would have to pay publishers for them. Whatever number additional, after making these purchases, is necessary to complete the needed supply, should be ordered direct from the publishers.

When newly introduced books are to be purchased, before purchase is made the publishers should be required to enter into a contract fixing the price at which further supplies are to be furnished for a period of years, and giving assurance that the mechanical quality of the books will be maintained.

3. *As to preparation for use.*—The books having been purchased, before they are ready for distribution to schools and pupils, they are to be labelled and numbered. On the inside of the cover should be pasted a label similar to that herewith sent, on which should be printed general rules for

care of the books while in pupils' hands, etc., and also the number of each book. These numbers should run from one up to the number of books of each grade owned by the town. For instance, if 200 primary arithmetics are owned, and 150 advanced, the primaries would be numbered from 1 to 200 inclusive, and the advanced from 1 to 150. These labels can be procured at a very moderate cost by applying to Burleigh and Flynt, State Printers, Augusta, or they can be printed at any local office.

4. *As to distribution to schools and care during vacations.*— In these regards methods in towns having no districts, and in those having the district system, will differ somewhat. In the former it will be for the supervisor or committee to see that the necessary supply of books is at the school-house in possession of the teacher, and ready for use the first morning of the term. In every school-house should be a proper case or closet in which they can be stored under lock and key during vacations, and when not in use. Such receptacles are practicable when the town owns the school-houses, and they are under the charge and control of the committee or some responsible party by them selected. Under the district system it will in many cases be impracticable to have proper receptacles in which to store the books during vacations, and in all such cases they should be deposited at some central place of safety under the immediate control of the committee or their agent. In such cases the school district agent should be held responsible for seeing that the necessary supply is at the school-house at the proper time, and also for the transportation of them, at the close of terms, to the central depository. This is one of the matters, to govern which committees are to make regulations.

5. *As to distribution to pupils and care during use.*— Here the teacher's responsibility comes in. He is to act as the agent of the committee in seeing that every pupil is promptly furnished with proper books; that they are properly cared for while in use; that they are promptly returned

at the close of the term, except in cases where pupils are given, by the committee, special permission to retain during vacation ; and that the committee are informed of all damage to and loss of books, for which payment is to be exacted under the provisions of the law. To this responsibility the teacher should be strictly held, and should not be paid for services until formal and satisfactory account of all books placed in his possession has been rendered. To this end, he should be required at close of term to make a return showing what books were put into his hands at the beginning of or during the term ; what ones were used by each pupil ; what were returned in good condition, and what were damaged or lost. A blank for such return, in the form of a supplementary register, is in preparation, and will be furnished like other register blanks. The keeping and return of such supplementary register will be as much a prerequisite to the obtaining of pay, as is the keeping and return of the register of attendance, etc.

6. *As to rules and regulations.*—Beside the regulations relating to the distributing of books to the several schools, and the care of them during the vacations, the character of which will depend, as indicated above, upon local conditions, there are to be made certain general rules, touching the care of books while in pupils' hands, their return at close of terms, etc., etc. In addition to such special rules in this regard, as may seem needed by local conditions, I suggest the following :

1. Teachers shall, once in two weeks at least, inspect or cause to be inspected, all books in the hands of pupils, and note their condition.

2. By permission of the teacher, any pupil may take books to his home for purposes of study.

3. All books are to be returned by pupils at the close of each term, unless special written permission to retain has been granted by the committee.

4. Any scholar losing or materially injuring a book must replace it at once, otherwise its value will be collected from his parent or guardian in the manner provided by law.

5. Any writing in, marking upon, or otherwise defacing of a book, will be considered a material injury for which such book must be replaced or paid for.

Very truly yours,

N. A. LUCE,

State Superintendent of Common Schools.

No more important work will devolve upon the local school boards for the year, than that outlined above. Its successful doing will call for careful thought, earnest and honest purpose, wise foresight, sturdy independence of action, and much unselfish labor for which may be expected small pay and less thanks. It is not to be doubted, however, that they will be found equal to the task, and will have the after satisfaction of knowing that they were instrumental in fitly inaugurating a most wise educational measure and beneficent educational reform.

CONCLUSION.

This report is made in pursuance of that provision of law which requires the State Superintendent "annually to report to the Governor and Council the results of his inquiries and investigations, and the facts obtained from the school returns, with such suggestions and recommendations as in his judgment would best promote the improvement of common schools." The results and facts above indicated will be found reported in the preceding pages. Some of the suggestions and recommendations, also, growing naturally out of the results of his inquiries and investigations, and of the facts obtained from the school returns, will be there found either implied or formally stated. It remains, therefore, only to conclude this report by a somewhat more formal and systematic statement of the recommendations which may be appropriate. Such recommendations must address themselves to school officers only, since all improvements in our schools for the coming year must be sought and secured by their efforts. In making such recommendations I can not do better than to quote, with proper additions and emendations, from former reports, the following

RECOMMENDATIONS.

1. That school committees and supervisors, in carrying into effect the free text-book law, study (1) to secure the best books at the least expense, making the fewest practicable changes, and utilizing, by purchase or otherwise, so far as practicable, books owned by pupils; (2) to hold teachers and pupils to sharp and strict accountability for careful usage and prompt return of books owned by the town; and (3) to so systematize the distribution and return of them, by the keeping of proper records, that the exact condition and location of every such book may be easily determined at the end of every term.

2. That they put forth 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 sections, 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.

3. 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.

4. That in towns in which the district 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.

5. That they earnestly use their influence in favor of the abolition of the district system, and for the establishing of Free High Schools.

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

7. 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.

8. 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, 1889.

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.		Percentage of average attendance.		Number of different pupils registered		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 week.		Number of districts in town.		Number of parts of districts in town		Number of school-houses in town.		Number in good condition.		Number of school-houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number 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.....	3244	1658	1329	1686	1440	.43	1856	12						624	24			1272	-	-	-	-	32	32	-	-	-	-	-	-	48,000					6	6	53				
Durham.....	364	218	187	222	189	.60	276	8						82	20			240	8	7	-	11	8	-	1	600			4,425					7	7	11						
East Livermore.....	376	235	187	237	198	.50	269	8						87	18	3		139	7	-	-	7	7	-	-	-	-	6,000					1	1	9							
Greene.....	229	120	102	130	105	.45	179	8						77	9	3		99	11	4		10	9	-	-	-	-	2,000					1	1	9							
Leeds.....	336	190	157	240	204	.54	277	8						103	15	3		142	12			9	9	-	-	-	-	4,200					5	5	12							
Lewiston.....	6940	2279	1827	2680	2072	.26	2953	12						612	25	2		1295	-	-	-	26	23	1	35000	235,000					4	4	4	69								
Lisbon.....	1058	591	497	619	550	.50	750	10						220	20			410	16			13	1	2500	25,000					3	4	4	19									
Livermore.....	341	197	161	264	214	.55	270	8						122	10	1		167	17	2		17	10	-	-	-	-	2,850					6	6	15							
Minot.....	476	260	224	263	216	.46	276	8						88	19	4		182	11	3		9	9	-	-	-	-	10,500					1	3	11							
Poland.....	695	367	302	452	391	.50	500	10						189	17	2		389	18	3		18	18	-	1	4945	15,000					1	15	16								
Turner.....	582	329	290	375	325	.53	430	10						200	20			400	-	-	-	20	19	-	-	-	10,000					-	16	20								
Wales.....	142	121	109	134	100	.74	134	7						52	9	2		78	4			8	5	-	-	-	2,250					-	4	9								
Webster.....	302	179	160	181	158	.53	191	8						73	13	2		135	-	-	-	10	6	-	-	-	2,800					1	1	8								
	15,085	6744	5532	7513	6162	.39	9372	9						2535	17	1		4948	58	3		196	170	4	43045	368,025					18	79	261									

COMMON SCHOOLS.

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 1888.	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, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
Auburn	54	8	82 00	6 00	3 00	360 00	14,500	6,856	-	4 35	14,500 00	5,856 91	10 22	20,367 13	21,621 78	-	1254 65
Durham	5	1	20 00	3 50	2 00	99 00	1,500	498	-	4 25	1,628 19	620 68	-	2,248 87	2,190 38	58 49	-
East Livermore	8	-	36 00	4 25	2 26	70 50	864	-	-	2 19	1,062 67	694 53	210 19	1,967 39	1,949 53	17 86	-
Greene	9	-	27 00	3 31	1 53	38 00	799	-	-	2 90	832 91	478 26	13 35	1,324 52	1,073 73	250 79	-
Leeds	8	2	26 00	3 71	1 72	49 00	1,000	45	-	2 92	1,163 50	601 34	-	1,769 84	1,680 61	89 23	-
Lewiston	69	6	136 88	5 00	4 06	1700 00	26,000	10,734	-	3 84	26,000 00	12,012 78	50 49	38,093 27	41,942 88	-	3849 61
Lisbon	18	6	57 50	5 12	1 75	179 20	2,850	737	-	2 79	2,859 93	1,795 23	183 79	4,838 95	4,901 52	-	62 57
Livermore	9	1	22 41	3 78	1 44	63 00	1,225	215	-	3 59	1,534 36	599 58	108 00	2,241 94	2,026 45	215 49	-
Minot	23	6	50 00	5 10	2 50	88 50	1,910	500	-	4 00	2,152 59	838 71	-	2,991 20	2,580 29	411 01	-
Poland	17	-	27 00	3 75	2 23	156 00	3,000	1,045	-	4 64	3,248 00	1,135 87	129 73	4,513 60	4,572 95	-	59 35
Turner	4	3	33 00	5 00	2 00	125 00	2,200	372	-	3 84	2,503 83	1,007 50	51 25	3,562 58	3,099 05	463 53	-
Wales	3	1	26 00	3 00	1 50	31 50	600	196	-	4 29	664 72	246 16	-	910 88	878 19	32 69	-
Webster	9	-	35 00	3 60	1 65	65 75	784	-	-	2 50	784 00	550 34	50 00	1,384 34	1,319 97	64 37	-
	236	34	44 52	4 24	2 12	3025 45	57,232	21,198	-	3 79	58,939 70	26,467 89	807 02	86,214 61	89,837 33	1603 46	5226 18

AROOSTOOK COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		Average No. in spring and summer terms.		No. registered in fall and winter terms.		Average number in fall and winter terms.		Percentage of average attendance.		Number of different pupils registered.		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 week.		Number of districts in town		Number of parts of districts in town.		Number of school-houses in town.		Number in good condition.		Number of school-houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number 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.		
Amity	172	107	86	84	67	.44	114	10						40	13					40	13					4	6					1300						3	4	
Ashland	189	129	89	111	79	.44	132	13						80	13					67	13					6	6					2300						1	5	
Bancroft	99	74	62	75	55	.59	79	8						42	11					47	4					4	4					1600						-	5	
Benedicta	143	90	65	88	61	.44	106	11						33	11					35	3					3	3					1000						1	2	
Blaine	315	157	123	210	166	.46	226	15						94	11					65	5					5	5					1400						1	3	
Bridgewater	345	196	150	219	163	.45	231	11						66	14					85	6					6	5					2125						3	5	
Caribou	1513	735	532	741	551	.36	855	10						215	12					267	21					18	12					7800						9	21	
Easton	384	224	183	174	130	.40	240	10						100	11					110	10					10	9					4500						1	9	
Fort Fairfield	1169	778	591	767	613	.51	883	11						314	10					216	-					26	26					12000						1	6	
Fort Kent	826	333	256	-	-	.31	333	21						299	-					-	-					14	2					1200						-	14	
Frenchville	1262	325	250	50	35	.23	580	17						357	5					15	23					20	3					650						1	20	
Grand Isle	431	364	219	197	125	.40	364	19						118	12					62	6					6	4					840						1	5	
Haynesville	116	76	55	64	41	.41	88	12						49	10					21	3					3	2					90						2	4	
Hersey	72	57	46	45	35	.56	60	11						34	11					33	2					1	1					400						-	2	
Hodgdon	444	232	216	265	239	.51	291	10						100	12					126	10					10	9					3500						1	9	
Houlton	1307	540	486	489	403	.34	841	9						135	15					251	4					10	4					7500						1	14	
Island Falls	87	55	48	50	44	.53	68	10						30	12					24	5					3	1					2700						-	3	
Limestone	343	183	136	194	141	.40	210	10						70	11					90	1					8	6					3000						-	7	
Linneus	432	246	183	203	146	.38	266	11						102	12					101	10					8	6					2300						-	9	
Littleton	400	212	146	164	115	.33	242	12						125	9					78	10					9	9					4500						3	10	
Ludlow	131	95	65	89	70	.52	112	10						54	10					62	6					3	2					600						-	5	
Madawaska	678	474	409	152	129	.40	475	16						240	6					60	15					8	4					1250						-	15	
Mapleton	355	197	157	270	198	.50	273	8						65	9					107	9					8	4					2000						3	8	

COMMON SCHOOLS.

Mars Hill.....	340	180	128	166	122	.37	240	9	3	87	12	96	9	-	9	8	-	-	3300	1	4	8
Masardis.....	92	64	55	61	42	.54	65	10	2	32	10	20	3	-	3	-	-	-	1000	-	2	3
Monticello.....	439	239	171	269	191	.41	320	11	3	93	12	111	8	-	9	7	2	1300	3000	-	3	8
New Limerick.....	244	136	93	188	131	.46	188	9	1	55	10	62	6	-	6	6	-	-	1500	1	3	5
Orient.....	79	61	57	-	-	.72	61	8	4	35	-	-	3	-	3	2	-	-	1200	1	-	3
Presque Isle.....	1039	720	523	786	623	.55	835	10		240	10	240	-	-	23	20	2	850	9300	-	4	24
Sherman.....	331	206	153	251	200	.53	271	11	1	67	11	83	6	-	6	3	1	1000	2650	-	3	6
Smyrna.....	118	43	24	58	40	.28	81	12	2	25	12	49	4	-	4	-	-	-	1090	-	-	2
Van Buren.....	555	227	154	108	78	.21	227	22		196	14	71	10	-	8	6	-	-	1800	-	4	7
Washburn.....	413	177	134	219	186	.39	227	10		110	12	132	10	-	10	10	-	-	3500	-	2	11
Weston.....	172	110	85	76	63	.43	126	14	3	73	14	28	4	1	4	3	-	-	930	-	1	6
Woodland.....	368	207	150	210	142	.40	266	10		90	12	108	7	2	8	6	-	-	2000	-	5	9

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.		Percentage of average attendance.		Number of different pupils registered.		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 week.		Number of districts in town.		Number of parts of districts in town.		Number of school-houses in town.		Number in good condition.		Number of school-houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number 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.				
	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.							
Allagash.....	115	68	51	-	-	.44	68	17	34	-	-	17	17	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3				
Cary.....	171	111	81	78	58	.41	124	10	50	9	3	29	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	7	7				
Castle Hill.....	225	148	112	136	108	.49	181	8	61	4	4	59	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	3	3			
Caswell.....	100	49	35	41	28	.32	61	8	24	5	1	21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3				
Chapman.....	109	100	80	43	31	.50	109	8	50	8	2	16	4	3	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	6			
Connor.....	216	98	66	98	66	.31	98	10	40	10	4	40	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3		
Crystal.....	124	100	90	80	50	.57	82	9	45	10	4	65	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	4	4			
Cyr.....	202	113	94	-	-	.47	113	24	122	-	-	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	5			
Dyer Brook....	91	73	53	54	44	.53	78	10	52	11	2	44	4	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5			
Eagle Lake.....	154	107	88	-	-	.57	107	22	66	-	-	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	5			
Garfield.....	40	44	34	25	17	.64	44	10	20	8	8	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3		
Glenwood.....	66	48	43	23	17	.45	48	10	42	12	2	24	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4			
Hamlin.....	226	113	72	-	-	.32	113	23	140	-	-	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	6	6			
Hammond.....	44	-	-	29	23	.52	29	-	7	-	-	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
Macwahoc.....	86	58	41	51	45	.50	64	10	20	10	3	32	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
Merrill.....	108	66	51	76	49	.45	86	10	42	8	2	16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4		
Moro.....	86	62	48	57	37	.50	62	10	31	11	2	33	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Nashville.....	14	New	Plat	ntation.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
New Canada....	137	65	51	-	-	.37	65	16	64	-	-	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
New Sweden.....	274	165	118	184	131	.46	206	8	50	12	2	74	5	1	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	5	5	
Oakfield.....	290	191	121	103	72	.33	205	9	94	12	2	74	7	2	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	10	10	
Oxbow.....	49	36	26	25	20	.47	40	10	20	9	2	9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Perham.....	178	85	63	64	50	.32	112	11	55	9	4	40	6	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5
Portage Lake ..	52	30	24	26	22	.44	31	10	10	10	1	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

COMMON SCHOOLS.

Reed.....	67	40	38	48	38	.57	51	13	3	41	11	1	45	-	-	3	3	-	-	1000	-	1	3
St. Francis....	165	87	51	-	-	.31	87	20		60	-		-	3	-	1	1	-	-	250	-	1	2
St. John.....	101	50	27	20	9	.36	59	19	2	39	8		8	2	-	2	2	1	165	300	-	1	2
Silver Ridge..	73	66	48	35	23	.50	68	10	4	32	10		30	3	-	3	3	-	-	800	-	-	3
Wade.....	63	30	23	16	14	.30	30	12	2	25	11		11	2	-	2	2	-	-	600	1	-	1
Wallagrass....	226	105	88	-	-	.39	105	20		60	-		-	3	-	3	-	-	-	200	-	-	3
Westfield.....	60	34	25	27	25	.42	4	7	1	22	8	2	17	3	-	2	2	1	270	800	-	2	3
Winterville....	154	107	88	-	-	-	107	22		66	-		-	3	-	3	3	-	-	900	-	-	3
	19,198	10,583	8022	8432	6400	.38	2545	12		5477	10	4	3674	331	23	377	269	16	5845	117,335	24	99	405

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 1888.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
								Excess above am't required by law.	Less than the am't required by law.								
Amity.....	-	1	28 00	4 56	1 97	11 00	350	4	-	2 08	403 73	259 08	320 92	983 73	883 73	100 00	
Ashland.....	4	2	27 50	3 58	2 37	16 50	450	46	-	2 41	492 36	328 80	50 23	871 39	835 61	35 78	
Bancroft.....	2	1	-	4 00	1 80	15 00	225	49	-	2 12	238 33	286 38	125 00	649 71	600 28	49 43	
Benedicta.....	4	-	23 00	3 50	2 16	10 00	250	8	-	1 74	261 59	253 20	50 00	564 79	513 29	51 50	
Blaine.....	1	-	26 50	4 09	1 73	10 50	517	-	-	1 73	495 09	525 73	-	1020 82	1075 84	-	
Bridgewater.....	1	-	30 00	3 75	1 50	28 00	577	-	-	1 47	782 95	691 01	130 00	1603 96	1204 18	399 78	
Caribou.....	16	2	38 00	6 00	2 50	300 00	2288	83	-	1 54	3103 69	2618 08	-	5721 77	4676 26	1045 51	
Easton.....	9	-	16 00	3 88	1 53	63 50	668	-	-	1 71	696 73	685 74	53 91	1436 38	1352 05	84 33	
Fort Fairfield.....	15	3	27 50	5 00	2 00	200 00	2800	554	-	2 44	3114 65	2114 53	-	5229 18	5240 67	-	
Fort Kent.....	-	7	-	4 55	1 54	30 00	350	-	-	-	248 53	1408 40	-	1656 93	1616 44	40 49	55 02
Frenchville.....	2	1	26 00	2 98	1 20	2 00	375	-	-	-	390 11	2248 86	74 83	2713 80	2765 92	-	
Grand Isle.....	5	-	19 00	3 00	1 50	15 00	250	-	-	-	1337 56	771 45	45 25	2154 26	879 62	1274 64	
Haynesville.....	-	-	25 00	3 75	1 70	5 00	250	71	-	2 63	275 22	167 04	36 00	478 26	464 57	13 69	
Hersey.....	1	-	12 00	3 10	1 60	6 00	150	23	-	1 85	150 00	141 40	65 00	356 40	354 50	1 90	
Hodgdon.....	6	2	23 00	4 75	1 95	34 50	1000	129	-	2 31	1189 73	743 76	53 99	1987 48	1855 86	131 62	
Houlton.....	16	1	28 00	5 27	2 27	200 00	3084	2	-	2 65	3049 71	2043 15	57 00	5149 86	4235 24	914 62	
Island Falls.....	2	1	-	4 50	1 54	9 00	200	11	-	2 27	523 97	154 73	144 00	822 70	415 99	406 71	
Limestone.....	6	-	26 50	3 65	2 06	25 00	524	-	-	1 62	608 20	567 93	124 66	1300 79	1119 55	181 24	
Linneus.....	4	-	28 00	4 18	1 93	28 50	750	16	-	1 77	748 09	745 52	126 27	1619 88	1617 39	2 49	
Littleton.....	5	-	29 34	3 73	1 62	40 00	723	-	-	1 79	747 29	710 35	-	1457 64	1425 79	31 85	
Ludlow.....	4	-	27 00	3 75	1 60	19 50	374	-	-	2 20	398 77	298 91	75 06	772 74	741 30	31 44	
Madawaska.....	10	3	-	3 87	1 42	15 00	325	-	-	-	334 30	1208 11	73	1543 14	1345 27	197 87	
Mapleton.....	8	-	23 34	4 06	1 33	30 25	564	-	-	1 61	627 33	615 41	47 49	1290 23	959 55	330 68	

COMMON SCHOOLS.

Mars Hill.....	4	-	25 90	3 65	1 44	35 00	573	-	-	1 68	610 88	601 35	137 21	1349 44	1214 30	135 14	33 30
Masardis	-	-	27 00	3 25	1 90	7 50	175	5	-	1 64	1161 31	188 14	37 65	387 10	420 40	-	
Monticello	6	-	32 00	4 00	1 80	33 75	971	199	-	2 23	1111 42	766 62	82 00	1960 04	1423 09	536 95	
New Limerick...	3	-	23 75	3 40	1 90	45 00	590	118	-	2 32	644 12	446 61	46 32	1137 05	1063 31	73 74	
Orient	-	1	23 00	4 58	1 70	5 00	275	96	-	3 31	399 25	145 36	150 00	694 61	380 56	314 05	
Presque Isle.	20	-	24 00	4 50	2 00	185 00	2500	543	-	2 43	2047 57	1811 05	118 00	3976 62	3745 47	231 15	
Sherman	4	1	32 00	5 18	1 75	37 00	800	162	-	2 35	863 60	599 69	-	1463 29	1451 39	11 90	
Smyrna	4	-	-	3 54	1 49	7 25	220	30	-	1 90	275 25	203 96	-	479 21	430 43	48 78	
Van Buren	4	-	23 00	3 25	1 25	15 00	888	-	-	1 68	1593 37	983 72	2 56	2581 65	1748 02	833 63	
Washburn	9	-	19 00	4 00	2 00	29 00	700	53	-	1 68	920 90	731 45	141 52	1793 87	1687 80	106 07	
Weston	1	-	25 00	4 42	1 42	10 00	335	-	1	1 88	397 00	311 22	55 87	764 09	706 11	57 98	
Woodland	4	-	25 40	4 20	1 78	40 00	550	7	-	1 55	579 98	590 00	184 00	1353 98	1272 87	81 11	

AROOSTOOK COUNTY—CONCLUDED.

Plantations.	No. of female teachers employed in fall and winter terms.	No. of teachers graduates of normal schools.	Average wages of female 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 1888.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
								Excess above am't required by law.	Less than the am't required by law.								
Allagash.....	-	1	-	4 50	1 50	11 00	115	53	96	115 00	211 00	-	326 00	328 91	-	-	
Cary.....	-	1	26 80	3 95	1 80	27 25	330	-	1 74	509 16	322 31	64 00	895 47	729 22	166 25	-	
Castle Hill.....	6	1	-	4 29	1 60	26 25	405	70	1 91	586 34	372 76	-	959 10	811 59	147 51	-	
Caswell.....	3	-	16 00	4 00	2 00	12 00	136	-	1 37	167 76	174 07	-	341 83	328 79	13 04	-	
Chapman.....	2	-	-	3 63	1 33	11 15	135	2	1 30	297 94	182 86	-	480 80	367 19	113 61	-	
Connor.....	4	-	-	4 00	2 00	15 00	25	-	75	84 28	376 27	-	460 55	401 27	59 28	-	
Crystal.....	6	-	-	3 25	1 29	13 00	300	80	2 40	362 28	206 24	84 12	652 64	512 75	139 89	-	
Cyr.....	-	-	-	3 65	1 32	9 00	75	-	-	500 76	400 28	40 46	941 50	690 92	250 58	-	
Dyer Brook.....	4	-	-	3 07	1 48	9 75	225	87	2 23	262 90	177 59	52 06	492 55	358 23	134 32	-	
Eagle Lake.....	-	-	-	3 75	1 25	8 12	60	-	-	65 77	274 30	9 77	349 84	344 00	6 84	-	
Garfield.....	1	-	-	3 64	1 90	1 50	80	16	2 11	118 50	135 72	-	254 22	180 01	74 21	-	
Glenwood.....	2	1	20 00	3 50	2 00	9 26	175	17	2 54	184 97	117 61	84 88	387 46	379 13	8 33	-	
Hamlin.....	-	1	-	4 70	1 37	15 00	150	-	-	456 61	440 32	-	896 93	628 76	268 17	-	
Hammond.....	1	-	-	2 50	1 50	-	80	10	2 11	321 49	66 82	-	388 31	30 00	358 31	-	
Macwahoc.....	2	3	-	3 74	1 77	5 00	225	75	2 53	267 03	158 52	-	425 55	384 20	41 35	-	
Merrill.....	2	1	18 00	3 94	1 47	12 25	165	-	1 31	160 80	221 00	54 00	435 80	373 07	62 73	-	
Moro.....	3	-	-	4 50	1 16	13 00	172	35	1 95	172 00	167 41	-	339 41	339 40	01	-	
Nashville.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
New Canada.....	-	1	16 63	4 13	1 42	10 64	100	50	-	138 81	228 25	-	367 06	312 70	54 36	-	
New Sweden.....	4	1	23 52	3 78	1 59	20 00	414	-	1 57	528 06	462 43	-	990 49	852 98	137 51	-	
Oakfield.....	5	-	26 00	3 80	1 69	27 00	510	1	1 78	580 09	502 87	56 40	1139 36	1054 33	85 03	-	
Oxbow.....	1	-	-	3 50	1 50	3 00	110	8	1 86	195 90	103 74	-	299 64	281 75	17 89	-	
Perham.....	1	-	25 00	3 75	1 69	11 00	300	23	1 69	429 40	311 22	-	740 62	699 35	41 27	-	
Portage Lake.....	1	-	-	4 00	3 00	5 00	125	19	2 36	231 42	93 19	-	324 61	319 00	131 61	-	

Reed	3	2	20 00	4 00	2 00	8 00	250	163	-	3 62	367 54	178 16	114 20	659 90	560 70	99 20	
St. Francis.	-	3	20 00	4 00	1 50	-	250	150	-	1 52	250 00	103 93	-	353 93	292 21	61 72	
St. John.....	-	-	16 00	3 00	1 25	6 00	100	-	-	-	125 02	165 28	-	290 30	284 10	6 20	
Silver Ridge	3	-	-	3 25	1 71	20 00	183	-	-	2 34	182 23	137 15	98 81	418 19	385 63	32 56	
Wade	1	-	17 76	3 25	2 83	12 00	125	20	-	2 24	158 02	96 71	-	254 73	228 66	26 07	
Wallagrass.....	-	1	-	3 75	1 25	5 00	100	-	-	-	100 00	437 82	15 20	553 02	357 75	195 27	
Westfield.....	-	-	18 50	2 67	1 65	11 00	115	33	-	1 85	151 91	109 02	-	260 93	232 74	28 19	
Winterville.....	-	-	-	-	-	8 12	60	-	-	1	65 77	274 30	9 77	349 84	344 00	5 84	
	237	43	24 02	3 90	1 72	1900 92	31,156	3286	201	1 67	7896 57	33,901 59	3209 37	75,007 53	64,645 99	10,516 38	154 84

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.			Percentage of average attendance.			Number of different pupils registered.			Average length of spring and summer terms in weeks and days, 5 days per w'k.			Aggregate length of spring and sum'r 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 week.			Number of districts in town.			Number of parts of districts in town.			Number of school-houses in town			Number in good condition.			Number of school-houses built last year.			Cost of the same.			Estimated value of all school property in town			Number 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.		
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀													
Baldwin	315	186	156	219	165	.51	273	9	2	101	12	181	12	12	-	-	12	9	-	-	-	-	12	9	-	-	-	-	-	-	12	9	-	-	-	4,700	1	5	10																								
Bridgton . . .	808	441	341	581	541	.54	618	10	4	151	17	294	4	20	17	-	20	17	-	-	-	-	23	18	1	800	-	-	-	15,000	1	5	16																														
Brunswick . .	1801	718	572	718	613	.33	758	10		300	10	300	10	18	18	-	18	18	1	6	33								35,000	1	6	33																															
C. Elizabeth, .	1842	1051	930	1080	897	.50	1158	20		388	11	231	14	15	15	-	15	15	4	17								34,000	4	10	17																																
Casco	271	150	122	177	146	.49	182	8	3	69	10	4	108	8	5	-	8	5	-	-	-	-	9	7	-	-	-	2,700	-	4	8																																
Cumberland, .	505	236	206	314	266	.47	362	8	1	90	11	1	136	11	3	9	7	-	-	-	-	11	3	9	7	-	5,000	-	6	11																																	
Deering	1449	892	776	874	739	.52	950	13	2	320	17	3	420	10	17	16	16	1	1	23	23						80,000	1	3	23																																	
Falmouth . . .	486	273	230	284	242	.49	342	13	2	161	10	3	126	12	12	10	12	10	3	5	9					8,500	3	3	9																																		
Freeport	696	427	371	428	372	.54	471	9	2	187	10	3	216	19	10	1	1630	15,700	2	5	18																																										
Gorham	870	544	450	497	419	.50	673	10	3	212	12	1	342	19	18	4	3250	16,000	3	11	17																																										
Gray	528	248	213	290	237	.43	294	8		88	14	1	168	12	-	12	7	-	-	-	-	12	4	-	3,500	-	-	-	3,500	-	3	11																															
Harpswell . . .	583	356	313	330	284	.51	445	9		145	13	2	254	19	1	16	11	1	700	4,000	1	3	15																																								
Harrison	345	231	203	242	216	.61	264	10		90	17	1	180	-	-	10	6	1	700	3,700	2	9																																									
Naples,	236	192	178	214	197	.79	214	10		100	12	1	120	11	-	11	8	-	-	-	-	11	8	-	4,000	-	-	-	4,000	-	2	10																															
New Glouc'r, .	380	196	162	204	163	.43	262	9		108	19	3	235	12	12	12	12	-	-	-	-	12	12	12	12,000	-	-	-	12,000	-	-	12																															
N Yarmouth . .	238	76	55	229	185	.50	241	8	1	25	22	1	134	6	2	7	3	-	-	-	-	7	3	-	2,500	-	-	-	2,500	-	-	3																															
Otisfield	269	137	121	184	167	.54	218	9	4	118	9	1	108	12	1	12	9	-	-	-	-	12	9	-	1,350	-	-	-	1,350	-	4	12																															
Portland	11989	6211	4532	6211	4532	.38	6211	19		456	19	3	456	12	-	18	12	-	-	-	-	18	12	-	395,600	6	6	6	395,600	6	6	155																															
Pownal	235	164	134	180	150	.60	191	7	3	83	10	3	117	9	-	11	6	-	-	-	-	11	6	-	4,000	-	-	-	4,000	-	3	11																															
Raymond	346	161	137	302	253	.56	242	7	4	71	14	4	141	10	-	8	8	-	-	-	-	8	8	-	3,000	1	6	6	3,000	1	6	8																															

COMMON SCHOOLS.

Scarborough,	535	261	212	313	245	.43	357	8	3	95	17	3	195	11	1	11	10	-	-	7,500	-	8	11
Sebago.	244	157	131	171	139	.55	180	8	2	76	13		117	9	-	9	6	-	-	3,000	-	6	9
Standish	548	328	273	364	301	.52	393	8	1	115	17	1	240	13	-	13	6	-	-	5,500	1	12	13
Westbrook ..	2267	1110	928	1083	906	.40	1259	12		300	24		648	-	-	12	11	1	7235	62,000	3	3	28
Windham....	649	366	316	387	321	.49	401	9		184	12		218	19	-	19	17	1	700	8,675	2	6	18
Yarmouth ..	547	317	263	341	304	.52	350	10		90	18	2	175	-	-	9	2	-	-	5,750	-	2	9
	<u>28,982</u>	<u>15,429</u>	<u>12,325</u>	<u>16,217</u>	<u>13,006</u>	<u>.44</u>	<u>17,309</u>	<u>10</u>	<u>2</u>	<u>4213</u>	<u>14</u>	<u>24</u>	<u>5858</u>	<u>219</u>	<u>10</u>	<u>345</u>	<u>245</u>	<u>8</u>	<u>21225</u>	<u>742,675</u>	<u>30</u>	<u>121</u>	<u>496</u>

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 1888.	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, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
Baldwin	10	-	27 08	3 87	1 91	69 94	1,400	502	-	4 58	1,771 06	560 78	72 00	2,403 84	1,933 61	470 23	
Bridgton	16	6	56 62	5 50	2 00	150 00	3,692	1,402	-	4 72	3,881 99	1,368 71	217 44	5,468 14	4,916 64	551 50	
Brunswick	28	3	54 00	8 00	2 25	200 00	8,500	3,693	-	4 87	7,993 78	3,006 74	403 14	11,403 66	11,852 64	-	448 98
Cape Elizabeth,	16	3	51 50	8 00	3 50	225 00	4,500	258	-	2 45	7,186 43	3,228 24	419 75	10,834 42	7,857 25	2977 17	
Casco	6	1	32 75	4 64	1 65	40 00	800	74	-	2 80	817 41	502 87	120 00	1,440 28	1,402 93	37 35	
Cumberland . . .	9	1	33 00	4 89	2 43	56 15	1,295	-	-	2 31	1,795 33	984 65	136 62	2,916 60	2,569 67	346 93	
Deering	24	16	88 00	8 60	3 50	300 00	6,000	2,441	-	4 27	6,066 32	2,472 17	-	8,538 49	6,250 63	2287 86	
Falmouth	7	2	28 15	5 40	2 25	100 00	2,000	702	-	4 15	2,170 73	847 50	-	3,018 23	2,752 29	265 94	
Freeport	16	-	38 00	4 28	3 00	165 00	2,700	877	-	4 03	2,700 00	1,119 85	-	3,819 85	4,343 92	-	524 07
Gorham	17	13	52 05	5 51	2 50	151 00	3,300	714	-	3 74	3,383 29	1,552 57	-	4,935 86	4,950 76	-	14 90
Gray	14	-	22 67	4 53	1 89	60 00	1,450	12	-	2 57	2,256 78	993 44	63 90	3,314 12	2,910 91	403 21	
Harpswell	27	7	32 00	4 30	2 14	80 00	1,700	272	-	2 92	1,877 45	1,025 08	-	2,902 53	2,820 78	81 75	
Harrison	11	-	30 00	5 00	1 85	60 00	1,000	66	-	2 78	1,287 75	632 99	160 00	2,080 74	2,011 47	69 27	
Naples	8	-	30 00	4 50	1 90	50 00	1,200	394	-	4 61	1,248 14	457 16	27 00	1,732 30	1,580 77	151 53	
New Glouce'r . .	12	10	-	4 60	2 48	75 00	2,000	894	-	5 06	2,560 86	705 66	216 00	3,482 52	2,869 66	612 86	
No. Yarmouth,	7	1	-	4 56	1 95	35 00	800	138	-	3 27	841 26	430 39	230 99	1,502 64	1,409 89	92 75	
Otisfield	8	-	23 50	3 84	1 10	48 56	1,200	458	-	4 58	1,249 47	460 68	120 00	1,830 15	1,757 55	72 60	
Portland	155	4	127 53	10 46	4 00	2000 00	69,906	42,853	-	6 27	69,906 09	19,596 28	65 94	89,568 31	89,568 31	-	
Pownal	10	-	28 50	3 25	1 75	49 00	800	101	-	3 10	825 12	453 65	-	1,278 77	1,233 71	45 06	
Raymond	8	-	-	4 15	1 90	42 00	907	1	-	2 64	1,097 41	603 10	130 50	1,831 01	1,594 39	236 62	

COMMON SCHOOLS.

Scarborough..	11	8	32 95	5 10	2 41	75 00	2,000	522	-	3 52	2,500 88	998 72	-	3,499 60	3,037 08	462 52	
Sebago	4	-	22 84	3 73	1 57	33 50	800	154	-	3 23	864 53	449 99	-	1,314 52	1,212 62	101 90	
Standish	12	3	32 50	5 07	2 14	97 55	2,100	472	-	3 87	2,297 73	954 76	93 60	3,346 09	3,121 00	225 09	
Westbrook.....	31	17	66 67	8 00	3 00	275 00	7,000	3,815	-	3 14	7,000 00	3,915 75	-	10,915 75	8,100 80	2814 90	
Windham	14	3	27 50	4 42	2 00	93 53	2,126	276	-	3 16	2,215 10	1,160 76	-	3,375 86	3,158 68	217 18	
Yarmouth	9	2	23 27	5 47	2 60	75 00	1,616	-	1 2 72	1,617 62	1,046 19	-	2,663 81	2,649 12	14 69		
	490	100	41 37	5 37	2 30	4606 23	130,792	61,093		14 51	137,412 53	49,528 68	2476 88	189,418 09	177,867 13	12,538 91	987 95

FRANKLIN 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.			Percentage of average attendance.			Number of different pupils registered.			Average length of spring and summer terms in weeks and days, 5 days per wk.			Aggregate length of spring and summer terms in weeks, 5 days per wk.			Average length of fall and winter terms in weeks and days, 5 days per wk.			Aggregate length of fall and winter terms in weeks, 5 days per week.			Number of districts in town.			Number of parts of districts in town.			Number of school-houses in town.			Number in good condition.			Number of school-houses built last year.			Cost of the same.			Estimated value of all school property in town.			Number 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.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.	Spring.	Summer.	Yearly.												
Avon.....	189	71	58	144	91	.39	134	8	3	57	9	2	103	11	-	11	4	-	-	1,500	-	-	1	6																																							
Carthage.....	114	66	59	77	66	.55	101	7	3	38	12	3	88	7	-	6	3	-	-	1,100	-	-	4	5																																							
Chesterville.....	241	135	108	200	162	.61	188	7	2	75	16	1	162	10	3	12	9	-	-	2,800	-	-	2	10																																							
Eustis.....	97	63	50	64	53	.54	71	8	2	59	9	2	9	4	4	2	4	-	-	1,100	-	-	-	7																																							
Farmington.....	930	435	390	454	401	.43	689	8	-	160	8	1	170	21	5	21	12	-	-	15,000	-	1	10	21																																							
Freeman.....	171	94	75	145	114	.55	159	7	3	58	8	3	86	10	-	9	7	-	-	1,500	-	-	5	7																																							
Industry.....	215	89	78	144	133	.50	148	7	1	50	13	2	134	10	2	10	6	-	-	3,000	-	-	6	7																																							
Jay.....	433	211	172	242	201	.43	260	10	2	150	11	2	172	-	-	16	12	-	-	4,000	-	-	2	15																																							
Kingfield.....	200	107	97	129	113	.53	150	6	2	32	13	-	65	2	1	3	3	-	-	2,850	-	-	2	5																																							
Madrid.....	161	90	73	112	94	.52	130	7	-	42	11	-	88	9	1	8	-	-	-	1,000	-	-	3	6																																							
New Sharon.....	300	145	119	225	191	.52	236	7	1	97	14	3	250	17	5	16	14	-	-	4,000	-	-	4	13																																							
New Vineyard.....	266	141	127	193	135	.49	215	8	-	72	11	4	120	10	2	10	6	-	-	4,000	-	-	4	9																																							
Phillips.....	453	208	198	302	253	.50	419	7	4	102	9	2	190	16	7	16	9	-	-	6,000	-	1	4	13																																							
Rangeley.....	232	129	98	186	143	.52	195	8	-	48	8	2	50	4	-	4	4	-	-	1,500	-	-	4	6																																							
Salem.....	69	37	23	44	32	.40	53	8	-	16	11	3	23	2	1	2	2	-	-	200	-	1	1	1																																							
Strong.....	213	91	69	144	108	.42	157	8	4	60	11	1	90	8	-	7	5	-	-	2,600	-	-	2	7																																							
Temple.....	148	75	67	136	115	.61	136	6	2	32	12	2	87	8	1	9	4	-	-	1,000	-	-	2	5																																							
Weid.....	263	187	159	237	196	.58	246	7	3	83	12	4	141	10	2	9	5	-	-	4,000	-	-	6	11																																							
Wilton.....	500	269	230	312	268	.50	382	8	-	105	15	2	220	12	-	11	11	-	-	5,000	-	-	9	13																																							

Plantations.

Coplin	24	16	11	15	11	.46	16	10	10	10	2	1	1	1	-	-	400	-	-	1			
Dallas	76	42	29	43	40	.45	46	10	10	10	1	-	1	1	1	650	700	-	1	2			
Greenville	17	18	12	-	-	.70	18	8	16	-	1	-	1	1	-	-	100	-	-	2			
Letter E.....	9	13	12	9	6	1.00	15	6	6	9	1	-	1	1	-	-	250	-	-	1			
Perkins.....	32	15	13	18	13	.40	18	7	14	8	16	3	3	3	-	-	300	-	-	2			
Rangeley	11	-	-	8	7	.64	8	-	15	-	15	1	-	1	1	-	300	-	-	-			
	5364	2747	2327	3583	2946	.49	4190	7	4	1386	11	2	2308	180	33	194	126	1	650	64,200	3	72	175

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 1888.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar		Amount available from town treasury from April 1, 1888, to April 1, 1889.		Amount available from State treasury from April 1, 1888, to April 1, 1889.		Amount derived from local funds.		Total school resources		Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.		Balance unexpended April 1, 1889.		Balance over-expended April 1, 1889.	
	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.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	Per week.	
Avon	11	3	27	50	3 13	1 41	30 00	500	43	-	2 55	574 80	344 63	-	-	919 43	793 91	125 52														
Carthage	6	2	21	75	3 36	1 49	32 25	406	-	-	3 53	501 22	232 21	-	-	733 43	684 14	49 29														
Chesterville	9	2	27	50	3 04	1 68	38 25	860	95	-	3 61	990 94	418 48	32 24	1441 66	1283 77	157 89															
Eustis	1	-	-	-	4 55	2 40	15 75	275	33	-	2 99	291 98	167 05	14 73	473 76	427 27	46 49															
Farmington	11	9	24	00	3 75	1 87	160 00	3000	318	-	3 16	3480 37	1666 89	88 22	5235 48	4785 25	450 23															
Freeman	5	2	26	90	3 60	1 32	30 00	550	111	-	3 04	630 94	268 25	-	899 19	755 65	143 54															
Industry	7	1	22	47	3 07	1 46	34 50	572	-	-	2 71	615 26	371 00	-	986 26	940 86	45 40															
Jay	13	2	22	00	4 00	2 00	74 00	1200	167	-	2 91	1200 00	726 17	78 16	2004 33	2365 44	-															
Kingfield	3	2	31	00	4 00	1 87	14 75	364	-	-	2 08	354 63	322 15	59 59	736 37	721 50	14 87															
Madrid	5	-	18	26	3 03	1 30	31 50	350	-	-	2 45	407 71	251 44	25 00	684 15	679 15	5 00															
New Sharon	21	3	25	00	3 50	1 75	70 00	1160	115	-	3 57	1252 77	581 23	34 00	1868 00	1831 38	36 62															
New Vineyard	1	1	33	00	3 42	1 51	29 75	630	-	-	2 47	683 34	448 37	-	1131 71	1028 34	103 37															
Phillips	11	2	27	80	3 33	1 76	110 00	1400	250	-	2 89	1777 07	851 01	70 00	2698 08	2665 26	32 82															
Rangeley	2	2	27	50	3 85	2 00	20 50	452	2	-	1 96	475 50	406 22	86 84	968 56	908 14	60 42															
Salen	1	-	24	4	4 00	2 00	10 50	224	6	-	2 73	235 37	144 18	-	379 55	353 31	26 24															
Strong	7	1	23	00	3 51	1 66	34 00	500	23	-	2 52	581 33	335 84	87 00	1004 17	882 95	121 22															
Temple	6	2	22	50	3 08	1 46	23 00	464	-	-	3 01	570 25	270 78	-	841 03	784 06	56 97															
Weld	7	-	25	60	3 61	1 50	48 10	1000	168	-	3 55	1141 96	495 84	-	1637 80	1532 44	105 36															
Wilton	14	6	23	50	4 25	1 85	90 00	1391	-	-	2 61	1737 20	937 17	142 75	2837 12	2568 15	268 97															

361 11

Plantations.																	
Coplin	1	1	-	4 50	1 75	3 00	100	37	-	2 94	105 00	59 78	-	164 78	158 00	6 78	
Dallas	-	1	30 00	4 00	1 76	4 00	142	26	-	1 86	326 60	133 63	130 00	590 23	255 62	334 61	
Greenvale	-	-	-	2 50	1 05	3 00	65	41	-	3 82	123 50	15 82	-	139 32	65 03	74 23	
Letter E	1	-	-	3 00	1 25	3 00	40	-	-	2 86	45 94	25 55	-	71 49	68 75	2 74	
Perkins	2	-	-	2 19	1 63	2 00	107	-	-	3 34	186 37	56 27	-	242 64	131 06	111 60	
Rangeley	1	-	-	2 50	1 35	1 00	35	-	16	1 84	65 02	3 40	45 35	143 77	66 75	77 02	
	154	42	25 46	3 45	1 64	912 85	15,387	1435	16	2 85	18,375 07	9563 36	893 88	28,832 31	26,736 22	2457 20	361 11

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.		Percentage of average attendance.		Number of different pupils registered		Average length of spring and summer terms in weeks and days, 5 days per w'k.		Aggregate length of spring and sum'r 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 week.		Number of districts in town.		Number of parts of districts in town.		Number of school-houses in town.		Number in good condition.		Number of school-houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number 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.	
	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.	♂.	♀.		
Amherst	126	62	45	64	53	.39	85	10	1	51	14	4	2	4	4	4	3	4	3	-	-	500	-	2	5																	
Aurora	66	39	31	39	30	.46	44	7	2	22	9	2	28	3	3	2	3	2	3	-	-	175	-	-	3																	
Bluehill	729	428	364	512	439	.55	553	9	-	181	13	-	257	18	-	18	16	9	6	-	-	5,500	-	6	21																	
Brooklin	366	280	261	250	227	.67	300	8	2	76	9	-	72	9	-	9	6	9	6	-	-	2,700	-	-	9																	
Brooksville	503	261	223	374	321	.54	389	9	-	82	12	3	138	9	1	9	5	5	5	-	-	3,200	-	5	12																	
Bucksport	836	475	407	459	425	.50	625	9	-	153	17	4	301	13	-	16	14	14	14	-	-	9,000	1	3	19																	
Castine	334	168	140	192	156	.44	203	8	-	56	23	-	161	3	-	5	4	-	-	-	-	10,500	-	6	6																	
Cranberry Isles	116	58	48	91	68	.50	114	7	2	22	9	3	48	5	-	4	4	4	1	-	80	2,100	-	4	3																	
Deerham	127	59	53	64	54	.42	67	8	-	40	10	-	70	7	-	6	6	6	-	-	-	2,000	-	1	5																	
Deer Isle	1328	747	610	775	630	.47	998	8	2	223	12	4	309	21	1	21	19	-	-	-	-	13,500	1	14	23																	
Eastbrook	120	77	61	80	60	.50	96	10	2	42	7	3	31	4	-	4	3	3	-	-	-	1,500	2	-	6																	
Eden	686	571	356	443	375	.53	612	8	4	148	8	4	148	-	-	13	13	8	1	-	13,500	28,500	2	8	15																	
Ellsworth	1719	940	793	879	748	.45	1159	10	1	274	10	3	291	19	2	21	18	18	18	-	-	25,000	-	7	28																	
Franklin	463	281	251	273	234	.52	290	8	-	80	9	-	81	10	-	9	5	-	-	-	-	4,500	-	3	8																	
Gouldsborough	556	317	291	425	358	.58	441	7	4	106	11	4	178	15	-	12	11	-	-	-	-	3,800	3	3	14																	
Hancock	420	225	193	218	185	.45	291	8	4	61	15	3	109	7	-	7	6	-	-	-	-	7,000	-	3	7																	
Isle-au-Haut	89	31	29	52	39	.38	60	9	-	18	10	-	30	5	-	2	2	2	-	-	-	325	-	-	2																	
Lamoine	247	146	127	119	99	.46	171	16	-	80	10	4	32	5	-	5	5	1	-	-	800	5,000	-	2	7																	
Mariaville	110	97	80	105	87	.76	107	7	2	44	9	-	54	5	-	5	4	-	-	-	-	1,600	-	1	5																	
Mount Desert	443	240	200	340	287	.55	295	8	-	73	10	1	112	10	-	10	8	-	-	-	-	6,250	-	2	10																	
Orland	477	256	235	262	226	.48	278	8	3	120	12	2	171	14	-	14	11	-	-	-	-	7,000	-	13	13																	
Otis	98	37	29	58	42	.36	67	8	-	16	10	1	31	3	-	3	-	-	-	-	-	500	-	2	2																	
Penobscot	442	246	210	271	229	.50	318	7	-	77	14	2	159	11	-	11	11	-	-	-	-	4,000	-	5	11																	
Sedgwick	370	225	199	236	199	.54	262	11	2	113	10	-	103	9	1	10	-	-	-	-	-	6,700	-	5	10																	

COMMON SCHOOLS.

Sullivan	417	235	191	271	223	.50	290	8	2	67	9	2	75	7	-	7	4	-	-	3,200	-	5	8
Surry	361	238	213	200	189	.55	247	9		82	15	2	140	8	-	9	6	-	-	5,000	-	2	10
Tremont	720	408	337	475	397	.52	523	8	2	111	11	2	178	16	-	13	12	-	-	7,400	1	9	12
Trenton	169	107	92	115	97	.56	116	9		53	10	3	64	7	-	7	4	-	-	3,000	-	2	6
Verona	105	71	61	66	58	.57	71	8	3	35	10	2	42	4	-	4	4	-	-	1,600	-	-	4
Waltham	94	50	35	62	46	.43	71	11		22	10		30	3	-	3	1	-	-	150	1	1	1
Plantations.																							
Long Island	66	32	31	28	25	.42	36	5	2	11	12		12	1	1	1	1	-	-	300	-	1	2
No. 7	20	16	12	15	11	.58	16	7		7	7		7	1	1	1	1	-	-	500	-	-	1
No. 21	28	24	18	-	-	.64	24	20		20	-		-	1	-	1	-	-	-	55	-	-	1
No. 33	69	45	37	42	33	.50	47	10		10	10		10	1	-	1	-	-	-	500	1	1	-
Swan's Island	228	120	97	145	127	.49	165	7	3	38	9	2	47	5	-	5	3	-	-	1,400	-	4	5
	13,048	7613	6361	8000	7277	.52	9431	9		2614	11	2	3561	260	7	273	2201	3	14,380	173,950	27	115	292

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 1888.	Not less than 80 cts for each inhabitant		Amount raised per scholar.	Amount available from town treasury from April 1, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
								Excess above am't required by law	Less than the am't required by law.								
Amherst	1	-	34 00	3 88	1 59	20 00	320	-	-	2 60	454 66	219 88	66 95	741 49	567 75	173 74	
Aurora	3	-	-	3 50	1 25	15 00	170	-	-	2 62	420 48	114 29	60 00	594 77	309 70	285 07	
Bluehill	16	1	33 00	3 94	1 96	110 00	1800	30	-	2 47	2018 90	1280 05	150 00	3448 95	3375 58	73 37	
Brooklin	5	2	35 00	4 50	3 00	55 00	1000	218	-	2 76	1069 65	636 51	-	1706 16	1673 49	32 67	
Brooksville	4	-	37 75	4 93	2 02	53 25	1140	5	-	2 18	1253 72	917 84	-	2171 56	2091 75	79 81	
Bucksport	18	1	35 00	4 35	2 00	150 00	3000	562	-	3 50	3550 10	1506 87	80 97	5137 94	4739 93	398 01	
Castine	7	4	58 00	5 00	2 65	49 00	1200	228	-	3 73	1360 71	566 18	50 00	1976 89	1717 95	258 94	
Cranberry Isles	2	-	32 50	3 80	2 55	23 50	274	-	-	2 32	303 86	207 43	-	511 29	572 14	-	
Dedham	6	2	26 00	3 30	1 80	25 00	350	25	-	2 85	538 15	216 27	68 98	823 40	651 22	172 18	
Deer Isle	15	3	37 43	4 17	2 45	50 00	2650	37	-	1 96	2819 28	2373 71	-	5192 99	4932 67	260 32	
Eastbrook	4	1	31 50	4 44	1 54	8 25	300	69	-	2 54	392 86	207 48	23 52	623 86	438 14	185 72	
Eden	9	2	48 30	4 75	2 00	355 50	4300	2997	-	5 75	4161 40	1315 21	109 70	5586 31	5438 82	147 49	
Ellsworth	21	1	34 00	4 03	2 25	224 00	4200	158	-	2 45	4687 44	3015 48	-	7702 92	7548 63	154 29	
Franklin	8	1	35 00	5 00	2 60	32 50	882	-	-	2 03	1403 24	764 86	-	2168 10	1821 22	346 88	
Gouldsborough	17	6	34 33	4 11	2 01	65 00	1460	-	-	2 47	1556 47	1040 92	31 72	2629 11	2498 60	130 51	
Hancock	9	1	37 00	5 45	2 35	45 00	874	-	-	2 22	1104 02	692 77	-	1796 79	1739 87	56 92	
Isle-au-Haut	3	-	-	3 40	2 05	10 00	225	6	-	2 71	223 55	145 93	05	369 53	312 73	56 80	
Lamoine	1	-	40 00	4 49	2 09	23 00	601	2	-	2 41	638 78	437 81	-	1076 59	1001 35	75 24	
Mariaville	4	-	29 00	3 91	1 62	14 00	350	44	-	2 97	383 47	223 28	15 00	621 75	601 96	19 79	
Mount Desert	8	-	39 50	4 38	1 92	69 50	814	-	-	2 01	847 94	712 11	-	1560 05	1554 65	5 40	
Orland	11	1	32 85	4 00	2 00	65 00	1360	9	-	2 75	1645 29	868 60	135 00	2648 89	2515 37	133 52	
Otis	1	-	32 50	3 50	1 95	12 00	250	7	-	2 55	285 51	172 32	33 60	491 43	456 86	34 57	
Penobscot	13	-	31 60	4 77	1 88	43 00	1115	42	-	2 49	1389 57	787 51	-	2177 08	2019 36	157 72	
Sedgwick	5	2	31 00	4 38	2 04	65 89	1000	98	-	2 74	1087 48	642 29	54 18	1783 95	1754 38	29 57	

85

Sullivan	6	1	36 12	4 32	2 59	25 00	850	32	-	2 02	949 83	740 25	-	1690 08	1589 50	100 58	
Surry	12	-	33 50	3 76	2 00	61 50	950	3	-	2 49	1031 25	671 67	-	1702 92	1663 93	38 99	
Tremont	7	1	35 81	4 59	2 16	91 00	1699	-	-	2 22	1887 43	1273 01	-	3160 44	2966 88	193 56	
Trenton	5	1	37 50	3 69	1 71	29 00	600	89	-	3 70	629 58	283 85	-	913 43	903 63	9 80	
Verona	4	-	-	3 48	1 82	26 00	285	-	-	2 69	346 69	186 38	24 15	557 22	433 26	123 96	
Waltham	2	-	29 00	4 71	1 65	5 25	237	-	-	2 66	471 36	161 92	59 05	692 33	497 43	194 90	
Plantations																	
Long Island	-	-	-	3 25	2 11	6 75	120	-	-	1 85	120 00	114 29	33 50	267 79	259 51	8 28	
No. 7	1	-	-	2 50	2 00	-	52	2	-	2 00	57 76	45 72	10 00	113 48	103 85	9 63	
No. 21	-	-	-	5 00	1 45	-	70	29	-	2 26	192 33	54 51	-	246 84	106 97	139 87	
No 33	-	-	30 00	-	2 00	3 41	100	6	-	1 54	245 00	114 02	-	359 02	205 45	153 57	
Swan's Island	2	2	37 50	4 10	2 24	28 50	500	-	112	2 13	539 69	409 67	-	949 36	885 05	64 31	
	230	33	35 33	4 16	2 04	1859 80	35,008	4698	112	2 68	40,067 45	23,120 89	1006 37	64,194 71	59,889 58	4305 98	.85

Vienna	179	93	68	134	114	.50	136	7	3	54	9	4	88	10	-	10	5	-	-	1,100	-	3	7	
Waterville ..	2504	828	675	841	696	.27	1186	24		480	13		260	-	-	10	8	1100	55,000	3	3	27		
Wayne	214	135	118	141	122	.56	185	8		56	12	2	100	-	-	9	7	-	4,800	1	5	6		
West Gardiner	243	143	124	151	128	.52	177	8		72	12	1	110	9	-	9	4	-	2,500	1	3	8		
Windsor	260	143	115	152	137	.48	160	8		88	11	4	143	12	1	13	10	-	1,200	-	6	12		
Winslow	595	246	195	270	203	.34	328	10		150	12		180	16	-	15	10	-	4,000	1	1	14		
Winthrop	574	300	268	305	253	.45	327	9		81	18	4	189	-	-	10	7	-	12,000	2	5	8		
Unity Pl.	26	17	15	19	17	.61	19	7		7	9		9	1	-	1	-	-	25	-	-	1		
	15,764	8169	6934	9065	7562	.46	10,398	9	2½	3692	12	4½	5065	1	96	13	345	228	2	1850	306,600	22	89	360

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.	Amount of school money voted in 1888.	Excess above amt required by law.	Not less than 80 cts. for each inhabitant.	Less than the amt required by law.	Amount raised per scholar.	Amount available from town treasury from April 1, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
Albion	13	-	23 60	3 31 1 48	72 50	954	1	-	2 76	1053 15	606 61	-	-	1659 76	1608 68	51 08		
Augusta	39	6	85 96	8 26 2 75	375	11407	4474	-	4 60	11448 41	4364 11	-	-	15812 52	15928 62	-	116 10	
Belgrade	14	8	26 25	3 92 1 81	80	1500	443	-	4 59	1623 36	574 97	-	-	2198 33	1995 19	203 14		
Benton	13	-	25 50	4 22 1 90	57	1000	62	-	2 76	1282 82	636 51	-	-	1919 33	1758 31	161 02		
Chelsea	14	2	-	3 86 1 90	35	750	75	-	2 63	922 64	502 87	-	-	1425 51	1343 33	82 18		
China	16	-	24 65	3 27 1 65	95	1769	354	-	3 94	2009 02	787 72	-	-	2796 74	2636 96	159 78		
Clinton	11	1	41 36	4 00 1 62	90	1500	168	-	3 00	1589 99	879 15	15 00	-	2484 14	2412 05	72 09		
Farmingdale	5	1	25 66	4 59 2 77	55 50	1000	369	-	4 20	1125 40	418 48	185 80	-	1729 68	1616 99	112 69		
Fayette	8	-	24 50	3 38 1 85	48 45	700	88	-	3 15	785 21	390 35	-	-	1175 56	1034 48	141 08		
Gardiner	17	5	81 26	9 25 2 50	200 00	5300	1749	-	3 69	5313 97	2627 62	38 29	-	7979 88	7977 49	2 39		
Hallowell	12	-	95 00	5 53 3 00	150 00	2300	-	223	3 03	2300 00	1580 62	40 00	-	3920 62	4268 69	-	348 07	
Litchfield	8	1	23 35	4 20 1 75	88 50	1048	-	-	3 23	1230 87	569 69	-	-	1800 56	1751 14	49 42		
Manchester	6	-	25 00	3 58 2 11	34 25	600	102	-	4 29	590 58	246 16	-	-	836 74	846 02	-	9 28	
Monmouth	22	2	20 00	4 00 2 25	97 00	1800	584	-	5 29	1857 72	597 82	-	-	2455 54	2273 71	181 83		
Mt. Vernon	2	-	23 31	3 52 1 95	72 00	936	-	-	3 47	1384 10	474 73	98 17	-	1957 00	1830 27	126 73		
Oakland	23	3	47 00	5 20 2 75	200 00	2500	1183	-	4 21	2871 37	1044 43	-	-	3915 80	3894 87	20 93		
Pittston	9	-	36 50	4 75 2 00	55 00	1200	134	-	3 23	1528 44	652 33	-	-	2180 77	1768 99	411 78		
Randolph	5	1	-	4 00 2 50	20 00	900	-	-	2 90	909 30	545 07	29 75	-	1484 12	1729 11	-	242 99	
Readfield	11	-	27 93	3 94 1 67	50 00	1000	-	6	3 62	1438 72	485 29	-	-	1924 01	1355 71	568 30		
Rome	2	-	24 80	3 00 1 60	22 55	485	-	-	3 54	451 42	240 89	-	-	692 31	671 00	21 31		
Sidney	18	2	-	4 08 1 50	75 00	1500	386	-	3 75	1559 76	674 98	-	-	2234 74	2012 71	222 03		
Vassalborough	25	2	39 00	3 75 1 83	120 00	2500	403	-	3 91	2851 50	1254 52	-	-	4106 02	3767 98	338 04		

COMMON SCHOOLS.

Vienna	6	-	26 00	3 05	1 50	25 00	515	-	-	2 85	545 86	318 25	-	864 05	802 80	61 25	
Waterville	27	3	104 00	9 50	3 00	1200 00	7500	3762	-	3 01	9678 31	4378 18	-	14056 49	11380 59	2675 90	
Wayne	7	-	24 75	3 03	1 80	56 25	760	-	-	3 38	844 19	395 62	34 11	1273 92	1187 05	86 87	
West Gardiner	9	1	23 75	4 11	1 73	46 00	850	68	-	3 65	948 20	409 71	-	1357 91	1343 81	14 10	
Windsor	7	-	21 00	3 85	1 54	45 00	863	-	-	3 13	984 13	485 29	-	1469 42	1429 71	39 71	
Winslow	14	-	48 00	3 83	2 06	110 00	1200	26	-	2 07	1399 97	1021 57	-	2421 54	2352 99	68 55	
Winthrop	9	1	50 00	3 00	2 50	125 00	1800	83	-	3 12	2310 68	1014 54	170 24	3495 47	3368 18	127 29	
Unity Pl.	1	-	-	3 50	1 05	2 50	50	1	-	1 92	50 00	45 75	-	95 75	83 26	12 49	
	373	41	39 16	4 35	2 01	3702 50	56,187	14,518	223	3 57	62,889 04	28,223 83	611 36	91,724 23	86,428 69	6011 98	716 44

KNOX COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.			Average No. in spring and summer terms.	No. registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	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 week.	Number of districts in town.	Number of parts of districts in town.	Number of school-houses in town.	Number in good condition.	Number of school-houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number 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	Total						W.	D.	W.		D.	W.	D.											
Appleton.....	394	216	180	252	234	.53	263	7	1	72	14	4	178	12	-	11	9	-	-	5,500	-	-	6	10		
Camden.....	1334	817	699	796	669	.51	834	17	-	352	11	4	248	15	-	15	13	-	-	13,000	-	-	8	24		
Cushing.....	246	156	125	223	176	.61	223	8	1	49	14	3	87	6	1	6	4	-	-	1,650	-	-	4	6		
Friendship.....	312	155	130	235	190	.51	191	8	3	77	10	3	107	7	2	7	6	-	-	2,000	-	-	2	9		
Hope.....	222	126	108	150	130	.54	150	8	-	56	10	-	70	7	1	7	6	-	-	1,700	-	-	2	7		
Hurricane Isle.....	80	45	33	46	33	.41	50	11	-	11	17	-	17	1	1	1	1	-	-	1,500	-	-	-	1		
North Haven.....	196	96	82	146	129	.54	148	8	1	41	12	2	75	6	-	6	5	-	-	2,000	-	-	2	5		
Rockland.....	2178	1171	1079	1268	1140	.51	1294	10	-	270	22	-	594	-	-	11	11	-	-	56,950	3	3	3	29		
South Thomaston.....	550	329	289	532	433	.65	410	7	3	102	13	3	191	14	-	14	14	-	-	4,400	1	3	3	12		
St. George.....	871	544	475	594	489	.55	681	10	1	194	13	4	260	19	3	18	16	1	1000	8,000	3	11	16			
Thomaston.....	853	580	491	522	460	.56	585	10	-	140	22	-	308	-	-	10	7	-	-	18,750	3	3	3	11		
Union.....	410	240	214	302	256	.57	375	8	1	106	11	1	157	14	1	14	14	-	-	10,000	-	-	4	13		
Vinalhaven.....	933	411	345	546	488	.45	562	10	-	161	15	1	245	10	-	13	11	-	-	8,000	-	-	4	16		
Warren.....	720	424	397	513	488	.61	563	7	-	126	13	-	235	18	2	19	16	-	750	9,750	-	1	6	18		
Washington.....	430	250	215	269	242	.53	310	10	-	130	9	3	125	13	2	11	7	-	-	1,700	-	-	8	13		
Matinicus Isle Pl.....	53	39	26	35	31	.54	50	8	-	16	8	-	16	-	-	1	1	-	-	500	-	-	-	2		
	9782	5599	4888	6429	5588	.54	6689	9	2	1903	13	4	2913	142	13	164	137	3	2250	144,900	14	66	192			

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 1888.		Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1888, to April 1, 1889.		Amount available from State treasury from April 1, 1888, to April 1, 1889.		Amount derived from local funds.		Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.		Balance unexpended April 1, 1889.		Balance over-expended April 1, 1889.					
	No.	of	No.	of	Average	per	Average	per	Average	per	Amount	paid	Am't	of	Excess	above		Less	than	the	Amount	available	from		State	Amount	derived	Total	Total	Balance	unexpended	Balance	over-	
Appleton.....	11	3	31	13	3	56	1	68	50	00	1079	1	1079	1	-	-	-	2	73	1519	78	696	29	-	2216	07	1905	49	310	58	-	-		
Camden.....	21	6	50	00	4	00	2	75	150	00	4000	491	4000	491	-	-	-	2	91	4323	04	2359	64	95	01	6777	69	5868	56	909	13	-	-	
Cushing.....	2	-	26	50	3	49	1	93	16	25	644	-	644	-	-	-	-	2	51	758	28	451	89	-	1210	17	1100	44	109	73	-	-		
Friendship.....	11	1	31	50	3	40	1	97	14	00	750	-	750	-	-	-	-	2	38	811	09	553	86	-	1364	95	1352	46	12	49	-	-		
Hope.....	9	2	32	50	4	00	2	00	32	50	664	-	664	-	-	-	-	2	95	750	71	395	62	24	50	1170	83	975	79	195	04	-	-	
Hurricane Isle.....	3	1	-	-	6	25	3	50	10	00	500	324	500	324	-	-	-	5	81	614	52	151	21	-	765	73	503	45	262	28	-	-		
North Haven.....	6	1	34	00	3	96	2	25	22	50	650	46	650	46	-	-	-	3	00	708	85	381	55	-	1090	40	980	68	109	72	-	-		
Rockland.....	29	3	118	67	8	00	3	50	1000	00	7500	1421	7500	1421	-	-	-	3	39	7500	00	3892	85	246	94	11639	82	11795	86	-	156	04	-	-
South Thomaston..	13	4	35	66	5	07	2	22	60	00	1417	-	1417	-	-	-	-	2	57	1742	82	968	83	-	2711	65	2553	40	158	25	-	-		
St. George.....	8	2	36	75	4	36	2	45	65	00	2300	-	2300	-	-	-	-	2	66	2572	80	1522	69	5	03	4100	52	3900	93	199	59	-	-	
Thomaston.....	11	-	78	00	7	27	3	00	150	00	3000	586	3000	586	-	-	-	3	48	3000	00	1515	66	23	00	4538	66	4900	93	-	362	27	-	-
Union.....	12	8	28	00	4	64	2	11	65	50	1238	-	1238	-	-	-	-	2	94	1473	50	739	76	-	2213	26	1864	11	349	15	-	-		
Vinalhaven.....	11	9	42	00	5	04	2	69	150	00	2500	216	2500	216	-	-	-	2	86	2576	83	1536	75	4	41	4117	99	4097	70	20	29	-	-	
Warren.....	20	2	38	25	7	50	1	75	51	00	1732	-	1732	-	-	-	-	1	39	1902	83	1273	00	250	00	3425	83	3268	93	156	90	-	-	
Washington.....	5	1	29	50	3	00	2	00	65	00	986	-	986	-	-	-	-	13	2	35	1064	69	738	49	-	1803	18	1657	76	145	42	-	-	
Matinicus Isle Pl...	1	2	-	-	6	87	2	40	-	-	200	6	200	6	-	-	-	3	45	327	17	101	99	-	-	429	16	371	12	58	04	-	-	
	173	45	43	75	5	03	2	39	1904	75	29,160	3091	29,160	3091	14	2	98	31,646	91	17,280	11	648	89	49,575	91	47,097	61	2996	61	518	31	-	-	

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.		Percentage of average attendance.		Number of different pupils registered.		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 week.		Number of districts in town.		Number of parts of districts in town.		Number of school-houses in town.		Number in good condition.		Number of school-houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number 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.											
Alna.....	175	144	130	169	150	.80	171	8						48	10			40	6	-	-	6	4	-	-	-	-	-	-	-	-	-	-	3600	-	-	2	6													
Boothbay.....	705	486	406	393	345	.53	666	10	2					113	18	1		218	12	4	11	3																													
Boothbay Harbor.....	582	292	252	256	226	.41	304	9	3					28	20			40	3	2	6	6																													
Bremen.....	240	117	101	150	126	.47	195	8	4					61	11			98	9	1	9	5																													
Bristol.....	1026	607	501	736	638	.56	750	9						210	10			253	20	3	21	17																													
Damariscotta.....	281	156	142	144	141	.50	168	8						59	20	2		140	6	-	7	7																													
Dresden.....	307	185	124	189	124	.40	197	9	3					86	12	1		110	9	1	9	9																													
Edgecomb.....	260	149	124	176	147	.52	217	9	1					64	13			91	7	-	7	4																													
Jefferson.....	408	269	220	263	210	.53	290	8	2					126	12			178	15	1	15	12																													
Newcastle.....	384	185	155	208	168	.42	251	8						79	11	3		162	14	1	14	5																													
Nobleborough.....	300	193	165	183	167	.55	193	9	1					111	10	2		124	12	-	12	9																													
Somerville.....	188	80	55	87	66	.32	107	7	3					45	13	3		78	6	1	5	5																													
Southport.....	198	122	109	118	104	.53	171	7						35	13	3		68	5	1	4	4																													
Waldoborough.....	1016	529	451	621	514	.57	648	8	3					243	11	2		354	31	2	30	12																													
Westport.....	162	118	96	96	77	.53	146	8	2					34	11			44	-	-	4	3																													
Whitefield.....	449	261	204	311	233	.48	321	8						128	8	4		142	16	-	16	10																													
Wiscasset.....	609	342	291	327	270	.46	356	10						90	21			190	6	-	7	5																													
Monhegan Pl.....	28	20	17	25	23	.71	26	12						12	12			12	1	1	1	1																													
	7318	4255	3543	5252	3729	.50	5177	9						1572	15			2342	178		18	121																													

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 1888.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
								Excess above am't required by law.	Less than the am't required by law.								
Alna	2	2	34 00	7 20	1 90	36 00	600	50	-	3 35	790 75	314 73	-	1105 48	952 90	152 58	
Boothbay	14	8	40 82	4 75	3 06	148 25	3600	739	-	2 68	3515 61	2361 40	14 69	5891 70	5831 19	60 51	
Boothbay Harbor ..	5	5	44 00	6 20	3 20	35 00											
Bremen	6	-	26 75	3 56	1 73	24 00	678	7	-	2 79	736 55	427 27	-	1163 82	1060 05	103 77	
Bristol	20	3	40 00	4 50	2 10	100 00	2600	43	-	2 68	3949 10	1705 55	-	5654 65	4187 19	1467 46	
Damariscotta	5	2	40 00	5 77	2 45	65 00	914	-	-	3 2	1011 79	516 33	35 56	1563 68	1521 05	42 63	
Dresden	9	2	-	4 58	2 00	45 00	826	-	-	2 57	987 44	564 42	-	1551 86	1530 55	21 31	
Edgecomb	5	1	31 87	3 40	2 38	40 00	800	102	-	2 94	967 13	478 26	-	1445 39	1396 81	48 58	
Jefferson	9	4	30 00	3 50	2 00	60 00	1590	318	-	3 61	2061 66	775 42	-	2837 08	2000 06	837 02	
Newcastle	11	2	37 00	4 56	1 92	95 00	1227	-	-	3 16	1475 54	683 97	-	2159 51	1948 84	210 67	
Nobleborough	9	-	25 00	3 93	1 55	50 00	1000	83	-	3 23	1082 41	545 07	-	1627 48	1457 79	169 69	
Somerville	5	1	20 00	3 35	1 46	16 00	432	1	-	2 19	475 27	346 39	-	821 66	795 62	26 04	
Southport	2	1	31 66	4 72	2 44	40 00	679	136	-	3 18	817 11	376 27	-	1193 38	992 80	200 58	
Waldoborough	23	1	34 33	4 33	1 91	183 00	3050	44	-	2 92	3509 81	1832 16	112 00	5453 97	5118 71	335 26	
Westport	4	3	-	5 00	2 67	8 00	490	-	-	3 00	559 04	286 60	-	845 64	793 88	51 76	
Whitefield	9	1	19 67	3 31	1 50	77 25	1225	16	-	2 67	1657 27	805 31	-	2462 58	2355 85	106 73	
Wiscasset	11	1	45 00	6 18	3 00	65 00	1500	32	-	2 06	1634 51	1278 29	40 61	2953 41	2849 44	103 97	
Monhegan Pl.	1	-	-	5 00	3 00	2 00	90	-	-	2 72	158 40	58 20	-	216 60	189 25	27 35	
	150	37	33 34	4 66	2 24	1089 50	21,301	1561	-	2 91	25,389 39	13,355 64	202 86	38,947 89	34,981 98	3965 91	

OXFORD COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years		Average No. in spring and summer terms.		No. registered in fall and winter terms.		Average number in fall and winter terms.		Percentage of average attendance.		Number of different pupils registered		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 week.		Number of districts in town.		Number of parts of districts in town		Number of school-houses in town.		Number in good condition.		Number of school-houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number 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 fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter	No. in fall	No. in winter		
Albany	231	138	118	150	116	.50	155	9	2	94	10	2	104	10	10	6	10	7	1	400	2400	-	-	5	10															
Andover	271	150	121	177	137	.48	198	9	2	66	13		90	6	-	6	3	-	-	-	4400	-	1	1	6	6														
Bethel	624	349	309	330	271	.48	429	8		173	17		368	8	-	24	8	-	-	-	7715	-	1	10	20															
Brownfield	366	206	172	266	202	.51	253	8	4	96	13	4	148	11	-	14	12	4	1	350	4000	-	6	11	11															
Buckfield	352	211	172	254	216	.55	261	10		120	11	2	136	15	3	12	4	4	-	-	3535	-	1	4	13															
Byron	55	38	30	30	25	.50	40	9		36	9		36	6	-	3	2	2	-	-	500	-	-	1	8															
Canton	369	207	180	266	226	.55	266	8	2	68	11	2	135	11	-	10	4	4	-	-	3500	-	-	6	8															
Denmark	265	149	132	167	140	.51	227	7	2	95	12	1	148	10	2	12	4	4	-	-	3000	-	-	8	13															
Dixfield	311	205	180	226	190	.59	215	3		80	10	2	105	10	-	10	8	8	-	-	5000	-	-	5	10															
Fryeburg	437	262	232	402	363	.68	410	8	3	139	14	3	223	16	-	16	9	9	-	-	6000	-	2	2	15															
Gilead	107	44	39	59	44	.39	77	6	3	27	10	1	61	6	-	6	6	6	-	-	1000	-	-	-	4															
Grafton	27	20	16	25	23	.72	25	10		20	24		48	3	-	2	2	2	-	-	800	-	-	1	2															
Greenwood	262	191	155	154	115	.52	178	9		117	10		100	11	-	11	4	4	-	-	2500	-	-	5	13															
Hanover	47	26	24	33	21	.48	42	9		9	10		30	2	1	3	2	2	-	-	1000	-	-	-	1															
Hartford	223	135	116	154	126	.55	161	8	1	115	9	2	131	15	3	15	3	3	-	-	1000	-	1	4	14															
Hebron	184	117	99	102	93	.52	129	8	3	61	10	1	82	7	2	7	6	6	-	-	2000	-	-	2	8															
Hiram	388	196	164	239	221	.50	247	8	1	98	12	4	153	11	-	11	6	6	-	-	5000	-	-	4	12															
Lovell	235	156	139	122	101	.51	175	8	2	92	12	4	141	13	-	13	12	12	-	-	3000	-	-	5	11															
Mason	35	23	20	28	25	.64	28	8		8	11		11	1	-	1	1	1	-	-	400	-	-	1	1															
Mexico	121	74	62	84	70	.54	84	7	3	38	10	4	65	6	-	5	4	4	-	-	1600	-	-	2	5															
Newry	104	66	59	78	61	.58	91	9		45	10		64	6	-	6	5	5	-	-	1500	-	1	6	5															
Norway	836	419	380	478	456	.50	623	9		162	14	2	290	15	2	20	17	17	-	-	9000	-	1	5	18															
Oxford	447	243	200	260	221	.47	295	8		103	16		189	11	1	11	6	6	-	-	8500	-	1	7	12															

Paris.....	946	508	459	541	507	.51	705	9	3	230	17	1	435	20	-	22	19	2	2280	11000	-	1	14	23
Peru.....	248	141	124	164	151	.55	172	9	4	88	10	3	106	16	-	10	4	-	-	3800	-	-	5	9
Porter.....	335	160	133	216	166	.45	201	9	1	73	11	3	139	13	-	13	6	-	-	1675	-	2	9	6
Roxbury.....	56	36	28	48	37	.58	48	6		18	8	1	33	5	1	4	2	-	-	600	-	-	1	4
Rumford.....	315	154	127	242	177	.48	242	9		117	11	1	145	13	-	13	10	-	-	3500	-	-	6	13
Stoneham.....	138	83	68	93	78	.53	104	8	2	34	11	2	45	4	1	4	4	-	-	1700	-	1	2	3
Stow.....	111	72	65	89	66	.59	101	8	3	43	12	1	98	8	-	7	6	-	-	1400	-	-	5	5
Sumner.....	291	159	136	207	180	.54	229	8	1	120	10		140	15	2	15	8	-	-	3500	-	-	6	14
Sweden.....	113	71	53	83	68	.53	85	8	4	62	10	4	76	7	-	7	7	-	-	4200	-	-	2	7
Upton.....	91	65	42	48	39	.45	71	9		36	10		40	4	1	3	3	-	-	400	-	-	1	4
Waterford.....	305	169	146	215	190	.55	221	8	2	101	9	2	122	13	1	13	13	-	-	6000	-	-	2	11
Woodstock.....	283	147	128	173	135	.46	213	9	2	103	10	1	112	11	1	10	9	-	-	3500	-	1	5	10
Plantations.																								
Franklin.....	40	26	19	31	2	.52	38	8		16	9	2	28	2	-	2	-	-	-	150	-	-	1	2
Lincoln.....	18	12	8	10	8	.44	12	9		9	11		11	1	-	1	1	-	-	800	-	1	-	-
Magalloway.....	19	15	11	-	-	.58	16	7		14	-		-	1	-	1	1	-	-	800	-	-	-	2
Milton.....	96	31	23	36	28	.27	41	10		10	10	3	32	2	2	2	1	1	700	900	-	-	2	1
	9705	5474	4689	6270	5315	.52	7115	8	3	2936	11	23	4420	331	24	355	229	5	3730	121,275	15	146	334	

OXFORD 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 1888.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
								Excess above am't required by law.	Less than the am't required by law.								
Albany.....	5	-	20 68	3 68	1 56	39 00	600	46	-	2 53	652 71	364 14	36 00	1052 85	1035 34	17 51	
Andover.....	8	-	32 00	3 91	2 14	30 00	700	76	-	2 67	688 30	460 68	21 00	1169 98	1146 02	23 96	
Bethel.....	32	-	26 00	3 50	2 00	128 86	2000	338	-	3 14	2171 70	1120 04	30 00	3321 74	3301 41	20 33	
Brownfield.....	5	1	20 34	5 08	1 71	50 00	1095	112	-	2 97	1135 85	668 16	-	1804 01	1692 16	111 91	
Buckfield.....	10	-	41 00	4 50	1 75	68 00	1350	247	-	3 67	1355 00	647 06	147 84	2144 90	1906 84	238 06	
Byron.....	3	-	21 00	2 85	2 00	15 00	194	41	-	2 70	427 72	126 60	76 93	631 25	486 22	145 03	
Canton.....	12	1	38 60	5 20	1 90	75 00	1000	177	-	3 04	1271 25	578 48	64 60	1914 33	1619 27	295 06	
Denmark.....	8	1	24 38	3 37	1 15	51 00	1000	277	-	3 61	1249 63	487 05	32 80	1769 48	1596 11	173 37	
Dixfield.....	5	-	36 00	2 50	2 00	40 00	736	-	-	2 43	702 36	527 49	-	1229 85	1250 01	-	
Fryeburg.....	14	-	24 00	3 66	1 45	75 00	1406	94	-	3 37	1633 54	731 45	-	2364 99	2305 58	59 41	
Gilead.....	6	-	-	3 69	1 05	24 00	235	1	-	2 45	244 53	168 80	14 25	427 58	393 14	34 44	
Grafton.....	1	-	26 00	2 75	2 00	5 00	100	8	-	2 63	115 90	66 82	98 00	280 72	271 80	8 92	
Greenwood.....	5	-	18 23	1 87	1 15	40 00	700	30	-	2 47	964 09	460 21	28 98	1453 28	1287 66	165 62	
Hanover.....	3	-	-	4 98	1 72	7 50	200	38	-	3 70	206 73	94 95	12 00	313 68	289 45	24 23	
Hartford.....	10	1	21 80	3 25	1 75	32 00	800	110	-	3 51	984 51	400 90	50 25	1416 66	1261 61	174 05	
Hebron.....	5	-	20 00	3 50	1 90	30 00	481	-	-	2 51	543 05	337 60	-	880 65	825 61	55 04	
Hiram.....	12	4	25 00	4 86	1 82	70 00	1200	38	-	3 16	1375 65	668 15	-	2043 80	1928 96	114 84	
Lovell.....	6	-	25 40	4 00	2 00	50 60	900	38	-	3 67	949 71	430 78	158 16	1538 65	1425 55	113 10	
Mason.....	-	-	27 50	3 50	1 75	-	76	1	-	2 11	76 00	63 30	-	139 30	139 30	-	
Mexico.....	4	1	24 11	3 03	1 60	17 50	366	44	-	2 70	385 99	239 13	-	625 12	590 78	34 34	
Newry.....	1	-	20 60	3 04	2 06	15 00	332	62	-	3 13	392 98	186 38	50 43	629 79	559 76	70 03	
Norway.....	18	-	40 60	5 42	1 80	100 00	2500	485	-	2 90	3320 64	1513 90	62 73	4897 27	3751 46	1145 81	
Oxford.....	14	1	33 50	4 25	2 17	70 50	2000	676	-	4 31	2097 10	815 85	-	2912 95	2685 34	227 61	

20 16

Paris.....	25	3	35 00	3 34	2 31	118 65	2930	585	-	3 02	2939 84	1707 31	217 65	4864 80	4772 08	92 72	
Peru.....	5	1	24 56	3 31	1 38	50 50	800	140	-	3 21	814 98	437 81	34 38	1287 17	1237 03	50 14	
Porter.....	4	-	21 13	3 53	1 60	50 00	900	24	-	2 62	977 35	555 67	100 00	1633 02	1560 87	72 15	
Roxbury.....	3	1	20 00	2 54	98	13 25	260	60	-	2 90	246 37	103 74	-	350 11	282 41	67 70	
Rumford.....	15	1	25 00	3 30	1 00	50 00	805	-	-	2 61	927 96	541 56	175 80	1645 32	1572 39	72 93	
Stoneham.....	2	-	20 00	3 50	1 70	7 00	380	-	-	2 77	454 46	240 89	-	695 35	584 27	111 08	
Stow.....	9	-	-	3 19	97	30 00	500	179	-	4 03	526 59	218 03	-	744 62	642 23	102 23	
Sumner.....	8	-	22 67	2 96	1 61	65 40	812	1	-	2 59	847 77	552 10	10 49	1410 36	1288 83	121 53	
Sweden.....	5	-	19 00	3 42	1 53	29 00	500	121	-	3 82	546 78	230 34	100 00	877 12	797 31	79 81	
Upton.....	3	-	25 00	3 96	1 65	-	196	4	-	2 08	196 00	165 28	125 00	486 28	493 75	-	7 47
Waterford.....	11	1	28 00	4 09	1 79	92 00	800	-	129	2 52	1092 13	559 14	50 00	1701 27	1260 96	440 31	
Woodstock.....	6	-	22 80	3 01	1 80	29 70	800	38	-	2 65	880 73	553 96	-	1434 69	1244 69	190 00	
Plantations.																	
Franklin.....	2	-	25 00	2 50	1 31	5 00	127	-	-	2 76	127 68	80 88	32 40	240 96	237 45	3 51	
Lincoln.....	1	2	16 00	4 00	1 75	6 00	41	-	1	2 28	157 85	37 50	-	195 35	187 59	7 76	
Magalloway.....	-	-	-	4 00	1 50	3 00	50	14	-	2 27	532 02	156 89	-	688 91	296 20	392 71	
Milton.....	1	-	22 00	3 50	1 75	5 00	216	-	-	2 12	232 77	179 35	-	412 12	412 12	-	
	287	21	25 51	3 60	1 67	1587 86	30,016	4105	130	3 09	34,441 22	17,478 37	1727 69	53,649 28	48,619 66	5057 25	27 63

PENOBSCOT 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		Percentage of average attendance.		Number of different pupils registered.		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 week.		Number of districts in town.		Number of parts of districts in town.		Number of school-houses in town.		Number in good condition.		Number of school-houses built last year.		Cost of the same.		Estimated value of all school property in town		Number 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.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
Alton.....	133	77	61	94	75	.51	104	8										32	13			65	5	1	4	2						700						1	5			
Argyle.....	80	50	40	56	45	.53	55	10										40	10			40	4		4	4						3,000						2	4			
Bangor.....	5461	2,967	2,584	2,876	2,545	.47	3,009	13										884	23			1564	-	4	-	-						125,000			3			3	96			
Bradford....	500	267	235	333	259	.49	341	8										126	9			140	15		15	15					6,000						6	15				
Bradley.....	293	160	139	161	137	.47	203	8										40	21			108	-	-	-	3	2				4,850				1			1	4			
Brewer.....	985	680	583	659	555	.57	695	20										324	10			162	-	-	12	12					28,000						1	32				
Burlington...	178	122	92	103	80	.48	145	12										74	11			4	59	6	6	5					2,000				1			5	5			
Carmel.....	354	214	186	268	215	.57	274	8										106	13			2	160	11	-	11	8				2,500						7	12				
Carroll.....	214	126	103	164	130	.54	164	8										61	11			3	61	7	1	7	5				1,700				1			3	7			
Charleston...	342	206	159	239	180	.49	271	9										108	14			140	10	1	10	8					4,400						2	6	10			
Chester.....	151	102	79	104	89	.56	114	7										44	10			60	6	-	5	1				350	2,500						2	6	6			
Clifton.....	85	61	48	66	45	.55	67	8										41	9			1	49	5	-	5	5				2,500						1	5	5			
Corinna.....	395	237	200	241	213	.52	293	16										211	8			3	84	-	-	15	12				5,800						5	29				
Corinth.....	371	231	182	269	221	.54	298	9										116	14			4	157	13	-	12	10				5,000						3	12				
Dexter.....	753	537	466	506	475	.62	602	8										165	19			3	314	-	-	14	13				15,000						2	3	17			
Dixmont....	320	175	146	209	177	.50	249	10										120	10			3	126	13	2	13	12				5,300						8	8	12			
Eddington...	240	133	114	138	123	.49	165	8										65	10				90	7	2	7	6				3,000						3	8	1			
Edinburg....	25	21	18	22	18	.72	22	10										10	10				10	2	-	2	1				400						-			1	8	
Enfield.....	250	125	120	40	35	.31	128	13										120	14			2	120	14	-	7	6				5,000						1			1	9	
Etna.....	227	124	111	178	163	.60	191	8										66	7				136	7	-	8	5				3,000						2			2	8	
Exeter.....	280	146	116	195	169	.51	243	7										96	10			2	134	13	-	13	13				4,600						8			8	13	
Garland.....	298	156	130	130	109	.46	238	15										168	7				79	-	-	11	7				5,000						3			3	11	
Glenburn....	187	101	82	129	110	.53	141	8										60	11			4	88	7	-	7	7				1,560						2			2	7	
Greenbush...	247	125	102	125	97	.40	140	7										57	10			2	82	8	-	8	3				2,500						1			2	7	
Greenfield...	91	75	62	35	30	.50	75	12										60	8				32	5	-	5	5				1,300						4			4	5	

Hampden ...	752	397	334	483	402	.49	474	7	3	145	15	2	307	18	-	18	15	-	-	10,000	-	-	9	19	
Hernon . . .	443	277	226	329	280	.57	346	8	2	118	12	2	176	14	-	14	10	-	1	450	3,000	-	-	6	14
Holden . . .	201	125	93	134	96	.47	134	8	3	68	10	3	85	8	-	8	6	-	-	-	2,000	-	-	1	8
Howland . . .	68	35	29	41	30	.56	50	8	3	53	8	3	26	5	-	2	1	-	-	-	400	-	-	-	5
Hudson . . .	179	116	91	113	85	.49	134	6	4	46	14	4	97	7	-	7	-	-	-	-	1,000	-	-	2	7
Kenduskeag..	161	103	93	124	96	.59	124	7	4	31	22	4	88	-	-	3	2	-	-	-	1,000	-	1	1	3
Kingman.....	211	140	100	140	100	.48	175	10		30	10		30	4	-	3	3	-	-	-	1,000	-	1	1	3
Lagrange . . .	223	148	125	144	130	.57	179	8	1	49	15		75	5	-	5	5	-	-	-	2,400	-	-	2	6
Lee	323	201	172	222	185	.55	252	8		72	11	4	105	8	?	9	6	-	-	-	2,000	-	-	5	9
Levant	293	154	126	198	167	.50	228	9	1	83	12	3	152	12	1	12	5	-	-	-	3,000	-	-	5	9
Lincoln	638	252	209	302	233	.35	378	9		90	18		180	-	-	10	8	-	-	-	4,650	-	-	3	11
Lowell	169	109	75	115	91	.49	123	8		56	10	?	75	7	-	7	7	-	1	100	1,500	-	-	1	6
Mat'mise'ntis,	16	11	9	9	9	.56	12	8		8	8		8	1	-	1	1	-	-	-	400	-	-	-	6
Mat'wamkeag	206	121	94	123	83	.43	153	9		54	13	3	81	5	-	4	1	-	-	-	1,000	-	-	-	6
Maxfield . . .	62	55	42	8	7	.40	50	10		30	9		9	4	-	2	2	-	-	-	300	-	-	-	3
Medway	270	189	137	182	129	.50	211	9		63	10	1	72	7	-	6	3	-	-	-	2,000	-	-	2	7
Milford	262	146	127	146	121	.47	180	7	3	47	18	1	110	-	-	4	3	-	-	-	4,000	-	-	-	6
Mt. Chaso . . .	111	95	72	39	30	.46	95	10	3	64	12		24	5	-	5	3	-	-	-	2,000	-	-	1	6
Newburg	295	138	110	180	156	.45	214	8	3	69	10	1	122	12	-	11	10	-	-	-	3,000	-	-	4	8
Newport	371	187	149	246	197	.47	348	8	1	105	10	1	133	12	2	10	8	-	-	-	6,000	-	-	2	14
Oldtown	1225	667	500	623	498	.41	786	18	1	328	10	2	167	-	-	14	10	-	1	200	10,000	-	-	4	16
Orono	819	452	410	486	400	.49	523	10		120	23		276	-	-	10	10	-	-	-	9,000	-	1	2	12
Orrington . . .	398	205	173	237	163	.42	266	7	4	85	20		220	11	-	12	12	-	-	-	4,000	-	-	4	10
Passadumk'g,	110	66	57	43	37	.43	91	8	4	32	7	4	23	4	1	4	1	-	-	-	1,800	-	-	-	4
Patten	331	225	170	250	197	.55	260	10	3	85	15		121	6	-	6	5	-	-	-	2,300	-	-	2	6
Plymouth . . .	215	139	112	156	125	.55	156	7	4	70	11		100	8	1	9	5	-	1	450	2,900	-	-	2	9
Prentiss	155	89	69	86	67	.44	98	9	4	49	11	4	59	5	1	5	4	-	-	-	1,400	-	-	2	5
Springfield . .	274	182	149	168	140	.53	212	12		108	9		65	6	3	6	6	-	-	-	5,600	-	?	5	9
Statson	190	140	110	135	113	.59	145	10		70	16		127	-	-	7	7	-	-	-	3,200	-	1	-	8
Veazio	169	81	72	94	81	.45	112	16		48	13		39	-	-	2	1	-	-	-	1,500	-	-	-	3
Winn	360	239	195	200	166	.49	281	10	2	139	15	2	139	-	-	7	7	-	1	180	3,200	-	1	1	8
Drew Pl	47	38	31	35	25	.59	38	10		20	9	1	28	3	-	2	1	-	-	-	400	-	-	1	2
Lakeville Pl..	69	40	33	26	24	.41	41	11	2	35	8		16	2	1	2	1	-	-	-	600	-	-	1	2
No. 2 G'd F's,	37	20	15	18	14	.40	20	8		8	4		4	1	-	1	-	-	-	-	75	-	-	-	1
Stacyville Pl.,	59	74	72	22	15	.49	78	11	3	47	10		20	4	-	4	2	-	-	-	600	-	-	-	4
Webster Pl . .	56	19	17	17	14	.29	36	10		12	4		12	4	-	3	-	-	-	-	150	-	1	-	4
Woodville Pl.,	95	60	48	42	32	.42	63	8	4	45	10	1	31	4	-	2	2	-	-	-	400	-	-	-	3
	23,043	12,953	10,804	13,206	11,029	.47	15,296	9	4	6725	12	2	7356	343	19	477	376	9	2980	337,225			24	149	593

APPENDIX.

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 1888.	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, 1888, to April 1, 1889	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
Alton	6	1	20 00	2 84	1 60	20 00	400	65	-	3 49	463 82	202 20	-	666 02	611 87	54 15	
Argyle	2	1	23 00	3 00	1 75	5 00	429	201	-	5 72	424 43	131 87	-	556 00	506 29	49 71	
Bangor	97	3	108 81	9 54	3 50	1210 00	27677	14191	-	5 19	27677 00	9828 75	223 00	37728 75	37728 75	-	
Bradford	15	-	28 00	3 58	1 55	84 50	1200	32	-	2 55	1276 07	826 40	92 57	2195 04	2113 35	81 69	
Bradley	5	1	48 00	4 06	2 23	29 50	665	2	-	2 75	691 72	425 52	-	1117 24	1063 52	53 72	
Brewer	16	1	80 00	6 70	2 50	226 00	2900	364	-	2 78	3698 26	1833 90	58 16	5590 32	5245 38	344 94	
Burlington	4	-	26 00	3 63	2 12	21 50	429	-	-	2 38	529 70	316 49	250 00	1096 19	1058 06	38 13	
Carmel	11	-	29 71	4 10	1 40	52 25	976	-	-	2 72	1039 67	657 94	64 00	1761 61	1681 89	79 72	
Carroll	5	2	26 66	3 32	1 60	32 00	500	-	-	2 23	673 52	380 10	71 78	1125 40	909 70	215 70	
Charleston	11	-	26 67	3 35	1 55	76 00	890	10	-	2 57	914 73	608 37	99 20	1622 30	1521 70	100 60	
Chester	4	-	26 00	2 60	1 84	22 40	300	10	-	2 13	336 06	247 93	123 00	706 99	670 48	36 51	
Clifton	4	3	30 00	3 50	1 23	25 00	280	-	-	2 62	313 71	188 14	155 00	656 85	598 37	58 48	
Corinna	6	1	31 50	5 00	1 43	100 00	1300	98	-	3 12	1654 08	733 21	13 75	2401 04	2122 54	278 50	
Corinth	12	1	27 67	3 77	1 68	60 00	1066	-	-	2 97	1163 08	631 23	63 00	1857 31	1750 11	107 20	
Dexter	15	2	73 50	4 50	2 00	150 00	2700	650	-	3 57	2551 53	1329 28	157 64	4038 45	4003 05	35 40	
Dixmont	4	-	27 00	3 05	1 56	50 25	1000	94	-	3 03	1052 61	580 24	156 00	1788 85	1662 71	126 14	
Eddington	6	1	30 00	3 54	1 83	29 25	700	103	-	2 97	755 69	414 96	-	1170 65	1115 46	55 19	
Edinburg	1	-	-	3 00	2 00	5 00	50	14	-	1 92	70 00	45 72	20 00	135 72	105 00	30 72	
Enfield	-	1	35 00	4 00	2 25	25 00	505	114	-	2 48	607 04	358 69	5 40	971 13	926 51	44 62	
Etna	7	-	20 00	3 53	1 57	38 08	716	-	-	2 75	802 23	457 16	52 00	1311 39	1289 55	21 84	
Exeter	7	-	24 07	2 98	1 75	55 00	1200	181	-	4 98	1380 52	516 94	156 00	2053 46	1790 43	263 03	
Garland	4	-	24 50	3 12	1 61	67 50	1000	31	-	3 26	1139 35	539 80	92 04	1771 19	1648 23	122 96	
Glenburn	6	2	24 00	4 14	1 93	45 00	600	76	-	3 07	661 30	340 25	180 00	1181 55	1061 06	120 49	
Greenbush	6	-	26 00	2 40	2 00	30 00	525	-	20	2 16	642 01	427 26	6 41	1075 68	992 83	82 85	
Greenfield	-	-	30 00	3 00	2 50	8 00	275	5	-	3 02	271 12	156 48	-	427 60	451 35	-	23 75

Hampden	21	2	25 00	3 95	2 00	175 00	2500	171	-	3 25	3647 38	1352 13	-	4999 51	4015 39	984 12	
Herron	11	-	24 00	3 57	1 60	69 00	1200	85	-	2 76	1370 98	764 86	-	2135 84	1936 41	199 43	
Holden	7	2	20 00	3 58	1 52	30 25	600	26	-	2 99	676 51	353 42	74 61	1104 54	960 43	144 11	
Howland	3	1	-	2 75	1 47	8 75	250	140	-	4 46	270 55	75 00	-	345 55	308 75	36 80	
Hudson	9	-	19 10	3 67	1 84	36 50	530	3	-	2 78	596 41	335 84	111 00	1043 25	783 25	260 00	
Kenduskeag	3	1	50 00	3 75	2 25	28 00	520	-	-	2 95	545 81	311 22	85 39	942 42	843 09	99 33	
Kingman	3	3	40 00	4 50	2 50	15 00	400	-	-	37 1 98	404 82	358 69	60 00	823 51	783 86	39 65	
Lagrange	-	1	27 50	4 42	1 95	18 00	600	23	-	2 37	594 02	444 85	53 73	1092 60	1067 25	25 35	
Lee	5	6	25 00	3 77	1 77	40 00	716	1	-	2 11	803 13	596 06	60 00	1459 19	1382 78	76 41	
Levant	10	1	32 82	3 32	1 79	59 00	1000	139	-	3 14	1445 66	559 14	114 73	2119 53	1805 42	314 11	
Lincoln	11	10	30 00	4 57	1 98	147 40	1350	23	-	2 13	1509 81	1113 00	199 71	2822 52	2674 48	148 04	
Lowell	7	-	29 00	3 50	2 00	18 00	400	54	-	2 37	489 10	297 15	66 00	852 25	796 12	56 13	
Mattamiscoutis	1	-	-	4 25	1 70	-	70	19	-	3 89	93 73	28 97	-	122 70	105 50	17 20	
Mattawamkeag	6	-	-	4 08	2 10	16 00	365	-	-	1 81	381 13	355 18	223 66	959 97	930 92	29 05	
Maxfield	1	-	-	3 13	1 61	5 00	125	14	-	2 50	128 54	87 92	-	216 46	216 34	12	
Medway	8	1	23 00	4 00	2 05	37 00	502	-	-	2 08	510 56	425 52	87 74	1023 82	1004 92	18 90	
Milford	4	-	-	3 92	2 00	94 00	880	29	-	3 30	1436 03	469 47	-	1905 50	1329 03	576 47	
Mt. Chase	1	-	30 00	3 25	1 71	18 00	250	2	-	1 89	272 50	232 10	-	504 60	493 00	11 60	
Newburg	11	1	28 00	3 27	1 67	36 50	1200	354	-	4 21	1643 20	513 05	-	2156 25	1753 90	402 35	
Newport	12	-	29 50	3 53	1 85	91 50	1161	-	-	2 87	1503 95	710 35	176 10	2390 40	1939 51	450 89	
Oldtown	16	-	55 00	4 64	2 50	150 00	3200	484	-	2 58	3087 04	2180 30	46 03	5313 37	5454 26	-	
Orono	10	2	78 60	6 50	2 40	75 00	2500	704	-	3 11	2643 14	1411 91	31 42	4086 47	4151 78	-	
Orrington	13	5	32 25	5 03	2 23	81 95	1500	277	-	3 75	1605 86	703 32	69 42	2378 60	2136 03	242 57	
Passadumkeag	3	-	-	4 00	1 80	22 40	250	8	-	2 23	262 40	196 93	-	459 33	417 44	41 89	
Patten	5	1	34 00	6 46	2 00	50 00	700	127	-	2 24	901 05	550 34	69 92	1521 31	1268 96	252 35	
Plymouth	7	1	35 00	3 25	1 50	34 00	700	38	-	2 98	785 48	413 20	-	1198 68	1126 41	72 27	
Prentiss	3	1	20 00	3 41	1 68	13 50	335	2	-	2 29	393 43	256 72	119 05	769 20	686 45	82 75	
Springfield	3	5	30 00	4 00	2 00	41 00	800	98	-	2 94	1161 86	478 26	-	1640 12	1422 46	217 66	
Stetson	12	2	40 00	4 59	1 96	65 00	600	17	-	2 86	752 46	369 24	162 00	1283 70	1216 08	67 62	
Veazie	3	1	-	5 66	2 42	45 00	600	102	-	3 59	683 47	293 64	5 45	982 56	938 79	43 77	
Winn	8	2	45 00	5 77	2 00	10 00	1000	282	-	3 01	1042 39	583 76	170 10	1796 25	1780 56	15 69	
Drow Pl.	2	-	28 00	3 13	1 03	7 00	130	20	-	2 17	250 53	105 50	-	356 03	327 30	28 73	
Lakeville Pl.	3	2	26 00	3 50	2 35	9 50	110	1	-	1 93	144 34	100 23	160 35	404 92	383 81	21 11	
No. 2. Grand Falls Pl.	1	1	-	4 00	2 00	3 00	108	34	-	3 49	246 98	54 51	-	301 49	75 00	226 49	
Stacyville Pl.	2	-	-	3 20	1 67	5 00	300	222	-	3 66	274 93	144 18	115 91	535 02	373 72	161 30	
Webster Pl.	-	-	22 34	-	2 50	3 00	100	26	-	1 72	242 84	101 99	44 55	389 38	109 75	279 63	
Woodville Pl.	2	-	-	4 70	2 00	12 00	200	22	-	1 85	190 92	219 53	58 91	469 36	461 49	7 87	
	481	72	33 83	3 98	1 91	4037 48	76,035	20,052	57	3 30	83,781 89	39,726 31	4104 73	127,912 93	120,088 83	8054 05	229 95

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 1888.		Not less than 80 cts. for each inhabitant		Amount raised per scholar.		Amount available from town treasury from April 1, 1888, to April 1, 1889.		Amount available from State treasury from April 1, 1888, to April 1, 1889.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.		Balance unexpended April 1, 1889.		Balance over-expended April 1, 1889.			
	No.	No.	Average	Average	Average	Average	Am't	Excess above am't required by law	Less than the am't required by law.	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount				
Abbot	7	1	25 00	3 51	1 85	37 25	556	-	-	2 60	578 05	374 99	71 60	1024 64	994 60	30 04	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Atkinson	7	-	24 00	3 80	1 85	33 75	675	13	-	2 63	724 30	451 89	80 00	1256 19	1238 55	17 64	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Blanchard	1	-	-	6 00	2 18	3 75	134	-	-	2 20	148 73	107 26	41 16	297 15	297 15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Brownville	5	1	22 00	3 50	2 00	54 50	836	119	-	2 59	985 57	566 18	-	1551 75	1228 96	322 79	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Dover	14	5	25 33	4 00	1 80	82 00	1600	250	-	3 07	1598 66	946 48	-	2545 14	2298 07	247 07	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Foxcroft	13	1	31 00	4 00	2 25	75 00	1150	140	-	2 63	1214 35	634 64	72 14	1921 13	1943 93	-	22 80	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Greenville	2	1	49 00	3 85	3 12	30 00	460	15	-	2 08	370 85	388 59	50 00	809 44	838 21	-	28 77	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Guilford	8	-	65 00	4 50	1 60	38 00	800	95	-	2 35	790 36	599 58	2 00	1391 94	1314 24	77 70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Medford	1	1	30 00	3 17	1 65	23 00	320	2	-	2 52	379 53	235 23	-	614 76	601 52	13 24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Milo	8	1	25 00	3 72	1 81	45 00	750	3	-	2 00	881 22	579 53	79 21	1539 96	1407 27	132 69	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Monson	7	-	60 00	6 50	2 00	-	675	13	-	1 72	675 00	692 77	51 24	1419 01	1419 01	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Orneville	6	3	-	3 20	1 25	36 00	401	-	-	2 17	539 62	325 28	40 00	904 90	786 15	118 75	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Parkman	10	-	27 67	3 76	1 51	50 00	803	-	-	2 51	912 84	562 65	100 00	1575 49	1509 67	65 82	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Sangerville	11	3	28 13	4 03	1 82	45 00	1000	163	-	3 03	1159 58	577 83	52 71	1790 15	1400 21	389 94	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Sebec	7	-	32 50	3 97	1 92	49 72	800	99	-	3 79	1046 09	371 00	100 00	1517 09	1401 27	115 82	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Shirley	2	-	20 00	4 58	2 25	7 50	200	-	-	2 08	216 73	132 95	145 00	494 68	497 31	-	2 63	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Wellington	7	-	20 00	2 90	1 42	22 00	550	32	-	2 37	641 75	400 56	-	1042 31	1026 54	15 77	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Williamsburg	-	-	25 00	4 00	2 48	6 25	200	12	-	2 94	212 43	119 56	-	331 99	318 20	13 79	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Williamantic	2	1	20 00	3 79	1 90	16 50	250	16	-	2 08	250 00	211 00	66 43	527 43	526 61	82	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Bowerbank Pl.																																		
Elliottsville Pl.																																		
Kingsbury Pl.	3	-	-	3 00	1 75	5 00	No Fiscal Returns	158	-	1 82	158 40	152 97	-	311 37	311 37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	121	18	31 15	3 98	1 92	702 22	12,319	972	-	2 25	13,484 06	8430 94	951 52	22,866 52	21,358 84	1561 88	54 20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

APPENDIX.

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 1888.	Not less than 80 cts for each inhabitant.		Amount raised per scholar	Amount available from town treasury from April 1, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
								Excess above am't required by law.	Less than the am't required by law.								
Arrowsic	3	1	-	4 90	2 50	10 00	215	11	-	3 47	241 99	109 02	-	351 01	335 93	15 06	
Bath	35	3	106 00	10 65	4 00	300 00	13125	6825	-	5 02	13125 00	4847 96	382 04	18355 00	18355 00		
Bowdoin	10	4	20 00	3 75	1 50	70 00	1080	171	-	3 70	1160 22	513 43	-	1673 65	1594 56	79 09	
Bowdoinham	17	3	39 00	6 00	2 75	90 00	1600	255	-	3 36	1705 31	836 95	-	2542 26	2712 69		
Georgetown	6	2	28 83	4 20	2 67	50 00	900	36	-	2 89	1177 37	553 86	-	1731 23	1519 35	211 88	
Perkins	1	-	-	5 25	2 50	-	62	-	-	2 23	68 40	49 94	-	118 34	113 80	4 54	
Phippsburg	11	3	34 33	4 30	2 33	70 00	1200	2	-	2 55	1326 47	826 40	-	2152 87	2026 65	126 22	
Richmond	18	4	80 00	4 00	3 50	150 00	3000	874	-	3 47	3071 05	1520 93	86 80	4678 78	4467 93	210 85	
Topsham	11	-	56 00	3 50	2 00	179 31	2000	765	-	5 17	2789 44	680 45	53 38	3523 27	3560 40		37 13
West Bath	4	-	-	3 54	1 27	12 00	400	148	-	4 44	441 58	161 92	-	603 50	482 62	120 88	
Woolwich	6	3	35 66	5 62	2 67	51 00	950	27	-	2 74	1023 89	610 13	-	1634 02	1565 96	68 06	
	42	23	49 98	5 06	2 52	982 31	24,532	9114	-	4 23	26,130 72	10,710 99	522 22	37,363 93	36,734 91	836 58	207 56

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.		Percentage of average attendance.	Number of different pupils registered.	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 week.		Number of districts in town	Number of parts of districts in town		Number of school-houses in town.	Number in good condition.		Number of school-houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number 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	Fall	Winter	Fall	Winter			W	D	W	D	W	D	W	D		W	D		W	D						
Anson	435	322	262	338	277	.62	354	7	2	141	11	3	242	17	1	18	14	-	-	5,500	1	1	18	14	-	-	-	5,500	1	1	15	
Athens	386	325	220	300	230	.58	370	9	4	126	10	4	130	14	1	13	13	-	-	2,000	-	-	13	13	-	-	-	2,000	-	-	14	
Bingham	249	139	130	177	149	.66	180	8	8	61	13	2	120	11	1	9	5	-	-	5,000	-	-	9	5	-	-	-	700	2	2	8	
Brighton	220	79	70	113	91	.37	129	8	1	72	11	1	99	9	1	9	1	-	-	700	-	2	9	1	-	-	-	700	2	2	7	
Cambridge	119	117	93	91	75	.70	100	8	3	43	12	3	61	4	4	4	2	-	-	700	-	-	2	2	-	-	-	700	3	3	5	
Canaan	395	245	207	261	234	.56	303	8	8	101	12	1	159	12	12	12	8	-	-	5,500	-	-	8	8	-	-	-	800	8	8	13	
Concord	131	60	49	91	74	.47	108	6	2	44	7	1	61	10	-	10	4	-	-	800	-	-	10	4	-	-	-	800	2	2	7	
Cornville	237	142	110	163	130	.51	185	8	3	86	11	3	141	12	1	12	9	-	-	3,000	-	2	9	1	-	-	2	3,000	3	3	9	
Detroit	186	91	80	123	99	.46	139	7	7	46	16	7	96	6	6	6	4	-	-	1,800	-	-	6	4	-	-	-	1,800	3	3	6	
Embdon	218	94	73	153	117	.44	174	7	1	50	11	1	121	11	1	11	7	1	-	1,000	-	-	7	7	1	-	300	1,000	4	4	8	
Fairfield	936	617	475	506	417	.48	637	9	2	206	20	2	366	17	1	17	11	-	-	10,200	-	-	11	11	-	-	-	10,200	1	1	20	
Harmony	222	141	134	175	151	.64	190	7	1	72	14	2	144	10	1	10	8	-	-	2,000	-	-	10	8	-	-	-	2,000	1	1	10	
Hartland	332	211	189	201	173	.53	211	8	2	85	8	2	80	8	4	8	5	-	-	2,000	-	-	8	5	-	-	-	2,000	2	2	10	
Madison	633	365	319	311	282	.56	408	7	3	130	12	1	209	-	-	17	12	-	-	5,000	-	1	17	12	-	-	-	5,000	1	1	18	
Mercer	178	100	89	110	92	.51	137	7	2	52	10	2	91	10	-	10	6	-	-	2,000	-	-	10	6	-	-	-	2,000	3	3	7	
Moscow	161	193	87	116	89	.55	121	7	2	42	13	4	83	8	-	6	5	-	-	2,000	-	-	8	5	-	-	-	2,000	1	1	6	
New Portland	371	188	169	245	210	.55	293	7	2	88	10	2	171	18	-	15	11	-	-	3,500	-	-	18	15	-	-	-	3,500	6	6	12	
Norridgewook	452	216	176	294	252	.48	306	8	2	117	13	3	191	17	5	14	12	-	-	3,800	-	-	17	12	-	-	-	3,800	6	6	12	
Palmyra	346	197	169	241	201	.53	304	8	2	101	12	3	188	15	2	13	11	-	-	4,000	-	-	15	11	-	-	-	4,000	1	1	13	
Pittsfield	657	368	303	380	336	.49	427	8	2	99	13	1	159	11	4	10	7	1	-	14,000	-	-	11	7	1	1	9,500	14,000	1	1	13	
Ripley	155	83	71	100	87	.52	103	8	2	42	11	1	56	5	5	5	-	-	-	515	-	-	5	-	-	-	-	515	1	1	5	
Skowhegan	1440	749	625	682	586	.42	833	9	2	202	16	2	397	1	-	25	22	-	-	65,000	-	-	1	22	1	1	12,100	65,000	4	4	23	
Smithfield	140	82	67	103	84	.54	105	6	4	47	11	3	81	7	-	7	4	-	-	1,500	-	-	7	4	-	-	-	1,500	1	1	7	

COMMON SCHOOLS.

Solon.....	299	162	141	204	163	.50	237	7	3	83	10	2	126	12	-	12	8	-	-	3 000	-	4	13
St. Albans.....	421	232	198	290	237	.52	348	7		92	14		215	-	-	16	12	1	500	6,000	-	5	13
Starks.....	279	109	89	220	178	.48	233	6	2	58	12		167	14	2	13	8	-	-	2,350	-	3	9
Plantations.																							
Carratunk.....	82	60	50	67	55	.64	74	8		40	8		48	5	1	5	5	-	-	1,200	-	1	6
Carrying Place.....	12	10	8	-	-	.66	12	8		8	-		-	2	-	1	-	-	-	50	-	-	2
Dead River.....	39	29	22	34	28	.64	36	12		12	7		14	2	-	2	1	-	-	500	-	-	1
Dennistown.....	24	17	12	18	13	.52	18	10		10	0		10	1	-	1	1	-	-	250	-	-	1
Flagstaff.....	34	20	18	20	18	.53	26	16		16	8		8	1	-	1	1	-	-	300	-	1	2
Highland.....	33	15	14	35	31	.68	36	6		6	8	4	27	3	-	3	-	-	-	150	-	-	1
Jackman.....	65	26	19	20	15	.26	28	12		12	8		8	1	-	1	1	-	-	300	-	-	1
Lexington.....	75	37	24	66	52	.51	68	5	4	23	9	1	64	7	-	7	3	-	-	500	-	-	4
Moose River.....	62	40	34	41	32	.53	41	12		12	12		12	1	-	1	1	-	-	415	-	-	1
No. 1, R. 2, W. K. R.	38	12	10	34	30	.52	34	6		6	8	3	36	4	1	4	-	-	-	160	-	-	1
The Forks.....	57	24	20	-	-	.35	24	8		32	-		-	3	-	2	2	-	-	600	-	-	3
West Forks.....	50	25	21	25	21	.42	27	10		30	10		30	3	-	1	1	-	-	700	-	-	3
	10,069	5,852	4,850	6,412	5,339	.51	7,409	8	2	2,502	10	4	4,220	286	27	333	225	4	22,100	148,590	7	81	308

SOMERSET COUNTY—CONCLUDED.

Plantations.	No. of female teachers employed in fall and winter terms.	No. of teachers graduates of normal schools.	Average wages of female 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 1888.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
								Excess above amt required by law.	Less than the amt required by law								
Anson	13	-	21 25	3 65	1 17	51 25	1644	400	-	3 72	1912 29	777 17	-	2689 46	2329 12	360 34	
Athens	10	1	26 00	4 00	1 70	55 00	1048	-	-	2 66	1062 37	702 25	161 56	1926 18	1840 78	85 40	
Bingham	9	1	20 00	3 75	1 61	47 80	663	-	-	2 65	712 19	439 58	63 00	1214 77	1169 00	45 77	
Brighton	3	2	20 00	3 50	1 15	20 00	480	12	-	2 40	526 42	351 66	-	878 08	844 74	33 34	
Cambridge	4	2	26 00	4 15	1 60	21 50	378	1	-	2 99	479 82	221 55	30 12	731 49	686 40	45 09	
Canaan	9	-	30 39	3 56	1 44	72 00	1067	42	-	2 84	1234 93	666 12	113 47	2014 52	1838 94	175 58	
Concord	7	-	22 50	2 77	1 16	25 00	325	-	-	2 58	408 81	228 41	1 50	638 72	500 65	138 07	
Cornville	11	-	21 25	3 70	1 49	70 35	800	54	-	3 35	1075 50	420 23	103 67	1599 40	1512 13	97 27	
Detroit	5	1	28 00	2 88	1 57	25 00	530	1	-	2 85	608 73	327 04	60 20	995 97	950 60	45 37	
Embsden	7	-	22 50	3 15	1 27	15 00	539	-	-	2 57	579 40	357 94	-	937 34	887 90	49 44	
Fairfield	20	5	100 00	4 50	2 00	565 00	3500	1065	-	3 76	2875 00	1736 88	567 41	5179 29	7212 72	-	2033 43
Harmony	10	1	20 00	3 55	1 30	44 25	705	-	-	4 41	887 91	362 21	100 00	1350 12	1226 54	123 58	
Hartland	8	-	20 00	4 00	1 75	92 00	900	65	-	2 76	941 61	573 21	-	1514 82	1428 39	86 43	
Madison	17	1	31 00	4 68	1 77	109 86	1052	-	-	1 84	1188 03	1003 99	50 00	2242 02	2286 70	-	44 68
Mercer	7	1	26 34	3 20	1 39	25 00	604	-	-	3 23	706 61	328 80	-	1035 41	866 78	168 63	
Moscow	10	4	19 60	3 80	1 50	13 50	420	-	2	2 26	514 81	327 04	33 44	875 29	759 84	115 45	
New Portland	12	1	26 23	3 75	1 42	75 00	1014	-	3	2 80	1166 68	636 51	-	1803 19	1711 52	91 67	
Norridgewock	12	-	35 75	3 61	1 91	75 00	1200	7	-	2 59	1481 05	814 09	-	2295 14	2133 71	161 43	
Palmyra	18	20	20 00	3 50	1 45	66 80	1017	-	-	2 89	1691 05	617 17	69 80	1778 02	1678 45	99 57	
Pittsfield	15	4	30 00	5 40	1 86	107 75	1530	3	-	2 35	1562 93	1144 66	-	2707 59	2530 31	177 28	
Ripley	6	-	-	3 75	1 36	20 00	440	-	-	2 86	443 94	270 78	32 43	747 15	718 28	28 87	
Skowhegan	21	4	78 06	5 58	2 00	307 98	4200	1112	-	2 99	6038 59	2470 41	267 40	8776 40	7380 49	1395 91	
Smithfield	7	-	25 00	3 57	1 26	36 75	452	1	-	2 81	460 37	283 09	-	743 46	732 84	10 62	

Solon.....	10	2	34 00	3 78	1 64	36 84	810	-	-	2 73	959 58	522 22	132 79	1614 59	1565 70	48 89	
St Albans.....	15	7	29 25	4 64	1 60	100 00	1190	75	-	2 66	1537 99	785 96	71 40	2395 35	2397 91	-	2 56
Starks.....	14	-	21 00	3 31	1 39	54 75	743	-	-	2 48	817 98	525 73	-	1343 71	1306 49	37 22	
Plantations.																	
Carratunk.....	5	3	25 00	3 25	2 00	-	140	2	-	1 82	140 00	187 55	69 65	397 20	397 20		
Carrying Place..	-	-	-	2 50	1 50	-	25	-	4	2 08	25 00	24 40	-	49 40	38 62	10 78	
Dead River.....	2	-	-	3 83	1 60	3 00	80	6	-	2 22	143 73	63 30	23 68	230 71	215 50	15 21	
Dennistown.....	1	-	-	3 00	2 00	5 75	78	20	-	3 25	78 00	42 20	-	120 20	129 20	-	9 00
Flagstaff.....	-	-	30 00	5 00	2 08	3 00	64	3	-	1 94	48 55	58 02	82 53	189 10	217 70	-	28 60
Highland.....	3	-	-	3 69	1 31	5 00	97	-	-	2 30	96 80	73 84	-	170 64	170 64		
Jackman.....	1	-	-	4 84	2 25	-	85	9	-	1 50	121 85	100 23	-	222 08	167 05	55 03	
Lexington.....	7	-	-	3 39	1 13	6 00	260	2	-	3 33	310 29	137 15	-	447 44	477 02	10 42	
Moose River....	1	-	-	4 75	2 60	6 75	100	18	-	1 72	119 36	101 99	-	221 35	219 73	1 62	
No. 1, R. 2, W. K. R.	4	-	-	3 00	1 00	-	99	-	3	2 55	113 43	54 55	34 00	201 98	178 79	23 19	
The Forks.....	-	-	-	3 00	2 00	-	200	41	-	3 23	295 68	109 02	23 64	428 34	178 00	250 34	
West Forks.....	3	1	-	5 00	2 00	6 00	68	-	-	1 31	110 16	91 44	156 58	358 18	237 15	121 03	
	312	41	29 97	3 82	1 60	2168 88	28,547	2942	10	2 84	32,877 44	17,938 39	2248 27	53,064 10	51,083 53	4098 84	2118 27

Swanville.....	221	131	114	151	108	.50	194	8	2	51	12	3	76	6	2	6	6	-	-	2500	-	5	6
Thorndike.....	203	130	110	162	151	.64	164	6	4	62	8	3	86	10	-	10	2	-	-	3500	-	8	10
Troy.....	290	141	109	204	158	.46	204	8	4	76	10	4	115	12	3	11	9	-	-	2500	-	5	9
Unity.....	295	177	134	182	136	.46	198	7		91	9	3	116	12	2	12	-	-	-	1000	-	3	13
Waldo.....	258	131	117	217	186	.59	219	7	4	54	12	2	87	7	-	7	7	-	-	2000	-	7	6
Winterport.....	690	351	296	468	394	.50	590	7	4	141	13		249	16	1	16	14	1	400	6000	1	9	18
	9007	5340	4463	7002	5306	.53	7210	8	3	2253	11	3	3172	260	28	262	167	3	1175	100,235	4	143	269

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 1888.		Not less than 20 cts. for each inhabitant.		Amount raised per scholar.		Amount available from town treasury from April 1, 1888, to April 1, 1889.		Amount available from State treasury from April 1, 1888, to April 1, 1889.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.		Balance unexpended April 1, 1889.		Balance over-expended April 1, 1889.	
	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	
Belfast.....	12	4	60	00	6	52	2	50	150	00	8900	4654	-	5	96	9079	20	2625	14	-	11704	34	11343	00	361	34	-	-				
Belmont.....	2	-	30	00	3	10	1	50	12	00	416	-	-	2	51	491	66	291	88	2	25	785	79	772	56	13	23	-	-			
Brooks.....	1	2	28	00	2	95	2	15	31	00	700	-	-	2	80	816	29	439	58	-	-	1251	87	1027	85	228	02	-	-			
Burnham.....	6	-	30	33	3	52	1	68	35	00	774	-	-	2	46	887	78	553	86	29	00	1470	64	1387	48	83	16	-	-			
Frankfort.....	9	1	23	75	4	75	1	75	50	00	926	-	-	2	17	1001	18	750	80	2	67	1754	65	1589	15	165	50	-	-			
Freedom.....	5	2	35	00	3	20	1	44	19	50	525	3	-	2	98	589	90	309	46	-	-	898	36	847	10	52	26	-	-			
Islesborough.....	4	4	31	25	5	05	2	43	29	00	968	2	-	2	62	1023	10	648	41	21	00	1692	51	1666	59	25	92	-	-			
Jackson.....	3	2	35	50	3	24	1	35	35	00	566	20	-	2	95	660	66	328	80	26	96	1016	42	921	60	94	82	-	-			
Knox.....	2	-	26	00	3	00	1	35	28	00	682	-	-	2	61	742	12	458	92	-	-	1201	04	1076	25	124	79	-	-			
Liberty.....	5	-	24	00	3	25	1	71	45	75	776	-	-	2	83	848	69	481	77	-	-	1330	46	1314	93	15	53	-	-			
Lincolnville.....	14	2	22	50	3	55	1	97	45	00	1383	19	-	2	79	1482	68	882	93	-	-	2365	61	2257	92	107	69	-	-			
Monroe.....	7	-	26	50	3	75	1	78	45	00	1100	7	-	3	15	1252	12	613	64	-	-	1865	76	1752	76	113	00	-	-			
Montville.....	11	-	25	45	3	18	1	37	56	75	1015	11	-	2	39	1234	97	747	28	-	-	1982	25	1729	02	253	23	-	-			
Morrill.....	-	-	34	00	2	69	1	55	13	75	395	-	-	2	78	414	70	249	69	-	-	664	39	631	51	32	88	-	-			
Northport.....	4	2	26	60	3	28	1	76	29	50	698	-	-	3	01	749	93	432	94	-	-	1182	87	1146	37	35	50	-	-			
Palermo.....	7	-	22	58	3	46	1	41	36	00	891	-	-	2	94	978	42	534	52	-	-	1512	94	1428	47	84	47	-	-			
Prospect.....	7	-	30	20	3	58	2	00	23	25	616	-	-	2	42	816	32	448	37	62	00	1326	69	1138	94	187	75	-	-			
Searsmont.....	10	1	29	10	3	48	1	77	34	59	1064	-	-	2	88	1243	33	648	81	-	-	1892	14	1711	77	180	37	-	-			
Searsport.....	6	4	40	00	4	18	2	85	91	00	1850	-	-	3	36	2144	90	961	34	-	-	3106	24	2951	79	154	45	-	-			
Stockton Springs.....	12	3	34	00	4	44	1	84	53	00	1237	2	-	13	31	1388	93	657	60	2	11	2048	64	1783	53	265	11	-	-			

Swanville.....	3	2	30 00	4 00	2 50	30 00	600	38	-	2 61	679 60	404 41	48 62	1132 63	1048 77	83 86
Thorndike.....	2	-	26 50	2 94	1 50	17 00	600	30	-	2 76	726 04	381 56	-	1107 60	1025 88	81 72
Troy.....	6	3	29 60	3 42	1 47	44 20	850	3	-	2 90	899 63	515 18	49 00	1463 81	1382 49	81 32
Unity.....	11	1	27 33	3 00	1 47	31 25	880	33	-	2 78	943 42	555 62	-	1499 04	1438 74	60 30
Waldo.....	3	-	32 00	3 75	1 78	12 00	575	45	-	2 23	598 24	453 61	-	1051 91	822 78	229 13
Winterport.....	22	2	25 80	4 05	2 10	100 00	2200	392	-	3 15	2471 24	1227 30	-	3698 59	3451 66	246 93
	174	35	30 23	3 67	1 81	1097 54	31,200	5260		33 46	34,165 12	16,603 46	243 61	51,012 19	47,648 91	3363 28

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.		Percentage of average attendance.		Number of different pupils registered.			Average length of spring and summer terms in weeks and days, 5 days per wk.			Aggregate length of spring and summer terms in weeks, 5 days per wk.			Average length of fall and winter terms in weeks and days, 5 days per wk.			Aggregate length of fall and winter terms in weeks, 5 days per week.			Number of districts in town.			Number of parts of districts in town.			Number of school-houses in town.			Number in good condition.			Number of school-houses built last year.			Cost of the same.			Estimated value of all school property in town.			Number 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.	Spring.	Summer.	Spring.	Summer.	Spring.	Summer.	Spring.	Summer.	Spring.	Summer.	Spring.	Summer.	Spring.	Summer.			
Addison.....	329	225	186	215	185	.56	242	7	3	76	11	1	144	12	-	12	7	2	720	3750	1	3	10																																		
Alexander.....	127	84	65	64	50	.45	107	16	3	67	14	3	67	4	3	4	4	3000	800	-	2	5																																			
Baileyville.....	95	50	34	34	28	.33	57	9	4	49	9	2	38	6	6	6	1	2000	1800	-	2	4																																			
Baring.....	93	65	56	67	52	.52	77	9		36	10		40	1	2	1	1	2000	1800	1	-	3																																			
Beddington.....	71	117	98	-	-	.69	149	20		40	-		40	-	-	2	2	2000	2000	2	2	1																																			
Brookton.....	145	91	69	107	69	.48	120	8	2	25	18	1	56	2	2	2	2	1000	1500	-	2	4																																			
Calais.....	2554	1375	1015	1290	1052	.40	1796	10		130	26		338	1	-	13	13	30,000	2000	2	2	23																																			
Centerville.....	54	36	29	26	18	.44	36	13		13	12	1	12	1	1	2	1	1000	1000	1	1	1																																			
Charlotte.....	173	90	81	100	85	.48	109	7	4	31	12	4	52	5	-	5	3	1500	200	-	3	4																																			
Cherryfield.....	675	454	413	196	187	.44	508	22	2	269	10	2	30	9	-	10	9	12,000	4000	2	1	11																																			
Columbia.....	249	178	154	165	146	.60	178	8	3	61	9	1	65	7	-	7	5	1700	750	3	4	4																																			
Columbia Falls.....	265	175	164	150	141	.58	175	9		45	11	4	59	3	-	4	3	4000	1700	1	1	4																																			
Cooper.....	115	84	64	85	68	.57	92	9	3	39	11	3	58	5	-	5	5	1700	750	1	3	3																																			
Crawford.....	64	32	27	24	19	.36	40	16		32	10		10	2	-	2	2	750	4300	-	1	2																																			
Cutler.....	341	176	137	162	128	.39	234	8	4	71	11	4	95	2	-	8	6	4300	4500	-	3	8																																			
Danforth.....	410	228	186	224	185	.45	280	9	4	78	15	3	125	7	-	7	7	4500	1100	1	4	7																																			
Deblois.....	27	20	18	22	20	.70	23	9		9	11		11	1	-	1	1	1100	2400	-	-	1																																			
Dennysville.....	182	85	75	87	75	.41	113	10	2	31	22		68	1	-	2	2	2400	4500	-	-	3																																			
East Machias.....	590	349	295	322	262	.47	451	9	3	104	14	2	171	7	-	11	9	4500	13,000	-	2	16																																			
Eastport.....	1938	796	602	890	691	.33	1125	19		171	19		171	1	-	7	7	500	1300	-	2	4																																			
Edmunds.....	174	99	78	97	72	.43	109	9		36	11		41	1	-	4	1	500	1300	-	-	2																																			
Forest City.....	120	75	66	75	66	.55	75	11		22	11		22	1	-	1	1	800	3000	-	-	4																																			
Harrington.....	430	249	230	300	244	.55	349	8	1	90	11	1	127	10	-	10	5			1	6	10																																			

COMMON SCHOOLS.

Jonesborough	247	152	131	144	118	.50	167	10	80	8	64	1	-	7	5	1	250	3000	-	1	8				
Jonesport	807	398	331	494	409	.46	575	8	3	94	14	1	184	13	-	12	11	1	200	10,400	-	2	11		
Kossuth	32	20	16	24	20	.52	27	12		24	10	2	20	2	1	2	2	-	-	900	-	-	2		
Lubee	732	308	267	531	453	.49	549	8	4	103	14	1	193	14	-	14	5	-	-	3000	-	1	9	13	
Machias	854	476	399	468	395	.46	528	20		309	20		320	1	-	9	9	1	1200	16,200	2	3	15		
Machiasport	522	261	182	348	265	.43	379	13	3	109	13		143	10	1	8	8	-	-	4100	2	2	6	7	
Marion	43	24	19	26	23	.50	26	6	3	20	6	3	26	4	-	3	1	-	-	400	-	1	1	3	
Marshfield	140	102	86	93	79	.59	102	10		36	12	2	39	2	-	2	2	2	-	700	-	1	2	2	
Meddybemps	58	-	-	52	38	.66	50			-	11		22	2	-	2	1	-	-	600	-	-	2	2	
Millbridge	650	352	301	323	264	.43	340	7	2	87	14		168	10	2	11	8	2	2350	7500	-	1	7	11	
Northfield	54	50	40	34	26	.61	50	10		30	10		20	3	-	3	2	-	-	500	-	-	2	3	
Pembroke	608	365	305	374	276	.48	508	10		120	19		210	1	-	11	10	-	-	15,000	-	2	5	10	
Perry	388	245	200	260	225	.55	270	8		88	13	1	145	11	-	11	7	-	-	1500	-	-	1	12	
Princeton	381	201	167	197	162	.43	238	10		50	17		86	4	-	5	5	-	-	4000	-	1	3	4	
Robbinston	305	147	120	157	131	.41	179	13	2	80	10	2	62	6	-	6	3	-	-	2500	-	-	4	6	
Steuben	374	252	225	259	218	.60	291	8	4	96	11	2	126	11	1	10	9	-	-	3500	-	1	5	10	
Talmdage	48	40	35	40	35	.73	40	12		24	12		24	1	-	2	2	-	-	600	-	-	-	2	
Topsfield	137	76	62	68	58	.44	95	9		36	10		40	4	-	4	1	-	-	1000	-	-	4	4	
Trescott	192	95	76	103	83	.41	117	8	3	52	11	2	57	6	-	8	3	-	-	800	-	-	2	6	
Vanceboro'	252	140	110	198	148	.51	190	8		32	17		67	1	-	2	2	-	-	2800	-	-	1	4	
Waite	72	42	33	43	33	.46	43	10		22	11		22	2	1	3	3	-	-	1000	-	-	1	1	
Wesley	80	63	51	60	42	.58	66	7	2	37	9	2	38	4	-	4	1	-	-	2500	-	1	1	4	
Whiting	161	107	94	105	81	.54	127	8	3	61	9	2	47	6	-	5	4	-	-	1600	-	1	3	4	
Whitneyville	164	101	70	100	78	.45	116	9		18	18		36	1	-	1	1	-	-	1200	-	-	1	5	
Plantations																									
Codyville	32	30	20	26	20	.62	31	8		16	8		16	1	-	1	1	-	-	300	-	-	1	1	
No. 14	44	32	23	30	21	.50	38	11		22	9	2	19	2	-	2	2	-	-	700	-	2	2	2	
No. 18	13	17	12	-	-	.92	17	18		8			-	1	-	1	1	-	-	150	-	-	-	1	
No. 21	44	25	21	30	27	.55	30	8		16	9		18	2	-	2	1	-	-	250	-	-	-	2	
	16,655	9254	7539	9289	7573	.45	11636	10	2	3180	12	4	3976	207	11	277	206	9	6120	185,800	33	111	291		

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 1888.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
								Excess above amt required by law.	Less than the amt required by law.								
Addison.....	13	2	27 75	4 58	1 67	50 00	993	-	3	2 87	1036 55	622 14	-	1658 69	1603 13	53 56	
Alexander.....	-	-	37 50	3 90	1 47	27 45	351	-	-	2 41	472 23	256 71	113 27	842 21	767 60	74 61	
Baileyville.....	4	-	-	2 96	1 71	15 00	310	9	-	3 48	411 09	156 48	-	567 57	495 78	71 79	
Baring.....	2	-	-	5 50	2 25	14 25	307	65	-	2 98	307 00	181 10	18 00	506 10	506 10	-	
Beddington.....	-	2	28 00	5 87	2 56	18 60	246	143	-	3 57	301 91	121 32	-	423 23	382 74	40 49	
Brookton.....	1	1	30 00	3 50	3 00	10 50	375	107	-	2 52	513 17	261 98	102 00	877 15	783 79	93 36	
Calais.....	23	2	78 00	7 50	3 00	300 00	5875	937	-	2 28	5875 00	4517 08	-	10,392 08	10,400 00	-	7 92
Centerville.....	1	-	32 00	5 50	1 87	2 00	125	15	-	2 08	152 48	105 50	40 00	297 98	221 52	76 46	
Charlotte.....	2	-	35 00	4 30	1 78	35 00	400	9	-	2 15	475 74	327 04	50 00	852 78	830 94	21 84	
Cherryfield.....	3	1	43 00	5 00	2 00	100 00	1500	66	-	2 24	1605 93	1179 82	180 83	2966 58	2827 92	138 66	
Columbia.....	3	1	28 00	5 05	1 69	14 77	610	96	-	2 40	655 50	446 60	19 68	1121 78	1080 49	41 29	
Columbia Falls.....	4	-	37 00	5 67	3 00	25 00	550	2	-	2 06	537 48	469 47	60 81	1067 76	1092 49	-	24 73
Cooper.....	2	-	23 25	3 15	1 71	16 00	300	23	-	2 52	351 92	211 36	51 50	614 78	587 29	27 49	
Crawford.....	-	-	30 00	4 25	2 35	9 75	175	10	-	2 92	215 00	105 50	-	320 50	339 20	-	18 70
Cutler.....	5	-	35 00	3 91	1 56	20 00	822	199	-	2 77	1192 39	546 83	-	1739 22	1286 52	452 70	
Danforth.....	9	2	41 75	5 46	2 00	34 00	1000	510	-	2 57	1001 72	683 97	4 00	1689 69	1717 89	-	28 20
Deblois.....	1	-	-	4 50	1 75	2 00	90	6	-	3 00	88 17	52 75	27 00	167 92	149 29	18 63	
Dennysville.....	3	3	-	8 07	3 33	25 00	418	-	-	2 41	391 15	304 18	16 25	711 58	769 56	-	57 98
East Machias.....	11	-	38 68	5 09	2 36	65 00	1500	-	-	2 59	1680 39	1018 00	-	2698 39	2543 74	154 65	
Eastport.....	17	2	66 00	6 00	3 00	25 00	4300	1095	-	2 30	4300 00	3288 02	1 25	789 27	7286 04	303 21	
Edmunds.....	4	-	-	5 56	2 50	20 00	506	170	-	2 96	558 94	300 67	133 00	992 61	894 59	98 02	
Forest City.....	2	1	-	5 25	2 50	8 00	150	-	101	1 15	151 01	228 58	-	379 59	350 12	29 47	
Harrington.....	8	4	37 33	4 50	2 10	34 00	1034	2	-	2 37	1160 92	763 52	-	1924 44	1898 76	25 69	

Jonesborough	7	3	20 00	3 33	1 95	30 00	470	26	-	2 34	470 00	380 42	-	850 42	882 69	-	32 27	
Jonesport	18	-	44 20	5 50	2 35	50 00	1300	50	-	1 80	1608 48	1364 44	-	2972 92	2324 67	648 25		
Kossuth	2	-	-	2 75	2 00	-	98	-	-	2 70	171 08	52 75	42 90	266 73	222 03	44 70		
Lubec	4	3	35 63	4 00	2 54	30 00	1975	288	-	2 70	2383 03	1285 32	-	3668 35	2972 57	695 78		
Machias	13	-	83 00	7 00	3 50	100 00	2 00	738	-	2 90	2500 00	1515 66	25 00	4040 66	4221 75	-	181 09	
Machiasport	5	3	35 00	4 35	2 75	35 00	1500	275	-	2 84	1654 52	930 14	-	2584 66	2395 59	279 07		
Marion	3	-	24 00	2 46	1 36	10 00	146	-	-	3 24	259 97	79 12	13 00	341 19	267 64	83 55		
Marshfield	1	-	35 00	3 50	2 50	11 00	400	160	-	2 74	458 93	253 19	-	712 12	565 85	146 27		
Moddybemps	-	-	31 50	-	2 00	5 00	200	62	-	5 13	270 95	68 57	-	339 52	229 80	109 72		
Millbridge	8	3	30 50	4 86	2 50	50 00	1442	40	-	2 27	1601 46	1019 30	-	2620 76	2560 96	59 80		
Northfield	-	-	35 00	3 25	2 00	-	200	46	-	3 39	236 51	97 16	70 32	403 99	320 00	83 99		
Pembroke	15	4	48 00	5 79	2 05	75 00	1859	-	-	2 69	2021 52	1216 75	-	3238 27	2909 59	328 68		
Perry	10	1	30 50	4 75	1 75	60 00	838	-	-	2 05	897 52	717 39	129 43	1744 34	1699 88	44 46		
Princeton	2	1	34 47	3 85	2 40	25 00	850	20	-	2 17	826 63	687 50	-	1514 13	1460 62	53 51		
Robbinston	2	3	33 00	4 60	2 50	20 00	745	17	-	2 45	1111 80	534 00	74 21	1720 01	1409 10	310 91		
Steuben	8	-	31 91	4 39	1 89	35 00	1000	68	-	2 65	1138 72	662 88	41 10	1842 70	1733 32	109 38		
Talmadge	2	2	-	4 00	1 75	6 00	100	10	-	1 92	208 97	91 43	128 40	428 80	306 37	122 43		
Topsfield	1	1	23 33	3 75	1 87	17 50	400	48	-	2 94	357 23	239 13	120 00	716 36	721 85	-	5 49	
Trescott	3	-	30 00	3 69	2 03	20 00	442	-	-	2 27	481 94	346 01	-	827 95	808 07	19 88		
Vanceboro'	3	1	32 00	4 72	2 90	24 00	600	295	-	2 71	565 19	388 59	251 47	1205 25	1023 16	182 09		
Waite	1	2	27 00	3 50	2 00	5 00	200	37	-	2 35	310 61	149 55	97 29	557 45	488 00	69 45		
Wesley	3	-	31 50	4 30	1 48	15 00	225	45	-	2 74	415 04	144 18	78 00	637 22	554 29	82 93		
Whiting	2	2	31 75	3 60	1 76	18 00	400	60	-	2 56	547 09	277 82	-	824 91	726 17	98 74		
Whitneyville	3	1	45 00	6 00	4 00	20 00	400	6	-	2 37	394 09	297 15	6 00	697 24	693 34	3 90		
Plantations.																		
Codyville	1	-	26 00	4 75	1 62	2 00	100	37	-	3 03	157 86	58 00	-	215 86	176 50	39 36		
No. 14	-	-	23 00	-	2 25	8 50	140	9	-	2 80	326 37	105 89	72 57	504 83	351 80	153 03		
No 18	-	-	-	2 75	2 00	4 00	32	-	-	1 81	45 20	31 65	69 72	146 57	115 57	31 00		
No 21	2	-	-	3 00	1 30	5 00	150	63	-	3 95	128 74	66 82	-	195 36	189 82	5 74		
	237	52	35 70	4 60	2 24	1552 32	40,692	5867		101	2 45	44,984 24	29,209 43	2037 00	76,230 67	71,058 51	5528 54	356 88

RK 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.		Percentage of average attendance.	Number of different pupils registered		Average length of spring and summer terms in weeks and days, 5 days per w'k.			Aggregate length of spring and sum't 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 week.			Number of districts in town.	Number of parts of districts in town.	Number of school-houses in town.	Number in good condition.	Number of school-houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number 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.										
Acton.....	282	153	128	207	175	.54	215	7	2			74	10	3	106	14		14	9										4,500		1		2	9	
Alfred.....	344	210	169	226	186	.52	250	9	1			74	14		113	7		7	5									4,500		1		3	7		
Berwick.....	640	383	323	370	317	.50	452	10				164	17	4	272	12		14	14								17,000		2		3	15			
Biddeford.....	4500	1520	1363	1552	1400	.31	1976	12				504	24		1008	12		23	22								105,000		8		7	38			
Buxton.....	575	389	308	327	273	.51	407	9				142	17	1	275	16		16	10								7,100		1		11	15			
Cornish.....	325	170	150	206	168	.49	194	8	3			60	12	4	115	6	1	6	5								8,000		3		3	8			
Dayton.....	150	82	65	91	71	.45	101	6	2			32	12	1	49	4	2	4	4								2,500		1		2	4			
Eliot.....	380	220	192	215	167	.47	251	8	2			75	16	4	167	8		8	6								4,000		6		6	9			
Hollis.....	384	235	197	247	214	.53	265	7	4			110	14		182	13		13	13								5,500		1		6	13			
Kennebunk.....	819	456	377	474	396	.47	493	10	4			153	19	1	333	10		14	11								15,000		1		2	13			
Kennebunkport..	646	396	324	401	324	.50	415	10				151	14		213	12		12	11								6,750		2		3	13			
Kittery.....	800	414	356	412	339	.43	514	9	2			119	22		202	10		11	10								15,500		1		5	12			
Lebanon.....	430	227	176	245	207	.45	248	7	3			98	9	1	158	17		18	15								5,400		5		5	13			
Limerick.....	266	134	115	171	167	.53	175	8				72	14	2	131	9		9	6								2,000		3		3	9			
Limington.....	345	162	135	266	210	.50	273	8				88	10	1	163	18		18	14								3,000		6		6	11			
Lyman.....	268	190	156	184	163	.60	232	8				82	9	2	85	10	1	9	6								5,000		3		3	10			
Newfield.....	240	160	134	132	106	.50	168	8				56	14	3	102	7		7	7								5,000		1		1	7			
North Berwick.....	560	340	258	375	311	.51	380	10				170	17	4	263	1		18	15								10,000		2		2	16			
Old Orchard.....	155	92	84	88	83	.54	92	10				30	24		72	1		2									3,000		1		1	2			
Parsonsfield.....	433	207	184	262	219	.46	319	7				77	11	3	198	17		2	17								5,900		1		6	10			

SCHOOLS

SCHOOLS

Saco.....	1587	874	751	905	803	.50	975	10		200	24		480	8	-	13	13	1	20,000	86,000	3	7	22
Sanford.....	1171	664	457	645	568	.44	677	8	3	165	15	1	313	14	3	15	15	1	15,000	18,000	1	2	18
Shapleigh.....	290	158	124	182	167	.52	211	8		64	16	3	134	10	2	9	9	-	-	8,400	-	3	8
South Berwick....	1137	495	402	605	555	.47	683	9	3	125	20		260	13	2	14	11	-	-	17,000	1	1	14
Waterborough....	391	310	268	181	140	.52	321	7	4	101	9	2	91	12	-	13	12	-	-	5,200	1	5	12
Wells.....	680	384	316	340	289	.44	469	9	1	148	12		204	17	-	17	8	-	-	8,000	1	7	16
York.....	690	390	273	369	313	.42	496	9		135	18		252	14	-	14	6	-	-	6,200	-	13	20
	18,488	9315	7795	9678	8331	.43	11,252	8	4	3269	14	4	5944	290	20	335	264	3	36,100	383,450	31	116	344

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 1888.		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, 1888, to April 1, 1889.		Amount available from State treasury from April 1, 1888, to April 1, 1889.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.		Balance unexpended April 1, 1889.		Balance over-expended April 1, 1889.				
	No.	Teachers	No.	Teachers	Per month	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				
Acton.....	8	1	28	00	4 00	2 50	30	00	840	-	-	2 97	917	28	497	59	30	00	1,444	87	1,399	81	45	06	-	-	-	-	-	-	-	-	-				
Alfred.....	6	3	44	30	4 91	2 59	60	00	1300	419	-	3 89	1,647	01	587	27	11	16	2,245	38	2,014	32	231	06	-	-	-	-	-	-	-	-	-				
Berwick.....	17	3	52	00	4 46	2 24	130	00	2500	281	-	3 79	2,879	50	1,160	48	-	-	4,039	98	3,858	51	181	47	-	-	-	-	-	-	-	-	-	-			
Biddford.....	40	3	79	00	9 75	3 50	1600	00	18000	7878	-	4 11	9,442	58	7,697	85	-	-	17,140	43	29,924	82	-	-	12,784	39	-	-	-	-	-	-	-	-			
Buxton.....	15	7	29	00	4 90	3 25	105	00	2100	316	-	3 50	2,593	43	1,057	75	-	-	3,651	18	3,655	81	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cornish.....	6	3	22	50	5 59	2 05	64	75	1200	265	-	3 37	1,362	58	625	96	106	54	2,035	08	1,871	99	163	09	-	-	-	-	-	-	-	-	-	-	-		
Dayton.....	2	2	33	00	4 33	2 12	12	00	600	126	-	3 82	675	89	276	06	-	-	951	95	852	13	99	82	-	-	-	-	-	-	-	-	-	-	-		
Elliot.....	8	4	43	17	4 47	2 52	60	00	1800	488	-	4 64	1,865	92	682	22	-	-	2,548	14	2,458	25	89	89	-	-	-	-	-	-	-	-	-	-	-	-	
Hollis.....	10	3	25	00	4 50	2 00	46	50	1250	16	-	3 18	1,406	71	691	01	-	-	2,097	72	1,922	74	174	98	-	-	-	-	-	-	-	-	-	-	-	-	
Kennebunk.....	15	3	88	00	4 50	2 00	150	00	2600	318	-	3 18	2,696	51	1,402	80	-	-	4,099	31	3,982	89	116	42	-	-	-	-	-	-	-	-	-	-	-	-	
Kennebunkport ..	12	2	38	50	5 33	2 57	86	50	2000	76	-	3 09	2,317	22	1,135	86	-	-	3,453	08	3,347	80	105	28	-	-	-	-	-	-	-	-	-	-	-	-	
Kittery.....	9	2	47	00	5 91	3 00	180	00	3000	416	-	3 45	3,245	03	1,526	22	-	-	4,771	25	4,622	60	148	65	-	-	-	-	-	-	-	-	-	-	-	-	
Lebanon.....	14	2	29	50	4 58	2 20	108	75	1281	-	-	2 87	1,384	09	785	96	-	-	2,170	05	2,408	12	61	93	-	-	-	-	-	-	-	-	-	-	-	-	
Limerick.....	10	2	20	00	4 00	2 50	75	00	1005	3	-	3 61	1,364	47	488	82	10	14	1,863	43	1,528	38	335	05	-	-	-	-	-	-	-	-	-	-	-	-	
Lislington.....	10	1	29	00	4 00	2 00	51	75	1200	56	-	3 43	1,371	06	615	42	-	-	1,986	48	1,757	22	229	26	-	-	-	-	-	-	-	-	-	-	-	-	
Lyman.....	6	1	38	00	6 35	2 50	46	00	804	1	-	2 90	841	48	457	05	7	00	1,335	53	1,307	31	28	22	-	-	-	-	-	-	-	-	-	-	-	-	
Newfield.....	6	1	30	00	4 00	2 14	26	00	797	1	-	3 25	800	84	393	74	-	-	1,194	58	1,189	13	5	45	-	-	-	-	-	-	-	-	-	-	-	-	
North Berwick...	16	3	38	00	6 00	2 00	100	00	2500	1059	-	4 55	2,500	00	967	07	115	33	3,582	40	3,327	55	254	85	-	-	-	-	-	-	-	-	-	-	-	-	
Old Orchard.....	2	2	70	00	5 00	2 75	14	00	500	106	-	3 25	666	18	270	78	-	-	936	96	871	57	63	39	-	-	-	-	-	-	-	-	-	-	-	-	
Parsonsfield.....	15	1	24	57	3 83	1 97	96	50	1300	10	-	2 89	1,518	39	791	24	60	00	2,369	63	2,108	45	261	18	-	-	-	-	-	-	-	-	-	-	-	-	-

Saco	17	7	67 90	8 00	3 50	250 00	8000	2883	-	4 85	10,400 50	2,901 20	236 85	13,538 55	11,077 88	2460 67	
Sanford	20	2	68 00	5 28	2 32	118 00	2500	313	-	2 21	2,793 52	1,992 14	4 00	4,789 66	4,344 39	445 27	
Shapleigh	7	-	23 33	4 53	1 98	50 00	902	-	-	3 19	1,092 64	497 59	43 69	1,633 92	1,511 95	121 97	
South Berwick...	17	1	32 00	6 35	2 46	100 00	2650	608	-	2 51	3,669 18	1,853 25	647 21	6,169 64	5,682 38	487 26	
Waterborough ...	6	-	19 70	3 65	1 92	50 00	1186	-	-	3 01	2,025 11	691 01	4 50	2,720 62	1,726 74	993 88	
Wells	19	-	29 00	4 56	3 00	126 25	2300	340	-	3 36	2,322 48	1,281 78	2 54	3,606 80	3,493 82	112 98	
York	6	-	39 00	5 25	2 00	150 00	2000	30	-	2 86	2,000 00	1,255 42	-	3,255 42	3,255 42	-	
	319	50	40 28	5 11	2 39	3887 00	66,115	16,093	-	3 58	65,739 60	32,613 54	1278 90	99,632 04	105,201 98	7219 08	12,789 02

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.	Percentage of average attendance.	Number of different pupils registered.	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 week.	Number of districts in county.	Number of parts of districts in county.
								w	d.		w.	d.			
Androscoggin.....	15,085	6,744	5,532	7,513	6,162	.39	9,372	9	1	2,535	17	1	4,948	58	3
Aroostook.....	19,198	10,583	8,022	8,432	6,400	.38	12,545	12	3	5,477	10	4	3,674	331	23
Cumberland.....	28,982	15,429	12,325	16,217	13,006	.44	17,309	10	2	4,213	14	2½	5,858	219	10
Franklin.....	5,364	2,747	2,327	3,583	2,946	.49	4,190	7	4	1,386	11	2	2,308	180	33
Hancock.....	13,048	7,613	6,361	8,000	7,277	.52	9,431	9	4	2,614	11	2	3,561	260	7
Kennebec.....	15,764	8,169	6,934	9,065	7,562	.46	10,398	9	3	3,692	12	4	5,065	196	13
Knox.....	9,782	5,599	4,888	6,429	5,588	.54	6,689	9	2	1,903	13	4	2,913	142	13
Lincoln.....	7,318	4,255	3,543	5,252	3,729	.50	5,177	9	3	1,572	15	3	2,342	178	18
Oxford.....	9,705	5,474	4,689	6,270	5,315	.52	7,115	8	3	2,936	11	2½	4,420	331	24
Penobscot.....	23,043	12,953	10,804	13,206	11,029	.47	15,296	9	4	5,725	12	2	7,356	343	19
Piscataquis.....	4,764	2,864	2,403	3,236	2,669	.53	3,593	9	1	1,313	12	4	1,726	110	12
Sagadahoc.....	5,792	3,656	3,157	4,024	3,417	.57	4,491	9	1	1,266	15	2	2,098	49	3
Somerset.....	10,069	5,852	4,850	6,412	5,339	.51	7,409	8	2	2,502	10	4	4,220	286	27
Waldo.....	9,007	5,340	4,463	7,002	5,306	.53	7,210	8	3	2,253	11	3	3,172	260	28
Washington.....	16,655	9,254	7,539	9,289	7,573	.45	11,636	10	2	3,180	12	4	3,976	207	11
York.....	18,488	9,315	7,795	9,678	8,331	.43	11,252	8	4	3,269	14	4	5,944	290	20
	212,064	115,847	95,632	123,608	101,649	.46½	143,113	9	1½	45,836	13		63,581	3440	261

SUMMARY—CONTINUED.

Counties.	Number of school-houses in county.	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.....	196	170	4	43,045	368,025	18	79	26.	236	34	44 52	4 24	2 12	3,025 45
Aroostook.....	377	269	16	5,845	117,335	24	99	40.	237	43	24 02	3 90	1 72	1,900 92
Cumberland.....	345	245	8	21,225	742,675	30	121	496	490	100	41 37	5 37	2 30	4,606 23
Franklin.....	194	126	1	650	64,200	3	72	175	154	42	25 46	3 45	1 64	912 85
Hancock.....	273	220	3	14,380	173,950	27	115	292	230	33	35 33	4 16	2 04	1,859 80
Kennebec.....	345	228	2	1,850	306,600	22	89	360	373	41	39 16	4 35	2 01	3,702 50
Knox.....	164	137	3	2,250	144,900	14	66	192	173	45	43 75	5 03	2 39	1,904 75
Lincoln.....	184	121	2	750	77,800	10	66	172	150	37	33 34	4 66	2 24	1,089 50
Oxford.....	355	229	5	3,730	121,275	15	146	334	287	21	25 51	3 60	1 67	1,587 86
Penobscot.....	477	376	9	2,980	337,225	24	149	593	481	72	33 83	3 98	1 91	4,037 86
Piscataquis.....	143	89	2	1,050	57,325	7	38	141	121	17	31 15	3 98	1 92	702 22
Sagadahoc.....	104	88	1	400	152,450	10	25	41	42	23	49 98	5 06	2 52	982 31
Somerset.....	333	225	4	22,100	148,590	7	81	308	312	41	29 97	3 82	1 60	2,168 88
Waldo.....	262	167	3	1,175	100,235	4	143	269	174	35	30 23	3 67	1 81	1,097 54
Washington.....	277	206	9	6,120	185,800	33	111	291	237	52	35 70	4 60	2 24	1,552 32
York.....	335	264	3	36,100	383,450	31	118	344	319	50	40 28	5 11	2 39	3,887 00
	4364	3160	75	163,650	3,481,835	279	1518	4674	4016	687	35 22	4 31	2 03	35,017 61

SUMMARY—CONCLUDED.

Counties.	Am't of school money voted in 1888.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1888, to April 1, 1889.	Amount available from State treasury from April 1, 1888, to April 1, 1889.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1888, to April 1, 1889.	Balance unexpended April 1, 1889.	Balance over-expended April 1, 1889.
		Excess above am't required by law.	Less than the am't required by law.								
Androscoggin	57,232	21,198	-	3 79	58,939 70	26,467 89	807 02	86,214 61	89,837 33	1,603 46	5,226 18
Aroostook	31,156	3,286	201	1 67	36,896 57	33,901 59	3,209 37	75,007 53	64,645 99	10,516 38	154 84
Cumberland	130,792	61,093	1	4 51	137,412 53	49,528 68	2,476 88	189,418 09	177,867 13	12,538 91	987 95
Franklin	15,387	1,435	16	2 85	18,375 07	9,563 36	893 88	28,832 31	26,736 22	2,457 20	361 11
Hancock	35,008	4,698	112	2 68	40,067 45	23,120 89	1,006 37	64,194 71	59,889 58	4,305 98	85
Kennebec	56,187	14,518	223	3 57	62,889 04	28,223 83	611 36	91,724 23	86,428 69	6,011 98	716 44
Knox	29,160	3,091	14	2 98	31,646 91	17,280 11	648 89	49,575 91	47,097 61	2,996 61	518 31
Lincoln	21,301	1,561	-	2 91	25,389 39	13,355 64	202 86	38,947 89	34,981 98	3,966 91	
Oxford	30,016	4,103	130	3 09	34,441 22	17,478 37	1,727 69	53,649 28	48,619 66	5,057 25	27 63
Penobscot	76,035	20,052	57	3 30	83,781 89	39,726 31	4,404 73	127,912 93	120,088 83	8,054 55	229 95
Piscataquis	12,319	972	2	2 59	13,484 06	8,430 94	951 52	22,866 52	21,358 84	1,561 88	54 20
Sagadahoc	24,532	9,114	-	4 23	26,130 72	10,710 99	522 22	37,363 93	36,734 91	836 58	207 56
Somerset	28,547	2,942	10	2 84	32,877 44	17,938 39	2,248 27	53,064 10	51,083 53	4,098 84	2,118 27
Waldo	31,200	5,260	3	3 4c	34,165 12	16,603 46	243 61	51,012 19	47,648 91	3,368 28	
Washington	40,692	5,867	101	2 45	44,984 24	29,209 43	2,037 00	76,230 67	71,058 51	5,528 54	356 38
York	66,115	16,003	-	3 58	65,739 60	32,613 54	1,278 90	99,632 04	105,201 98	7,219 08	12,789 02
	685,679	175,195	870	3 23	747,220 95	374,153 42	23,270 57	1,145,646 94	1,089,279 70	80,115 93	23,748 69

SPECIAL COMMON SCHOOL STATISTICS.

Counties.	No. towns making returns.	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 supplied with text-books.
Androscoggin.....	13	263	102	161	.39	107	123	81	49	13	
Aroostook.....	65	408	22	386	.05	224	214	121	84	54	11
Cumberland.....	26	385	110	275	.29	202	163	115	97	25	1
Franklin.....	25	210	23	187	.11	103	137	75	43	24	1
Hancock.....	35	313	42	271	.13	223	234	131	95	31	4
Kennebec.....	30	364	76	288	.21	177	170	117	108	24	6
Knox.....	16	199	67	132	.34	68	99	72	41	16	
Lincoln.....	18	188	19	169	.10	112	115	83	54	17	1
Oxford.....	39	362	29	333	.08	202	202	127	117	36	3
Penobscot.....	61	549	138	411	.25	257	258	170	142	56	5
Piscataquis.....	20	157	25	132	.16	85	96	60	48	19	1
Sagadahoc.....	11	128	49	79	.38	55	51	34	18	10	1
Somerset.....	38	353	44	309	.12	182	204	153	115	34	4
Waldo.....	26	273	26	247	.09	132	145	112	87	23	3
Washington.....	50	311	81	230	.26	146	165	89	52	41	9
York.....	27	384	100	284	.26	169	176	124	78	24	3
	500	4847	953	3894	.20	2444	2557	1664	1228	447	53

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 not returning registers according to law.	No. not returning supplementary registers.	No. schools not visited by school officer at least twice in each term.	No. towns having the town or unit system.
Androscoggin.....	11	2	37	64	42	390	148	333	57	.85	2	-	42	8
Aroostook.....	51	14	19	175	48	593	182	485	108	.82	7	83	127	9
Cumberland.....	24	2	45	148	43	719	301	629	90	.87	8	60	71	7
Franklin.....	20	5	30	58	24	323	41	278	45	.86	3	19	11	8
Hancock.....	27	8	43	108	46	492	93	417	75	.85	1	81	56	6
Kennebec.....	18	12	43	113	87	540	189	472	68	.87	9	43	37	14
Knox.....	15	1	17	46	12	315	88	272	43	.86	2	63	55	4
Lincoln.....	17	1	25	51	27	305	52	244	61	.80	13	54	59	3
Oxford.....	29	10	47	116	41	571	88	457	114	.80	14	149	87	4
Penobscot.....	42	19	39	102	29	864	233	722	142	.84	10	112	86	17
Piscataquis.....	15	5	13	32	16	239	40	201	38	.84	1	35	33	6
Sagadahoc.....	8	3	13	23	11	174	84	152	22	.87	-	21	4	7
Somerset.....	26	12	17	60	58	550	99	474	76	.86	2	86	95	7
Waldo.....	18	8	8	38	5	462	60	388	74	.84	17	91	98	
Washington.....	41	9	16	110	17	481	139	401	80	.83	1	17	60	17
York.....	17	10	67	120	59	531	224	468	63	.88	18	123	38	3
	379	121	479	1364	565	7549	2061	6393	1156	.85	108	1037	959	120

COMPARATIVE STATEMENT—I.

Items.	1889.	1888.	Increase.	Decrease.
Whole number of scholars between four and twenty-one.....	212,064	211,980	84	
Number registered in spring and summer terms.....	115,847	117,034	-	1,187
Average attendance in spring and summer terms.....	95,634	97,281	-	1,649
Number registered in fall and winter terms.....	123,608	125,349	-	1,741
Av. attendance in fall and winter terms..	101,649	102,962	-	1,313
Per cent of av. attendance to whole No	.46½	.47	-	.00½
Per cent of average attendance to number registered in spring and summer.	.85	.93	-	.08
Per cent of average attendance to annual registration.....	.69	.69½	-	.00½
Whole number different scholars registered during year.....	143,113	144,180	-	1,067
Average length of summer schools in weeks and days.....	9 w. 1½ d	9 w. 3 d	-	1½ d.
Average length of winter schools in weeks and days.....	13 w.	12 w. 4 d	1 d.	
Average length of schools for the year	22 w. 1½ d.	22 w. 2 d	-	½ d.
Number of school districts in State....	3,440	3,421	16	
parts of districts.....	261	257	4	
school houses.....	4,364	4,337	27	
school houses reported in good condition.....	3,160	3,155	5	
school houses built during the year.....	75	77	-	2
Cost of same.....	163,650	133,761	29,889	
Estimated value of school property in the State.....	3,481,835	3,328,743	153,092	
Number of male teachers employed during summer.....	279	269	10	
Number of male teachers employed during winter.....	1,518	1,565	-	47
Number of female teachers employed in summer.....	4,674	4,643	31	
Number of female teachers employed in winter.....	4,016	3,840	176	
Number of teachers graduates of normal schools.....	687	658	29	
Average wages of male school teachers per month, excluding board.....	\$35 22	\$34 36	\$.86	
Average wages of female teachers per week, excluding board.....	4 31	4 23	.08	
Average cost of teachers' board per week.	2 03	1 92	.11	
Amount of money voted by towns for common schools.....	685,679	676,034	9,645	
Excess above amount required by law..	175,195	164,362	10,833	
Average amount per scholar.....	3 23	3 14	.09	
Amount available from town treasury for school year.....	747,221	737,775	9,446	
Amount available from State treasury for school year.....	374,153	364,590	9,563	
Amount derived from local funds.....	23,271	26,602	-	3,331
Total school resources.....	1,145,647	1,128,765	16,882	
Amount expended for common schools..	1,089,280	1,071,850	17,430	
Net balance unexpended.....	56,367	57,916	-	1,549
Amount paid for school supervision ..	35,018	33,287	1,731	

COMPARATIVE STATEMENT—II.

Items.	1889.	1879.	Increase.	Decrease.
Number of scholars between four and twenty-one.....	212,064	215,724	-	3,660
Number registered in summer terms...	115,847	125,640	-	9,793
Average attendance " " ...	95,632	101,443	-	5,811
Number registered in winter schools...	123,608	129,880	-	6,272
Average attendance " " ...	101,649	105,302	-	3,653
Per cent of average attendance to whole number.....	.46½	.50	-	.03½
Average length of summer schools....	9 w. 1½ d	10 w. 3 d.	-	1 w. 1½ d.
winter schools.....	13 w.	11 w. 3 d.	1 w. 2 d.	
schools for year....	22 w. 1½ d.	22 w. 1 d.	½ d.	
Number of districts in State.....	3,440	4,053	-	613
parts of districts in State...	261	354	-	93
school houses.....	4,364	4,263	101	
school houses reported in good condition.....	3,160	2,971	189	
school houses built last year.....	75	70	5	
Cost of same.....	163,650	72,176	91,474	
Estimated value of school property....	3,481,835	2,947,655	534,180	
Number of male teachers employed in summer.....	279	333	-	54
Number of male teachers employed in winter.....	1,518	2,325	-	807
Number of female teachers employed in summer.....	4,674	4,527	147	
Number of female teachers employed in winter.....	4,016	2,349	1,667	
Number of teachers graduates of normal schools.....	687			
Wages of male teachers per month, excluding board.....	\$35 22	\$29 55	\$5 67	
Wages of female teachers per week, excluding board.....	4 31	3 83	48	
Amount of school money voted by towns	685,679	605,905	79,774	
Excess above amount required by law..	175,195	106,277	68,918	
Average amount per scholar.....	3 23	2 81	.42	
Amount available from State treasury..	374,153	251,046	123,107	
derived from local funds.....	23,271	22,734	537	
paid for school supervision....	35,018	28,407	6,611	

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, 1890.

ANDROSCOGGIN COUNTY.

Towns.	Number scholars.	Money apportioned.	Towns.	Number scholars.	Money apportioned.
Auburn.....	3244	\$5845 43	Minot.....	476	\$ 857 71
Durham.....	364	655 91	Poland.....	582	1048 71
East Livermore.....	376	677 52	Turner.....	582	1048 71
Greene.....	229	412 64	Wales.....	142	255 87
Leeds.....	336	605 45	Webster.....	302	544 18
Lewiston.....	6940	12505 35			
Lisbon.....	1058	1906 44	Totals.....	14,972	26,978 37
Livermore.....	341	614 45			

AROOSTOOK COUNTY.

			PLANTATIONS.		
Amity.....	172	309 92	Allagash.....	115	207 22
Ashland.....	189	340 56	Cary.....	171	308 12
Bancroft.....	99	178 39	Castle Hill.....	225	405 43
Benedicta.....	143	257 68	Caswell.....	100	180 19
Blaine.....	315	567 61	Chapman.....	109	196 41
Bridgewater.....	345	621 67	Connor.....	216	389 21
Caribou.....	1513	2726 31	Crystal.....	113	203 62
Easton.....	384	691 94	Cyr.....	202	363 98
Fort Fairfield.....	1169	2106 45	Dyer Brook.....	91	163 97
Fort Kent.....	826	1488 39	Eagle Lake.....	125	225 24
Frenchville.....	1262	2274 02	Garfield.....	40	72 08
Grand Isle.....	431	776 63	Glenwood.....	66	118 93
Haynesville.....	116	209 02	Hamlin.....	226	407 23
Hersey.....	72	129 73	Hammond.....	35	63 07
Hodgdon.....	444	800 06	Macwahoc.....	86	154 96
Houlton.....	1307	2355 11	Merrill.....	108	194 61
Island Falls.....	87	156 76	Moro.....	86	154 96
Limestone.....	343	618 07	Nashville.....	14	25 23
Linneus.....	432	778 43	New Canada.....	137	246 86
Littleton.....	400	720 77	New Sweden.....	274	493 72
Ludlow.....	131	236 05	Oakfield.....	290	522 55
Madawaska.....	678	1221 70	Oxbow.....	49	88 30
Mapleton.....	355	639 69	Perham.....	178	320 74
Mars Hill.....	340	612 66	Portage Lake.....	52	93 70
Masardis.....	92	165 77	Reed.....	67	120 73
Monticello.....	439	791 05	St. Francis.....	165	297 33
New Limerick.....	241	434 26	St. John.....	101	181 99
Orient.....	79	142 35	Silver Ridge.....	73	131 54
Presque Isle.....	1039	1872 20	Wade.....	63	113 53
Sherman.....	332	598 24	Wallagrass.....	226	407 23
Smyrna.....	118	212 63	Westfield.....	60	108 12
Van Buren.....	555	1000 07	Winterville.....	36	64 87
Washburn.....	413	744 20			
Weston.....	172	309 92	Totals.....	19,300	34,777 10
Woodland.....	368	663 12			

CUMBERLAND COUNTY.

Towns.	Number scholars.	Money ap-portioned.	Towns.	Number scholars.	Money ap-portioned.
Baldwin	315	\$ 567 61	New Gloucester	380	\$684 73
Bridgton	808	1455 96	North Yarmouth.	238	428 86
Brunswick	1801	3245 26	Otisfield.	269	484 72
Cape Elizabeth	1842	3319 14	Portland	11989	21603 25
Casco	271	488 31	Pownal	235	423 45
Cumberland	505	909 97	Raymond	346	623 17
Deering	1449	2610 99	Scarboro'	535	964 03
Falmouth	486	875 73	Sebago	244	439 67
Freeport	696	1254 13	Standish	548	987 46
Gorham	870	1567 67	Westbrook	2267	4084 95
Gray	528	951 42	Windham	649	1169 44
Harpwell	583	1050 52	Yarmouth	547	985 64
Harrison	345	621 67			
Naples	236	425 25	Totals	28,982	52,223 30

FRANKLIN COUNTY.

Avon	189	340 56	Strong	213	383 81
Carthage	114	205 42	Temple	148	266 69
Chester ville	241	434 26	Weld	263	473 92
Eustis	97	174 78	Wilton	500	900 96
Farmington	930	1675 79			
Freeman	171	308 12	PLANTATIONS.		
Industry	215	387 41	Coplin	24	43 25
Jay	433	780 24	Dallas	76	136 94
Kingfield	200	360 38	Greenville	17	30 63
Madrid	161	290 11	Letter E	4	16 22
New Sharon	300	540 58	Perkins	32	57 66
New Vineyard	265	477 51	Rangeley	11	19 82
Phillips	453	816 28			
Rangeley	232	418 04	Totals	5,363	9,663 72
Salem	69	124 34			

HANCOCK COUNTY.

Amherst	126	227 04	Orland	477	859 50
Aurora	66	118 92	Otis	98	176 59
Bluehill	729	1313 61	Penobscot	442	796 45
Brooklin	366	659 51	Sedgwick	370	666 71
Brooksville	503	906 37	Sullivan	417	751 40
Bucksport	836	1506 41	Surry	361	650 50
Castine	334	601 85	Tremont	720	1297 39
Cranberry Isles	116	209 02	Trenton	169	304 52
Dedham	127	228 84	Verona	105	189 20
Deer Isle	1328	2392 96	Waltham	94	169 38
Eastbrook	120	216 23			
Eden	686	1236 11	PLANTATIONS.		
Ellsworth	1719	3097 51	Long Island	66	118 93
Franklin	463	834 30	No. 7	20	36 04
Gouldsboro'	556	1001 87	No. 21	28	50 46
Hancock	420	756 80	No. 33	69	124 34
Isle-au-Haut	89	160 37	Swan's Island	228	410 84
Lamoine	247	445 07			
Mariaville	110	198 20	Totals	13,048	23,511 50
Mt. Desert	443	798 26			

KENNEBEC COUNTY.

Towns.	Number scholars.	Money apportioned.	Towns.	Number scholars.	Money apportioned.
Albion.....	322	\$ 580 22	Pittston.....	350	\$630 68
Augusta.....	2614	4710 23	Randolph.....	302	544 18
Belgrade.....	315	567 61	Readfield.....	281	506 33
Benton.....	349	628 88	Rome.....	145	261 28
Chelsea.....	282	508 13	Sidney.....	372	670 31
China.....	433	780 24	Vassalboro'.....	588	1059 53
Clinton.....	498	897 36	Vienna.....	179	322 54
Farmingdale.....	237	427 05	Waterville.....	2504	4512 02
Fayette.....	201	362 18	Wayne.....	214	385 61
Gardiner.....	1482	2670 44	West Gardiner.....	213	437 87
Hallowell.....	759	1367 67	Windsor.....	266	468 50
Litchfield.....	335	603 65	Winslow.....	595	1072 14
Manchester.....	155	279 30	Winthrop.....	574	1034 30
Monmouth.....	341	614 46	Unity Pl.....	26	46 85
Mt Vernon.....	263	473 91			
Oakland.....	545	982 05	Totals.....	15,764	28,405 52

KNOX COUNTY.

Appleton.....	394	709 96	St. George.....	871	1569 47
Camden.....	1334	2403 77	Thomaston.....	853	1547 05
Cushing.....	246	443 27	Union.....	410	738 79
Friendship.....	312	562 20	Vinalhaven.....	933	1681 20
Hope.....	222	400 01	Warren.....	720	1297 39
Hurricane Isle.....	80	144 15	Washington.....	430	774 83
North Haven.....	196	353 17	Matinicus Isle Pl.....	53	95 50
Rockland.....	2178	3924 59			
So. Thomaston.....	550	991 05	Totals.....	9,782	17,626 40

LINCOLN COUNTY.

Alna.....	175	315 33	Nobleboro'.....	300	540 58
Boothbay.....	705	1270 36	Somerville.....	188	338 76
Boothbay Harbor.....	582	1048 72	Southport.....	198	356 79
Bremen.....	240	432 40	Waldoboro'.....	1016	1830 76
Bristol.....	1026	1818 77	Westport.....	162	291 92
Damariscotta.....	281	506 34	Whitefield.....	449	809 07
Dresden.....	307	553 19	Wiscasset.....	609	1097 37
Edgecomb.....	260	468 51	Monhegan Pl.....	28	50 46
Jefferson.....	408	735 19			
Newcastle.....	384	691 96	Totals.....	7,318	13,186 48

OXFORD COUNTY.

Towns.	Number of scholars.	Money apportioned.	Towns.	Number of scholars.	Money apportioned.
Albany	231	\$416 24	Oxford	447	\$ 805 46
Andover.....	271	488 31	Paris	946	1704 62
Bethel.....	624	1124 40	Peru.....	248	446 88
Brownfield.....	366	659 51	Porter.....	335	603 65
Buckfield.....	352	634 28	Roxbury.....	56	100 91
Byron.....	55	99 11	Rumford.....	315	567 61
Canton.....	369	664 92	Stoncham.....	138	248 67
Denmark.....	265	477 50	Stow.....	111	200 01
Dixfield.....	311	560 40	Sumner.....	294	529 76
Fryeburg.....	437	787 44	Sweden.....	113	203 62
Gilead.....	107	192 80	Upton.....	91	163 97
Grafton.....	27	48 65	Waterford.....	305	549 59
Greenwood.....	262	472 10	Woodstock.....	283	509 94
Hanover.....	47	84 69			
Hartford.....	223	401 83	PLANTATIONS.		
Hebron.....	184	331 55	Franklin.....	40	72 08
Hiram.....	388	699 15	Lincoln.....	18	32 44
Lovell.....	235	423 45	Magalloway.....	19	34 24
Mason.....	35	63 07	Milton.....	96	172 98
Mexico.....	121	218 03			
Newry.....	104	187 40	Totals.....	9,705	17,487 66
Norway.....	836	1506 40			

PENOBSCOT COUNTY.

Alton.....	133	239 66	Lee.....	323	582 03
Argyle.....	80	144 15	Levant.....	293	527 96
Bangor.....	5461	9840 30	Lincoln.....	638	1149 63
Bradford.....	500	900 96	Lowell.....	169	304 53
Bradley.....	293	527 96	Mattamiscantis.....	16	28 83
Brewer.....	985	1774 89	Mattawamkeag.....	206	371 19
Burlington.....	178	320 74	Maxfield.....	62	111 72
Carmel.....	354	637 89	Medway.....	270	486 51
Carroll.....	214	385 61	Milford.....	262	472 10
Charleston.....	342	616 26	Mt. Chase.....	111	200 01
Chester.....	151	272 09	Newburgh.....	295	531 56
Clifton.....	95	171 18	Newport.....	371	668 51
Corinna.....	395	711 76	Oldtown.....	1225	2207 35
Corinth.....	371	668 51	Orono.....	819	1475 78
Dexter.....	753	1356 86	Orrington.....	393	708 16
Dixmont.....	320	576 62	Passadumkeag.....	110	198 22
Eddington.....	240	432 46	Patten.....	331	596 44
Edinburg.....	25	45 05	Plymouth.....	215	387 42
Enfield.....	250	450 48	Prentiss.....	155	279 30
Etna.....	227	409 03	Springfield.....	274	493 72
Exeter.....	280	504 53	Stetson.....	190	342 36
Garland.....	298	536 97	Veazie.....	169	304 53
Glenburn.....	187	336 95	Winn.....	360	648 70
Greenbush.....	247	445 07			
Greenfield.....	80	144 15	PLANTATIONS.		
Hampden.....	752	1355 05	Drew.....	47	84 69
Heron.....	443	798 26	Lakeville.....	69	124 34
Holden.....	201	362 18	No 2, Grand Falls..	37	66 67
Howland.....	58	104 52	Stacyville.....	89	160 37
Hudson.....	179	322 54	Webster.....	56	100 92
Kenduskeag.....	161	290 11	Woodville.....	95	171 18
Kingman.....	211	380 20			
Lagrange.....	223	401 83	Totals.....	22,337	40,249 55

PISCATAQUIS COUNTY.

Towns.	Number scholars.	Money apportioned.	Towns.	Number scholars.	Money apportioned.
Abbot	195	\$351 37	Sangerville	297	\$535 16
Atkinson	232	418 04	Sebec	219	394 63
Blanchard	53	95 52	Shirley	97	174 78
Brownville	301	542 38	Wellington	232	418 04
Dover	495	891 95	Williamsburg	62	111 72
Foxcroft	427	769 43	Willimantic	132	237 85
Greenville	232	418 04			
Guilford	313	564 02	PLANTATIONS.		
Medford	128	230 65	Elliottsville	12	21 62
Milo	346	623 47	Kingsbury	84	151 36
Monson	394	709 96	Bowerbank	23	41 45
Orneville	176	317 13			
Parkman	285	513 54	Totals	4,735	8,532 11

SAGADAHOC COUNTY.

Arrowsic	58	104 50	Richmond	796	1434 33
Bath	2573	4636 35	Topsham	403	726 18
Bowdoin	305	549 59	West Bath	83	149 56
Bowdoinham	440	792 85	Woolwich	347	625 26
Georgetown	315	567 60			
Perkins	30	54 06	Totals	5,792	10,436 73
Phippsburg	442	796 45			

SOMERSET COUNTY.

Anson	435	783 84	Skowhegan	1440	2594 77
Athens	386	695 54	Smithfield	140	252 27
Bingham	249	448 68	Solon	299	538 77
Brighton	220	396 42	St. Albans	421	758 61
Cambridge	119	214 43	Starks	274	502 73
Canaan	395	711 76			
Concord	131	236 05	PLANTATIONS.		
Cornville	237	427 05	Carratunk	82	147 75
Detroit	186	335 15	Carrying Place	12	21 62
Embden	218	392 82	Dead River	39	70 28
Fairfield	936	1686 60	Dennistown	24	43 25
Harmony	222	400 02	Flagstaff	34	61 27
Hartland	332	598 24	Highland	33	59 47
Madison	533	960 43	Jackman	65	117 13
Mercer	178	320 74	Lexington	73	131 54
Moscow	161	290 11	Moose River	62	111 72
New Portland	371	668 51	No. 1, R. 2, W. K. R	38	68 48
Norridgewock	452	814 47	The Forks	57	102 70
Palmyra	346	623 47	West Forks	50	90 10
Pittsfield	657	1183 86			
Ripley	155	279 30	Totals	10,067	18,139 95

COMMON SCHOOLS.

WALDO COUNTY.

Towns.	Number scholars.	Money apportioned.	Towns.	Number scholars.	Money apportioned.
Belfast.....	1352	\$2436 20	Northport.....	230	\$414 44
Belmont.....	160	288 31	Palermo.....	287	517 14
Brooks.....	258	464 90	Prospect.....	267	481 11
Burnham.....	305	549 60	Searsmont.....	362	652 30
Frankfort.....	408	735 19	Searsport.....	523	942 41
Freedom.....	180	324 34	Stockton Springs.....	370	666 71
Islesboro'.....	362	652 30	Swanville.....	221	398 22
Jackson.....	192	345 96	Thorndike.....	203	365 79
Knox.....	259	466 70	Troy.....	290	522 55
Liberty.....	271	488 31	Unity.....	295	531 56
Lincolnville.....	448	807 27	Waldo.....	258	464 90
Monroe.....	317	571 21	Winterport.....	690	1243 32
Montville.....	355	639 69			
Morrill.....	144	259 48	Totals.....	9,007	16,229 91

WASHINGTON COUNTY.

Addison.....	329	592 84	Machiasport.....	522	940 60
Alexander.....	127	228 84	Marion.....	43	77 49
Baileyville.....	95	171 18	Marshfield.....	140	252 27
Baring.....	93	167 58	Meddybemps.....	58	104 52
Beddington.....	71	127 93	Milbridge.....	650	1171 25
Brookton.....	145	261 28	Northfield.....	54	97 30
Calais.....	2554	4602 12	Pembroke.....	608	1095 57
Centreville.....	54	97 31	Perry.....	388	699 15
Charlotte.....	173	311 73	Princeton.....	381	686 53
Cherryfield.....	675	1216 29	Robbinston.....	305	549 59
Columbia.....	249	448 68	Steuben.....	374	673 92
Columbia Falls.....	265	477 50	Talmadge.....	48	86 50
Cooper.....	115	207 22	Topsfield.....	137	246 86
Crawford.....	64	115 33	Trescott.....	192	345 96
Cutler.....	341	614 46	Vanceboro'.....	252	454 08
Danforth.....	410	738 79	Waite.....	72	129 73
Deblois.....	27	48 65	Wesley.....	80	144 15
Dennysville.....	182	327 94	Whiting.....	161	290 10
East Machias.....	590	1063 13	Whitneyville.....	164	295 52
Eastport.....	1938	3492 13			
Edmunds.....	174	313 53	PLANTATIONS.		
Forest City.....	120	216 23	Codyville.....	32	57 66
Harrington.....	430	774 83	No. 14.....	44	79 29
Jonesboro'.....	249	448 63	No. 18.....	13	23 43
Jonesport.....	807	1454 15	No. 21.....	44	79 29
Kossuth.....	27	48 65			
Lubec.....	732	1319 00	Totals.....	16,652	30,005 61
Machias.....	854	1538 85			

YORK COUNTY.

Towns.	Number scholars.	Money ap-portioned.	Towns.	Number scholars.	Money ap-portioned.
Acton.....	282	\$508 13	Lyman.....	268	\$482 93
Alfred.....	344	619 87	Newfield.....	240	432 46
Berwick.....	640	1153 23	North Berwick.....	560	1009 08
Biddeford.....	4500	8108 65	Old Orchard.....	155	279 30
Buxton.....	575	1036 10	Parsonsfield.....	433	780 24
Cornish.....	325	585 63	Saco.....	1587	2859 64
Dayton.....	150	270 29	Sanford.....	1171	2110 04
Eliot.....	380	684 73	Shapleigh.....	290	522 55
Hollis.....	384	691 94	South Berwick.....	1137	2048 78
Kennebunk.....	819	1475 78	Waterboro'.....	391	704 55
Kennebunkport.....	646	1164 04	Wells.....	680	1225 30
Kittery.....	800	1441 54	York.....	690	1243 32
Lebanon.....	430	774 83			
Limerick.....	266	479 32	Totals.....	18,488	33,313 94
Limington.....	345	621 67			



Free High School Statistics.

FREE HIGH SCHOOL STATISTICS.

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1889.

Towns.	Districts.	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	Number of terms.		Whole number of scholars registered.	Average attendance.	COMMON SCHOOLS.												
					Whole number of weeks.	Number who have taught or intend teaching during the year.			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.			
Acton.....		\$400 00	\$200 00	\$200 00	3	30	83	64	83	81	59	39	17	9	-	34	11	9	5		
Alfred...		531 75	281 75	250 00	3	26	42	28	42	10	20	-	10	16	-	25	20	10	1		
Anson.....	No. 1.....	1,514 90	1,264 90	250 00	3	30	81	60	45	45	40	30	18	25	10	20	47	16	27		
Ashland.....		234 00	117 00	117 00	2	18	66	53	66	64	61	55	25	-	-	20	6	6	6		
Athens.....		418 00	218 00	200 00	1	11	56	45	-	48	45	6	6	-	-	4	30	4	20		
Atkinson.....	No. 5.....	112 50	56 25	56 25	1	10	33	24	29	31	10	8	19	-	-	12	4	3	1		
	No. 8.....	125 00	62 50	62 50	1	10	40	34	38	39	28	40	29	-	-	6	10	-	3		
Auburn.....		3,620 13	3,370 13	250 00	3	36	168	158	-	-	-	-	-	75	28	117	113	28	10		
Augusta.....		3,525 00	3,275 00	250 00	3	36	129	78	129	15	74	38	107	75	19	88	103	35	2		
Avon.....	No. 8.....	88 00	44 00	44 00	1	11	20	19	20	19	11	8	8	-	-	8	4	4	1		
Bangor.....		4,723 00	4,473 00	250 00	3	36	285	272	-	36	-	-	-	223	75	190	216	-	6		
Baring.....		120 00	64 50	55 50	1	12	36	31	34	34	16	10	-	-	-	14	6	1	1		
Bath.....		3,800 00	3,550 00	250 00	3	38	297	214	60	56	73	-	-	92	92	260	134	64	14		
Belfast.....		1,500 00	1,250 00	250 00	4	36	81	65	-	33	30	35	-	42	-	67	46	22	6		
Berwick.....	Sullivan District	648 00	398 00	250 00	2	24	30	26	30	18	18	18	18	-	4	5	14	18	18		
Biddeford.....		3,700 00	3,450 00	250 00	3	36	155	141	-	-	-	-	-	87	38	66	107	18	18		
Blaine.....		130 00	80 00	50 00	1	9	59	47	52	45	18	21	12	-	-	3	14	19	10		
Bluehill.....		400 00	200 00	200 00	3	30	91	70	91	69	59	32	41	8	2	23	27	25	1		
Boothbay.....		249 75	124 88	124 87	2	28	127	101	127	127	127	52	23	1	127	4	12	15	1		
Boothbay Harbor.....		150 00	75 00	75 00	1	10	35	28	35	28	24	-	15	9	-	15	16	-	-		

COMMON SCHOOLS.

Bradford	} No. 5	100 00	50 00	50 00	1	10	28	22	24	28	12	7	1	-	-	-	12	12	4
		No. 10	130 00	65 00	65 00	1	10	33	29	30	30	30	13	3	-	1	-	1	9	8
Bowdoin		132 00	66 00	66 00	1	11	24	18	-	9	18	18	10	-	-	-	9	9	-
Bowdoinham		240 00	120 00	120 00	1	12	46	44	46	24	25	21	16	-	8	-	16	21	8
Bradley		285 00	142 50	142 50	2	19	39	37	39	39	18	24	13	-	-	-	-	12	16
Brewer		918 00	668 00	250 00	3	36	55	50	-	25	-	25	20	-	-	-	36	37	19
Bridgton		1,217 57	967 57	250 00	3	35	67	59	-	28	28	10	-	-	45	12	40	36	20
Bristol		342 50	171 25	171 25	2	20	96	81	96	87	67	72	23	4	-	-	5	12	4
Brooks		353 00	176 50	176 50	2	24	106	90	80	90	50	40	10	-	-	-	5	25	7
Brownville		205 00	105 00	100 00	1	10	85	72	69	78	60	40	-	-	12	-	17	23	19
Brunswick		2,286 00	2,036 00	250 00	3	36	61	52	-	10	6	20	-	-	40	13	23	40	13
Buckfield		300 00	150 00	150 00	1	10	83	73	40	71	26	47	10	8	-	-	7	25	12
Bucksport		696 76	446 76	250 00	3	39	40	35	-	6	6	5	6	12	4	-	16	7	9
Burnham	} No. 10	125 00	62 50	62 50	1	10	26	17	26	25	18	6	12	-	-	-	1	3	7
			764 50	514 50	250 00	3	29	60	50	36	34	32	20	8	4	-	-	13	27	11
Buxton		1,500 00	1,250 00	250 00	3	36	90	80	-	-	-	-	-	-	90	20	50	60	30
Calais		100 00	53 56	46 44	1	10	29	21	29	25	24	-	6	-	-	-	9	14	-
Cambridge	} No. 1	825 00	648 53	176 47	3	30	60	54	58	20	20	18	9	30	-	-	38	30	10
			1,024 00	950 47	73 53	3	32	60	53	27	27	27	17	16	30	5	12	10	10	10
Camden	} Megunticook dis	120 00	60 00	60 00	1	10	29	25	18	26	8	5	-	-	-	-	8	-	5
			1,250 00	1,000 00	250 00	3	33	89	84	36	18	29	25	24	40	30	55	63	19	1
Canton	} Rockport dis	1,025 00	775 00	250 00	3	35	125	85	100	60	75	40	50	25	15	30	40	23	40
			475 00	237 50	237 50	3	34	18	16	-	-	11	10	-	18	-	-	17	14
Cape Elizabeth	} No. 3	100 00	50 00	50 00	1	10	25	23	24	23	12	18	2	-	-	-	6	1	3
			550 15	300 15	250 00	2	20	94	78	54	42	54	26	28	6	-	-	13	35	18
Caribou		1,050 00	800 00	250 00	3	35	104	99	42	57	55	12	40	23	-	-	80	40	18
Castine		316 25	171 93	144 32	1	11	27	20	27	19	24	-	7	-	-	-	8	17	7
Castle Hill		225 00	139 38	85 62	1	10	64	51	40	45	41	14	5	7	-	-	11	19	14
Charleston	} No. 10 et als	400 00	206 00	194 00	3	30	197	154	169	190	93	85	8	6	-	-	15	36	50
			199 09	99 50	99 50	1	13	53	46	40	40	31	15	13	-	-	-	7	13	6
Cherryfield		788 00	538 00	250 00	3	34	49	45	20	30	20	-	30	34	7	45	38	3	1
China	} Erskine school	170 50	85 25	85 25	1	10	35	23	33	30	24	10	3	2	-	-	8	11	6
			1,303 00	1,053 00	250 00	3	33	66	55	22	36	26	42	24	12	-	-	25	20	14
Clinton	} No. 4	200 00	100 00	100 00	1	10	36	28	36	36	24	30	4	-	-	-	16	15	6
			1,780 00	1,530 00	250 00	3	33	105	100	53	54	-	-	-	91	41	99	53	-	2
Columbia Falls		506 00	262 10	243 90	3	34	67	59	67	44	40	41	39	1	-	-	20	20	6
Cornish		154 00	77 75	76 25	1	11	18	17	18	10	14	11	11	4	-	-	-	4	-
Cornville		132 00	85 00	47 00	1	10	30	22	20	30	25	14	7	-	-	-	-	15	5
Cumberland		200 00	100 00	100 00	1	10	36	28	36	36	24	30	4	-	-	-	16	15	6
Danforth		1,780 00	1,530 00	250 00	3	33	105	100	53	54	-	-	-	91	41	99	53	-	-
Deering		506 00	262 10	243 90	3	34	67	59	67	44	40	41	39	1	-	-	20	20	6
Dennysville		154 00	77 75	76 25	1	11	18	17	18	10	14	11	11	4	-	-	-	4	-
Deer Isle	} No. 13	132 00	85 00	47 00	1	10	30	22	20	30	25	14	7	-	-	-	-	15	5
			1,100 00	850 00	250 00	3	30	54	45	-	-	23	21	-	12	4	30	42	-	4
Detroit	} No. 3	132 00	85 00	47 00	1	10	30	22	20	30	25	14	7	-	-	-	-	15	5
			1,100 00	850 00	250 00	3	30	54	45	-	-	23	21	-	12	4	30	42	-	4
Dexter		1,100 00	850 00	250 00	3	30	54	45	-	-	23	21	-	12	4	30	42	-	4

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1889—Continued.

Towns.	Districts.	Whole amount expended.	Amount provided by town or district.	Amount from State Treasury.	Number of terms.	Whole number of weeks	Whole number of 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.
Dixfield.....	No. 1.....	\$300 00	\$153 50	\$146 50	1	10	66	54	40	46	34	15	-	1	-	-	17	12	3
	No. 6.....	110 00	55 00	55 00	1	10	27	22	12	22	18	13	-	-	-	-	5	2	1
Dixmont.....	No. 1.....	110 00	67 75	42 25	1	10	27	23	20	26	19	9	6	2	-	-	7	-	4
	No. 5.....	143 00	78 63	64 37	1	10	23	16	18	21	18	8	5	3	-	9	10	3	2
	No. 14.....	120 00	67 50	52 50	1	10	21	15	20	21	19	18	12	-	-	6	12	4	6
Dover.....		500 00	250 00	250 00	4	40	68	55	64	61	33	29	15	10	4	17	17	14	2
Dresden.....		611 00	361 00	250 00	3	31	35	30	24	25	31	9	7	16	1	-	21	-	1
East Livermore.....		275 00	139 00	136 00	2	20	43	38	34	29	15	7	15	13	-	2	12	3	1
East Machias.....		146 00	73 00	73 00	1	13	-	-	-	-	-	-	-	-	-	-	-	-	1
Eastport.....		1,500 00	1,250 00	250 00	3	38	89	72	48	48	48	48	48	32	3	12	33	29	-
Easton.....		380 00	194 75	185 25	4	40	73	57	78	68	51	62	17	-	-	2	14	11	4
Eden.....		649 75	399 75	250 00	3	28	108	90	100	95	102	90	85	10	-	35	40	75	7
Edgecomb.....	No. 4.....	75 00	40 00	35 00	1	10	21	19	16	16	9	15	9	-	-	-	2	3	1
Ellsworth.....		1,887 00	1,637 00	250 00	3	36	81	75	-	4	24	24	-	64	27	30	43	-	1
Exeter.....	No. 8.....	198 00	99 00	99 00	1	12	39	33	36	37	26	20	8	-	20	4	12	6	1
	No. 7.....	100 00	50 00	50 00	1	10	31	20	27	31	23	19	-	-	-	3	8	5	6
Fairfield.....		900 00	650 00	250 00	5	53	175	160	39	13	12	6	-	13	4	19	32	13	2
Farmington.....		1,024 00	774 00	250 00	2	32	67	40	58	22	25	33	8	38	8	30	54	31	3
Fayette.....		157 50	78 75	78 75	2	21	64	53	61	64	24	42	6	-	-	-	1	2	-
Fort Fairfield.....		516 00	266 00	250 00	2	23	65	56	23	60	50	22	25	27	-	40	40	35	14
Foxcroft.....		500 00	250 00	250 00	2	22	50	45	50	39	46	7	15	17	-	38	46	9	7
Franklin.....		177 50	88 75	88 75	1	10	49	42	49	45	39	42	13	3	1	-	21	8	3
Freedom.....	No. 4.....	138 75	70 75	68 00	1	10	23	19	22	23	15	8	1	-	-	-	8	1	6
Freeport.....		1,158 00	908 00	250 00	3	36	59	53	36	18	26	17	-	43	3	25	48	8	4
Frenchville.....		498 00	249 00	249 00	2	24	42	34	20	42	42	42	20	-	42	20	-	20	22

Gardiner.....	2,025 00	1,775 00	250 00	3	36	114	95	114	48	-	48	-	51	12	89	45	16	
Garland.....	155 00	77 50	77 50	1	10	32	29	31	30	32	13	13	-	-	2	20	6	
Glenburn.....	390 13	198 07	192 06	4	39	126	107	101	119	73	54	8	1	-	-	56	9	6
Gorham.....	1,044 25	794 25	250 00	3	34	183	136	133	145	91	79	27	47	-	48	27	49	10
Gray.....	500 00	250 00	250 00	3	36	80	70	28	31	45	20	8	59	-	41	52	20	6
Greene.....	220 00	110 00	110 00	2	22	46	37	44	40	23	23	14	-	-	-	14	10	2
Greenville.....	325 00	162 50	162 50	2	20	38	26	38	19	22	9	-	2	-	18	22	10	2
Gulford.....	294 50	150 25	144 25	1	10	127	93	63	80	47	76	12	-	-	10	12	4	3
Hallowell.....	1,500 00	1,250 00	250 00	3	36	75	52	63	10	-	-	-	37	-	33	54	32	2
Harmony.....	130 00	65 00	65 00	1	10	30	26	30	25	27	5	5	-	-	-	16	10	11
Harrington.....	470 00	238 13	231 87	2	21	78	73	56	73	34	40	26	11	-	41	27	14	13
Hartford.....	200 00	100 00	100 00	1	10	43	37	40	42	35	6	6	2	-	-	7	6	5
Hermon.....	199 70	99 85	99 85	2	18	80	52	57	71	60	31	9	6	-	3	21	10	5
Houlton.....	1,000 00	750 00	250 00	4	44	65	55	25	17	27	-	-	22	15	20	12	10	14
Jackson.....	Nos. 3 and 4..	114 00	57 00	1	10	24	22	15	20	15	12	8	-	-	8	8	3	3
Jay.....	355 00	177 50	177 50	4	36	133	111	110	110	66	61	21	7	-	9	13	18	5
Jonesboro'.....	150 00	76 00	74 00	1	12	45	40	45	45	32	45	7	-	-	-	-	10	
Kenduskeag.....	465 00	265 00	200 00	3	30	50	38	19	40	35	35	22	-	20	48	28	26	
Kennebunk.....	No. 5.....	800 00	610 40	3	36	33	27	33	12	8	9	6	28	-	12	28	4	
	No. 9.....	343 50	283 10	2	23	27	22	27	25	12	11	-	2	-	7	1	8	3
Kittery.....	750 00	500 00	250 00	3	36	65	51	65	64	65	29	34	7	-	32	26	22	1
Lamoine.....	176 00	88 00	88 00	1	11	39	33	16	36	34	23	9	2	-	11	23	8	8
Lebanon.....	759 75	509 75	250 00	5	54	174	144	124	120	86	80	12	6	-	8	74	19	11
Levant.....	239 75	119 88	119 87	2	19	50	40	43	34	39	29	6	9	-	9	25	3	11
Lewiston.....	4,300 00	4,050 00	250 00	3	38	159	140	153	25	22	-	-	38	33	95	120	30	10
Liberty.....	645 00	395 00	250 00	2	20	72	64	54	42	26	18	9	6	-	23	7	13	15
Limerick.....	600 00	350 00	250 00	3	32	41	35	41	40	29	10	-	31	5	15	15	14	8
Limestone.....	213 50	106 75	106 75	2	20	68	53	41	68	14	23	35	-	-	5	3	10	4
Linneus.....	No. 2.....	170 90	85 45	1	10	42	36	35	41	40	25	9	-	-	19	17	15	11
Lisbon.....	927 50	677 50	250 00	6	60	191	162	191	121	134	31	42	48	10	119	21	29	3
Livermore.....	280 00	140 00	140 00	2	20	69	52	48	41	46	8	-	12	-	8	24	2	7
Lubec.....	749 00	499 00	250 00	3	39	108	60	108	99	81	69	31	-	9	14	14	23	6
Madison.....	500 00	250 00	250 00	2	20	236	205	145	159	110	117	55	-	-	34	45	28	5
Machias.....	1,172 00	922 00	250 00	3	34	50	38	-	50	50	-	-	50	50	50	50	50	
Machiasport.....	304 00	154 00	150 00	1	15	43	34	43	42	36	9	15	-	-	3	3	5	5
Manchester.....	200 00	100 00	100 00	2	22	53	40	53	52	40	30	21	2	14	10	7	7	
Mars Hill.....	No. 4.....	90 00	59 87	30	13	1	9	32	28	32	32	24	20	11	6	13	20	9
Masardis.....	74 00	37 00	37 00	1	8	23	14	23	23	14	21	4	-	-	-	7	6	5
Mercer.....	No. 2.....	125 00	62 50	62	50	1	10	40	34	36	40	24	23	-	14	6		3

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1889—Continued.

Towns.	Districts.	Whole amount expended.	Amount provided by town or district.	Amount from State Treasury.	Number of terms.	Whole number of weeks.	Whole number of 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.
Mexico	No. 3	\$ 84 00	\$ 42 00	\$ 42 00	1	10	25	21	22	25	14	12	3	-	-	1	4	-	2
Milbridge		430 00	211 00	219 00	3	24	45	40	45	45	45	25	12	-	-	1	19	-	1
Milo		205 00	102 50	102 50	1	10	94	83	38	90	86	70	-	-	-	4	-	10	4
Minot	No. 1	538 88	288 88	250 00	1	16	40	38	13	13	13	13	10	4	-	10	19	-	1
Monmouth		716 40	466 40	250 00	3	34	92	72	28	35	33	32	5	25	2	10	44	16	8
Monroe		314 37	160 01	154 36	3	24	131	91	131	85	68	59	18	-	2	13	43	35	6
Monson		500 00	250 00	250 00	3	30	74	46	74	35	67	20	22	12	7	23	27	17	12
Montville	No. 4	150 00	75 75	74 25	1	10	35	30	24	30	25	10	2	-	-	-	6	10	2
Mt. Desert		372 50	186 25	186 25	2	30	98	87	82	98	71	68	15	-	-	24	12	4	6
Mt. Vernon		192 85	96 43	96 42	2	19	48	37	31	36	35	8	9	6	1	8	10	10	6
Newburgh	No. 1	100 00	50 00	50 00	1	10	38	34	29	33	15	25	11	-	-	-	8	1	1
New Limerick		204 50	104 50	100 00	2	18	59	43	36	34	10	14	3	-	-	2	4	6	6
Newport		500 00	250 00	250 00	3	20	160	137	89	141	73	77	48	-	-	10	24	12	2
New Portland		500 00	250 00	250 00	3	33	65	57	65	40	57	19	10	19	6	20	25	14	8
New Vineyard		200 00	100 00	100 00	2	20	36	28	31	30	32	18	1	1	-	3	13	8	6
No-ridgewock	No. 8	400 00	200 00	200 00	1	12	62	55	56	60	58	25	14	5	-	20	25	12	5
North Berwick		1,107 00	857 00	250 00	4	41	95	84	73	69	30	36	8	37	12	29	52	2	7
North Haven		147 50	73 75	73 75	1	10	40	33	34	40	23	12	-	-	-	2	-	8	3
Norway	No. 7	546 66	296 66	250 00	1	10	150	135	100	120	76	74	77	23	-	17	41	-	28
Oakland		1,183 95	933 95	250 00	3	36	64	58	-	31	21	6	17	33	9	9	21	-	2
Old Orchard		647 50	397 50	250 00	3	36	36	31	12	12	18	12	6	-	-	10	10	10	
Oldtown		1,402 00	1,152 00	250 00	3	37	94	74	84	52	39	-	36	50	23	12	39	16	
Orono		665 00	540 00	125 00	1	15	54	52	34	34	34	-	18	20	10	26	20	34	1
Orrington		130 00	65 00	65 00	1	10	34	28	20	24	32	6	11	7	-	5	10	8	1
Palermo	No. 2	120 00	74 00	46 00	1	10	37	23	32	34	21	11	-	-	-	12	9	5	1

Palermo	No. 3	105 00	55 00	50 00	1	10	36	20	26	30	21	6	1	-	-	15	4	-	1
	No. 4 <i>et als.</i>	125 00	69 00	56 00	1	10	21	17	19	21	15	7	4	-	-	3	-	5	2
Paris	No. 2	300 00	150 00	150 00	1	13	73	60	73	33	28	14	20	6	1	7	8	14	1
Parsonsfeld		842 00	592 00	250 00	2	24	53	43	43	20	18	-	-	23	-	17	26	-	8
Patten		700 00	450 00	250 00	3	30	36	20	-	-	15	-	10	-	5	15	20	-	5
Pembroke		794 50	544 50	250 00	3	30	97	87	89	8	76	63	23	3	9	26	16	1	1
Penobscot		240 00	120 00	120 00	1	12	41	34	41	41	35	21	13	-	-	23	9	8	1
Perkins		102 00	52 00	50 00	1	12	25	23	17	20	15	17	-	-	-	-	3	2	1
Peru	No. 1	74 25	37 13	37 12	1	11	18	16	15	17	7	13	3	-	-	-	1	1	1
	No. 5	82 50	41 50	41 00	1	10	13	11	11	12	6	6	-	-	-	2	2	1	1
	No. 7	80 00	40 00	40 00	1	10	43	36	36	38	15	18	4	-	-	3	4	4	2
Phl'ps and Freeman	No. 1	125 00	62 50	62 50	1	10	26	22	16	24	11	11	11	-	-	4	3	7	4
Pittston		500 00	250 00	250 00	2	24	116	94	84	69	45	36	17	1	-	-	22	14	4
Plymouth		225 00	112 50	112 50	2	20	73	57	49	59	29	29	11	-	-	-	7	3	6
Poland		496 25	248 13	248 12	4	40	68	60	68	64	45	30	10	6	-	10	21	8	10
Portland		9,933 52	9,683 52	250 00	2	38	384	371	384	112	122	-	-	116	167	318	275	110	12
Presque Isle		1,250 00	1,000 00	250 00	3	40	98	69	82	94	88	95	28	11	19	31	24	14	5
Princeton		485 00	242 50	242 50	3	27	50	26	50	50	40	18	6	7	-	3	18	9	5
Randolph		390 00	240 00	150 00	2	26	50	37	50	50	50	42	45	-	-	-	12	-	5
Readfield	No. 5	190 00	118 50	71 50	1	10	47	38	47	35	20	18	12	10	-	-	15	12	1
Richmond		1,225 00	975 00	250 00	3	35	65	59	65	15	25	17	38	38	5	40	20	13	3
Rockland		1,970 00	1,720 00	250 00	3	32	120	106	-	117	-	-	15	49	29	79	51	38	3
Rome		110 00	56 20	53 80	1	10	21	14	15	18	9	16	7	-	-	6	3	-	5
Saco		2,050 00	1,800 00	250 00	3	38	91	86	86	17	56	7	-	59	17	90	67	42	10
Sanford		350 00	225 00	125 00	1	14	45	40	45	44	44	20	-	5	-	11	8	13	5
Searsport		517 50	392 50	125 00	2	20	58	43	40	53	35	22	23	-	-	23	30	15	5
Sebec		250 00	135 00	115 00	2	20	64	51	64	50	28	19	15	1	-	1	7	5	5
Shapleigh		658 00	408 00	250 00	2	25	33	29	24	19	24	11	3	7	-	14	17	3	10
Skowhegan		1,570 00	1,320 00	250 00	3	30	140	95	107	30	25	10	21	80	18	61	60	18	8
Smyrna	No. 3	38 64	19 32	19 32	1	10	37	30	32	35	19	25	11	-	-	-	5	3	5
Solon		400 00	200 00	200 00	3	29	42	36	32	33	27	11	8	8	-	10	13	3	40
South Thomaston	Grade District	150 00	75 00	75 00	1	10	36	34	36	33	24	13	12	8	6	-	15	-	2
Springfield	No. 3	704 00	454 00	250 00	2	22	77	70	47	67	71	32	20	-	50	60	47	27	2
St. Albans		299 50	150 25	149 25	2	19	35	29	35	35	14	32	15	-	-	18	19	5	2
Starks	No. 12	60 00	39 10	20 90	1	10	21	15	20	17	16	8	3	-	-	8	3	4	2
Steuben	No. 1	160 00	80 00	80 00	1	10	37	28	33	33	28	18	8	-	-	6	17	4	5
Stetson		113 00	68 00	45 00	1	10	42	36	34	38	15	18	10	-	-	4	5	3	7
Sullivan		173 70	88 85	84 85	1	10	41	36	41	36	21	6	10	8	9	7	13	2	12
Sumner		260 00	132 50	127 50	2	20	102	82	48	74	59	40	-	7	-	8	26	16	12

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1889—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.
Swanville		\$ 186 00	\$102 75	\$ 83 25	1	12	47	39	42	36	45	30	8	-	-	-	12	8	4
Thomaston		1,156 00	906 00	250 00	3	34	79	76	79	28	28	28	28	45	15	50	45	30	
Thorndike		200 00	100 00	100 00	1	10	41	32	24	21	17	14	4	-	-	-	11	13	4
Topsham		650 00	400 00	250 00	3	26	36	27	36	25	29	-	16	3	25	18	6	4	4
Tremont		505 00	255 00	250 00	3	30	105	90	103	104	101	100	85	-	-	40	30	6	5
Troy		400 00	202 00	198 00	4	40	131	103	74	124	99	30	33	-	-	3	51	22	16
Turner		260 00	180 00	180 00	3	32	182	164	180	118	90	90	46	20	3	6	17	40	12
Unity	No. 2	226 70	148 60	78 10	1	10	72	63	62	54	55	35	5	7	-	20	24	2	18
Union		117 50	60 25	57 25	1	10	44	42	18	21	36	13	9	-	-	13	26	-	15
Vinalhaven		920 00	670 00	250 00	3	32	94	72	45	72	50	15	19	12	37	45	32	26	3
Waldoboro'		620 25	370 25	250 00	4	45	150	127	150	121	96	98	55	-	-	10	26	1	10
Wales	No. 1	100 00	50 00	50 00	1	10	31	28	26	20	18	22	21	-	-	-	6	6	
	No. 5	66 00	33 00	33 00	1	8	25	23	24	2	8	18	9	-	-	-	5	4	2
Warren		666 00	416 00	250 00	3	31	45	36	45	30	45	30	20	-	-	19	20	15	1
Washburn		322 00	156 00	166 00	2	24	93	58	85	9	76	76	40	-	-	-	25	30	15
Washington		140 00	70 00	70 00	1	10	45	38	45	30	42	42	37	9	-	6	21	-	12
Waterford		163 75	85 88	77 87	1	13	92	84	80	70	39	36	11	6	-	-	13	18	4
Waterville		953 33	828 33	125 00	1	16	71	67	71	3	-	10	10	44	11	21	18	15	1
Wayne		180 00	90 00	90 00	2	20	44	34	44	3	15	25	2	-	-	10	11	-	2
Webster		288 00	144 00	144 00	3	28	Re	turns	72	48	94	94	70	65	33	-	27	71	47
Wells		497 50	248 75	248 75	4	42	94	72	72	48	94	94	70	65	33	-	27	71	47
Westbrook		2,025 00	1,775 00	250 00	3	36	103	74	103	100	83	68	55	40	-	75	68	6	2
Wilton	No. 6 et als.	513 00	263 00	250 00	2	24	41	21	6	6	25	6	-	23	-	10	30	2	12
Whitefield		500 00	250 00	250 00	2	20	124	97	102	90	97	38	12	-	-	-	-	4	17
Windham		747 00	622 00	125 00	3	36	170	136	170	169	139	96	17	1	-	15	25	22	8

COMMON SCHOOLS.

Winn.....	513 00	263 00	250 00	3	30	71	62	71	71	51	37	10	-	5	1	20	22	4
Winthrop.....	520 00	270 00	250 00	3	32	31	24	24	9	-	13	29	-	8	30	10	5	
Wiscasset.....	795 00	545 00	250 00	3	35	44	40	15	18	-	15	8	20	9	13	21	17	2
Woolwich.....	150 00	75 00	75 00	1	10	33	28	17	29	19	14	9	11	-	-	5	2	
Yarmouth.....	1,350 00	1,100 00	250 00	3	36	62	51	62	28	24	25	14	37	9	67	35	5	
	139,798 74	104,817 88	34,480 86	454	4943	14,900	12,387	10,563	9846	7814	5470	3061	3132	1350	4558	5538	2657	1088



LIGHT GYMNASTICS FOR SCHOOLS.

Light Gymnastics for Schools.*

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The past decade has marked a new era in the history of physical training. During that time it has been taken from the hands of prize fighters or worn out circus athletes, and placed under the charge of medical men or men trained and educated expressly for this work.

The strengthening of the weaker parts, has come to be the great object of physical training as it should be of mental training. "That the weakes' place mus, stan' the strain," is truer of our bodies than of anything else, and in this case, also, the only remedy "is jest to make that place uz strong uz the rest." A point that many do not understand is this, that by means of the proper gymnastic exercises it is often just as easy to strengthen weak hearts or lungs as it is to strengthen a weak back or a weak biceps. In such cases not only is the general health improved but also the chances of long life are greatly increased.

Most of the courses of physical training offered in our colleges and large schools, are patterned after the plan devised by Dr. D. A. Sargent of Harvard University, a native of Maine and a graduate of Bowdoin who has probably done more than any one else for the advancement of physical education.

Dr. Sargent's plan in brief, is this: each student, on his first entrance to the gymnasium, is subjected to a strict physical examination. Such points in his personal and family history, as may have had a bearing on his growth or development, are noted. Fifty different measurements are taken. The strength of various sets of

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muscles tested. The heart and lungs are carefully examined. Having by this means found in what parts the student is weak, the examiner prescribes specific exercises for such parts, prescribing one exercise for a weak back, another for weak lungs, keeping carefully in view the nature of the weakness in each case.

In addition, class exercise is generally required. Here may be given, the "free hand" exercises which are calisthenic exercises performed without apparatus, or the exercise may be with dumb bells, Indian clubs, wands or chest weights, while only the stronger students are allowed to exercise on the heavy apparatus, such as parallel bars, rings, etc. In most of the class exercises the students are required to keep time to music or to the counting of the instructor.

The advantages of these class exercises are three-fold.

(1) The exercises are so arranged as to give, as nearly as possible, the amount of exercise needed by each muscle of the body.

(2) The performance of difficult movements, or perhaps several movements at the same time, tends to increase the command of the mind over the muscle, and gives grace where before there was awkwardness.

(3) The demands upon the powers of attention, of will and of self-control in the course of the accurate performance of gymnastic drills, give a valuable mental discipline.

Now what have been the results of this system?

As to physical results, records have generally been carefully kept and in many cases published. They uniformly show such striking gains that they are almost incredible, except to one who has had some experience of this kind. Indeed physical training, supplemented by out of door athletics, has completely changed the type of college men. A generation ago the very name, college student, presented to the mind a picture of a youth, slight, pale and stooping, with a tendency towards phthisis. Now it is probable that no class possess finer physiques or enjoy better health than do college men. In regard to the effect upon scholarship, it has been the uniform testimony of all educators who have given the plan a fair trial, that a proper amount of time given to physical training enables the student to do at the same time better mental work.

But the field of the college gymnasium is narrowed, first, because of the comparatively small number whom it can reach, and again because many college students have passed the age at which gym-

nastic exercises give their best effects. After growth has ceased and the bones, ligaments and muscles have become stiffened in their positions, it is difficult, and in some cases impossible, to remove weaknesses or deformities that could easily have been corrected or prevented a few years before.

How then can physical training be brought within reach of all? There seems to be only one way to accomplish this, and that is to place it in the public schools. It is plain that the college system must be greatly simplified and that our first attempts must be on a very small scale. But at the same time we must insist that we have physical training and not simply a set of gymnastic exercises. The "gymnastics," as taught in most schools, consists of a series of exercises collected from various sources, arranged in an order without rhyme or reason, without any thought in regard to what each exercise is doing or what ought to be done. No harm can come from these light calisthenic exercises; in most cases they do much good. And yet the good results fall far short of what might be obtained from more systematic and scientific work.

The modern system of physical education must fulfil several indications. (1) Each muscle of the body should receive as nearly as possible the amount of exercise necessary to keep it in healthy condition and to insure its proper growth and development, while at the same time the work should be vigorous enough to properly exercise and develop the vital organs. (2) When we find certain muscles or organs to be weak in comparison with others we must strengthen the weak parts by special exercises arranged for the purpose. (3) The exercises should be sufficiently complex and difficult that they may serve to train the mind as well as the body. As has been said, the effort necessary to the mastery of such exercises not only gives the mind more perfect command over the muscles but at the same time has no equal for developing and strengthening the powers of attention and of will.

The value of gymnastic exercises in the development of brain and the formation of character is just beginning to be understood. It has recently been well shown by the careful experiments carried on by Dr. H. D. Wey at the New York State Reformatory at Elmira. Wishing to give the theory a fair test, Dr. Wey selected twelve of the dullest boys in school and gave them a thorough course in physical training, the boys themselves having no knowledge of the object of the experiment.

Their average rank in their studies for the five months immediately preceding the experiment was about 45 per cent, while during the five months' course in physical training their average was 74 per cent, and what is still better, they maintained their advanced standing during the six months following the discontinuance of the course ; thus showing that the effect was permanent. In his report Dr. Wey says, "With physical culture and improvement there came a mental awakening, a cerebral activity never before manifested in their prison life. Their faces parted with the dull and stolid look they had in the beginning, assuming a more intelligent expression while the eye gained a brightness and clearness that before was conspicuous by its absence."

That the physical training had also an effect upon their moral natures is made evident by the fact that Dr. Wey's records show that the gain in general deportment even surpassed the gain in scholarship.

So the connection between the fair mind and the fair body, which has been mentioned by every eminent writer on education, from Plato to Herbert Spencer, has been proved at last by scientific experiment.

The recognition of this principle enabled the Greeks to build up in a few centuries a civilization the finest in many respects that the world has ever seen. The failure to recognize it is filling our country with weakness and ill health, and, if the theory of most scientific observers is correct, with insanity and crime as well.

The ultimate system of physical education must be of gradual growth. The mistakes of one will be a source of profit to those who come after. Even if we had the perfect system now at command, it would be so far in advance of the ideas of the people that it could not be introduced. The thing to do now is to make a beginning, and then work out the complete system by the combined methods of theory and practice. In making this beginning, the first obstacle is the attitude of the teachers, who, though themselves often fruitful examples of the need, generally object to the undertaking of anything of this kind. Others content themselves with giving calisthenic exercises that are so simple, easy and useless as to make the very term calisthenics everywhere a subject for jest.

I have heard teachers give three reasons for their objection to the introduction of gymnastic exercises in their schools.

(1) *No money to buy apparatus.* Now this can be met by giving free-hand exercises, which are indeed to be preferred in all cases at the start.

(2) *No suitable room in which to exercise; would have to exercise in the school-room, standing in narrow aisles.* To this it may be said that if a little care and ingenuity be used in the arrangement of exercises and pupils, the narrowness of the aisles will interfere very little.

(3) *No time for it; the school curriculum is already crowded.* This last reason they seem to regard as conclusive, but, if the experience of all those who have tried it is worth anything, no time is lost by giving a fair amount of attention to physical training. Was the twelve hours a week given by Dr. Wey to his class at Elmira a waste of time? But would it not be excusable even to graduate our boys and girls with one "ology" the less if by this means we could give them bodies sounder, healthier and more symmetrical?

On looking at a group of school children, one is struck by the commonness of certain physical defects brought about largely by their school life.

First, we find the "droop neck" and "round shoulders," caused by faulty positions and lack of proper exercise. Depending on similar causes we find weakness of the muscles of the back or abdomen, leading in aggravated cases to spinal curvature or hernia. Lack of vigorous exercise causes weak lungs and heart, which may predispose the individual to phthisis or heart disease later on in life. All these physical defects are more common in girls than in boys, for the reason that girls indulge less in vigorous sports and games, and without doubt these defects are the cause of much of the proverbial ill health of American women.

Our first duty then, in arranging a course of exercise for school children, is to pay special attention to these weaknesses and deformities which at their early age can be easily corrected. Take for example the droop neck, i. e. the inclination forward of head and neck, so common among students. The cause is weakness of those muscles whose office is to hold the head erect. This weakness is due either to lack of exercise of these muscles or, what is practically the same thing, the habitual inclination of the head as over a book or slate. Now how many children are ever properly instructed in regard to the correct method of overcoming this deformity?

Of course the natural treatment is to strengthen the weak muscles by means of the proper gymnastic exercises.

Instead of that, parents and teachers continually urge the child to "straighten up." In trying to do this a constant strain is placed on the weak muscles which has the effect of making them even weaker than before. In order to understand this point, it is necessary to see clearly the distinction between the true exercise of a muscle, which consists of alternate contraction and relaxation, and the keeping a muscle in a state of prolonged contraction as is the case when we are forcibly holding the head erect or are holding a weight at arm's length. In the former case the muscle is strengthened, in the latter it is made weaker.

Round-shoulders are caused by the weakening of a set of muscles which when strengthened are nature's shoulder braces. The artificial shoulder braces simply take the place of these muscles which, then having no work to do, become still weaker from disuse, thus making a bad matter worse.

Undue weakness of the muscles of the back or abdomen is often seen in school children. To this source three-fourths of the cases of spinal curvature and hernia may be traced. Among girls weakness of these muscles is caused or aggravated by the wearing of corsets which take the place of the muscles in supporting the body. Now we must constantly keep in mind this fact, that if we neglect to use a muscle, it becomes smaller and weaker in consequence. So, if when the corsets are first worn the muscles are strong, they soon become weak from disuse. If the muscles are weak at first, the corsets give a false sense of support, but in the end increased weakness is sure to result. When the corsets are loose they still produce the same effect, though in a somewhat lessened degree. Here as before the only correct treatment is the strengthening of the weak parts by the proper exercises.

In addition to the correction of these physical defects, we should aim to give vigorous general exercises which are sufficiently difficult that the effort necessary to perform them makes them the more interesting to the pupils and which at the same time tend powerfully to develop and train the powers of will and self control, important qualities of character in regard to which our modern system of education seems to have no concern.

In the series of exercises given here, an attempt is made to fulfil these indications. These exercises have all been carefully tested in the Brunswick Grammar School, where by the invitation of the principal, Miss Annette Merriman, the writer has been able to work

out a plan of exercise which it is hoped will prove suitable for an introductory course in the public schools.

There were in the school over one hundred pupils. Every seat was occupied and it was found necessary while exercising to occupy every particle of available space in the floor and aisles in order that the pupils might have room to perform the exercises without interfering with one another. The pupils were arranged in lines, each row of seats running parallel to the aisles furnishing one line. As there were in this case twelve rows of seats there were twelve lines in all. In arranging for the exercises five of these lines were required to march to the places assigned them in the floor or rear aisle. The other lines simply rose and stood in the aisles opposite their seats. The method of handling the school, was, in brief, as follows:

At the word—Gymnastics! spoken loudly and sharply, the pupils sit erect in their seats with arms folded. At the word—One! those who are to march out turn outward in their seats, facing the aisles. At the word—Two! they stand erect in the aisles, facing in the direction in which they are to march. The next command is—Forward—March! At the word—March! they step forward and march to the places assigned them. At the command—All—Face! they face the instructor. The next commands are directed to those lines remaining in their seats. At—One! they face the aisles. At—Two! they rise and stand in the aisles. The next command is directed to the whole school, and is—Take distance! at which any pupil may step to the right or left, forward or backward, in order to get room for the performance of the exercises. Distance may be tested by raising hands forward and side-ward. The school is now ready for work.

After the exercises, at the word—One! the lines standing by their seats sit down, facing the aisles. At—Two! they face around in their seats, coming into position. Next, at the command—All—Face! the lines that marched out face in the proper direction for marching back to their seats. At—Forward—March! they march back. At—One! and—Two! they sit down as before. The instructor will find that he can handle the school much easier if he will first teach them some of the principles of the military drill, especially marching and facing.

Commands are of two kinds—cautionary commands and those of execution. For example, in the command, “Forward—March!”

Forward! is the cautionary command, while March! is the command of execution.

The scholars should be made to understand that they are not to move till the command of execution is given.

The instructor should deliver the commands clearly and sharply, and great precision should be required in all movements.

The exercises should be carefully explained and performed by the instructor before they are given to the class.



Fig 1—Fundamental Position.

We will suppose now that the school is properly arranged for exercise. First teach them to stand in the fundamental position, as shown in Fig. 1. Here the heels are locked, the toes are turned outward so the feet form an angle of sixty degrees. The head and body are held erect, with the shoulders well back. The arms hang at the sides in a natural position. It will be noticed that this position is assumed on the last count of every exercise, and in all the simpler exercises, as those given first, this position is assumed on all even counts or beats, as 2, 4, 6, etc. The command for assuming this position is: In position—Stand! All movements necessary being done at the word Stand! which is the command of execution.



Fig 2—Resting Position

Another position, the resting position, will be found useful. (Fig. 2.) Here the arms are folded in front, while the left foot is placed some six inches forward. The weight of the body rests mostly on the right foot. The command for assuming this position is: At Rest—Stand! The pupils should be drilled to assume these positions promptly at the word of command, and when not actually exercising should be kept in one or the other of these positions. The instructor must remember that all gymnastic exercises must be performed with the greatest accuracy, because, as has been explained, the discipline given by this accuracy is one of the things most to be desired, and again if the exercises be performed in

a careless way, the scholars themselves soon lose interest. While the more dash and snap he can infuse, the more interested the pupils will become. This makes it necessary for the teacher to learn to perform the exercises easily and gracefully before attempting to teach them to the class.

The exercises given are divided into Part I and Part II. Part I contains simple exercises for training the scholars to move together, and at the same time leading up to the more difficult movements. Part II contains a series of exercises, which, after they have been carefully taught and their order memorized by the scholars are to be used as a gymnastic drill. The pupils will perform this drill from beginning to end without stopping, keeping time to music or to the counting of the instructor.

PART I.

EXERCISE I—RAISING ARMS FORWARD.



Fig. 3—Arm Raised Forward—Step-Position Forward.

In position—Stand!

(1) Raise right arm forward (Fig. 3).

Begin! 1-2-3-4-5-6-7—Stop!

NOTE.—This exercise is performed with two motions. As the teacher counts ONE, each pupil raises the right arm, keeping it perfectly straight, into the position shown in Fig. 3; at two, the arm is brought down again into the position shown in Fig. 1.

The pupils will continue this exercise until they get the command—Stop! which will usually be given on the eighth count. The command for beginning any exercise is—Begin! spoken loudly and sharply. At first it is always better for the teacher to mark time

by counting—ONE, TWO, THREE, etc. It is usually found more convenient to count no higher than eight, but then to begin at ONE again.

Counting should be sharp and spirited. The rate of counting should be from 60 to 80 counts per minute. The movements are really changes from one position to another performed very quickly, exactly upon the count or beat of music. The position assumed upon one count or beat of music should be maintained during the interval preceding the next count or beat. *Care must be taken not to be confused by the positions of the feet shown by the cuts.* In all these arm exercises the feet remain throughout in the position shown in Fig. 1.

(2) Raise left arm forward.

Begin! 1-2-3-4-5-6-7—Stop!

(3) Alternately raise right and left arms forward.

Begin! 1-2-3-4-5-6-7—Stop!

NOTE—At ONE, raise right arm (Fig. 3); at TWO, bring arm down (Fig. 1); at THREE, raise left arm, etc.

(4) Raise both arms forward simultaneously (palms down).

Begin! 1-2-3-4-5-6-7—Stop!

NOTE—The teachers will often find it convenient to continue each exercise for a longer time than eight counts. In this case count up as high as 16 or 24 giving the command—Stop! on the 16th or 24th count. The pupils must understand that they are to keep on exercising until the command—Stop! is given.

EXERCISE II—RAISING ARMS SIDWARD.

(1) Raise right arm sideward (Fig. 4). Begin! 1-2, etc.



NOTE—At ONE, the arm is raised into the position shown in Fig. 4; at TWO, return to position shown in Fig. 1, etc.

(2) Raise left arm sideward. Begin! 1-2, etc.

(3) Alternately raise right and left arms sideward. Begin! 1-2, etc.

NOTE—At ONE, raise right arm (Fig. 4); at TWO, bring arm down (Fig. 1); at THREE, raise left arm, etc.

(4) Raise both arms sideward (Fig. 5). Begin! 1-2, etc.

Fig 4—Arm Raised Sideward—Step-Position Sideward.



Fig. 5—Arms Raised Sideward—Bending Knees.

EXERCISE III—RAISING ARMS FORWARD OVERHEAD.

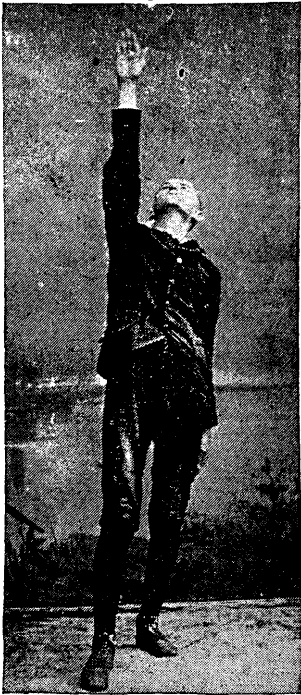


Fig. 6—Arms Raised Forward Overhead—Step-Position Forward.



Fig. 7—Arms Raised Forward Overhead—Rising on Toes.

(1) Raise right arm forward overhead (Fig. 6). Begin! 1-2, etc.

NOTE—At ONE, raise right arm overhead with palm forward and at the same time turn the face upward as shown in Fig. 6.

At two, back to position (Fig. 1).

In every case, the arm while being raised or lowered, should be kept perfectly straight.

(2) Raise left arm forward overhead. Begin! 1-2, etc.

(3) Alternately raise right and left arms forward overhead. Begin! 1-2, etc.

(4) Raise both hands forward overhead, at the same time turning the face upward (Fig. 7). Begin! 1-2, etc.

NOTE—It will be noticed that in all these exercises the scholars come back to the Fundamental Position (Fig. 1) on every even count as 2-4-6, etc.

EXERCISE IV—RAISING ARMS SIDEWARD OVERHEAD.



Fig 8—Arm Raised Sideward Overhead
Step-Position Sideward.

(1) Raise right arm sideward overhead (Fig. 8). Begin! 1-2, etc.

NOTE—Here the head is turned to the right, the face turned upward and the palm outward, as shown in Fig. 8.

(2) Raise left arm sideward overhead. Begin! 1-2, etc.

(3) Alternately raise right and left arms sideward overhead. Begin! 1-2, etc.

(4) Raise both arms sideward overhead. Begin! 1-2, etc.

NOTE—Here the palms of the hands are turned outward; the backs of the hands toward each other.

The teacher should now have the pupils go through with all the exercises that have been given without stopping, repeating each movement four times, or during eight counts.

EXERCISE V—STEP-POSITIONS FORWARD.

(1) Step-position forward right (Fig. 3).

Begin! 1-2, etc.

NOTE—At ONE, the right foot is carried forward as if a step was to be taken (Figs. 3 and 6), except that the entire weight is supported by the left leg, while the heel of the right foot does not

touch the floor. No weight is rested on the right foot, which is turned slightly outwards. At two, come back to position (Fig. 1). In all these step-positions the arms are held at the sides, as in Fig. 1.

(2) Step-position forward left (foot).

Begin! 1-2, etc.

NOTE—Same as (1), except that the left foot is used.

(3) Step-position forward alternately right and left.

Begin! 1-2, etc.

NOTE—At ONE, the right foot is carried forward (Fig. 3); at TWO, it is brought back to position (Fig. 1); at THREE, the left foot is carried forward, etc.

(4) Rising on toes (Fig. 7).

Begin! 1-2, etc.

NOTE—At ONE, rise on toes (Fig. 7); at TWO, back to position (Fig. 1).

EXERCISE VI—STEP-POSITIONS SIDWARD.

(1) Step-position sideward right (Fig. 4).

Begin! 1-2, etc.

NOTE—At ONE, the right foot is carried outward and at the same time turned so that the toe points directly toward the right (Figs. 4 and 8); at TWO, the foot is brought back to position (Fig. 1).

(2) Step-position sideward left.

Begin! 1-2, etc.

(3) Step-position sideward alternately right and left.

Begin! 1-2, etc.

(4) Bend both knees (Fig. 5).

Begin! 1-2, etc.

NOTE—At ONE, bend at the knees as shown in Fig. 5; at TWO, return to the position shown in Fig. 1.

PART II.

SET I.

EXERCISE I—THRUSTING ARMS.

In position—Stand!

(1) Thrust arms sideward right, upward and forward in eight motions.

Begin! 1-2, etc.



Fig. 9—Arms to Thrust.



Fig. 10—Both Arms Thrust Sideward Right.

NOTE.—At ONE, raise arms to thrust (Fig. 9); at TWO, thrust both arms sideward toward the right, keeping the feet unchanged, but turning the shoulders so as to keep the arms parallel (Fig. 10); at THREE, bring arms to thrust (Fig. 9); at FOUR, thrust arms upward (Fig. 11); at FIVE, lower arms to thrust (Fig. 9); at SIX, thrust arms forward; at SEVEN, arms to thrust (Fig. 9); at EIGHT, arms down (Fig. 1).



Fig. 11—Arms Thrust Upward.

(2) Thrust arms sideward left, upward and forward.

Begin! 1-2, etc.

NOTE—The same as (1) except that at two, the arms are thrust toward the left.

(3) Thrust arms sideward right, sideward left and upward.

Begin! 1-2, etc.

NOTE—At ONE, arms to thrust (Fig. 9); at TWO, thrust arms sideward right (Fig. 10); at THREE, arms to thrust; at FOUR, thrust arms sideward left; at FIVE, arms to thrust; at SIX, thrust arms upwards (Fig. 11); at SEVEN, arms to thrust; at EIGHT, arms down (Fig. 1).

(4) Thrust arms outward upward and forward.

Begin! 1-2, etc.

NOTE—At ONE, arms to thrust (Fig. 9); at TWO, thrust right arm sideward right and left arm sideward left simulta-

neously (Fig. 5); at THREE, arms to thrust; at FOUR, thrust arms upwards (Fig. 11); at FIVE, arms to thrust; at SIX, thrust arms forward; at SEVEN, arms to thrust; at EIGHT, arms down.

EXERCISE II—RAISING ARMS FORWARD WITH STEP-POSITIONS FORWARD.

In position—Stand!

(1) Raise right arm forward with step-position forward right (Fig. 3).

Begin! 1-2, etc.

NOTE—At ONE, raise right arm forward at the same time taking the step-position forward right (Fig. 3); at two, return to position (Fig. 1); repeat during the eight counts.

(2) Raise left arm forward with step-position forward left.

Begin! 1-2, etc.

(3) Raise arm forward with step-position forward, right and left alternating.

Begin! 1-2, etc.

NOTE—At ONE, raise right arm forward at the same time taking the step-position forward right (Fig. 3); at TWO, return to position (Fig 1); at THREE, raise left arm forward taking step-position forward left, etc.

(4) Raise both arms forward and rise on toes.

Begin! 1-2, etc.

EXERCISE III—LUNGING FORWARD.

In position—Stand!

(1) Lunge forward right (Fig. 12).

Begin! 1-2, etc.



Fig. 12—Lunge Forward.

NOTE—At ONE, arms to thrust (Fig. 9); at TWO, step forward with right foot, at the same time thrusting right arm upward, left arm downward, and turning the face upward, the eyes following the hand (Fig. 12); at THREE, arms to thrust (Fig. 9); at FOUR, arms down (Fig. 1); at FIVE, SIX, SEVEN and EIGHT, repeat.

(2) Lunge forward left (foot).

Begin! 1-2, etc.

NOTE—In all foot exercises, whether lunges or step-positions, care must be taken not to allow the feet to drag when moving from one position to another.

SET II.

EXERCISE I—THRUSTING ARMS DOWNWARD.



Fig. 13—Arm Thrust Downward.

In position—Stand!

(1) Thrust right arm downward (Fig. 13). Begin! 1-2, etc.

NOTE—At ONE, arms to thrust (Fig. 9); at TWO, thrust right arm downward nearly to the floor, bending the body but keeping the legs straight (Fig. 13); at THREE, arms to thrust (Fig. 9); at FOUR, arms down (Fig. 1); at FIVE, SIX, SEVEN and EIGHT repeat.

(2) Thrust left arm downward. Begin! 1-2, etc.

NOTE—Same as (1) except that the left arm is used.

(3) Thrust right and left arms downward alternately. Begin! 1-2, etc.

NOTE—At TWO, thrust right arm downward; at SIX, thrust left arm downward.

(4) Thrust both arms downward. Begin! 1-2, etc.

NOTE—At TWO and SIX, *both* arms are thrust downward.

This is an excellent exercise for strengthening the muscles of the back and abdomen.

EXERCISE II—RAISING ARMS SIDEWARD WITH STEP-
POSITION SIDEWARD.

In position—Stand!

(1) Raise right arm sideward with step-position sideward right (Fig. 4). Begin! 1-2, etc.

(2) Raise left arm sideward with step-position sideward left. Begin! 1-2, etc.

(3) Raise arm sideward with step-position sideward, right and left alternating. Begin! 1-2, etc.

(4) Raise both arms sideward and bend knees (Fig. 5). Begin! 1-2, etc.

EXERCISE III—LUNGING BACKWARD.

In position—Stand!

(1) Lunge backward right.

Begin! 1-2, etc.

NOTE—At ONE, arms to thrust (Fig. 9); at TWO, carry the right foot backward eighteen inches or more, at the same time thrusting the right arm upward and the left arm downward, as in Fig. 12. The position differs from Fig. 12 in having the right leg straight and left leg bent, instead of the right bent and left straight as in Fig. 12; at THREE, arms to thrust; at FOUR, arms down (Fig. 1), at FIVE, SIX, SEVEN and EIGHT, repeat.

(2) Lunge backward left.

Begin! 1-2, etc.

SET III.

EXERCISE I—SWINGING ARMS.



Fig. 14—Arms in Position Forward.

ward with palms downward (Fig. 5) ; at two, swing arms inward, into position forward, with palms downward ; at three, back to position sideward (Fig. 5) ; at four, arms down (Fig. 1) ; at five, six, seven and eight, repeat.

(3) Swing arms outward and raise arms forward overhead.
Begin ! 1-2, etc.

In position—Stand !

(1) Swing arms outward.

Begin ! 1-2, etc.

NOTE—At ONE, raise both arms in position forward with palms turned inward (Fig. 14) ; at two, swing arms outward, keeping them perfectly level with the shoulders, into position sideward (Fig. 15) ; at THREE, swing them inward, coming back to position forward (Fig. 14) ; at FOUR, arms down (Fig. 1) ; at FIVE, SIX, SEVEN and EIGHT, repeat.

(2) Swing arms inward.

Begin ! 1-2, etc.

NOTE—At ONE, raise arms sideward with palms downward (Fig.



Fig. 15—Arms in Position Sideward.

NOTE—First three movements same as in (1) ; at FOUR, raise arms forward overhead with palms inward and face turned upward ; at FIVE, back to position forward (Fig. 14) ; at SIX, swing arms outward (Fig. 15) ; at SEVEN, swing arms inward (Fig. 14) ; at EIGHT, arms down (Fig. 1).

(4) Swing arms inward and raise arms sideward overhead.
Begin! 1-2, etc.

NOTE—First three movements same as in (2) ; at FOUR, raise arms sideward overhead, palms outward ; at FIVE, back to position sideward (Fig. 5) ; at SIX, swing arms inward to position forward with palms downward ; at SEVEN, swing arms outward (Fig. 5) ; at EIGHT, arms down.

This exercise is particularly valuable for overcoming round shoulders inasmuch as it exercises and so strengthens the muscles that hold the shoulders back in position.

EXERCISE II—RAISING ARMS FORWARD OVERHEAD WITH
STEP-POSITIONS FORWARD.

In position—Stand!

(1) Raise right arm forward overhead with step-position forward right (Fig. 6).

Begin! 1-2, etc.

(2) Raise left arm forward overhead with step-position forward left.

Begin! 1-2, etc.

(3) Raise arm forward overhead with step-position forward, right and left alternating.

Begin! 1-2, etc.

(4) Raise both arms forward overhead and rise on toes (Fig. 7).

Begin! 1 2, etc.

NOTE—In all cases when an arm is raised or thrust overhead the face is turned upward following the hand.

EXERCISE III—LUNGING FORWARD AND THRUSTING ARMS
DOWNWARD.



Fig. 16—Lunge Forward with Arms to Thrust.



Fig. 17—Lunge Forward with Arms Thrust Downward.

In position—Stand!

(1) Lunge forward right and thrust arms downward (Figs. 16 and 17).

Begin! 1-2, etc.

NOTE—At ONE, step forward with the right foot, at the same time bring arms to thrust (Fig. 16); at TWO, thrust arms downward, bending the body (Fig. 17); at THREE, back to the position shown in Fig. 16; at FOUR, back to the fundamental position (Fig. 1); at FIVE, SIX, SEVEN and EIGHT, repeat.

(2) Lunge forward left and thrust arms downward.

Begin! 1-2, etc.

SET IV.

EXERCISE I—CROSSING ARMS.



Fig. 18—Arms Crossed Forward.



Fig. 19—Arms Crossed Overhead

In position—Stand!

(1) Cross arms forward (Fig. 18). Begin! 1-2, etc.

NOTE—At ONE, raise arms sideward (Fig. 5); at TWO, cross arms forward, right arm uppermost (Fig. 18); at THREE, back to position sideward (Fig. 5); at FOUR, arms down (Fig. 1); at FIVE, SIX, SEVEN and EIGHT, repeat; at SIX, crossing arms, with left arm uppermost.

(2) Cross arms overhead (Fig. 19). Begin! 1-2, etc.

NOTE—At ONE, raise arms sideward in position, with palms forward (Fig. 15); at TWO, cross arms overhead, with head and neck drawn back (Fig. 19); at THREE, back to position sideward (Fig. 15); at FOUR, arms down (Fig. 1); at FIVE, SIX, SEVEN and EIGHT, repeat; at TWO, cross with right arm in front; at SIX, cross with left arm in front as in Fig. 19.

(3) Cross arms forward, over head and forward. Begin!
1-2, etc.

NOTE—First three movements as in (1); at FOUR, cross arms over head (Fig. 19); at FIVE, arms in position sideward (Fig. 15); at SIX, cross arms forward (Fig. 18); at SEVEN, arms in position sideward (Fig. 5); at EIGHT, arms down (Fig. 1).

(4) Cross arms over head, forward and over head. Begin!
1-2, etc.

NOTE—First three movements as in (2); at FOUR, cross arms forward (Fig. 18); at FIVE, arms in position sideward (Fig. 5); at SIX, cross arms over head (Fig. 19); at SEVEN, arms in position sideward (Fig. 15); at EIGHT, arms down.

NOTE—This exercise is especially useful for correcting the “droop neck,” or inclination forward of head and neck common among students. In pulling back the head and neck, as one is obliged to do in crossing the arms over head, the muscles at the back of the neck, whose office is to hold the head and neck erect, are exercised and so strengthened.

EXERCISE II—RAISING ARMS SIDEWARD OVER HEAD WITH STEP-POSITIONS SIDEWARD.

In position—Stand!

(1) Raise right arm sideward over head with step-position sideward right (Fig. 8).

Begin! 1-2, etc.

(2) Raise left arm sideward over head with step-position sideward left.

Begin! 1-2, etc.

(3) Raise arm sideward over head with step-position sideward, right and left alternating.

Begin! 1-2, etc.

(4) Raise both arms sideward over head and bend knees.
Begin! 1-2, etc.

NOTE—At ONE, raise both arms sideward over head, with palms turned outward, at the same time bending knees; at two, back to position (Fig. 1), etc.

EXERCISE III—LUNGING BACKWARD AND THRUSTING ARMS
DOWNWARD.

In position—Stand!

(1) Lunge backward right, and thrust arms downward.

Begin! 1-2, etc.

NOTE—At ONE, carry the right foot backward, at the same time bringing arms to thrust. This position is like Fig. 16, except that here it is the left leg that is bent, while the right leg is straight; at TWO, bend body forward and thrust arms downward (Fig. 17); at THREE, back to the position assumed at ONE; at FOUR, back to the fundamental position; at FIVE, SIX, SEVEN and EIGHT, repeat.

(2) Lunge backward left, and thrust arms downward.

Begin! 1-2, etc.

It will be noticed that in Part II each movement occupies eight counts or beats of music, and that each set contains three exercises, the first being arm movements, the second, arm movements combined with step-positions, the third, lunges.

The exercises are arranged in this order, that they may be the easier to remember, that there may be constant change from one kind of exercise to another, and also that there may be a gradual leading up from the easier movements to those more difficult.

Care should be taken not to teach a new exercise until the pupils have fully mastered all that precede. Each day have the class review all they have learned. In reviewing, have the class go through with all the exercises without stopping, keeping time to music or to the counting of the teacher or a class leader.

Music should not be used until the class has mastered the exercises. It should never be used in teaching them. After exercises have been fully learned it is well to have the class perform them occasionally as a "silent drill," without the aid of counting or music. The teachers must insist that the exercises be performed with the greatest accuracy; it is only by this means that the interest can be kept up.

After Part II has been learned it should be performed daily as a drill. The length of the drill can be doubled, if necessary, by giving sixteen counts to each movement instead of eight. At the time of exercising the school-room should be thoroughly ventilated. In

cold weather it will be found convenient to have the exercises come just before recess so that the air of the room can be warmed again before the scholars return to their studies. The clothing worn must be loose with no tight belts or bands.

A word of caution to teachers. Don't require too much exercise at first. In giving class exercise the work must be no more severe than the weakest pupil can stand. Five minutes of brisk class exercise is enough at first; fifteen minutes is enough at any time.

Beside giving class exercises the teacher should note the physical defects of each pupil and recommend to each the exercises necessary to correct them. For example, for drooping necks or round shoulders, recommend Exercise I, Set IV; for round shoulders, Exercise I, Set III, should also be given. In case there is weakness of the muscles of the back or abdomen, give Exercise I, Set II, Exercise III, Set III, or Exercise III, Set IV. If one shoulder is lower than the other the following exercise may be given: at **ONE**, raise arms to thrust (Fig. 9); at **TWO**, thrust the arm on the side of the low shoulder forcibly upward while the other arm is thrust downward; at **THREE**, arms to thrust; at **FOUR**, arms down.

If the lungs are weak they will be greatly benefited by the class exercises, many of which were selected because of their value in broadening and deepening the chest, and which have been made sufficiently vigorous to tend to develop and strengthen the lungs and heart. The "breathing exercises," with which everybody is familiar, may be cautiously used, but in general it is better to develop the lungs in the natural way, i. e., by vigorous exercise, than by any such artificial method as "forced breathing." In certain cases where forced breathing has been carried to excess it has permanently dilated the minute air cells of the lungs and has thus brought about a condition far worse than that which it was designed to cure. Pupils may be arranged in little squads or classes, made up of those having the same defects, and required to do special work with a view to their correction.

The plan of exercise given should be adhered to during an entire school year. After the first year new and more difficult exercises may be given and for the older pupils apparatus should be provided. Dumb bells or wands add much to the interest of the exercise, but for the first year the free exercises are to be preferred, and indeed in all cases where the pupils are under twelve years of age.

As has been said, the plan of exercise given here is intended only as an introductory course. The advantages claimed for it are, *that it costs nothing, that the exercises can be performed in the school-room between the aisles and that the exercises given are just as valuable, though perhaps not so attractive, as exercises with apparatus.*

If an intelligent course of physical training could be given in our public schools it would be but the work of a few years to banish drooping necks, round shoulders and narrow chests—in short, to completely change the physique of the American people.

The success or failure of any plan of physical training depends largely upon the instructor. The teacher must interest the pupils, must know what to do and how to do it.

The giving of gymnastic exercises with no idea of their uses or effects is like turning loose a sick child in a medicine closet.

The nervous, excitable child requires a different course of physical training from that required by one that is indolent and sluggish. The class work should be adapted to all, while in addition, each pupil should receive special training according to his individual needs.

The value of physical training as an aid to moral and mental culture must be constantly kept in mind. This may seem strange to those who regard education as simply the training of the logical faculty and the cramming of the memory; but the time is coming when all will realize that the true system of education is three-fold—moral, mental, physical; and that it is impossible to secure the highest development in any one of these lines without careful training in the others.

PAPERS PRESENTED

AT

ANNUAL MEETING OF PEDAGOGICAL SOCIETY, 1889.

PROMOTION OF PUPILS.

BY GEO. B. FILES.

The question of promotion is important, because on it depends : first, the highest welfare of the individual pupil ; and, secondly, the best work of the class.

I. ON WHAT CONDITIONS SHOULD PROMOTIONS BE MADE ?

As far as I am informed, promotions are commonly made on rank in daily work, or written work, or an average of both.

There should be three conditions of promotion, viz : *attainment*, *ability*, and *disposition*.

The practice that now generally prevails is based on the first condition, i. e., attainment. The other conditions are quite as important in determining promotion.

It may be claimed that attainment implies ability and disposition, but experience in the school-room hardly sustains the claim.

A pupil, under the pressure of parental reward or punishment, or by means of certain practices not in keeping with the highest moral tendencies—such as cheating in examinations and copying the work of other pupils—may reach the figure requisite for advancement to the next class, and still have little working ability or love of study.

Whereas it is undoubtedly true that we must continue to promote on attainment alone, still is it not true that there are other equally potent reasons ?

For example : there may enter one of our graded schools a boy who has had little scholastic training, but whose industrious habits,

general reading and keen observation have given him an active brain. Here we, as teachers, have more than a suggestion that, in an intellectual point of view, the grand consummation of all our methods, processes and expedients should be mental activity, not results measured by figures.

The great end of education is to beget and stimulate thought. While the subject of thought may be a matter of importance, yet the process far more demands our attention. Whether the subject in hand be a flying machine, a trip to the moon, or imaginary calculus, is nothing compared with the question whether a pupil can think — can think on a given subject *continuously*. If he can do the latter, he has the only key which can unlock the treasures of knowledge. He has ability, and a kind of ability which is the most important factor in settling the question of promotion.

Now, then, we have arrived at the conclusion that it is wise and just to advance a pupil because of his power to think, rather than because he can repeat the contents of certain text-books which he has chanced to use.

Having considered the first two conditions of promotion, namely, attainment and ability, we now come to the third — disposition.

If a pupil, in spite of fragmentary knowledge, crude notions, and without habits of concentrated thought, has awakened to the consciousness of what is in him, and has become possessed of an indomitable purpose to make conquests in the limitless fields of investigation, you can safely promote him on what he promises to do; and the chances are ten to one that he will in two years outstrip, in all that constitutes true scholarship, those who had three or four years the start of him.

In this connection the inquiry may be raised: "What is to be done with those who are not doing satisfactory work in their class or grade?" That depends.

It is obvious that such failure depends on one or more of three causes, viz: (1) sickness, which is a misfortune, (2) inability, which is a calamity, or (3) laziness, which is the greatest scourge of all the human family.

In regard to the first cause, sickness, the greatest kindness and forbearance should be exercised on the part of the teacher. Either the pupil may be allowed to go on, although the work is poorly done, or, a better way, the pupil may do a part of the work and take additional time to complete the prescribed studies.

In regard to the second cause, inability, there should be discrimination. If a pupil is evidently doing his best, and it is apparent that by transferring him to a lower class or grade he would be humiliated, by being compelled to associate with smaller and younger pupils, and thus become discouraged, or, what is perhaps still worse, drop out of school; in view of these probable consequences, it seems wiser to continue him in his class, for, although he is not doing what is denominated "good work," yet he is gaining as much, doubtless more in the class-room with his own class as he could acquire in a lower grade; and also his own class associations prove a greater stimulus to his ambition and self-respect.

I stated that there should be discrimination because of failure from inability. If this inability results from want of acquaintance with previous principles; if, for example, a pupil is attempting to read Virgil before the Latin reader, he should, by all means, be transferred to a lower class. Not to do this is a gross injustice to both the pupil and the class; to the pupil, because you can not make him a scholar any more than you can build a chimney by beginning at the top; to the class, because you are robbing them of their time, to give instruction which belongs to the previous part of the course.

We come now to the lazy pupil, the *bête noir* of the teaching profession and the one who presents the most difficult problems in the entire range of pedagogical discussions.

Although we are morally bound to use upon him all invisible spiritual forces, yet we must confess that it would sometimes be in sweet accord with our well-nigh exhausted patience to experiment with visible material forces, and demonstrate the idea that mental activity is stimulated by physical exercise.

Here is a field broad enough for the exhibition of all our skill, ingenuity, tact, patience, kindness, love; in short, every intellectual power and moral quality.

If, my fellow-teacher, you have an adequate conception of the tremendous responsibilities of your position, and a genuine interest and love for your pupils—without which you are not fitted for your calling despite all your other qualifications—it is my belief that, in many cases, you will awaken the dormant energies of your pupils.

If you have expended your resources and conscientiously done your duty to the indolent pupil and your efforts have proved unavailing, I should unhesitatingly recommend his "demotion" to

a lower class. It may not benefit the pupil but will have a salutary influence on the school.

In this age of sharp competition and intense activity, it is well for pupils to learn in school what they must inevitably soon find out, that is, that the sluggard "gets left."

In a New England college which has just closed its first term, four Freshmen and one Senior were dropped. Three Freshmen voluntarily retired before the end of the term as they had good reason to expect they would be dropped. This is an example which it would be profitable for all our schools to follow without fear or favor.

II. WHEN SHOULD PROMOTIONS BE MADE?

Having considered on what conditions promotions should be made, our next inquiry is "When?" Answer. Whenever the pupil has complied with the conditions. The practice which generally obtains in this State is to promote at the end of the school year and also in some lower grades in the middle of the year. This is well as a general rule.

In some schools promotions are made whenever the acquirements and ability of the pupil warrant it and are, consequently, irrespective of "times and seasons." The latter practice is justified by experience, wisdom and sound judgment and is, therefore, the method which I wish to emphasize. It is one of the evils of our graded system that it does not foster that spirit of enthusiastic study which, in our ungraded schools, is so often manifest; which is begotten of individual and self-reliant exertion; and which is not handicapped by prescribed work. In all the essentials of grammar school work, I have known pupils in ungraded schools to accomplish in one term of ten or twelve weeks as much as is accomplished in a graded school in a whole year.

If a pupil is to receive the maximum advantage from his school life, he should, by all means, be kept as near as possible to that point where he will be obliged to perform tasks as hard and difficult as he can master. He should not be allowed to do easy things, when he has the ability to do hard things or to go slowly when he can advance rapidly. To allow this is a manifest injustice, in that it deprives him not only of knowledge but also of that discipline and power resulting from vigorous intellectual activity. Besides, it robs him of that peculiar pleasure of mental victory. This

pleasure is a strong guarantee of greater endeavor and quickens ambition for broader conquests, an ambition as insatiable as that which fired an Alexander with lust for dominion.

There is as much difference in children as in older people. If a young man has the ability to master a trade in two years, there is no good reason why he should take five or even three. The English law that a man serve an apprenticeship of seven years is arbitrary. It ignores aptitude. If a man has natural endowments which enable him to make his way to the bar in one year, why should he take three? If a man can do a given amount of thinking in a year, it is not only prodigality, but it also tends to mental effeminacy to take a longer time. So, if a boy has the brains to walk right on rapidly in the path of learning, he should not be trammelled by the red tape of any school system, but should have the broadest arena for the development of his individuality, and the avenue should be left unobstructed for that progress suited to his powers and ambition.

Therefore, we conclude that the promotion of a pupil should be determined by his ability to do the work of the next higher grade, and may, consequently, take place at any time.

There is another grievous evil which antagonizes progress and which it is possible, with well directed effort, to diminish, but quite impossible to entirely eliminate. I refer to the practice of pupils in getting assistance of other pupils in the preparation of their lessons. This mischievous practice is not confined to any one school or grade, but its debilitating influence is felt from the primary school to the university. The pupil thinks it such a saving of time, and so much easier to find out in a minute by asking a question, something which it would take ten minutes to think out. He is not aware that he has proved his stupidity by exchanging ability for knowledge. He would do better to exchange diamonds for paste.

It should be indelibly branded on the cerebrum that power or ability, the essential condition of promotion in school and efficiency in after life, results from thinking, and thinking means independent, self-reliant effort. As one's own jaws must masticate the food which nourishes his body, so his own intellect must evolve the thought which energizes and characterizes his life-work.

III. BY WHOM SHOULD PROMOTIONS BE MADE?

We come now to the third division of our subject. By whom should promotions be made? Answer. By the teacher or teachers.

Of a pupil's fitness for promotion the teacher is the most competent judge, first, because of her special qualifications and experience in dealing with growing minds, and, secondly, because of her unequalled opportunities to become acquainted with the pupil's mental calibre and to observe those habits and characteristics which make and unmake him.

In my opinion, if the matter of promotion is in the hands of superintendent or committee, justice is not so likely to be done. By no means do I wish to imply that their decisions are warped by favoritism or biased by political or social considerations, but I wish to be understood as simply saying that the teacher is more favorably situated than either superintendent or committee, to ascertain those facts indispensable to a correct and intelligent conclusion.

If, for any reason, the teacher is unwilling to take the responsibility to promote or transfer to a lower class; or, if the school officers deem it not wise for the teacher to have sole authority in this matter, let the change be formally made by the superintendent or committee; but *only* on the recommendation and approval of the teacher.

Connected with this subject of promotion is another question eminently worthy of our thoughtful consideration, namely, "what are our pupils reading?"

In view of the all important fact that the character and destiny of the young are largely determined by what they read, and in view of the alarming fact that this country is flooded with what it is damnation to read, it is high time that we have in this State an organized movement to place good books in the hands of the boys and girls.

As the young in many cases, on account of ignorance, do not select the best books, I would suggest that we publish together with our courses of study a more or less extended list of books suitable for pupils of every class.

For the ungraded country schools which do not publish courses of study, it seems to me it would be a good plan for this society to

prepare a list of books and place them in the hands of all school officers.

I have three other suggestions. (1) Let the question of promotion be determined not only by fulfillment of the usual conditions, but also by the number of books satisfactorily read.

(2) Have a literary roll of honor and publish annually in the school report the names of all those who have read understandingly a given number of volumes.

(3) Whenever the teacher discovers in her classes a pupil who is easily carrying along his regular work, but still has not reached the conditions necessary for promotion, let the teacher influence the pupil to use his surplus time in reading.

It seems to me that reading, instead of impairing the general character of the work would make it more thorough. Why? For two reasons. (1) It would awaken thought and vastly augment the pupils' knowledge and thus give him a better equipment for the work of the curriculum, and (2) it would supplant those villainous publications which are antagonistic to all studious habits and poison the very fountain from which flows all beneficent activity.

TEMPERANCE INSTRUCTION.

BY MRS. G. F. FRENCH.

Until within a few years ago, we have been content to reform the drunkard, so far as possible; and for those beyond reformation, we have built asylums and prisons, and alms houses for their wives and children.

The day has come, when from one end of this broad land to the other; and with the mighty voice of a great nation comes the cry: "Build more light-houses, and fewer life-boats will be needed to bring in the wrecked lives along the shore." Ignorance is weakness—death. It leaves the child an easy victim to temptation. Knowledge is strength—life. It fortifies against the seductive wiles of the tempter, and insures a great measure of safety. Let the light of scientific temperance instruction shine forth from every school-house in the land, and the children will gain the wisdom that

is strength, and the reefs of intemperance will be passed without danger.

To the teacher comes the imperative duty, and God given privilege, to throw this beacon light into the lives of the children entrusted to her care. The teacher is no mercenary, working simply for hire; but inspired with a noble aim; and with conscientious regard for the future of the child, seeks earnestly and faithfully, to lay a sure foundation for the development of pure and noble character. To teach this subject successfully the teacher must not only understand it, but possess strong conviction of the harmful effects of alcoholic drinks, and believe temperance instruction to form a part of the school training.

Teachers, do you really believe that alcohol is a harmful poison; and must be classed with arsenic and strychnia? If not, your temperance instruction must have an uncertain sound. Science marks it poison, and declares it to be a powerful and harmful drug. It is classified with other poisons in Appleton's Encyclopædia, the dispensaries and medical dictionaries.

The physicians are the best authority in regard to what is good and what is harmful to this "House in which we live." Let us consult them now with the same confidence, as when we are ill; and follow their directions with the same precision.

Dr. Wm. A. Hammond of New York, the very best authority on diseases of the nervous system, writes in a letter to Hon. H. W. Blair as follows: "Weighing all the points for and against, mankind would be better, mentally, morally, and physically if the use of alcohol was altogether abolished."

The American Medical Association, the oldest and most conservative body of physicians in this country, at the annual meeting held in St. Paul a few years ago, embodied their convictions in the following resolutions: "Alcohol should be classed with other powerful drugs; when prescribed medically it should be done with conscientious caution, and a sense of great responsibility; used as a beverage it is productive of a large amount of physical and mental disease; that it entails diseased and enfeebled constitutions upon offspring, and is the cause of a large percentage of the crime and pauperism of our large cities and country."

The late Dr. Willard Parker of New York said, "We shall never control alcohol until we have taught the people, first what alcohol is; second what it will do to us if we drink it; third what

it will make us do ;” and he adds “I can see no way that this can be done but through the schools ”

Dr. Alfred Swaine Taylor, an eminent English authority, in his work on poisons after defining a poison as “A substance which, when absorbed into the blood is capable of seriously affecting health or destroying life,” proceeds to classify alcohol with other cerebral or narcotic poisons, and in the same work mentions diseases which result from the use of alcohol.

Dr. Benjamin W. Richardson in his work entitled Diseases of Modern Life, says : “It is the duty of every physician to speak plainly on this subject because it is his painful task day by day to treat the most terrible and fatal diseases for the origin of which he can assign no other cause than the use of alcohol.” A page further on he declares : “In whatever way the physician turns his attention to determine the persistent effect of alcohol, he sees nothing but disease and death. mental disease and mental death ; physical disease, physical death.”

The same author writes : “The nature of a substance does not depend upon its quantity but upon its quality.”

Does anyone need stronger proof or more convincing testimony, that it is not the quantity that makes alcohol a poison, but its own natural qualities, and that we must teach total abstinence as the only safe ground?

Teach these truths ; that the body is the temple of God, which must be kept pure, that alcoholic drinks blunt the finer sensibilities and makes the individual the creature of impulse instead of reason—causes moral decay. It makes a person lose noble traits of character, become untruthful, dishonest and lazy. Finally losing self-respect he becomes so regardless of the laws of decency that he must be cast off by his dearest friends for their own protection. It is the nature of alcoholics though taken in small quantities to create the appetite which leads to these results. This craving is the most terrible fact connected with the use of narcotics. It is slavery ; and a life poisoned, made worthless, with no natural use of the powers of body and mind is worse than death.

When it is remembered that by action of Congress and State legislatures, thirty-seven states and territories have scientific temperance a compulsory study in the public schools, military and naval academies, and that this legislation has been obtained in conformity to petitions and other expressed desires of a majority

of our intelligent citizens, is it not reasonable to expect hearty co-operation of our school officers and teachers? Upon the committee devolves the duty of making a place for this subject in the course of study, and placing only competent teachers in charge.

The Woman's Christian Temperance Union, the organization which conceived the idea of having scientific temperance taught in schools, and brought influence to bear to secure the necessary legislation, has secured the revision of physiologies issued by our largest publishing houses. Is it too much to claim that this organization should name the books to be used?

To-day there are four series bearing the endorsement of the W. C. T. U. I will name them in the order of time in which they have been placed upon the market.

1. Pathfinder series, published by A. S. Barnes & Co., Chicago.
2. Electric series, published by Van Antwerp, Bragg & Co., Cincinnati.
3. Union series, published by Ivison, Blakeman & Co., New York.
4. Authorized Physiology series, published by D. Appleton & Co., New York.

These are equally satisfactory, and are recommended by Mary H. Hunt, National Superintendent of Scientific Instruction and the Advisory Board, consisting of Albert H. Plumb, D. D., Daniel Dorchester, D. D., Hon. Wm. E. Sheldon and Rev. Joseph Cook.

Every one who has thought along this line, must be convinced of the growing influence of the saloon. With a strong organization and unlimited means, its influence extends to our cities and large towns almost without exception, making it impossible to enforce wholesome legislation. It is said, public sentiment does not demand it, and that public sentiment is not educated up to this point.

We have, in the teaching of scientific temperance, the power to create the needed sentiment—and confer untold blessings upon future generations; and can we neglect such an opportunity for good? “Ephraim is wedded to his idols,” but we have his children in school; and we will teach them the danger there is in clinging to the idols of their father. Is it not true that “If we save the children of to-day, we save the nation of to-morrow?”

We may not live to see the full benefit of such teaching, but the world will move on much the same as now; and long after we are

gone the seeds of truth, now sown, will bear such fruit as noble minds, pure bodies and happy homes. We are the custodians of the future. Make the children of this generation intelligently understand the effects of alcoholic drinks, and when they fill our places they will neither patronize nor protect the saloon. If we do our duty there will be public sentiment enough to confine alcohol to the uses of science, arts and medicine. The men of the future, with this broader education, will realize more fully than we do, that the saloon influence not only destroys our homes but attacks nearly every side of our free government. It poisons the fountains of political power, increases taxation, and is a menace to the future of our Republic.

The individual must be self-controlled before he can control others; and when men of this stamp hold the reins of government, "Many will rejoice, for he shall be great in the sight of the Lord, and he shall drink neither wine nor strong drink."

EDUCATION THROUGH THE HAND FOR THE HOME.

BY MISS ANNA BARROWS.

Perhaps I can best introduce my subject by asking you to glance mentally at what I have for four years seen daily as I pass to my school-room on the upper floor of the leading manual training-school in New England—the North Bennett Street School in Boston. Located in what was once the Court End of the town, now the abiding place of Hebrews, Italians and other foreigners, this building was originally a church. After various changes it is still, though in another way, sowing good seed among the people in its vicinity. The school is supported by private contributions; ultimately the city may take it. The President is Agassiz's daughter—Mrs. Quincy A. Shaw.

As a free gift to the city, about 1000 public school pupils yearly receive weekly lessons in printing, carpentry, shoe-making, clay-modelling, cooking, etc. In addition to these 600 to 800 come weekly for evening instruction or recreation.

As we enter the building we see quaintly dressed mothers, who cannot speak a word of English, bringing to the day nursery babies

too young for the kindergarten. At noontime it is a pretty sight to see 30 or 40 of these toddlers eating dinner at the tiny tables.

Near by are the kindergarten rooms, to which come nearly 100 children, who are too young for primary schools. Going in, we see the walls of a room covered with designs for clay modelling. Here the childish instinct for mud pies is turned by a wise teacher into educational channels; and by shaping clay, the fingers are trained for usefulness in other directions. Another room, at first glance, might seem to be a whittling school. But here is taught the Swedish wood-working or slöyd, which may be interpreted as skill or slight of hand. This system has been developed in Sweden within twenty years. About five years ago Mr. Lars Eriksson opened a school in Minneapolis, the first in this country. For two years he has been in our school and is adapting his routine of work more and more to America.

Instruction in drawing is combined with the practical use of wood-working tools. The teacher directs the pupil, but does not touch his work. The course is intended for girls and boys from ten to fifteen years. After the articles are finished, shelves, towel-rollers, spoons, &c., the child takes them home.

In another room the older classes have lessons in wood-working after the Russian plan, which is another way of reaching the same result. Each lesson is upon the use of a tool or special process—as sawing, planing, mortising; wood-carving is also taught here.

The shoe shop, through the necessary measurement and calculations, furnishes general education as well as a practical trade.

The printing lessons are valuable for the spelling and punctuation thus learned; while the deft touch attained by contact with the bits of type cannot fail to be useful in other trades besides that of a printer.

In all this instruction, the full development of the child, rather than the teaching of trades, is the object; but many find places to work more easily, for the lessons here.

Our classes come weekly, and number from ten to twenty pupils,—so each teacher has from 100 to 200. The work is not compulsory further than this, after a pupil has started in a class, he must continue unless his parents ask to have him excused. Absence and tardiness are counted in the school from which the class comes. Most of the classes are of the last two grades in the grammar school. Classes of teachers come for evening work.

In America we are yet far behind other countries in these branches of education and have borrowed European methods. Germany, through Frœbel, has given us the kindergarten, Russia and Sweden have taught us *how* to teach wood and metal working; while for cooking schools, we are largely indebted to England. There, over 40,000 pupils have passed through the National Training School of Cookery in the fifteen years since its establishment.

Five years are not enough to perfect any system of education and all these studies have yet to be more thoroughly Americanized.

Now I will invite you to enter my own special department, the school kitchen. We cannot ask you to take dinner, for the smallest possible quantities of food are to be prepared. An apparent contradiction is the first object noticed on entering the room, a quarter of beef; but the sense of touch will show you that this is made of paper and plaster. For this and the charts and bottles giving the analysis of our common foods, and the blocks showing the composition of the human body, its daily income and outgo, we are mainly the debtors of Mrs. Ellen H. Richards of the Institute of Technology. The room is fitted up like a chemical laboratory, each desk being supplied with the necessary utensils, and a gas burner which is used for all cooking except baking. Sink, range, dining table, refrigerator, blackboards, and a well filled closet complete the furnishings of the room. Chairs are provided for the pupils, as much of the lesson will be devoted to reading and black-board exercises.

We have a text-book specially prepared by Mrs. D. A. Lincoln, long at the head of the Boston Cooking School—The Boston School Kitchen Text-Book. The first lesson is—Building a Fire—and the pupils learn that all drafts and dampers are built in accord with the law that hot air rises. Then we take in turn the various methods of cooking, boiling, baking, etc.; then the mixing of doughs and the chemical processes involved.

Personal neatness is demanded from each pupil and the hands are washed at the beginning of every lesson.

We aim to teach hygienic cookery, but knowing that pies and doughnuts have too firm a hold to be easily uprooted, we show how to make them in a wholesome fashion. After deducing the principles of to-day's lesson from the one preceding, the pupils begin the work in groups. While the food is cooking the principles are reviewed and the cost and source of the materials learned. When

ready, the food is tested by the class. The dishes and desks are then washed and the room left in order for the next class.

In most of the city schools less than twenty lessons are given; we now keep each class through the school year, giving them, at least, thirty-five lessons. The work may, therefore, seem superficial to housekeepers who have found that years of experience still leave them new things to learn. But we do not expect to train cooks, only to show that cookery demands careful attention from every human being. All must eat to live. The pupils are encouraged to experiment at home, and a report of home work is required. It is too much to expect that mothers will yield to any innovations on the daughter's part; and not until these children have homes of their own, can we expect to know the full results of our work. We hear, however, that some of our past pupils are making all the bread for their home use or taking charge of the home house-keeping instead of hiring servants and going into stores themselves.

This is but a brief outline of our school. Similar institutions have been established by private benevolence in many large cities throughout the country. Manual training is not a cheap form of education, and it always cramps the work to attempt to make it self-supporting.

The Pratt Institute in Brooklyn was built and endowed by Mr. Pratt of Astral Oil fame; and it is supported by the income from the Astral apartment houses, which were built for that purpose.

A son of Cambridge, Mass., Frederick Rindge, has given that city funds for a like purpose and the Rindge School has lately been opened.

The rapid growth of manual instruction all over the civilized world, shows that it is due to a general feeling that former methods of education were incomplete. Yet the subject is not a new one. The first act of the General Court of Massachusetts in 1642, made it the duty of the authorities to see that every child be educated to read and write, and further required that "all parents and masters do bring up their children and apprentices in some honest, lawful calling, labor or employment, either in husbandry or some other trade profitable for themselves and the commonwealth."

The apprentice system has had its day. Work has been given more and more to specialists and less and less "all around" development of the individual is the result. Trade and technical schools

have been established in answer to the public demand. Pupils graduated from the public schools have not always fitted readily into the places waiting for them in the world's workshops.

The boy who can use his hands as well as his head is worth twice as much in any profession or business as one who cannot. By the help of manual training pupils may be kept longer in school and be better prepared for any trade they may choose.

Objectors say that it will lower the standards of mental culture and demoralize the established routine of the schools, and that it is not the office of the schools to teach trades. Advocates of hand culture hold, that through actual contact with things, dull intellects may be stimulated and individual lives turned into the right channels. They do not claim that manual work will take the place of mental. They aim not to teach trades but to train hands.

Such discussions have had their origin in a misapprehension of the subject. The main difficulty—it appears to me—lies in the lack of a suitable term to apply to this form of education.

A strict definition of manual training would admit no confusion with trade schools. *Industrial* seems to imply in some indefinable way, a skill of direct bread and butter value. *Manual*, though not synonymous with mechanical, often conveys the same idea. Therefore certain educators claim that manual dexterity is simply a matter of imitation of the teacher by the pupil and hence cannot be education.

Manual or industrial training as found in our schools to-day, comprises such forms of education as give direct practice to the hand in school, or stimulates the child to find it at home.

The Anglo-Saxon word—hand-craft, is more satisfactory than either of the other terms. The handy man skilled in handicrafts must be a brave, cheery fellow making the best of all emergencies and getting the most good possible out of life, just because he has learned to take things by the right handle.

We Americans, putting the chief part or the body for the whole person often use the word hand to mean a workman. Every person is a trinity of heart, head and hand, united in one body. For various reasons the first named part of this complex nature has been left to home and church instruction, and the full force of the teacher expended upon the poor head to the utter neglect of the hand. Is it any wonder that the body has often been unequal to

the strain? Would we allow a valuable tool to rust or grow dull from lack of use?

Guided by right motives in heart and head no work degrades a well trained hand. Heart, head and hand are equal, and each suffers if the others be not well developed. As Gibbons says—may we all possess—“A heart to resolve, a head to contrive and a hand to execute.” One of the earnest advocates of hand training is James McAlister, Ph. D., Superintendent of Philadelphia schools. He says “A complete education implies the training of the hand in connection with the training of the mind.”

At a meeting held last spring in Boston, I heard him use this comparison—“Athens trained her men for a leisure life. Rome wanted soldiers and the education was in that direction. The demand of the middle ages was for knights and churchmen. This is an industrial age and our systems of education while based upon those that preceded us must be varied to meet the demands of the present. Education must be as broad as the life of man.”

“John Stewart Mills considered it the duty of life to reconcile the two, the active and speculative; and from his own experience and observation, the former gives vigor and effectiveness to the latter.

He finds that he can do much more in two hours after a busy day than when he sits down to write with time at his own command. He has watched the development of many young minds and observed that those who make the greatest intellectual advance are those of the active class even when they enjoy fewer advantages than their contemplative friends; and nothing promotes activity of mind more than habits of business.”—*From Caroline Fox's Letters.*

It is sometimes argued that the use of one tool must be unlearned before another can be handled skilfully. This is a fallacy; hands trained and strengthened by piano exercises adapt themselves to sewing, wood-carving, *milking* even, far more readily than others which have not had such practice.

Mrs. A. D. T. Whitney says, “That eye and touch and feeling are all educated by the commonest, teasing, little every-day things; the trying to fit things and lay them straight, the making of beds; the setting of tables.”

Aside from natural gifts, the boy or girl who has used one set of tools will have less clumsy fingers for all others. It may be urged

that dexterity is a natural gift, and instruction is unnecessary. Because a child reads easily shall we leave him to educate himself? There are yet other reasons.

Michelet says, "A man always clears his mind by doing something with his hands." Gladstone, as a wood-chopper, is an illustration of this fact.

Dr. O. W. Holmes, for years, kept a lathe and wood-working tools in his library, and told me himself, that in their use he found the needed rest from his literary work.

Rev. Edward Everett Hale, D. D., and others have heretofore advocated a return to the old half-time schools to secure a more even expansion of the child's powers.

In cities, especially, is the child's growth one-sided. The increasing length of vacations and the athletic sports in the higher schools and colleges is an expression of this need of our natures.

As a result of the old system of growing the hand or letting it obtain only a hap-hazard education, a false value has been placed upon helpless hands. Occupations involving manual labor have been neglected, class distinctions arise; the contempt for book-learning which characterizes many men of affairs naturally follows.

Men college-bred under the old dispensation find it a Herculean test to drive a nail or put up a shelf, and their patient wives prefer to do such trifles rather than ask for help. Truly the old system has this merit; it has thus helped women to the active positions they are taking to-day.

Emerson says: "We must learn the homely laws of fire and water; we must feed, wash, plant, build. These are the ends of necessity and first in the order of nature. Poverty, frost, famine, disease, debt, are the beadles and guardsmen that hold us to common sense."

The educational value of cookery is more often criticised than any other branch of manual training. Yet this is a practical application of the foundation principles of chemistry, physics, botany and physiology.

Our aim is, to teach the reason for each process in simple form. There is a science of common things which ought to be taught even in primary schools, but which requires a knowledge of all sciences on the part of the teacher.

Lessons in cookery help awaken observation and perception and concentrate the powers of the child on a naturally attractive subject. Ideas received through eye and hand and taste do not easily slip away. Geography comes into the cooking lesson when we learn the source of our foods, and the effect of climate and food on races of men. It shows how dependent nations are upon each other for their daily bread.

Language lessons are given in class dictation exercises, whether the pupil writes poetry or recipes. When members of a class dictate to one of their number a recipe to be written upon the blackboard, they are learning to express in few words, something they have already worked out with their hands.

Errors of expression, "I haint none," "pudden," "pertater" are no more tolerated in the cooking school than elsewhere. Indeed, these errors are more easily dealt with here than in the common school. By observing the difference between one tablespoonful of butter melted, and one tablespoonful of melted butter a valuable lesson regarding the right position of words in a sentence is learned.

When class after class in cooking find difficulty in dividing by two a recipe where one of the ingredients is one and one-half cups milk, but after the actual experiment are convinced that it is not one and one-fourth cups but three-fourths cup, it might seem as if cooking served to teach arithmetic.

Girls often ask, "How do you know when to reckon twelve ounces and when sixteen to the pound? Pecks and gallons get hopelessly mixed. Few girls have but faint idea of the cost of the common articles of life. Where under the present system are they going to learn to buy the necessaries of life, or the times and seasons when any article is a luxury or a necessity?"

These illustrations may be enough to show that education will come through the right teaching of any subject. If you ask me if girls could not learn these things at home, I reply that in many instances they could, but that in the same cases they might dispense with school altogether, as their parents have the necessary knowledge and leisure to teach them. The average mother finds it easier to do her own work than to teach her daughters to help her. The very fact that cooking is made a subject for school study brings it nearer its proper station as an art and science.

Some countries have been wise enough to put into their schools whatever appears in the nation's life. The great lack in our school

system has been its failure to connect home and school. Too often our boys and girls outgrow and despise their homes instead of using their knowledge to make them better. It is hardly possible to overestimate the benefits that might result from a generation or two of training in home handicrafts. In no part of our life have tradition and superstition so strong a hold as in the kitchen. People talk of luck in cooking, who would scorn the idea of chance in any other branch of business. Rather mortifying it is to know that duplicates of our common utensils are found in Pompeiian ruins, that there has been so little progress in 2,000 years.

More study will lead to more inventions. Already such men as Edward Atkinson, are turning their attention to household affairs, knowing that the kitchen makes or mars the nation's prosperity. Electricity as yet has hardly touched the drudgery of housework; there are great possibilities for the future. Co-operative house-keeping is destined to advance greatly. We may outgrow much kitchen work as we have already gone beyond the days of our grandmothers in regard to spinning, weaving, sewing, and laundry work.

When it becomes as reputable to cook as to teach, girls with a taste for this art will leave the ranks of school ma'ams to supply the market with wholesome food. That means better wages for all.

There are thousands of towns that might support women as bakers or nurses. Even the city of Bangor, has occasionally to send to the Boston Women's Union for supplies of nice cakes. Girls may, in the future, learn that it is preferable to decorate china with attractive food, than with daubs of paint.

Economy—The instruction given in our public schools is economic, scientific and sanitary; not epicurean or extravagant. More than any other teaching will this influence the home and the individual. Food is the pivot on which the temperance and labor questions revolve. Wholesome, well-cooked food, and a better use of money would practically solve these problems.

“The number of inhabitants who may be supported in any country upon its internal produce, depends about as much upon the state of the art of cookery as upon that of agriculture, * * * both are arts of civilized nations; savages understand neither of them.”

Statistics show that this country consumes yearly 45,000,000,000 pounds flour and meal; 10,000,000,000 pounds meat and fish; 80,000,000,000 pounds tea; 425,000,000 pounds coffee; 100,000,000 pounds poultry; 19,000,000,000 eggs; 25,000,000 bushels beans; 150,000,000 bushels potatoes. These are prepared in 8,000,000 kitchens.

Strikes, anarchy and intemperance are mainly due to foods which excite rather than nourish. The French Revolutions near the end of the eighteenth century have been ascribed to the half-starved condition of the people. Food may do much to naturalize foreigners to American ideas. "What a man eats that he is."

Temperance—Among the poor, intemperance is caused largely by lack of nourishing and attractive food, while an over-supply, rich and highly seasoned causes a similar thirst among the rich. Temperance text-books are doing a good work, though rightly criticised as too introspective. Their scope should be broadened by a study of foods, such as may legitimately supply material for good muscles and stimulate their use.

Health—There is an old proverb to the effect that as many dig their graves with their teeth as with the tankard. I have been shocked to find that the larger number of my pupils drink tea regularly and want it strong. Is it any wonder that Americans are a nervous race?

These lessons in the cooking schools come at the hungry age, when if ever children should be trained in correct habits of eating. Taste is the first sense through which a child reaches the outside world, and is an important factor in his education.

A well known teacher has said—"The formation of a healthy appetite is properly a subject of education." Not long ago a medical society in considering the ill health of school girls laid much stress upon the marking system, yet conceded that this would settle itself if the pupils were properly clothed and fed. Is it not of as much importance that our children shall learn the government of their bodies as that of their country, that they need not through ignorance infringe nature's laws?

Indigestion and innutrition are the foundations of nearly all diseases, physical and mental. Some one writing of cooking schools has said: "One might well be pardoned in dyspeptic America for doubting whether there is not breadth enough in any

question which concerns the proper preparation of food to cover the whole range of moral possibilities."

The time is rapidly coming when we shall demand as high a degree of education in those persons who are to prescribe and prepare our food as we now require in those who now repair the damages caused by wrong food.

Domestic Service—In the every day life of the home there is evident need of training in all kinds of handcraft; most of the annoyances we meet daily are occasioned by ignorance on the part of some one who ought to know better. Everywhere there comes a cry for reform in domestic services.

Edward Bellamy has a paper on this subject in a late number of a household magazine. A Vassar professor lately read a paper upon the Relation of College Women to Domestic Service, and is now collecting statistics on the subject.

To secure good services the mistress must be educated in all the details of house-keeping. Jean Ingelow has written: "So long as household work is thought degrading (and nowhere is this so much the case as in America) there can never be anything like universal education; there must always be some who work all their lives because others will not work at all."

Maine has been able to place her sons and daughters in the front rank of workers all over the world, because through contact with things, in boundless forests, on mountains and on sea, she has given them a training of hand equal to that her schools have given their heads. It might seem unnecessary to say anything of hand-training under these circumstances; but because higher value has been placed upon head-work than hand-work, farming and housekeeping have been left for city desks and counters.

Already New Hampshire counts a thousand deserted farms and authorizes her State officers to encourage foreign immigration. If our New England country towns are to hold their own, new vigor must be put into the occupations that make their life.

In Austria, manual education takes the form of agriculture; practical instruction in rearing trees, fruits and vegetables being given in nearly all the schools. In Germany, to many common schools is attached a nursery and the children are taught to graft and bud, thus gaining interest and knowledge in the growth of plants.

Is it too much to anticipate that we may soon see the same thing in this country?

Dairy schools are a common thing in Great Britain and France. The State University of Michigan has recently opened a similar department.

It may be asked how this much needed instruction in home handicrafts can be given with little or no apparatus and limited time. Remember that the actual time spent on any subject is of less moment than the manner with which it is treated.

The experiment has been tried in some district schools by preparing the noontime lunch, for the expense of which each pupil contributes daily one or two cents. The teacher buys the materials, the cooking utensils are borrowed from the mothers, and the older pupils working under the teacher's direction prepare one day a stew, another a savory hash or a meat pie or hearty pudding.

If this is not possible, general lessons on common things and the use of money can be made to stimulate home work. An industrial exhibition was successfully tried in Franklin, N. H., by W. A. Robinson, (a Maine man) where without school instruction the pupils showed specimens of their skill in sewing, cooking, and wood-working.

The Boston supervisors report that a supply of scissors for paper cutting made a vast improvement in the order and interest in a troublesome school.

Books that will be useful to any teacher are :

History of a Mouthful of Bread—Jean Mace (Transl. by Mrs. A. Gatly.)

Real Fairy Folks (Chemistry)—Lucy Rider Meyer (D. Lothrop & Co.)

Hints for Teachers of Physiology—H. P. Bowditch, M. D., Harvard Medical School; D. C. Heath & Co.

My Wonder Story (Physiology)—Anna Kendrick Benedict (D. Lothrop).

Boston School Kitchen Text-Book—Mrs. D. A. Lincoln (Roberts Bros.)

Do we need any higher standard for our life and work than that set for us by the Great Teacher when on earth? Of all the wonderful works done by Christ while among men, none were outside the daily life; by healing and feeding the bodies he touched the soul's of men. Is this not a lesson for us, fellow-teachers? Let us beware

lest through conscious or unconscious influence we give our pupils the idea, that we consider anything necessary for the home life, either common or unclean.

“Who sweeps a room as to thy laws
Makes that and the action fine.”

—*Geo. Herbert.*

SCHOOL SUPERINTENDENCE.

I. THE FUNDAMENTAL RELATIONS OF THE SUPERINTENDENT TO THE COMMUNITY.

BY FANNIE P. HARDY.

Grahame the Scotchman, promised on his honor to pay a debt before a certain day, but the time passed unredeemed. “Didn’t you promise me on your honor?” demanded his creditor. “I did, sor, I did,” replied the Græme unabashed; “but me honor depends gr-reatly upon cir-r-r-cumstances.”

It might be supposed that a school superintendent’s relations to the community are even more the creatures of circumstance. How great the difference, it would seem, whether the superintendent work with an intelligent and progressive people, or for a public inert and indifferent, or among a community hostile to the interests of the schools, where strength must be wasted in overcoming prejudice and opposition. But while there is the widest variance in the results to be obtained under these conditions, and a wide difference in the duties involved, there is less in the relations than would at first seem possible; for, within certain limits these are a matter of adjustment, and adjustments follow the line of least resistance. The wise superintendent will not waste his strength. He knows that the energy of an individual is nearly a constant quantity—so much strength, so much time in which to use it; that gain in the amount of work accomplished does not come through increase of power, but through more advantageous methods of applying it. He conserves his force; he seeks to adjust himself to his public so exactly that friction shall be diminished and the energy expended

shall be converted into a corresponding amount of work. Give him a leverage, he will make his own place to stand on, and it will be far enough away and so arranged that the community must help instead of hindering him.

Harmony, then, is an essential to success—fundamental if we regard the work to be done, final if we are considering the results obtained. There must be harmony both at the beginning and at the end, if good results are to be reached most economically.

That harmony is the result of design no one will deny; where this design originates is not always so apparent. To produce it there must be mutual action, it is true; the iron must expand to meet the mould;—was there a mind in the iron, then, rendering it responsive? Was it not rather in one who could control the iron and who understood its nature? For before that mould was made, it was necessary to foreknow this result. In like manner, there must be mutual action between the superintendent and the community for which he works; but the understanding which planned this, the adaptation which produced it came wholly from the superintendent. The response of the public is only a sign that its nature is understood.

It behooves the superintendent, therefore, to study the action of men in masses, to observe assemblies and their movements, to understand the nature of society, a crowd, a mob. Before he can deal with it successfully, he must instinctively or apodictically know the truth that the public has a life of its own apart from and different from the lives of all the individuals composing it. The mistake of thinking that one's friends and neighbors are the public is an irretrievable blunder; and only second to the narrowness into which this error leads, is that other fallacy of figures which adds, subtracts, divides and multiplies to its own confusion. Because twelve men are privately of the same opinion will the jury agree? They may be afraid of each other, afraid of themselves, afraid of the world, even to the point of entirely reversing the verdict; but the decision will never be the sum of their twelve opinions. The character of a school, as every good teacher knows, is affected less by what each scholar really is than by the amount of influence he has over others. The public life is not the sum of individual lives but the resultant of their interaction, and he who deals with it must recognize not its compositeness but its unity. It, too, is a person—and a person of a very low order. While by a polite allocution all audiences may be

called "this well dressed and intelligent," the intelligence is always largely hypothetical. High development is never attained by a majority. Brawn supplants brain, and strength of lungs takes precedence of wisdom. The deformed slant-browed, abusive Ther-sites is still typical of populace whenever it lifts up its voice in condemnation of what it does not comprehend.

But how is the superintendent to help such a body, especially if it does not wish to be helped? How is harmony possible between the highly organized man-individual and the half-developed humanity-individual? The relation resembles that of a general to the public at large—commanding one body of men but responsible to another which, without knowing the first law of military tactics nor the exigencies of the situation, demands that it shall be pleased at any cost. With every battle that he fights, he must fight two—one to gain the advantage sought, the other to satisfy his supporters at home. For the relation to be an harmonious one the people must have confidence in him, and the only way to secure this confidence is by success. I am not one who would make a god of what the world calls Success; for the individual there are much nobler attainments—even failure, with hope remaining. But the moral sense of corporate bodies is so low that they are not content with real improvements unless these are also visible. "Imaginary folk see imaginary things," says Mrs. Budd in Jack Tier, speaking of apparitions, I believe,—“but solid folk see solid things;” and most communities are so solid that in nine cases out of ten they would prefer new reading books to the formation of a correct literary taste. The superintendent can achieve a real success by looking after both, satisfying the people that "something is being done" by giving them new books, and securing his own higher ends by providing those that will be more interesting, of wider range, of real literary value and high moral tone. If there were merely a change, made because a change is demanded, the success would be only virtual and the superintendent guilty of one more lost opportunity. He does not make the most of his advantages, he does not make a real success at all, who does not gain at least two results by every important move—a present, visible, "solid" success and a prospective, "imaginary" success, which one day shall prove the more real of the two.

In school superintendency as in generalship, the advantages of quick and striking successes in the beginning of the work can not be overestimated. They insure confidence which will give a larger

liberty of action. If the people are perfectly sure that Fabius knows what he is doing, they may ascribe his dallying to astuteness; but Fabian policy is a poor recommendation at the beginning of a career. In general begin a reform at the top. If the high schools and the primary schools are in equally poor condition, take the high school first. When this has been brought up to the standard, its influence, working downward, will be manifest in better order and better intentions throughout several grades below. The high school is a powerful ally, when one knows its worth and how to use it. It responds to liberal treatment more readily than any other grade; it shows dissatisfaction more quickly, is always an object of reverence to the lower schools, and its actions become their example; it has opinions of its own, can express them forcibly and they have weight with the community. If the school superintendent understands his high school thoroughly and has its good will and support, there is little danger that he will fall out seriously with the other schools or with the public.

If the superintendent's work is to be of permanent value he must be a man of powerful imagination, able to grasp a multitude of insignificant details and fuse them into one significant whole. (Indeed, this power is one of the chief factors in producing harmonious action, for it gives reality not otherwise obtainable to abstractions and general impressions.) A school must be an entity to him. He must think of it and treat it as an individual with certain traits and capacities. He must know the personal equation of every school with which he is connected, as well as that of the public at large, and he must be able to plot the focus of his work so accurately that the event must follow the path mapped out for it, as the comet obeys the word of the astronomer. So far as he is concerned, harmony depends on his perfect understanding of the forces with which he is surrounded; on the side of the community, it rests upon confidence in him. If he knows his ground he can venture much—even to be unpopular for a time. Harmony is not in passivity, and saying "Peace, peace, when there is no peace." Reforms at the point of the bayonet are expensive—too costly to be pushed unnecessarily—yet rather than a vantage ground should be lost, let us have open strife. If the cost has been counted and the end is worth the risk the superintendent has little to fear from opposition. The end crowns the work, and the public always recognizes a success when it comes laurel-crowned and with music.

Discord, however, is another matter and a serious evil. It rises from imperfect adjustment, the result of miscalculation or of inefficiency, and is scarcely to be remedied by the one who causes it. Yet as a means of prevention there are some matters to which the superintendent does well if he takes heed. His is a place where one must stand firm in his own integrity. I can see no room in a superintendent's work for duplicity or cowardice or selfishness. However skillfully he may manage the community, he must not attempt to deceive it; whatever the extremity to which he is pushed, he must not be afraid of anything which can be done or said concerning him; and however small the pay, he must never feel that he can work only his money's worth. His personality and his motives so penetrate all that he does, that a fault here produces a jarring discord. Partiality to sects, societies, families or individuals who think that consideration is due them; favors granted nominally from respect but really from fear; policy of any kind which is selfish or fearful or weak, bring forth bitter fruit and may lead to utter failure.

For the public sees these things, knows them and will not always abide them. In spite of its low development, he mistakes its nature entirely who laughs at it, thinking to cheat it easily. It knows well how to discover a demagogue, and is as worldly-wise as it is spiritually short-sighted. No one accused Thersites of lack of wit such as it was. And yet there is one fine and lovable trait which the world has, for the sake of which we may the more valiantly fight it when we must. knowing that our opinions, if wrong, will not long survive us and only our own reputations will suffer in the end. It is always right, this brave old world. Whereas men's opinions fossilize and they love the old, dead things and fight for them, the great public strips off its worn out superstitions and prejudices without a pin-prick to put on the new belief which yesterday it hooted. Is there a contradiction involved? The great public has no prophecy in its soul. It never sees far enough ahead to venture a leap; and so, although its judgments are constantly changing and in the retrospect are always right or approaching nearer and nearer to the right, they as invariably fall behind the mark and are true of yesterday but false to-day.

It is well if the superintendent remembers that there is a possibility of even this public of his outgrowing him if he does not keep in sympathy with it and its needs; and that lack of harmony may

not spring from any fault which it is within his power to cure, he may profitably adopt a device used for this very purpose by an old colonial pastor, who, in the days that were stricter than these both in intellectual and social liberties, had painted for his own edification the portraits of himself and two other ministers who wore a different theological harness, representing the three as seated together at a table with their pipes and their wine, and beneath—more commendable for its sentiment than for its Latinity—this motto :

In essentialibus unitas

In non-essentialibus libertas

In omnibus charitas.

II. MORE EFFICIENT SUPERVISION IN RURAL SCHOOLS.

BY W. P. THOMPSON.

In speaking of the importance of competent supervision in rural schools, I need only refer to the importance of competent supervision in any enterprise. All business men know that success or failure of any enterprise more largely depends on the competency of the overseer than any other one cause.

How does the management of our rural schools compare with that of any paying enterprise? It seems to me that not one of the great laws governing success in any business is observed here. A failure causing the loss of that which we have actually possessed, is looked upon as disastrous, and its cause removed if possible, that we may not lose again in the same way; but when we fail to acquire what we might otherwise have gained, we do not feel the loss and consequently see no need of removing the cause of failure. We could much better dispense with vigilant supervision in our cities and large towns, for there teachers are employed who are competent to do good work, while in our rural towns the teachers are largely the outgrowth of the present system, and tend to perpetuate its faults; and while it is necessary to employ such teachers, it seems doubly necessary to have able supervisors to direct their work.

Competent supervision depends largely on three factors :

1. A knowledge of the *business*.
2. A live interest in the *work*.
3. Responsibility.

Now to what extent do these three factors enter into the present supervision? Do the supervisors of our rural towns possess sufficient knowledge of the subject? Perhaps this ought not to be questioned; however, observing their work and comparing it with that recommended by the leading educators we can but see a wide difference.

Notice if you please, first the relation of the supervisor to the teacher as it exists. His conduct towards young teachers is such as to cause them almost universally to fear his approach and to dread his criticism. They have learned to make the preparation for a supervisor's visit an end in their school work and to conceal from him all the annoyances and difficulties of their work with which he should be made acquainted. Again, what an opportunity is offered the supervisor in his annual report to keep before the people the needed changes, but instead of using the opportunity to recommend better methods and to show where improvement can be made, he almost invariably reports the teacher rather than the condition of the school. This, no doubt, satisfies the public much better than to suggest any needed improvement or outlay.

Does he manifest a lively interest in his work? The fact that about one-fourth of our rural schools were not visited by the supervisor last year as the law requires only partially shows that he does not; for many of the schools that were visited were in no way benefited, as the calls were only formal and made merely to answer the requirements of the law. We must remember that we have not fallen from a perfect state to this seeming chaos in our system, but that we have been gradually growing and improving, and that the improvement in our schools creates the demand for more efficient supervision.

We may now rightly consider how we shall obtain this needed improvement. Of course it must come through the supervisor and the people. Let us consider the factors of which we have spoken in a reverse order. What will put upon the supervisor more responsibility? Directly this is in the hands of the people, but indirectly can not the supervisor himself do much toward obtaining the needed power which will tend to make him more responsible? You all know the one next thing needed to be accomplished in this direction, the abolition of the district school system. We have not time to review the arguments made in its favor last winter at our legislature. We would only refer to the result. It was agreed that the

town system is infinitely better in every respect, but that the people had not evolved sufficiently to appreciate such a system.

If we are to employ a man for any business and expect him to take a lively interest in his work we must offer suitable remuneration, and take some interest in the work ourselves.

School money expended in better supervision of schools is by no means squandered. The people should select a supervisor according to his knowledge and fitness for the place instead of on a political basis or for general popularity. There is at the most one best person for the place in every town. He has a divine right to the place. Now, whatever stands in the way of his election and continuance in office till another better fitted to take his place is found, also stands in the way of better supervision.

Supply in the beginning with the masses of the people precedes demand. There was no demand by the American Indians for the many things that to-day we deem necessary to our living; but had they once been supplied the demand for them would have followed. When supervisors show a better knowledge of their work and a livelier interest in it, and assume more responsibility, then will the people grant them more power and demand these qualities.

III. UNION OF TOWNS TO SECURE A SUPERINTENDENT.

BY REV. B. P. SNOW.

This question should be approached from the larger and primary consideration of the value of supervision in the work of our public schools.

It would certainly seem needless to adduce argument in favor of wise and thorough supervision of schools at this day, when similar oversight and guidance is a settled mode of obtaining the best results in all spheres of effort where systematic work is to be done by co-working or associated effort.

The supervision of our schools is based on one of the fundamental working principles of the century, namely, the division of labor with a view to render labor more economical and at the same time more profitable. It should be added that, on all lines, intelligent supervision aims at progressively increasing the power of labor, up

to its full limit of effectiveness, thus enhancing the value of results from investment and outlay.

Secretary Dickenson of Massachusetts says: "The work of supervision, in the best sense of the term, is most important. It is the condition of the employment of the best teachers, and of furnishing them with the means of doing the best service. This being a universal truth, the introduction of efficient supervision into every system of public instruction is a necessity. The schools of the towns suffer in proportion to the efficiency of their supervision. This is in accordance with reason and the facts. A careful and extensive examination of the schools reveals the fact that wherever there is no special supervision the results which they produce are small in amount and poor in quality."

NEED AND BENEFIT OF SUPERVISION OF RURAL SCHOOLS.

All considerations making in favor of a superintendency over the suburban schools, are equally valid as applied to suburban or rural schools. Indeed, all educational considerations which dictate supervision in cities and large villages tell, one may venture to say, with even greater force when the success of the rural schools is the question in hand.

The present confused, chaotic condition of what is called public instruction in our country districts, is at length gaining some notice. The inadequate buildings, insufficiency or often fatal lack of appliances and apparatus, frequent changes of teachers, no settled and systematic courses of work, lack of grading, ruinous overlapping of studies from term to term and year to year, pupils ill-matched in classes and irregularly promoted; in general, no definite aim and so no well aimed or even aimed work—all these ills urgently call for some remedy. It may be confidently claimed and soundly maintained that the cure for these admitted and grievous evils may be looked for largely in suitable supervision. It may be said the time is short for schooling in the country, and so it is not worth while to try supervision. But because the time is short for these schools, the superintendence is the more needed, unless the motto be, we have but little, we will have it as poor as we can.

THE COUNTRY SCHOOL OF PIVOTAL IMPORTANCE IN THE STATE.

The action in question is for just that portion of the area of our public education where it will do the most for the immediate locality and also for the State.

Has it occurred to our citizens and legislators, with the force and weight which belong to the consideration, that the question whether public education shall do or shall not do what it ought to do in the commonwealth, what it is popularly expected to do, namely, to prepare worthy and valuable citizens—has it yet been realized as it should be, that this question is to be answered by the country schools?

The subject before us, better supervision by union of towns for the purpose, and so better schools in the rural districts, has a bearing upon the interests and progress of the State that entitles it to the earnest consideration of our law-makers, philanthropists, and our citizens generally.

The country school is unquestionably our weak point, its improvement our primary duty, and to take measures for its immediate betterment is the obligation of all loyal citizens looking to the progress and prosperity of our good State. To effect educationally the greatest good for the greatest number, strengthens the country school.

THE EDUCATIONAL BEARING OF THE PROPOSED FORWARD MOVEMENT.

In its educational bearing the question is of paramount importance. No other measure could be more fruitful in good results in all the departments and grades of an educational system. The high schools, colleges, normal schools, commercial and technical schools would all speedily feel the beneficial reaction of systematized, well directed instruction in the smaller villages and country districts. But to those, and they constitute the great mass of our pupils, who cannot go beyond the ordinary branches in common school study, the educational gain, as compared with the present condition of things, would be inestimable.

HOW MAY THE CONTEMPLATED UNION BE EFFECTED?

Some simple legislation would be needed to facilitate the union of neighboring towns for superintendence, and to regulate the conditions of their joint action. Especially there is needed, as a condition precedent to this and all other improvements in our country schools, legislative abolition of the existing school districts, thus opening the way for town action in whatever direction it might be desired.

STATE AID TO TOWNS UNITING FOR BETTER SUPERVISION.

There can be no question that the State makes a good investment in the aid it renders high schools but could it admit of question, that, relatively, aid to secure better supervision in the line contemplated, would be even more profitable to the commonwealth.

UNION FOR SUPERVISION IN MASSACHUSETTS.

The law in Massachusetts provides that a group of towns having not less than thirty nor more than fifty schools, may unite for supervision. These towns must raise \$750 for superintendent, and the State will then give the towns \$1000, of which \$500 shall go to the superintendent, and the other \$500 be used to increase the salaries of teachers. A joint committee made up from the committees of all the towns, elects the superintendent and settles the portion of his time to be given to the several towns.

The working of this law in our sister State is producing excellent results. Although it has been but a short time in operation, sixteen unions are now having improved supervision. Superintendent Fletcher, now a State agent of the Massachusetts Board of Education, formerly of our own State, has done most efficient service in securing the law and in carrying out its provisions. He says that in not a single instance has a town shown any disposition to recede from the union arrangement, and that the good results of the movement are marked and conspicuous.

Does not the prompt and decided success of this movement in a near State suggest the question why we may not with equal success try this hopeful experiment? We could have at once the legislation enabling towns to unite, if not the financial aid afforded in our sister State. And, indeed why not both? If our legislature is conceived to meet the interests of the common people it could pass no measure more likely to gain popular favor, while it may be strongly urged that no other movement could more widely, effectively and surely tell upon the educational advancement and general prosperity of the commonwealth.

PURPOSE OF THE RECITATION.

BY O. H. DRAKE.

Webster mentions the word recitation, meaning the repeating before an instructor a lesson previously committed to memory, as a peculiar product of our American school system. In other lands, at least in all the higher institutions of learning, the lecture takes its place very largely, but in our country from the school of primary grade to the university, we find everywhere some system of recitations. The definition that I have quoted above is an attempt to state briefly and simply the meaning of the term. But the recitation to be of value must include much more than this. If it be nothing more than a rehearsal of something learned, it is not worth the time that it occupies.

The purposes of the recitation are various, but they may be classed under two general heads; first, the testing by the teacher the acquirements of the pupil, thus holding him to faithful work; and second, the helping him to that which he could not gain for himself. Both these objects should be kept in view in every school though the stress that should be laid upon each may vary in different grades of instruction. Some have a strong prejudice against requiring pupils, especially young pupils, to commit to memory the words of a book. "Give them object lessons" they say, "make the path of knowledge attractive for them." "Do not bind them down to the disagreeable task of poring over text-books."

There is a great deal of wisdom in this without doubt, but the making knowledge easy for the student may be carried too far. I am a firm believer in the use of the text-book. The teacher ought to assign to his pupils lessons to be studied and he ought to see to it that those lessons are learned. If the only object of school training were to store the mind of the pupil with as many facts as possible, the easiest way of inducing those facts to take up a lodgment in his mind, would, of course, be the best way. To substitute for this any more difficult method would be foolishness indeed. But the accumulation of facts is a very small part of an education. Far more important is the discipline of good, hard work. Suppose it

is somewhat unpleasant for the child, or young person to apply himself faithfully to study. Let him do it, notwithstanding the unpleasantness, and he is forming a habit that will be of incalculable advantage to him throughout his future career. Life is not a playground, and the best preparation for it cannot be obtained by turning school training into mere play. He who would do anything of value in the world must be able to do unpleasant things. Of course, I do not mean to say that education should consist wholly in committing to memory and reciting the words of books. Very little education could that give, if alone. Most of the facts thus gained are forgotten in a few years at longest.

It is the discipline that remains. What I wish to emphasize at this point is the fact that the text-book is an essential factor in the work of education. Now, if all pupils were ideal pupils, there would perhaps be no need of the recitation so far as keeping them up to the standard of faithful work is concerned. They would do their best without the eye of the master upon them. But many pupils unfortunately lack the ability and even the inclination to hold themselves down to efficient work unless there is some authority over them whose requirements they are bound to respect. With the majority of pupils one purpose of the recitation must be to enable the teacher to know whether or not they are studying as they should. I have spoken of this purpose especially in connection with the use of the text-book, but it is equally valuable in oral instruction.

Another very important purpose of the recitation is to help the student. It may do this in many ways. The very act of repeating before a class what one has learned fixes it in the memory as nothing else can do, so that even if the chief object of mental training were the acquiring of facts, the recitation would have a value in helping the mind to obtain a firm and lasting grasp upon those facts. Again the recitation ought to give the teacher a chance to become acquainted with the difficulties with which his pupils meet. No matter how faithful a student may be, he will sometimes encounter obstacles which he cannot well overcome by means of his own resources. A word of explanation from his instructor may change the whole aspect of the matter and send him on his way with new courage. Proper caution must of course be observed here. The pupil must not come to lean on the teacher.

One fact or one truth gained by good, hard digging on the part of the student himself, is worth more than a hundred communicated

to him by some one else. But the average pupil will lose courage if he be not helped sometimes. The help should, however, consist in leading to a point from which it is possible for him to see the truth for himself, rather than in a direct statement of that truth. Furthermore the student often fails to see all that the lesson ought to suggest. His range of vision may not be broad enough to enable him to do so, or he may be too careless to do it. Here again the recitation may be of advantage. There is hardly a lesson that pupils are called upon to study that is not full of suggestion, if the mind is but open to receive it. The teacher ought to help his pupils to see this. I have stated my belief that the text-book is essential in education, but we must have common sense in the use of it. Learning and repeating words never educated a person. The pupil should be taught to observe and to think. Many students do not know how to study properly. They ought to be taught to do this. They should learn to consider what the words of their books mean, and wherever it is possible, to connect those words with what they can observe about them. Pupils too often fail to carry along together the knowledge gained from books and that which ought to be gained from the outside world. They learn the statements of their books but their practical knowledge is hardly increased by it at all.

Prof. J. D. Dana once, after asking a class some question in regard to plant life and failing to obtain any satisfactory answer, exclaimed, "There, no one but a college student would be ignorant of that!" Perhaps the criticism was hardly fair, but there was certainly some ground for it. An extended course of study does often seem to carry one further away from the surroundings of daily life. The recitation may often do something toward remedying this evil. But the most important benefit that ought to come to the student from the recitation is derived from the association with a person of broad and accurate scholarship, whom he thoroughly respects and admires. I say *ought* to come rather than *does* come, for unfortunately the teacher does not always possess the scholarship that he ought to have, or the character and disposition to win respect and esteem. But if the teacher is what he should be, the pupil may derive from him an inspiration that is worth to him more than all the facts that he could learn from books, if he gave his lifetime to the learning.

Who cannot remember some teacher whose influence has been of untold value to him in this way? The lessons that he taught have

all been forgotten very likely, but the desire for things higher and better that he awakened has never died. Perhaps he helped us most not on the days when he held us most closely to the lessons that had been assigned, but at some hour when, forgetting the text-book and the lesson, he led us into fields before unvisited by us. The teacher may do worse things than forget the lesson sometimes. The recitation ought to be a source of strength to pupils morally as well as intellectually. It may be so, if the teacher is of the right character and wills that it be so. He should never forget that character is infinitely more important than scholarship. His example and his general bearing in association with his scholars in the class-room, may have a powerful influence over them for good, and he should supplement this by words when opportunity offers. Some studies in particular afford an opportunity for most effective instruction of this kind. That the recitation may accomplish all these purposes much is required of the teacher. He must give much of himself, and in order that he may give much he must have much to give. He must neglect no means of making his equipment as complete as possible in every respect.

METHODS OF RECITATION.

BY A. M. THOMAS.

Since the greatest part of a teacher's time is spent in conducting recitations, the success or failure of that teacher almost wholly depends upon the methods which he employs; certainly his success as an educator rests there. Hence it is profitable for him to frequently ask himself what *aims* he has in view, and what methods will best accomplish these purposes.

It is not the hope of this paper to build any royal road to success for the teachers of the present or of the future, but, if possible, to spot a tree here and there, that may prevent some one from wandering aimlessly through his task, and bring him out somewhere. How to make the recitation most practical, seems to be the perplexing question, when the demand for a practical education is so loud as at present. Books have been written upon the many results

that can be accomplished by the recitation, in the various branches of study, and in the different grades of school; and much has been written upon the many methods which may be used to effect these results, but these can not be discussed here. Leaving out all these special objects, we claim that all recitations are practical which teach the pupil to do the things which he will need to do every day of his life. There are two things which every scholar ought to learn how to do, namely: to think, and to express his thoughts. If a school training makes a scholar a clear thinker and a ready converser, it opens to him avenues to the broadest education, and puts him on his feet, so that he is prepared to meet the world in any course which he may choose.

Emerson says, "There are many men who think, but a very few who have thoughts." It is this latter kind of thinking to which I refer, not the irresistible action of the mind, but the power to drive the thoughts ahead into new and undiscovered fields. The men who possess this power in the highest degree are the foremost scholars of the world, in literature, art and science; and hence, we would say that it is the duty of every teacher to make diligent search for those methods of recitation which shall best develop the power of independent thinking on the part of his scholars.

It is very easy for a teacher to fall into the error of thinking that the chief thing is to get a recitation out of a scholar; and hence arise all those condemnable methods, such as asking questions which can be answered by yes or no, or suggesting the answer, or giving the answer with the exception of a few words, and leaving it for the scholar to finish. In such recitations as these, there is need of but very little mental exertion on the part of pupils, as is proved by the fact that this method is very popular among them.

Nor is it by any means necessary that the pupil derive any benefit from the topical method of recitation. It may be the case that the pupil will no more receive mental nourishment from this exercise than the whale receives food from the water which it takes in, because compelled to by its surroundings, and then expels merely to get rid of it. Indeed, the complacency with which a scholar will resume his seat after giving the required topic, word for word, may remind you of the habit of the whale, which, it is said, after spouting, will lie on the surface of the water in perfect passiveness. The pupil and the whale both seem to say by their action, or rather inaction, they are thankful no more spouting will be

required for awhile. This mental inactivity is the natural result, if the impression is given that a perfect recitation consists in repeating from memory the words, or even the idea of the book, without a thought as to the meaning or application of the statements.

But, some one may ask, what is the best method of conducting a recitation? Evidently there is none. Each teacher may have his own way, which for his school is best.

For myself, I believe that in schools of sufficient advancement the pupil should be required :

First, to give an analysis of the day's lesson. This teaches him to logically arrange his ideas.

Second, in those branches in which it can be done, he should be able to give in his own words the substance of each topic. Two things are gained by this: first, he will be compelled to exercise his own judgment in deciding what is the leading thought of the topic. It is true that he may not always be able to decide, but the very exertion will be productive of good results. He will be taught to rely upon himself, and to use the text-book merely as a guide to direct his own thought. Again, by this method of recitation, the pupil may be taught the correct use of language, and this is one of the chief purposes of the recitation. The ready use of language is an art which few possess, and yet I see no reason why it cannot be acquired under the right instruction. To quote from Emerson again: "Give a boy address and accomplishments, and you give him the mastery of places and fortunes wherever he goes." By his conversational powers a young man often makes his first impressions and decides his future career. And so, what better accompaniment to clear thinking can he have than a broad vocabulary and a ready use of it?

In this respect the present methods of instruction are far in advance of those of the last generation. The idea that every lesson should be a language lesson has already been seized upon, and is put into practical operation by a large number of teachers. The practice of requiring scholars of the primary grades to use nothing but sentences, and to repeat the answer to a question until a good sentence is used, forms the habit of care in the choice and arrangement of words. If the same method were followed through all grades, not so many of the graduates from our high schools and academies would be those of the stammering tongue and heavy pen.

But, when the pupil has given the analysis of the lesson and the substance of the topic, now is the time for the teacher's mind to meet that of the pupil, and to give it some vigorous mental exercise by questions so put as to draw out the pupil's understanding of what he has studied. Just as the parent teaches the infant to walk step by step, until it can walk alone; so the teacher may, as it were, take hold of the mind of each pupil, and lead it on until it can without assistance go through the simpler processes of thinking and reasoning. When the mind has become sufficiently matured to endure severer exercise, here is the opportunity. Then a portion of the recitation should become a sort of boxing school, in which the teacher acts as trainer, and aims to place his blows where they will strike the weakest part, and call the sluggish faculties into activity.

Mental discipline is of far more importance than instruction. The instruction must necessarily come while the mental training is going on, but a great deal of information may be imparted, while but little progress in mental growth is made by the pupil. I believe that we often lose sight of this fact, and think we are doing most for our scholars when we are pouring the information into them, while we should be enlarging their capacity for knowledge by drawing out what they have already learned.

I do not mean to say that no part of the recitation period should be given to instruction. On the contrary, the teacher always should be ready to go beyond the lesson and outside of the book, and to add new facts to make more stable those already learned. But he ought not to yield to the temptation to devote any considerable portion of the time to such instruction. It is no doubt very agreeable for pupils to listen to such teaching, but scholars are not made in that way. The oral or lecture method should be left for the most part to the primary grades and to the higher institutions of learning. In the grades intermediate between these two, I believe that teacher is doing the best work in the class-room who has least to say himself, and is most successful in drawing out his class. Let it be constantly kept in mind that he has not before him so many human bottles to be filled from his store of information, but that they are living souls, groping in darkness, and need some one to teach them the way, and to lead them out into the light where they may see for themselves.

THE NECESSITY AND FEASIBILITY OF TEACHING.

PATRIOTISM IN THE COMMON SCHOOLS.

BY LEVI TURNER, JR.

Edward Bellamy in his socialistic ideal, "Looking Backward," seems to have reached the high water mark of modern imaginative extravaganza and Utopian fiction; but however visionary the conditions may be which this book so minutely depicts, it nevertheless contains much that is suggestive and thought-breeding, as well as a large number of very pointed corrective strictures upon our governmental systems and polity. As indicating his views upon the subject which I shall attempt to present in a brief and cursory way, he closes one of his chapters with these words:

"The national party sought to justify patriotism and raise it from an instinct to a rational devotion, by making the native land truly a father land, a father who kept the people alive and was not merely an idol for which they were expected to die."

Now I opine, neither Mr. Bellamy nor any other intelligent man would undertake to say there is a dearth of patriotism in the generally accepted significance of the term in this country. The contrary rather is true. There is an abundance of it and an almost superabundance. Let an great national emergency or crisis present itself, which might menace either the honor of the country or the integrity of its institutions, and we should witness the same devotion, the same ardent loyalty and the same self-sacrifice which have always been displayed by our countrymen. We are not so far removed from times and scenes when the fibre and quality of our national patriotism have been tested and proved beyond the peradventure of a doubt, as not to know this is so. Such then, has been, is and ever will be the character of our national patriotism in times of war; but equally important and commanding in its effects—equally high and noble in the scope of its purposes—and equally practical and utilitarian in its results is the patriotism of peace.

This former species of devotion to country is inborn: it meets us at the cradle, we nurse it from the breast, we inhale it from the air,

and it leaves us only at the grave. The latter kind, the patriotism of peace, I fear we have still to learn, and in its principles need much instruction. The victories of war are won and we are in the full fruition of their immeasurable blessings; but the conquests of peace are still before us, the battles of brain, of intelligence, of sobriety, of virtue, with their golden meeds, are yet to be fought through.

What then shall be the plan of this campaign of peace, the manner of its equipment, the character of its soldiery? Let the design of this warfare include nothing less than the absolute, universal, unrestricted, intelligent exercise by every voter of this nation, of his rights and duties as a citizen. Let the armor be the settled principles of our constitution, the well recognized institutions of our country, and the eternal canons of right and justice. But supremely important, most so of all, is the composition of this army of peace. Absolute victory will be assured only when the great majority of our people shall be civic soldiers, and by a civic soldier I mean an honorable, wide-awake, intelligent, moral, God-fearing American citizen. Such must be the composition of this army of peace. To our schools, and to them alone, can we look for recruits. Here then is a comparatively new field for the school-master, spacious indeed, but by no means uninviting. To every teacher of American youth is given an opportunity of doing infinite service for his country, and achieving results no less far reaching and beneficent than the resplendent exploits of the heroes of Appomattox or Gettysburg.

To what extent the cultivation of patriotism in our common schools is an essential part of the spirit and genius of the principles upon which they were founded and have grown; how great the present necessity for fostering devotion to country and loyalty to American institutions; what kind of patriotism is to be nurtured; how our schools may be made the nurseries of good citizenship and sterling manhood, are the themes to which I invite your attention.

First then, I undertake to say that the teaching of patriotism is of the essence of the spirit which pervades and animates our whole school system, and all legislation pertaining thereto. To deny that the teaching of patriotism, morality and good citizenship is one of the essential objects contemplated by the founders of our nation and of this commonwealth, is to confess ignorance of the basal structure upon which our excellent system of schools has grown up. What

then is the ground upon which we require all taxable property to bear a share of the expenses of general education? It is not to qualify pupils to earn a living. If that follows as an incident, very well. It is not to help people to take care of themselves. All ideas of charity have now been deliberately and absolutely eliminated from the educational problem. There is but one ground. It is the safety of the State; the stability of that force which protects property, which preserves liberty, which promotes the happiness of the people. So important did our early fathers deem this kind of instruction that they did not stop short of making it a part of the law of the land. And so upon our statutes to-day are laws enjoining all instructors of youth to inculcate, as far as possible, principles of morality, patriotism and love of truth. This is both just and reasonable. For the State is ultimately the party most of all interested in the results of our schools, the chief contributor to their support and maintenance, and, therefore, it is but common justice that so far as it contributes toward their support, so far it may rightly demand that the pupils shall be trained in those things that make for good citizenship, the preservation of our institutions, and the perpetuity of the nation. The proposition in brief, is this, the State furnishes gratuitous education, in some cases makes it compulsory, and ought we not to concede to it, in the first instance, the authority to say what the character of that education shall be? If it insists on good citizenship as the thing of prime importance, who shall complain? Enough, I think, has already been said, along with individual knowledge and reflection upon this matter, to point with emphasis the fact that the American school system has for its basis and corner-stone the preservation of our republican institutions, and that the paramount object of its designers will be fulfilled only when preparation for good citizenship shall receive first consideration from those to whom the educational interests of the State are intrusted.

Having noted that preparation for intelligent citizenship is the pivotal center about which our whole school system revolves, let us see whether any special necessity exists for accentuating with increased stress this peculiar kind of training.

The children of the nation are the hope of the future, and the character and condition of the nation fifty years hence will be an honest reflex of the work of the public schools during coming years. It is undeniable that the last half century has witnessed an unmis-

takable gradual decline in patriotic feelings and sentiments, and the visible demonstrations of them among the people generally. In nothing is this more apparent than the lack of ardor and appreciative enthusiasm in the celebration of our national holidays. A late writer in the *North American Review* deploring this unwelcome indifference to patriotic pride says, "No thoughtful person can on the Fourth of July visit any of our great cities, or indeed any portion of our land where the foreign element predominates, without seeing that the observance of the Nation's holiday has fallen into desuetude—has become like an European Sunday, and lost nearly, if not entirely, all of those characteristics which made it so remarkable an anniversary during the first century of the Nation's existence." Painful and humiliating as this may be, candor and honesty compel us to acknowledge that this is true. We must confess that we have drifted a long way from the old observance of our national holidays. These were not established solely as periods of recreation and amusement, but as seasons when the people at large were to be educated in the history of the nation and made familiar with the foundation principles of the government.

Formerly on Washington's birthday it was the practice to read aloud his Farewell Address from the pulpits of churches and the rostrums of public gatherings. On the Fourth of July the Declaration of Independence was recited by the principal orators of the neighborhood. Then rational purpose prompted the celebration of these days, for whoever was familiar with those state papers, knew at least the ground work of our political organization. Then the old time observance of national holidays was an active vital force working for good. It was not till this old-fashioned observance of our national holidays became obsolete that the nation began to experience difficulty in assimilating our foreign born population. It was not till Washington's Farewell Address and the Declaration of Independence had been forgotten that foreign agitators found listeners to foreign theories of government.

No one consideration impels us to stimulate patriotism in the rising generations more than the one I have hinted at above—namely, the enormous and unrestrained influx of foreigners upon our shores. For quite a number of decades the United States have been the dumping grounds for the social refuse and criminal offal of the over-crowded cities of Europe, and from recent developments in Chicago and other cities we are brought to a realizing sense of

the dangerous quality of the bilge water which has accumulated in our ship of state. We are confronted with this issue, shall our institutions continue to be American and the grandeur of our possible national destiny consummated, or shall we be ousted by foreigners and our peculiar ideas of government supplanted by theirs? In other words, shall these new comers be Americanized, or shall we and our children be foreignized. It is at once apparent that it will take an infinite amount of patriotism and native intelligence to disinfect and leaven this large and still increasing mass of ignorance, prejudice and wickedness. Already this influx of foreign population, much of which is either ignorant of the very elements of citizenship or wholly un-American in its habits and sympathies, has so diluted the civic virtues of our fathers that little of the ancient flavor remains. For this reason alone it would seem that there is a crying necessity for teachers to strive to imbue their pupils with a reverence for our country, and to nurture a positive determination to stand by our institutions in every emergency.

Again social and moral considerations, and public policy as well, alike demand that the rising youth of this country shall be instructed in the great basal principles of morality which is the essential ingredient of patriotism, and this instruction must be general, for our political and social questions are determined not by the intelligence and will of the few, but by the average will and intelligence of the many.

The abandonment of religious teaching consequent upon the governmental divorce of church and state, make absolute the necessity of a more general teaching of the laws of moral obligations as applied to the practical affairs of life. If the fires of patriotism are to be rekindled and constantly replenished it must be done by the public school, for we have no frequent or grand exhibition of power, no army in awe of which to stand, no royalty to worship, no insignia or ribbons to dazzle the eye.

Granting, then, that the paramount object of our common schools is the manufacture of good citizens, and that there is a necessity for training in patriotism, we come to a consideration of the third element in our discussion, namely, what kind of training is most needed and most beneficial? Good citizenship is the product of character of culture, of self-inspected discipline, even more than of knowledge—a man may grasp with the minutest comprehension all the science, theory, facts and details of government—he may be

able to discourse learnedly on all the great constitutional questions that have agitated this nation since its inception—he may be profoundly learned in our economic theories and administrative policies, and yet be an Aaron Burr. To be honest with ourselves, we must confess that with our political leaders and their followers the lack of honesty is more seriously felt than the lack of knowledge. Honest ignorance is dangerous, but dishonest intelligence is more so. Turn this problem in as many ways as you will; view it in every possible aspect, we can't escape the inevitable conclusion that simple, plain old-fashioned honesty is the one great element which is lacking in our political life. Perfection in and familiarity with governmental systems cannot remedy this. However perfect may be the form of government, its administration and its laws, these alone can no more make good citizens, than sunshine and rain and a good soil can transform a pebble into an oak; there must be a spirit of life from within before environment can call out growth; the spirit of life, the vital force of citizenship is virtue.

Every pupil must be grounded in the convictions of immutable morality as opposed to prudence, policy or expediency. In this connection ethics come foremost of all studies, teaching the doctrine of duty toward society and government—and instruction in this branch should not be deferred as is done in most of our colleges and academies till the last year of the course, when bias, opinion, prejudices are already formed. A text-book on ethics suited to this class of work is a great desideratum. One of the sweetened water sort will never do. Nobody quicker than a child detects the difference between good and goody. We hope to see some bright doctor of philosophy with a boy's heart in his own breast, who knows the avenues of approach to the marrow of a boy's being and the secret springs that control his thoughts and actions, write a practical work on ethics. American youth must be taught not only their duty as units of the governed citizens, but their duties as units in a governing class. They must realize that they are each individually sovereigns, that they are integral parts of the government, and as far as possible they should be taught to keep in view self-responsibility. If there is any one thing that is to be deprecated in our present political status it is the indifference of our best citizens to politics and their withdrawal from active participation in political matters. We have among us many individuals who, hold-

ing themselves aloof for fear of contact with the contaminating political cauldron, with self-satisfaction and self-righteousness bewail the political degeneracy of the times; like the Pharisee they thank God that they are not like other men, and they absolutely refuse to hold office or even to vote. I have no patience with this type of American citizens, and I hope no teacher in this commonwealth is multiplying that class. They cannot know too soon that the things which they deplore can be righted by their own efforts. Let them learn that duty requires them to lay off the coat, bare the arm, and take a bold stand in the foremost ranks of reform. Let the coming voter be taught how our officers are elected, who are eligible, how our laws are made, who execute them, and who decide disputed questions. The press, the pulpit and social and civil organizations must do more in this direction.

The study of civics, of course must be included as one of the branches essential to the proper teaching of patriotism. Without this, patriotism would be handicapped, and might amount to only blind enthusiasm. In these times when fundamental questions are stirring society to its depths, when men are called upon to vote directly or indirectly upon labor questions, tariffs, national direction of railroads and telegraphs, biennial elections, prohibition and what-not, some knowledge of economics upon which such subjects are based, and the history of similar movements elsewhere, would seem to be of primary importance. In a word, the minimum of what the citizen should know that he may be fairly prepared for his civil duties, is the fundamental or rudimentary facts and principles of ethics as preliminary to government, civil polity, economics, history, at least of his own state and country, and some of the practical elements of law or jurisprudence.

We now reach the fourth and final division of this subject—How the teaching of patriotism can be made practical in our common schools. No suggestion of mine can supply the necessity of inventive genius and ardent enthusiasm on the part of the teacher. In those schools where the study of civics does not form a part of the regular curriculum, stated times every day, or two or three times a week, may be given to the inculcation of patriotic ideas, or this instruction may be made a part of the programme on public days, or on the days for general exercises. Some of the specific methods for instilling those ideas which make for good citizenship and patriotism are the following: And, first of all,—the school itself.

The obligations of citizenship may be impressed upon the minds of the pupils by the ordinary discipline of the school—let them learn what obedience is and the necessity of a proper regard for the rights of others. The school is the nearest realization of the great doctrine of equality that is anywhere seen. The dainty miss sits in the same class, on the same seat with the ill-clad child, and there is no difference; the boy from the home of squalor and poverty stands beside the pampered pet of wealth, and he learns that he is his superior in the class-room and on the play-ground; what now can check that poor lad in competing for the prizes of life. Equal rights, respect for the rights of others, courtesy, gentleness, approval of truth and duty, and faithful effort, find countenance and encouragement. In many ways the school may, in miniature, be made a perfect exemplification of what the student will need to know in civil life.

And right here, it may be said that a normal school at Washington properly equipped and supported at the government's expense with no other object than to train teachers how to give apt instruction in preparation for citizenship, would do more in preserving our institutions and achieving the destinies of this nation than armies and navies.

The American flag should be raised over every school-house in the land. It should be borne into the presence of the pupils and saluted by them in a manner similar to the exercises in our military schools and naval academies. The flag itself in the hands of an intelligent teacher may be used as a most interesting and profitable object lesson. When once you have brought out and impressed the full significance of our nation's emblem, and all the grand associations and heroic achievements connected therewith, you will have gone a long way towards laying broad and deep the true foundations of patriotism. No more appropriate and telling way of introducing the flag into our schools can be found than that adopted by the citizens and school authorities of your own city of Bangor on the occasion of presenting a flag to your high school some weeks ago. When I read an account of those exercises I said to myself, "The city of Bangor knows how to do things."

Again the study of history giving special attention to the origin and development of the nations is one of the most essential conditions of good citizenship.

Our school histories are much too short. A history for young people should tell all the true anecdotes and stories at full length.

Boys want pages about Washington, Old Put., Old Hickory, The three Militia Men, Commodore Decatur, Commodore Perry, Admiral Farragut, the Battle of Bunker Hill, the coming over of Lafayette, Tecumseh, Ben Franklin, the pioneers of the great West, the building of the Brooklyn Bridge the jetties of the Mississippi, and the oratory of Patrick Henry, Clay and Webster.

These things captivate the young only when related in detail and in simplicity. By and by they will want history of another kind which will relate fewer stories, pass briefly over wars, and give more attention to those events which have had a controlling influence in shaping the character and destiny of our people.

No device can be more fruitful in inspiring patriotic feelings than the proper observance by the whole school of Washington's birthday, Memorial day and the dates of important historical events. Programmes suited to the observance of these days may be found in any of our educational journals. On days of this kind let the Declaration of Independence be read, Washington's Farewell Address, the articles of Confederation and the Constitution be studied.

The convening of Congress, the inauguration of the president, the assembling of the State legislature may be made the subject of an informal lecture, thus awakening in the pupils an interest which will result in voluntary investigation on their part. The late revolution in Brazil was studied by pupils in the Rockland High School with a good deal of interest and profit.

There are a thousand and one ways of impressing the principles of good citizenship upon the plastic minds of the young pupils, and a teacher who is alive to the importance of this subject and full of enthusiasm can make every recitation, every exercise tell.

I have not time to go into every one in detail, I merely hint at some of the most important that have occurred to me.

(1.) Patriotic airs and national hymns should make a part of our school music.

(2.) The reading and recitation of patriotic selections. General Carrington's Patriotic Reader grew out of a demand for this class of literature. This book is made up of selections philosophically and chronologically arranged, showing the development of human liberty.

(3.) All current political events may be seized upon and turned to practical account. For high schools the discussion of current magazine literature is good.

(4.) Knowledge of parliamentary practice may be gained from debating societies, and occasionally resolving the whole school into a legislative assembly exemplifying all the details of actual legislation.

(5.) Economics may be taught by a school "Savings Bank;" the mechanism of elections by sending the larger boys to the town or ward meeting with instructions to report all that is done; the sitting of court is a good time to study our judicial system; the organization of the city government is an apt time to study local administration.

(6.) The celebration of the admission of the State into the Union may be made the occasion of extended exercises. Last year Indiana celebrated her seventy-second anniversary of this event with a choice and elaborate programme.

In Massachusetts are two organizations whose express purpose is the cultivation of patriotism—the Massachusetts society for the promotion of good citizenship, and the association under whose auspices the "Old South Leaflets" are published. These "Leaflets" are advertised on the last page of our programme, and will be found of practical service in teaching the history of patriotism.

But I must not dogmatize as to details. As I have already suggested, the native ingenuity of every wide-awake teacher will suggest apt and opportune means, methods and times for instruction in patriotism.

Massachusetts, with Boston at the head, has taken the lead in this matter, and while Maine does not feel the necessity of looking to her as the model and exemplar in all things, still we are all quite free to confess that she is a pretty good State to follow in educational matters.

Whether the teaching of patriotism shall become general and be made a prominent part of the instruction in our schools will depend upon the amount and intensity of the public sentiment created in its favor.

However, no teacher need feel that he is exceeding the legitimate limits of his vocation, or contravening the spirit and intent of our American school system, when he devotes time and labor to instilling into the minds of his pupils the lasting convictions of their future imperative duties and responsibilities as citizens; and that faithfulness to the trust, which, as members of this government, we cannot

escape assuming, requires that we not only preserve unimpaired and untarnished our national institutions and the blessings of free government, but must transmit them enlarged, strengthened and illustrated by our virtues.

A PLAN FOR PROFESSIONAL WORK.

BY H. M. ESTABROOKE.

That there is much good work done to-day in the teaching profession, no one will deny. That there is also much crude and unsatisfactory work done, no one will deny, least of all, teachers themselves. That the profession is making advancement; that methods of instruction are daily improving; that the schools of to-day are doing a better work than did those of a generation ago, perhaps no one will deny, though this point may be open to discussion. That teachers are interested in their work is shown by the usually large attendance at the meetings of the county associations and of this society; but it is questioned whether, on the whole, this attendance results in noticeably better work for the rest of the year. Teachers' meetings and teachers' associations are not infrequently characterized as worthless, and school officers sometimes refuse to permit their teachers to close their schools and attend. If the benefit of this attendance were more clearly apparent, it is only right to suppose that the officers would feel otherwise about it.

The charges against the societies are oftentimes groundless, but do they not at times contain a sub-stratum of truth? The meetings of educational associations are often phenomenally dull even to enthusiastic teachers. Some years ago the *Christian Union* called ours "the unprofessional profession" and gave as its reasons that programmes of teachers' meetings rarely showed any advancement from year to year. "The same old subjects," said the critic, "are discussed at each meeting in the same old way, and with the usual inconsequential results." A comparison of educational meetings with those of the legal and medical professions was then instituted, not wholly to the advantage of the former.

The Maine Pedagogical Society, it is believed, was the first educational organization of the kind to put itself on a distinctly professional basis, having for its aims the advancement of the profession, not alone by the traditional "paper" and its discussion, but through its committees to formulate courses of study and methods of instruction, which should serve for the guidance of teachers throughout the State. So well has its work been done along these lines, that probably no similar organization in New England has been more helpful to its members. But the Pedagogical Society early realized that its field was broader than that of holding annual meetings and presenting reports, and when the State Superintendent of Schools was endeavoring to introduce professional reading through the medium of the county associations, the society promptly lent its aid and influence to that end.

That scheme seems to have failed if not wholly, at least in part, and it is to propose a kind of substitute for it on a narrower scale that this paper is written. That the reading of professional works, the study of the practical operation of different methods of instruction, the study of human nature, etc., is essential for professional growth is universally admitted; but how many of the teachers in Maine do nothing more than to make the admission. With them the method employed to-day is the method of years ago, and will be the method of years to come. There is no growth, things run in grooves, and prophesy of what will be done a year hence in these schools becomes reduced to mathematical exactness. The earth is hardly more likely to return to her allotted position in space at a given moment than are these teachers to do the same thing in the same way again. All this would be changed did the teacher do more reading in the line of his profession and become more thoroughly imbued with its underlying principles and with the nobility of his calling.

It is the privilege of the Pedagogical Society to encourage its members to constantly larger professional attainments. In most learned bodies there are two grades of membership, Associates and Fellows. All are at first Associates and may become Fellows by election. Hence the prospective prize of a fellowship serves as an incentive to the highest advancement. Suppose now that the Pedagogical Society should adopt the plan with such modifications as might be deemed necessary. At present all the members of the society are admitted upon equal footing, that of graduation from

some reputable school or college having a four years course of study, and a certain amount of successful experience in teaching. This is a good foundation and gives assurance that the members of the society have certain definite scholastic attainments. Now let the society appoint a committee to prepare two courses of professional study, one of which shall be of a more elementary character than the other, and also of more direct application to practical work. This course should include the study of mind, the study of methods of instruction, of the art of organizing and managing a school, the history of educational reforms, etc. The outline of the study of methods should be so arranged that for the primary teacher the work to be done may be mainly confined to methods of primary instruction, while the teacher of the grammar school or high school, needing a less exhaustive knowledge of elementary methods may confine his attention chiefly to methods of work in his own grade. In arranging this part of the course the general principle should be that the teacher in any grade ought to have, at least, a general knowledge of the methods employed in the lower grades, and a special knowledge of those applicable to his own work. The course of study may be completed at the pleasure of the student, but some general limit of time should be fixed in order to give concentration to the work. At the completion of the course, upon the recommendation of an examining committee, the candidate would receive the society's diploma and become an Associate of the Pedagogical Society.

The second course of study would be the complement of the first. This course would provide for the study of the history of education, the comparative study of the systems of education of different countries, the systems of different cities of our own country, the study of educational theories, etc. Much of the work might be done by committees of those pursuing the course appointed to investigate certain subjects, and embody the result of their investigations in reports. At the conclusion of the course the candidate would, upon recommendation, receive the society's second and highest diploma, and become a Fellow of the Pedagogical Society.

It would of course be necessary that proper provision should be made whereby, upon recommendation, persons distinguished for their attainments in pedagogy or for their services to the State as educators, might be elected by the society to the position of Associate or Fellow. Candidates for this honorary membership

might be recommended by either the Advisory Board or by a Committee of Fellows appointed to pass upon the claims of those presented for election. All names presented ought to lie before the committee a time sufficiently long to insure a careful investigation of the candidates' claims.

Now, in review, we may inquire: What advantages may be expected from the foregoing scheme? First, since a large majority of our teachers cannot, in the nature of things, enjoy the professional training of a normal school, the proposed study under the direction of a competent committee would be the best substitute attainable. Secondly, the good effects of this study would, it is hoped, show themselves in improved work in the school-room. Thirdly, the improved quality of the teacher's work would result in a higher demand for his services, with better remuneration. Fourthly, it would elevate the Pedagogical Society in the estimation of teachers not already members and lead them to seek admission. Fifthly, it would afford all the members of the society an opportunity for active work and thus awaken a larger degree of interest than is now manifested on the part of those not members of committees or essayists at the annual meetings. Lastly, it would give the Maine Pedagogical Society a place unique among the educational associations of the nation.

GREEK IN THE HIGH SCHOOL.

BY M. H. SMALL.

Year after year, as the teachers of our State come together for an interchange of thought and experience, our calling grows into a nobler light; the cause of education receives an impulse in aim and method.

Many papers and reports, treating of a multitude of topics, form a part of our society's annals, but, upon the subject of Greek, I know of none. This language of long past days is still a condition to a diploma from any of the three classical colleges of our State. In the judgment of the cultured gentlemen at the head of these institutions, the study of Greek is valuable, (1) as a means of discipline, from the systematic nature of its structure; (2) as one of the keys that open up to present days, the literary wealth of the world of antiquity. Such their reasons for placing it in the college curriculum.

In spite of these well-known sentiments of educators in the "high places," parents and pupils are constantly asking us country teachers, "Why teach Greek in the high school?" It is plain that the position of the college is either not understood, or not appreciated by such questioners; hence, some other reason must be given, and, though it should seem like begging the question, I believe one ought never to hesitate to answer, "Teach this as the one branch which determines whether or not, a pupil shall enjoy the benefits of a course in one of our Maine colleges; teach it, too, that the history of earlier times may seem living history, and that the light of our own progressive age may manifest a truer intensity from the contrast.

Fully seventy-five per cent of the young people of Maine, for pecuniary reasons, or others equally good, must attend a Maine college, if any. It is safe to say that three-fourths of this number, are not so constituted as to find their highest success in following out the more special lines of training of our worthy State College. This large percentage, then, must conform to the requirements of Bowdoin, Bates or Colby, if they are ever to drink from the deeper founts of learning; thus Greek, the neglected, the

berated language, becomes the passport to all of profit that lies in a classical course, and that results from it afterward.

Although the advantages of higher training are clearly manifest, careful statistics show that only one-half of one per cent of the young men in the United States ever enter college. In our own State, not one person per three thousand of population, annually becomes a college student. It is not that education is despised; not that many men are natural specialists; nor yet that hundreds of thousands are not in need of just such training to bring them into the highest use of their powers, and to fit them as factors for social progress. It is because a boy, at the age when he should enter upon his preparatory studies, has no definite aim; because the country lad has but a vague idea of what higher education means; because he sees few of its riches; because boyhood craves excitement and hates dullness, loves ease and loathes drudgery.

At this period, speak to him of college and you interest him. His mind glows with exaggerated pictures of a place, the paradise of pranks and pastimes; but mention the fact that it is a place for earnest work and mental growth, that he must come to a certain standard before the gate of that paradise stands ajar for him, say that it is time for him to begin Greek, and every movement of his body is automatic, every muscle of his face expresses disgust. He doesn't care to go to college if *Greek* is the price of admission! This is no fancy of a theorist, it represents the combined testimony of dozens of bright boys and girls whom I have tried to persuade to set their hearts on college training.

A pupil, then, shudders at the thought of Greek, and not without a cause; its pages are an enigma, its alphabet a mystery. What wonder that his opinion is against it, especially when his fellows in the junior and the senior class who patiently ground out their inflections and their syntax, while their thumbs grew sore over the pages of a lexicon, confirm his judgment by their experience! Unless this dread of Greek can be removed from the minds of our schoolboys, our colleges can not fill their classes as they ought. I can conceive of no way to do this save by an effort on the part of the teacher, (1) to know his work better; (2) to do it better. The difficult question, how?

The aim of the work involves two results. The first, its bearing upon the work of the pupil as a college student. That he may do successful work in this capacity, he must acquire from his prepara-

tory studies the mastery, (1) of a good vocabulary, (2) of the inflectional forms of words, (3) of the general structure of the language.

The second, its relation to the student's life-work. Every day of his school life a boy ought (1) to develop personal power; (2) to be led to exercise that power in the preparation of his studies so as to add to it. It seems to me that a teacher ought to feel that a learner in taking a new language must pass over many of the steps that were necessary when the same pupil learned his own. Such a teacher will never forget that long marches are only the sum of many short steps. He will not fail to proceed gently when he takes his pupils into Greece. He will hardly deem it wise to begin the good work by making a coffin for his pupils' intellects out of grammatical *lumber*, but will try to show the lad at the start that whoever has nicely learned the English language, has broken the barriers to every language that enters into its composition. In the order of preparatory studies, Latin follows English, Greek follows Latin. Every pupil must have a keen eye for resemblances in the three languages from the moment he looks upon the Greek alphabet. As far as possible he must see in the new, odd-looking page, only another dress for the Latin or English with which he is already familiar.

As soon as a learner comes to feel this, half his terror vanishes, and he is ready for his first lesson. No book for him now, if you please, save a note-book for the text, notes, and hints his teacher gives upon the black-board. If this text be selected from one of the easier chapters of Xenophon all the better. Such work is no more difficult than the detached sentences of preparation books, and when a second sentence follows, there is a thread of meaning to connect it with the preceding. I believe this plan would make it possible for a boy to read his after Greek so as to appreciate the thought in a far higher degree than is usual.

The very first sentence placed upon the board ought to contain some word which the beginner may grasp from its resemblance to some well-known English word. Then let him select the letters that have the same form in his own tongue, and learn to name them. This accomplished so easily, he will be eager to learn the names of the others, and presently the word is his possession both in form and meaning. Next the word is carefully pronounced. Every ear is attentive. Some one notices that the voice dwells a little on one

syllable and is curious to know if "that little mark" above it has anything to do in explaining the reason. Thus a way opens, all naturally, for a simple explanation of accent. So the work goes on, until just before the exercise closes, the teacher writes upon the board in systematic order, a summary of the points developed during the lesson, and the learner writes them in his note-book.

Next day a careful review revives the facts and fixes them. This day's new lesson may contain some noun like one in the text of yesterday, excepting that it has a different ending. Suppose it belongs to the second declension. Let the pupil recall his analysis of a noun in the corresponding declension in Latin, while the teacher develops the forms of the word which is now the subject of study and writes them upon the board. In an incredibly short time any word of the same class can be as readily placed as any familiar form of the Latin. Of course, we summarize to-day at the close of the lesson as on yesterday. If, during the recitation in which the learner, gaining new letters, new words and new forms for them should chance to discover in the Alpha-Beta of his lesson the origin of his own English word alphabet, his pleasure will know no bounds, and nothing that his father, skeptical of the value of the study of Greek, may say thereafter, can convince him that Greek is "of no use."

With the third lesson, we may begin to develop the conjugation of the regular verb. Let the work be performed with great care and patience. One stem with its simple changes, one set of personal endings with their connecting vowels, one mood with its characteristic at first, then another and another, until a system is mastered. This done, other systems may be developed by learning a few variations for each, until a pupil can give a complete description of the verb not because he has learned it by rote, but because it has grown up in his mind as a tree grows from a germ.

I would never assign pages of inflectional forms for a pupil to commit, until I had taught him to study these forms intelligently.

All this time, points will be coming up which will demand a more complete treatment than can be given upon the blackboard. The learner, now that he has gained a little vocabulary, and some idea of the form of a simple statement, finds some reference work necessary to quiet his curious mind, and will come to see in his grammar, the friend of his need, and will find it no irksome task to learn a *few* references each day.

When the growing Greeks are ready for Xenophon in earnest, the training only broadens in its scope. Gradation still our motto. Not many things poorly every day, but always something well.

In the daily drill, I do not hesitate to place first emphasis upon the mastery of a good vocabulary. Constant use of the lexicon weakens the tenacity of the memory and is very laborious. Until one meaning of a word is fixed it hardly seems well to consult this book, if possible to proceed otherwise. My own pupils find it helpful for some one of their number to select a half dozen new words in each advance lesson as a blackboard list for class study. Here the derivation of the word is carefully searched out, the root noted, and all words of their acquaintance, showing the same root, are clustered about it; then they consult our English dictionaries for derived words in common use. Thus while the grasp upon Greek words strengthens, there is an equal gain in English.

Please, do not think that inflectional forms can be slighted. The most careful analysis of noun and verb must be a matter of constant study. Individual and concert drills upon these forms, the study of euphonic changes and the more common derivative endings, co-ordinate and help to keep the principles first learned constantly before the memory, and always the Latin aids the Greek when possible.

Pronunciation, too, receives its share of attention. Unaided, the pupil will generally pronounce a sentence with a halt after each word. It is easy to remedy this defect by asking questions which may be accurately answered by a portion of the sentence, requesting the pupil to pronounce just so much of the Greek as will make a perfect answer. This he does with ease and will soon learn to phrase nicely.

This practice also paves the way for simple questions and answers all in the Greek, one of the very best forms of drill. It calls for concentration of mind and practice in the use of vocabulary and inflectional forms. Thus it tests the memory and at the same time compels the pupil to think in Greek.

There is little danger of placing too high an estimate upon the value of sight reading. No student can ever become a rapid translator until he learns that in most instances, the most emphatic Greek is the most emphatic English, and that no sentence will ever defy translation if he will but give each word its proper force in its place in the sentence. I suppose I shall be severely criticised by experienced teachers, but I firmly believe in passing the last fifteen

minutes of every recitation in a sight translation of the advance lesson for the following day, first, because it throws the pupil on his own resources; second, because it shows each one's particular weaknesses; third, it prevents a slavish use of the lexicon and encourages the mastery of the meanings of words; fourth, it prepares the pupil for the work of sight translation in college; last, because the teacher can give just so much aid as will strengthen the pupil in himself and in his work.

Another valuable drill comes from what may be styled sound-translation. It seems advisable to make review work the basis of this. The teacher pronounces, changing the construction of sentences already familiar, while the several members of the class translate in turn. In a brief time, rapid and profitable work can be done.

Written work ought to begin with the first lesson in the language and to continue throughout the preparatory course. It ought to develop from the simple sentence into the writing of continued narrative.

The principles of syntax come early into use. Some of the rules will be apparent to the pupil. A pleasant way to prepare those more obscure is by giving references to new constructions each day, making such constructions the basis of the main drill of the lesson for which they are assigned.

And last, variety. Monotony signs the death warrant of enthusiasm. Variety is indispensable to sustained interest. Though we are employed mainly with the language during our preparatory studies, we should not neglect the literature. It is the heart of the form which we are dissecting. It will make us think life into the language, and our interest will quicken as we catch a glimpse of the old Greek ideals. Geography, history, and story, mythical and true, must play their part, and a conspicuous one it is, in reanimating the world of antiquity.

Thus the work develops month by month and year by year. Always something new; always plenty of work for teacher and pupil, but that work always definite in plan, and calling out new zeal from the pupil each day.

IN MEMORIAM.

THOMAS TASH, A. M.

BY W. J. CORTHELL.

Since last we met in annual convention, one of our number, one of the most influential founders of this society, and one whose time and labor have been freely given to its work, has passed into another mansion in his Father's house.

Mr. Thomas Tash died at his home in Portland, Me., May 7th, 1889, at the age of seventy years. His death was sudden. At noon of the sixth of May he was in apparent health; ere the next noon his earthly life was closed. Mr. Tash was born in New Durham, N. H., in 1819, graduated at Bowdoin in 1842; was married in 1843, to Miss J. R. Holmes, daughter of Capt. Salmon Holmes.

He took up the work of a teacher from enjoyment in it and made educational work the business of his life. He was principal of Foxcroft Academy, Old Town Academy, Calais Academy, and Hampden Academy, at a time when academies under the direction of the right men were educational powers in the State, in inciting scholarly ambition, prompting to and fitting for college courses. That the subject of this memoir was eminently successful in this phase of the teacher's office, many men and women of high attainments as scholars testify with grateful memory of his helping influence. Mr. Tash was also principal of the high school and superintendent of schools at Dover, N. H.; afterwards teacher of Greek at Cooperstown Seminary, New York. Called to Lewiston as principal of the high school, after four years of very successful work in that position, he was elected in October, 1871, superinten-

dent of schools at Lewiston. This was the only city in Maine having such a school officer at that time. The eminent success and apparent value of the office there induced other towns and cities of the State to try the same plan.

In the full maturity of his powers, and with the development and experience imparted by so many years of very successful educational work, the subject of this paper was called in 1877, to take the place of superintendent of schools in Portland, in importance and success the crowning work of his life. This office was created only two years before. His predecessor had not so administered it as to commend the office as desirable or useful to the favor of people, committee or teachers. To so commend the office to the judgment of all and prove its necessity and benefit to the city was a difficult task. Yet it was fully accomplished. Up to that time the school board had controlled and supervised the schools. This body varied in composition from year to year. Hence there was lack of uniformity and continuity in plans, and diversity of judgment and practice in carrying out the plans proposed. Gradually under the influence of the superintendent, a comprehensive plan was formed, an ideal of attainment fixed, and all the school forces brought into harmonious advance along the line towards it. Better school buildings, more adequate in number and size, have been built; more carefully arranged courses of study adopted; better appliances of work, in text-books and apparatus provided; a special school for the preparation of teachers established; the teachers encouraged to greater individuality and more independence in their methods. To accomplish such results in a conservative community and under the control of school boards disposed to be slightly jealous of any interference with their prerogative, proves the possession of uncommon ability.

What was there in the character of Mr. Tash which enabled him to secure such results? His scholarship was accurate and thorough, his knowledge of literature broad, his literary taste critical and nice. His success as a teacher, was the result of accurate scholarship, thorough preparation, patience in instruction, uniform justice, habitual self-control. As a superintendent success was in part due to a very clear conviction of what ought to be done and as equally clear judgment of what it was possible to do at the present moment. The first made him radical, enterprising, pro-

gressive; the second made him wisely conservative, working for the best now attainable, but with a clear view of the ultimate end, and so, making every change an advance in the right direction.

Another source of power as superintendent was found in his relation to the teachers. They found in him a sympathizing friend, anxious for their success, respecting their individuality, leaving them a free choice of methods, respecting their opinions, acquiescing in their judgment. They had sympathy in difficulties, support in trials, advice in doubt, praise in success and excuse even in failure. If reproof was ever called for it was so given as to leave no sting.

This society owes much to Mr. Tash. He was from its organization a member of the "State Educational Association," the predecessor of this society. He saw clearly that the old organization had outlived its usefulness, and so joined with others in organizing this society with purposes and methods widely different from the former. As chairman of the committee on instruction, he did more than any other man to advance its work and hold it to the distinct purposes of its organization.

As a citizen, Mr. Tash was public-spirited, high-minded, patriotic, bearing his full share in time, labor and money of the burdens necessary to secure the best for his town, his State, his country.

Home was to him "the happiest spot of earth." His love, true, strong, noble, centered in the dear ones there. But no friend may fully know what home and its loved ones were to him or appreciate the sadness in the hearts of wife and daughter as they recall the constant kindness and untiring love of husband and father, not lost, but gone on before. No juster tribute can be given than that of Rev. Dr. Hill, associated with Mr. Tash for several years as a member of the school board. He says: "I know no better way of describing him than in the words of the apostle Paul, 'He abhorred that which is evil and cleaved to that which is good'; he was never wise in his own conceit; nor ever rendered evil for evil; as much as lay in him he lived peaceably with all men; he blessed but cursed not; nor sought to avenge himself; he gave diligence to perform the duties of his office; he gave himself to teaching. The spirit of charity in his heart showed itself in that he was long suffering and kind; he envied not; vaunted not himself; nor sought his own honor; was not easily provoked; nor kept account of evil. He rejoiced in the truth; bore all things, hoped all things, endured all

things ; patiently waiting God's own time for the triumph of truth and righteousness."

We, the members of this society, may well say a true friend, a loving husband and father, a good citizen, a faithful Christian, a noble man has fallen from our ranks in the midst of the battle. We, his companions in his chosen field, with sorrow for our loss, but with admiration for his character and full faith in his triumph say, "Noble comrade : Hail and farewell."

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