

# MAINE STATE LEGISLATURE

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



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

PUBLIC DOCUMENTS OF MAINE

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

Public Officers <sup>of the</sup> Institutions

FOR THE YEAR

1891.

---

VOLUME II.

---

AUGUSTA:

BURLEIGH & FLYNT, PRINTERS TO THE STATE.

1892.

THIRTY-SEVENTH ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

COMMON SCHOOLS.

STATE OF MAINE.

1890

---

AUGUSTA:  
BURLEIGH & FLYNT, PRINTERS TO THE STATE.  
1891.





# STATE OF MAINE.

---

EDUCATIONAL DEPARTMENT, }  
AUGUSTA, Dec. 31, 1891. }

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

GENTLEMEN :—In accordance with the requirements of law, I respectfully submit the following Report of the condition, progress and needs of the Public Schools of Maine.

Very respectfully,

Your obedient servant,

N. A. LUCE,

*State Supt. of Common Schools.*



# REPORT.

## COMMON SCHOOLS.

### STATISTICAL.

In the appendix will be found the usual detailed statistics showing the condition of the schools in every town in the State. As showing the condition of the system as a whole, both actual and relative as compared with that of the preceding year, attention is directed to the following

### COMPARATIVE SUMMARIES.

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

	1889-90.	1888-89.
Whole number of scholars in State . . . . .	211,547	212,064
Decrease.. . . . .	517	
Whole number of different scholars attending school during year. . . . .	139,676	143,113
Decrease.....	3,437	
Average registered attendance per term for year.....	119,144	119,728
Decrease.....	584	
Average daily attendance per term . . . . .	98,364	98,642
Decrease.....	278	

#### II. *Length of Schools.*

Average length for year . . . . .	22w. 2d.	22w. 1½d
Increase.....	½d	
Aggregate number of weeks for year.....	109,947	109,417
Increase.....	530	

III. *Teachers.*

	1889-90.	1888-89.
Number of male teachers in spring and summer terms .....	280	279
Increase .....	1	
Number in fall and winter .....	1,412	1,518
Decrease. ....	106	
Number of female teachers in spring and summer terms .....	4,668	4,674
Decrease.....	6	
Number in fall and winter .....	4,244	4,016
Increase .....	228	
Aggregate number of terms taught by male teachers during year.....	1,692	1,797
Decrease .....	105	
Aggregate number taught by female teachers, Increase .....	8,912	8,690
Increase .....	222	
Number of different teachers employed during year.....	7,517	7,549
Decrease.....	32	
Number continued in same school during year.....	2,022	2,061
Decrease.....	39	
Number who had had previous experience..	6,339	6,393
Decrease.....	54	
Number who had had no previous experience .	1,178	1,156
Increase .....	22	
Number who were graduates of normal schools. ....	741	687
Increase .....	54	
Average wages of male teachers per month, excluding board .....	\$34.40	\$35.22
Decrease.....	\$0.82	
Average wages of female teachers per month, excluding board ..	\$17.60	\$17.24
Increase.....	\$0.36	

IV. *Text-Books and School Appliances.*

	1889-90.	1888-89.
Number of towns reporting schools well supplied with text-books.....	402	447
Decrease.....	45	
Number reporting schools not well supplied,	99	53
Increase.....	46	
Number reporting uniformity in text-books,	349	379
Decrease.....	30	
Number not having uniformity.....	152	121
Increase.....	31	
Number of ungraded schools furnished with globes... ..	465	479
Decrease.....	14	
Number furnished with wall maps.....	1,628	1,364
Increase.....	264	
Number furnished with charts of any sort..	1,247	565
Increase.....	682	

V. *Number and Character of Schools.*

Whole number of different schools.....	4,835	4,847
Decrease.....	12	
Whole number of graded schools.. ..	926	953
Decrease.....	27	
Whole number of ungraded schools.....	3,909	3,894
Increase.....	15	
Number of ungraded schools having classes in history.....	2,416	2,444
Decrease.....	28	
Number having classes in physiology.....	2,426	2,557
Decrease.....	131	
Number having classes in book-keeping....	1,612	1,664
Decrease.....	52	
Number having classes in other than studies prescribed by law.....	1,278	1,228
Increase.....	50	

VI. *School Districts and School-Houses.*

	1889-90.	1888-89.
Number of towns and plantations having unit or town system.....	127*	120
Increase .....	7	
Number of school districts in State .....	3,305*	3,372
Decrease.....	67	
Number of parts of districts.....	253	261
Decrease.....	7	
Number of school-houses in State.....	4,354	4,364
Decrease.....	10	
Number reported in good condition .....	3,224	3,160
Increase .....	64	
Number built during the year. ....	62	75
Decrease.....	13	
Cost of same.....	\$176,252	\$163,650
Increase .....	\$12,602	
Estimated value of all school property ..	\$3,455,965	\$3,481,835
Decrease.....	\$25,875	

VII. *School Supervision.*

Number of towns electing supervisors.....	324	317
Increase .....	7	
Number electing committees.....	177	183
Decrease.....	6	
Number of school boards failing to make returns as required by law.....	6	9
Decrease.....	3	
Number of terms of school not visited as law requires.....	890	959
Decrease.....	69	
Amount paid by towns for supervision.....	\$36,399	\$35,018
Increase .....	\$1,381	

VIII. *Resources and Expenditures.*

Amounts available from town treasuries...	\$756,203	\$747,221
Increase.....	\$8,982	

---

\*Errors in tabulations corrected.

	1889-90.	1888-89.
Amounts available from State Treasury . . . . .	\$384,034	\$374,153
Increase . . . . .	9,881	
Amounts derived from local funds . . . . .	28,366	23,271
Increase . . . . .	5,095	
Total current resources . . . . .	1,168,603	1,145,645
Increase . . . . .	22,958	
Total current expenditures . . . . .	1,114,902	1,089,280
Increase . . . . .	25,622	
Balances unexpended . . . . .	53,701	56,367
Decrease . . . . .	2,666	
Amounts expended for local supervision . . . . .	36,399	35,018
Increase . . . . .	1,381	
Amounts expended for new school-houses . . . . .	176,252	163,650
Increase . . . . .	12,602	
Total expenditures . . . . .	1,327,553	1,287,948
Increase . . . . .	39,605	
Amount of school money voted by towns for ensuing year . . . . .	697,290	685,679
Increase . . . . .	11,611	

## RELATIVE CONDITION.

What conclusions regarding the relative condition of the schools as a whole are fairly deducible from the foregoing statistics? Is improvement evident in their condition as compared with that of the preceding year, either in quantity or quality of work done?

1. *As to attendance.*—In this regard little if any improvement is indicated. The large decrease in the number attending during the year, as compared with the decrease in the number eligible to attendance, is an exhibit far from satisfactory, and taken alone would indicate the opposite of improvement. Taking into account, however, the smaller decreases shown in the average enrollment and average daily attendance per term, the former differing little from the decrease in the number of eligibles, and the latter being considerably less than such decrease, the amount of work actually done as

measured by all the factors of attendance may be considered as nearly equivalent to that of the preceding year.

2. *As to length of schools.*—In this regard improvement is evident. Both the average and the aggregate lengths of terms show increase. The value of these increases is at least equal to that of the decreases shown in attendance. Measuring the work of the schools as to quantity by the combined factors of attendance and length, therefore, they were at least equal in condition to those of the preceding year.

3. *As to teachers.*—The facts here grouped indicating improvement in quality of instruction resulting from employment of better teachers, are increases in number of female teachers and terms taught by such; in the number who were graduates of normal schools; in the wages of female teachers; and decrease in the number of different teachers employed. The facts indicating no improvement or the opposite of improvement, are those of decrease in the number of teachers continued in the same school through the year; in the number who had had previous experience; and in wages of male teachers employed. Considering the relative value and significance of all these facts, there would seem to have been an improvement in quality of work done in the schools.

4. *As to text-books and school appliances.*—Next in importance to the character of the teacher as affecting the quality of school work, are the text-books and other school appliances used in class work. The facts shown regarding uniformity and supply of text-books do not indicate improved conditions. This, however, was to be expected. The act of 1889, requiring towns to furnish school books at public expense after August 1, 1890, would naturally lead to the conditions shown. On the other hand the notably large increases in the number of ungraded schools furnished with wall maps and charts during the year, more than counter-balance in significance the showing made regarding text-books. Taken as a whole the figures grouped under this head are in line in significance with those under the preceding head.



5. *As to the number and character of schools.*—The character of schools as graded or ungraded, very materially affects the quality of their work. The graded school stands for systematic, orderly conducted and properly co-ordinated instruction; the ungraded school under our present system, stands for the opposite of this, or, at least, for instruction characterized by less complete co-ordination and system. Hence the decrease shown in the statistics in the number of graded, with corresponding increase in the number of ungraded schools, is not an indication of improvement.

Nor does there appear to have been improvement in the quality of their work as indicated by the extent of instruction in the ungraded schools in the more advanced subjects of study, especially the more practical and useful of those subjects. There were less schools giving instruction in history, physiology and book-keeping—all subjects of very practical importance—and more of them giving instruction in such other subjects presumably as algebra, geometry and possibly the languages, which are chiefly valuable because of the discipline gained in their study. In short the quality of work done appears to have been, if not more elementary, at least less practical in its more advanced phases.

6. *As to school districts and school-houses.*—Decrease in the number of school districts in the State, other things being equal, indicates improvement in the quality of the schools. For such decrease means either elimination in the number of small and poor schools by their absorption in other and larger schools, and so a strengthening of the system, or elimination by abolition of the district system and the adoption of the more efficient town system, and so more efficiency. The decrease in this particular shown in the statistics is probably almost wholly due to the latter cause.

Improvement in the character of the school-houses is indicative not only of better schools because of better conditions under which the work of the school is conducted, but, also,

of a larger popular interest in them, and a more intelligent recognition of their needs. In this particular the showing made for the year,—an increase of sixty-four in the number of school-houses reported in good condition—is evidence of considerable improvement.

7. *As to supervision.*—Where schools are managed under the district system, the most efficient form of local supervision is undoubtedly that in which its functions are united in one person—the supervisor. Experience proves that such supervision is characterized by greater promptness, vigilance and force, because of no divided responsibility for the proper performance of duty. Hence, because the quality of school work is very materially affected by prompt, vigilant and forceful oversight and direction, increase in the number of schools under the direction of supervisors is indicative of improvement in quality of instruction.

The increase of six in the number of towns whose schools were under the direction of supervisors instead of committees, shown in the statistics, was accompanied by a decrease of three in the number of towns from which school boards failed to make returns according to law, a decrease of sixty-nine in the number of terms of school which were not visited as the law directs, and an increase of \$1,381 in the amount paid for supervision. Evidently the change in character of supervision was followed by its legitimate results in greater promptness, vigilance and efficiency in the performance of its duties, and hence improvement in quality of work done in the schools.

8. *Resources and expenditures.*—All the items in this group of statistics evidence improvement. The marked increase of \$22,958 in resources for the current expenses of the schools, and the still larger increase of \$25,622 in the amounts actually expended for their support, must have affected them for good in some way. And since neither the number of schools nor their aggregate length was increased, the quality of instruction must have been materially improved

by the employment of a better class of teachers. And this conclusion is in line with and is emphasized by that deducible from the statistics relating to the character of the teachers employed, especially of that major portion, the female teachers.

9. *Summary.*—The condition of these schools as compared with those of the preceding year, shown by the statistics under examination, may be summarized as follows :

1. The amount of work done as measured by attendance and length of terms, average and aggregate, was very nearly the same.

2. The quality of work as affected by the character of the teachers employed, the text-books and appliances furnished, improvement in school buildings, more efficient supervision and larger expenditures, was an improvement on that of the preceding year.

3. And finally, considering that no very marked improvement from year to year is practicable or to be expected, until a radical change is made in the plan under which at least two-thirds of these schools are *mis-managed*—the district system plan—the conditions shown may be considered fairly satisfactory.

#### ACTUAL CONDITION.

What now is the actual condition of our system of common schools as a whole judged by reasonable standards of what such a system should be? Is it satisfactory? If not, wherein does it need amendment or reform; and how shall it be amended or reformed?

To answer these pertinent and very important questions fairly and candidly, let us fix the standards to which such a system should be brought, and thus determine the conditions to which it should conform. Few if any, I think, can or will take exceptions to the following general statements of such conditions.

1. In a system like ours supported by general taxation, the burden of such taxation should bear as equitably as possible.

2. In a system like ours supported for the general good, all should share as equally as practicable in the benefits conferred.

3. Such a system should make equally for the benefit of all classes—should not in its operation discriminate against the interests of any class.

4. Such a system should be so organized and administered as to be in the highest practicable degree efficient for the ends to be subserved.

5. Such a system should be so organized and managed as to be in the largest measure economical in the use of the public moneys.

6. When such a system, because of social or other changes in environment, fails or ceases to conform to those conditions, it should be so amended or reformed as to bring it again into conformity with them.

Our system was inherited from the mother State. Until within twenty years the district system of management established in Massachusetts in 1789, was practically universal in all our municipalities. Within twenty years over a hundred of those municipalities have abolished that system under the provisions of a law enacted in 1869, and a considerable number of others on assuming municipal form and existence have organized their schools without the district system. There are now, therefrom, 127 towns and plantations in the State whose schools are organized and managed without the intervention of school district organizations, on what is known as the town plan. In each of these municipalities all burdens of taxation for the maintenance of schools bear as equally upon all as those imposed for any other public purpose; all the children in whatsoever part they live, have as nearly as may be equal privileges in the schools; all the schools are as efficient for the ends for which they are established as local conditions make practicable; and in all these as a rule, the

public moneys raised for school purposes are as economically and efficiently expended as can be expected. Moreover, in most of them the schools are showing year by year improvement more marked than in the State as a whole, and considerably more so than in the municipalities whose schools are not under the same system or plan of management. Of these facts there can be no question. They are established by the evidence of statistics, of experience and of concurrent public opinion. In these municipalities, then, the schools are fairly up to the conditions above stated, or are in the way of reaching them by regular, natural and constant approach.

In 374 municipalities the schools are managed under the system established a century ago. Does this system conform to the conditions enunciated?

1. *As to equality of taxation.*—While in the town system all the burdens for the maintenance of schools are borne by the municipality as a whole, and, hence, taxes for these purposes are at the same rate in all sections, under the district system these burdens are divided. The town must raise money only for current expenses; the districts must bear the burdens consequent upon the erection, keeping in repair and furnishing of school buildings. By reason of the unequal distribution of taxable property in different sections, it comes to pass that one district in the same town may and often does erect a fine school building, finely furnished, at a tax rate of one per cent; while another, it may be adjoining, is compelled to make an assessment of from two to three per cent to furnish even an ordinary building with the cheapest furnishings. This is not an exceptional condition, but a general one obtaining under the district system; and the worst of it is that the heaviest burdens thus imposed rest upon those least able to bear them. The system is, therefore, and must be, under present inequalities of wealth distribution—conditions growing more unequal from year to year—an inequitable system, a system at odds with all principles of right, and justice and good public policy.

2. *As to equality of privileges conferred.*—Under the town system the moneys annually available for the maintenance of the schools, are not divided in accordance with any arbitrary rule among the different sections, but are held and expended as a common fund for the equal benefit of all sections. Every child, therefore, can have and practically does have opportunities for schooling for the same length of time as every other child. The boy on the farm can attend the same number of weeks of school as the boy in the village. Under the district system, on the contrary, all school moneys must be apportioned sectionally in proportion to the number of persons of legal school age in the several districts. As a result there is and must be great inequality in length and quality of schools. To illustrate and give emphasis to this point the following facts are adduced:

The average length of all schools in the State last year was twenty-two weeks and two days. But 1,212 out of the 3,305 districts in the State had for the support of their schools for the year less than \$110. That is to say, more than one-third of all the schools in towns with this district system, if taught by female teachers of average fitness, must have been less than sixteen weeks in length for the year. How general this inequality is, and how wide it is, is shown in the following table giving length of schools for the past year in certain typical towns.

Towns.	Length in Weeks in Districts numbered																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Hartford .....	17	18	17	17	26½	16		14	16	17	18	25	13	17						
Hope .....	19	18	18	20	28	26	23													
Readfield .....	22	22	20	18	23	8	37	19	20											
Alna .....	22	29	19	12	21	15														
Pownal .....	17½	26	22	6	17	20		20	17	19	15									
Harpswell .....	21	28	28	23	23	17	22	18	23	17	20	-	27	25	-	-	17	23	28	
Canaan .....	22	16	17	20	19	24	15	26	13	18	20	26								
Eliot .....	30	31	34	28	31	32	29	18												
Bradford .....	28	14	19	30	14	28	19	18	20	20	16	26	10	17	15					
Brownfield .....	26	36	26	19	-	16	17	13	19	18	24	-	-	16						
Palmyra .....	20	18	18	24	19	25	32	18	17	-	22	21	14	22						

3. *As to class discrimination.*—These inequalities of burden and of privilege affect adversely almost wholly a single class of our people, the farmers. From the nature of their calling they must dwell outside of the centers of property and population. School districts composed of farmers must be either geographically much more extended or much less wealthy and populous than village districts. It is such districts in which the heaviest burdens for building school-houses are borne, and where at the same time school-houses are poorest; and it is such districts in which schools are shortest and poorest. Probably nearly every one of the 1,212 districts cited above is a district whose population is chiefly farmers, and every one of those shown in the above table as having the largest number of weeks of school during the year, is a village district. The village tradesmen, mechanics, professional men and day laborers bear the lighter burdens and their children enjoy the larger privileges, while the farmer must carry the heavier burden and his children get the minor share of school benefits. It is hardly to be wondered at that

under such a system there should be abandoned farms, and that the ambitious, energetic young men should flock to the villages and cities.

4. *As to efficiency.*—In order to be in the highest degree efficient, a school system should be so organized and managed as to secure for its schools in the largest measure practicable, fit school-houses furnished with necessary appliances, occupied by fit teachers permanently employed for proper length of terms and working under fit and responsible supervision. What are the existing conditions as regards these essentials to efficiency, in the 374 towns whose schools are under the district system?

First, as to school-houses.—Considering the responsibility for these under the two systems and the difference in burdens imposed for them, it would be natural to infer that proportionally a larger number of unfit and poorly furnished school-houses would be found in these towns than in those having the town system. An examination of statistics fully supports this inference. Indeed, one of the earliest marked effects of the change from district to town system by local action has been in almost every instance a movement toward better school-houses.

Second as to teachers.—Every year there are employed in our schools about 1,200 new and untrained teachers,—a number almost the same as the number of school districts compelled by the district system to employ teachers of less than average fitness. Of the 7,517 different teachers in the schools last year, only 2,022 were employed in the same schools during the year. These conditions making against efficiency, obtained, as examination of statistics and reports show, proportionally very much more largely in the towns having the district system than in those having the town system. That this should be so is almost an inevitable result of the district system itself. It compels the employment of cheap teachers in a large proportion of the schools; putting the selection of teachers into the hands of agents having



only divided responsibility for results, selection of fit teachers becomes largely a matter of chance, and their retention for successive terms a matter of caprice or personal interest or favoritism.

Third, as to length of terms. The average annual length of all school terms in the State was for the last year twenty-two weeks two days. In order to full efficiency of the schools there should be in all of them at least three terms per year of at least ten weeks each. This latter is nearly the average under the town system. For instance under this system in Androscoggin and Kennebec counties, where the system most largely obtains, the average is twenty-nine weeks per year, while the average for all the schools in the same counties is twenty-five and twenty-four weeks respectively. What is true of these counties is true generally—the length of schools under the town system is in excess of the general average for the county, to the extent of from one to five weeks per year. But while under the town system the average length is the length of every school in the town, under the district system it is the mean between the maximum length in village districts and the minimum in rural districts; and generally there are more schools having less than the average than there are having more. In the town of Hartford, for instance, the average is eighteen weeks; but, as will be seen by the table on preceding page, in nine of the thirteen districts the length was less than that average.

From the facts above cited but one conclusion can be drawn, that in the three hundred and seventy-four towns having the district system, while the few schools are long enough for efficiency, the many are far too short.

Fourth. As to supervision. The local and immediate supervision of school work, in order to the highest efficiency of that work, should be intelligent, vigilant and directly responsible. Unless directly and fully responsible, school boards, whether of one or many persons, will not be vigilant in the fullest degree, nor will the most intelligent be always chosen for it. Any division of its functions, therefore, weak-

ening responsibility, lessens its efficiency. In order to such direct and full responsibility all those functions which make directly for the success of the school should inhere in one and the same board or person. Whichever form supervision assumes, whether of the committee or the supervisor, as it now by law may be at the option of the town, such committee or supervisor should select the teachers, pass upon their qualifications, direct their work and inspect the results, see that school-rooms are in fit condition and properly supplied with fuel and appliances for work—in short have complete and absolute charge and control of all school affairs. Such is the supervision under the town system but not under the district system.

In the towns under the district system, with rare exceptions, the district agent first selects the teacher and then the school board pass upon his fitness. By technical terms of law they can veto the selection of unfit teachers by refusing to grant certificates of fitness, but practically such veto is rarely exercised. Hence when the teacher proves unfit, the agent shirks responsibility for it because it was not his business to examine the teacher before selecting him; and the school board disclaim responsibility because the agent was supposed to know better than they, whom the district wanted to teach their school, for the theory on which the district system has its existence is that through its agency the people can best have the teachers they want. Having thus selected his teacher, the agent sets the school in operation in such school-room as the district has been able or seen fit to provide, furnished with such meager appliances as it has deemed it proper to procure by use of a limited part of the town's money appropriated to the support of the school, and turns it over to the care and discretion of the school board for them to visit and inspect twice each term, if he does not neglect to notify said board of the school's existence. Such a plan for the local supervision of our schools would almost seem to have originated in a studied attempt to make it as little responsible, vigilant and efficient as human ingenuity could

make it, and to have been attended with complete success. It is a plan utterly wanting in all the essentials of responsible and efficient school direction and management. It makes supervision too often a dead and ineffective formalism incapable of inspiring enthusiasm in teachers and ambition in pupils, and of giving systematic and efficient direction to instruction. And yet a mistaken notion that such a plan is democratic, that to discard it for a more responsible and efficient plan would be in the nature of centralization, would be abridging the fancied rights of somebody, is the strong cable which holds these towns fast bound to a system framed to suit the conditions of a century ago, but which is wholly at odds with the conditions of to-day.

5. *As to economy.*—The system under which the schools are managed in these 374 towns is largely wasteful of the public moneys. Any system which fails to secure legitimately the largest practicable returns from investments made, is needlessly wasteful; and any which makes wholly needless and even harmful expenditures is wickedly wasteful. Such is the system in these towns.

First. It fails to secure the largest practicable educational results, by needlessly putting incompetent teachers into the schools, by too frequent needless change of teachers, by needlessly putting the schools into unfit houses, by needlessly failing to furnish necessary appliances, by needlessly compelling terms too short for efficient work, and by needlessly emasculating supervision of its force for good.

Second. It more directly and specifically compels or allows waste by perpetuating the existence of needless schools in needless school districts. Returns from the school boards of all towns in the State in which school districts existed last year, give 532 as their estimate of the number of such needless districts; and this is below the average of such estimates for the last five years. This means that one in every six, nearly, of the schools in these towns is needless, and that the annual expense incurred in warming and keeping in repair as

many school-houses, and in paying the wages and board of as many teachers, is wasted. Indeed it is more than wasted, for the perpetuation of these schools is a positive harm in that it deprives all children attending them of the larger and better school privileges which they would otherwise enjoy. The money thus wasted is enough to add at least two weeks to the average annual length of the other schools in those towns. Another source of waste only less needless than this is found in the amounts of school moneys annually used for keeping in repair dilapidated school-houses which under the town system would give place to better ones to be kept in repair from funds directly raised therefor. Statistics show that a sum equal to about five per cent of the school moneys is thus used—enough to add one week to the average length of all the schools. And still another source of waste quite equal to the last, is found in the too prevalent practice of paying school agents for services rendered which could be more efficiently and cheaply rendered by the school committees or supervisors. Instances have come to light where the sums so paid have been worse than wasted—have degenerated into petty larceny. There are here, then, three specific sources of needless waste growing directly out of the system under which the schools are managed in these 374 towns, whose aggregate is sufficient to add nearly or quite three additional weeks to the average length of all the schools in these towns. And yet from a fancied fear of losing some imaginary right the people of these towns suffer this waste to go on.

6. *As to amendment or reform.* If, now, our common school system in any considerable part fails to conform to the conditions reasonably to be demanded, if it is characterized by inequality both in burdens imposed and privileges conferred, if it operates to the special benefit or special detriment of any class of our citizens, if it is inefficient in any considerable degree or in any one or more directions for securing the ends for which it is established, and if is wasteful of public funds, there can be no question of the need of either amendment or reform. Can the system as existing in

three-fourths of our towns be so amended as to bring it to conform to such conditions, or must there be rather a radical reform of the system?

The inequality in burdens imposed, can be corrected only by making the town as a whole responsible not only for the current support of the schools, but, also, for the furnishing of buildings and appliances; the inequality in privileges conferred, can be corrected only by ceasing to divide school money among the districts in proportion to the number of persons in each of school age; and to correct these inequalities is to correct the existing class discrimination. To secure highest efficiency through fit school-houses, through the employment of the fittest teachers, through greater length of terms, and through the most responsible supervision, the agency of the school district in these directions must give place to the agency of the town. To stop the existing wastes, in addition to the changes already named, one-sixth of all existing school districts must be abolished. And when all these changes have been made, what remains of the functions of the school districts worth preserving? They are, in fact, practically abolished in all except name. They should be utterly abolished, and thus our system be radically reformed.

7. *Summary.* The actual condition of our common school system in 127 towns conforms practically to that standard of condition to which they should be brought. In 374 towns the system fails to so conform, because of the system of management there existing, and it can be brought up to such standard only by the utter abolition of that system of management.

#### LEGISLATION NEEDED.

##### I. ABOLITION OF SCHOOL DISTRICTS.

Legislation is not a cure-all. There are social and political evils whose cure is best left to the action of forces already operating in that direction. Nor when invoked as a cure, should it be experimental when the results of experience are available to guide in its application.

There are ills afflicting our common schools whose cure is best left to the operation of other forces than those of legislation. So long as these ills are not the outcome of conditions fixed by legal enactment, their cure should not be sought by legal enactment while other forces are operative for such cure. But when they are the outcome of such conditions, legal enactments should be applied, if the need of cure is immediate and imperative, and those enactments should be of a character whose efficacy has been proved by experience. An examination of the actual condition of our common school system discloses the existence of ills growing out of the very nature of the system as fixed by law, which can be cured only by the interposition of law abolishing school districts. Is the need of such cure so immediate and imperative as to warrant no further delay? Is the method of cure such as has stood the test of experience?

1. *Of the need.*—That there is imperative need of the abolition of the school district system would seem almost self-evident. While by the State's act in suffering that system to exist, the children of the State are many of them deprived of their rightful privileges, while tax-payers are unequally burdened, while a class of citizens are unjustly discriminated against, while the schools are in large degree inefficient, while the public funds wrung from the people are needlessly wasted, the need that the State should act by legislative power in abolishing the system must be imperative. And it has so acted in a partial way. By provisions of law authorizing towns to abolish the system, it has recognized this need. But such action has proved only partially effective. It gave freedom of action to other forces than those of legal requirement to cure the evident ills growing out of the system, and the fact that those forces have in large measure proved inadequate, is at least indicative of the need of further and immediate action.

For twenty years the law has given towns the power to reform their school systems by the abolition of school dis-

tricts, and yet with all the discussion that has been had in relation thereto, with all the efforts put forth by those who have recognized the pressing need of such reform, in three-fourths of the towns the schools are still bearing the ills which it would cure. And those ills have been growing worse all those years, and will grow worse; for the social conditions which have operated to make the district system the source of iniquity, inefficiency and waste, have been growing and multiplying, and will grow and multiply. The village districts are increasing and the rural decreasing in school population, and the inequalities of privilege increase accordingly. Decade by decade the school moneys increase, and under the district system this increases those inequalities, for the larger districts get the lion's share of this increase of moneys. For the next decade this increase promises to be between \$75,000 and \$100,000 annually, and measures should at once be taken to provide that the poorer and weaker schools which afford such meager privileges as they do, should largely have the benefit of such increase. But they can do this only by at once legislating out of the way what stands in the way of it, the school district system.

The rights of those whom the State taxes directly for the support of these schools, demand this reform. The State by the law creating the mill tax, draws from the wealthy centers to help the poorer, and thus in a measure to equalize burdens and privileges. During the next ten years it will draw annually into its treasury from some fourteen of the wealthier cities and towns, under the operation of this law, nearly or quite \$50,000 more than it will pay back to them as their share of such tax. The people of these cities have the right to demand that the State shall not take these sums from them under false pretenses—that it shall see to it at once that they shall be hereafter so expended as to equalize school privileges, and shall not suffer needless waste in the process of expenditure.

2. *Of its efficacy.*—The need of immediate legislation abolishing our school district system being conceded, the

question may arise whether such remedy in practice as well as theory will prove an effective remedy for the ills growing out of that system. To this question experience furnishes a ready answer. Massachusetts originated the system, and, at length finding it productive of the same ills which we find it producing, legislated it out of being. As a consequence, she has to-day one of the best systems of common schools in the Union, and one constantly growing in excellence. New Hampshire's experience has been of the same sort. Five years ago she abolished, and her schools have been and are rapidly growing in efficiency. One hundred and twenty-seven of our own towns have either abolished the system or have organized a system without districts, and their experience is in line with the experience in Massachusetts and New Hampshire. Freed from the system and its attendant ills their schools have begun at once to move up to a higher efficiency. Indeed, so marked and immediate is the change for the better, that in twenty years in this State but four towns having completed the process of abolition, have ever returned to the old way of school management. All experience then is concurrent and conclusive as to the efficacy of the measure.

3. *Of objections.* To the legislation here urged certain stock objections may and probably will be urged, some of them honestly, some of them tainted with selfish interests. These objections will be :

First. That the present law is well enough ; that under it towns can, if they wish, abolish the system ; that they ought not to be compelled arbitrarily to do so.

The answer to this objection is a denial of these propositions as a whole and specifically. The present law is not well enough while the evils of the system are what they are and are growing as they are. The patient is too seriously sick for us to putter with anything short of effectual remedies, and the present law has shown itself an ineffectual remedy. Again in a very emphatic sense towns cannot abolish if they



will. The system has in itself such tenacity of being; it so appeals to the selfish interests of those who profit by it, either in participating in the greater advantages it gives to the villages at the expense of the rural sections, or in the enjoyment, actual or prospective, of its petty offices and their emoluments, that the intelligent educational sentiment of many and many a town is over-weighted and out-voted year after year by those selfish interests. And because the law is not well enough as it is, because towns can not abolish easily when they would, they ought to be compelled to do so. It is the duty of the State under its law making power to compel it. It compels the raising of money for schools, it compels arbitrarily the methods of dividing that money under the district system, it compels the furnishing of free books for use of the schools, it compels supervision. Why should it not compel this one thing?

Second. Another objection that will be urged and honestly urged, is that while no doubt the change should be made in those towns having village or larger centers of wealth and population, it would not be of advantage to the schools of the purely rural or farming towns; that in these towns it would be more difficult to find men competent to manage school affairs under the town than under the district system.

The answer to this objection is first an appeal to existing facts. Among the towns in Maine which have abolished districts and whose schools are more efficient therefor, is to be found the counterparts of every other town. There are among them not only the towns with larger or smaller village centers, but the purely rural towns as well, and there has been no difficulty in finding men competent to manage under the changed conditions. Tested by facts, therefore, the objection is not sound, nor indeed is it sound in theory; for surely the fewer the persons needed to manage school affairs in any community, the greater the chance of finding fit and competent persons therefor. There must of necessity be in such towns a larger aggregate of incompetency in the man-

agement of school affairs by ten school agents and three school committee-men, than in the management of the same affairs by a less number of more carefully selected persons, as would logically be the case when the few were to be held to complete and undivided responsibility for wise and competent management.

Third. A third objection having some substance of truth in it is that the change will abridge or annul rights now enjoyed. There are but two such rights legally conferred under the district system, having anything of practical value, which will not be equally enjoyed under the resulting system. These are, first, the right to determine by vote when the school terms shall begin; and second, right to the privileges conferred under the Free High School laws, in case the town fails to support such schools.

The first of these rights is of such minor value that districts quite as frequently fail to take advantage of it as to act under it. Indeed, practically in this matter custom very generally rules, and the school terms in various districts begin year after year at about the same date. Nor are these dates materially different from those under the town system. Indeed, where districts have been abolished, the consequent loss of this right has not been, in experience, at all a matter of complaint; for under this system the well grounded desires of those interested can be and are consulted by those having the matter in charge. The loss of this right, then, compared with the gains to accrue to those sections most affected by the change, is of too small value to weigh as a serious objection to such change.

The second right is one of value, and provision should be made to preserve it in substance if not in form. Indeed there is even now need of positive and direct legislation giving this right to sections of towns which have already abolished districts. The legislation abolishing the district system, then, should make provisions for some form of precinct organization with powers like those granted to school districts under the Free High School laws.

Fourth. It may be urged that the abolition of school districts will tend to weaken that popular interest in the schools which is so important to their highest success. It will be said in support of this objection, that the school district meetings, by bringing the people together to consider and act upon school matters, serve to create and keep alive an efficient interest in the schools which without these meetings would wane and die. This objection would have more force were the facts other than they are. Practically a very large majority of these meetings are mere formal affairs thinly attended and frequently little more than mere meetings for the ratification of factional or personal schemes. When largely attended, except in cases when the raising of money for repairing or building school-houses is an issue, such attendance is often mainly due to neighborhood quarrels growing out of some previous school district action, and the meeting serves to keep alive a spirit that tends to anything but the success of the schools. Of course there are exceptions to these facts enough perhaps to prove the rule, but on the whole the school district meeting is no longer a fruitful source of popular interest in the well being of the schools. If such a source is to be sought in any of the popular gatherings of our voters, it must be in the more important and generally attended town meeting, by making the action there taken more largely responsible for the success of the schools. Let the consideration of school affairs in the town meeting be lifted to equal rank with that of the repair and making of highways and the support of paupers; let the raising of money for, and the location of school buildings, be subjects for annual deliberation and action, together with the carrying out of the demands of law in raising money for the current support of schools; let the school officers then and there elected be completely responsible for the wise and efficient expenditure of all moneys raised for the benefit of schools; and let them be also answerable for the proper custody and care of all school property, and a new and much needed public interest in the schools would result—a far more efficient interest

than any that can possibly grow from school district meetings. This is not theory, but hard fact as found in the general experience of those towns which, by the abolition of the district system, have brought school affairs to such rank among the matters of town action.

Fifth. Finally it may be urged that public opinion is not yet ready to accept the legislation proposed as final and conclusive. If this be true, if such legislation would be in danger of subsequent reversal from the reaction of opposing public opinion, this one objection should be deemed conclusive as against legislation. We want no legislation that will not meet the active approval of the large majority of the intelligent and controlling public opinion of the State at large, because we want no backward steps taken in school reforms.

But is such the state of public opinion? The following facts would seem to indicate that it is not. In the 127 towns which have already abolished districts, are contained 45 per cent of all the voters in the State. In those towns where the change has been tested for three or more years the majority in favor of it is overwhelmingly large. It is not putting the case too strong to say, that in these towns alone 40 per cent of all the voters in the State would stand sturdily in support of the legislation in question. If now 20 per cent of the voters in the other 374 towns could be depended upon to favor a fair trial of the new system, and I am confident they could—the change would be permanent—there would be little or no danger of backward steps. Indeed, I am persuaded that the change would meet with unexpected approval from the start, and that it would grow so rapidly into public favor that no real attempt would ever be made to re-establish the discarded system.

4. *Summary.* To cure the ills affecting our common schools in three-fourths of the towns in the State, the district system must be abolished. The need of such abolition by immediate legislation is imperative. The objections to such legislation are either founded in the selfishness of the few, or

in misconceptions of its effects. I, therefore, most earnestly recommend such legislation.

## II. *More Permanent Local Supervision.*

With the abolition of the school district system the conditions which make the supervisor instead of the school board or committee the more efficient form of supervision, will have ceased to exist. Controlling the entire management of all school affairs, responsible for the wise and economical expenditure of school moneys, for the custody and care of school property, and for the efficient instruction of the schools, supervision will then require in those having charge of those affairs, qualities not often found united in one individual. Moreover to make such management most efficient, there should be no opportunity for frequent change in policy and methods. Under the new system much is to be done, which was impracticable under the old. The number and location of the schools are to be re-adjusted; school-houses are to be systematically renovated; the instruction of the schools is to be reformed in the direction of greater system and wiser and more uniform methods, to which end teachers are to be selected with reference to special fitness for, and permanent employment in the same schools. To reach these results with least waste of time and effort and money, will require the forming of plans whose execution must continue through a series of years.

The work of supervision as thus outlined can not be that of one man whose tenure of office is but a single year, whose re-election for consecutive terms is uncertain, and who is selected chiefly because of fitness to direct instruction. There is needed rather a board consisting of not less than three persons chosen for not less than three years each, and so organized that the term of service of only a minority shall terminate annually. The maximum number of members should, within certain limits, be left to the option of each town. In the choice of its members, one only need be

selected because of the special fitness to direct and inspect instruction; practical common sense and business ability should be chiefly considered in the selection of the majority. The member specially fitted to direct school work, should be made the executive officer of the board, having to perform certain duties fixed and prescribed by law, and in other matters acting under the direction of the board. He should be paid for his services; the other members should serve without pay. When deemed advisable, however, towns should have authority to direct the board to choose as its executive officer a person other than one of its members and to fix his pay.

The plan of supervision thus briefly outlined is not based on theory alone. It has the sanction of experience in all its details both in our own and in other states. It combines the advantages possessed by both plans now allowed under our laws, with the added advantage among others, that membership would not be sought by cheap men because of the petty emoluments accruing from it, but would be accepted by the best men because of their interest in the educational well being of the town.

### III. *Form of Law.*

The specific acts by which the legislation above suggested and recommended shall take the form of law, may be combined in one. Such act should contain certain minor provisions having reference to some existing conditions which it may be desirable not to change. There are, for instance, a few school districts organized under special acts of the legislature with municipal and police powers not affecting the schools, and such districts might be exempted in terms from abolition. Again the plans of supervision in several of our cities and larger towns are now fixed by special laws, and these also should not be changed save at the option of those cities and towns.

As embodying the needed legislation in the interests of our common schools, I recommend the immediate enactment of the following :

ACT to Abolish School Districts and to Provide for more Efficient Supervision of Public Schools.

SECTION 1. The school districts in all towns in this State are hereby abolished. Provided, however, that school districts organized with special powers by act of the legislature, may retain such organization; but said districts shall annually, on or before the first day of June, by their agents, trustees or directors, submit to the school committees of their several towns estimates of the amounts required for the maintenance of the schools therein, other than free high schools, for the ensuing school year, and shall be entitled to such portion of the common school funds of the town as said committees shall determine, which sum shall not be less than is necessary for maintenance of their schools for a period equal to that of the other schools of the town.

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

SECT. 3. This act shall not abolish or change the location of any school legally established at the time of its passage; but any town at its annual meeting, or at a meeting called for the purpose, may determine the number and location of its schools, and may discontinue them or change their location; but such discontinuance or change of location shall be made only on the written recommendation of the superintending school committee, and on conditions proper to preserve the just rights and privileges of the inhabitants

for whose benefit such schools were established: Provided, however, that in case of any school having, as now established, or which shall hereafter have, too few scholars for its profitable maintenance, the superintending school committee may suspend the operation of such school for not more than one year, unless otherwise instructed by the town, and may provide for the scholars belonging thereto in other schools, for which purpose they may, if in their judgment necessary, procure the conveyance of said scholars to such other schools and pay for the same from the school moneys of the town.

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

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

SECT. 6. Adjoining towns, upon the written recommendation of the school committee of said towns may by concurrent action maintain union schools for the benefit of parts of said towns in what are now union school districts, or may establish such schools, and shall contribute to their support each in proportion to the number of scholars in each of said towns attending such schools. Said schools shall be under the management of the school committee of the town in which their school-houses are located.

SECT. 7. The inhabitants of any section of a town which fails or neglects to provide for the maintenance of free high schools, may organize a free high school precinct in the manner hereinafter provided, which shall have all the rights conferred upon school districts in the provisions of law relating to free high schools; on petition of any five voters resident in said section, reciting the limits of the precinct proposed, the municipal officers of the town shall call a meeting of the voters within said limits by causing notices, specifying the time, place and purposes of said meeting, seven days before



the time appointed, to be posted in two or more conspicuous places within said limits. Said meeting shall choose a moderator and a clerk who shall be sworn, and shall, by a majority vote of those present and voting, determine whether said precinct shall be organized. It shall choose an agent who shall be duly sworn, whose powers and duties shall be the same as those of district agents as defined in the law relating to free high schools. Such precinct may continue its organization from year to year by the holding of meetings called in the manner aforesaid, so long as the town shall neglect or refuse to support free high schools. Sections of adjoining towns may organize as herein provided, and unite in the support of such schools. But no more than two such precincts shall exist at the same time in any town. Moneys voted by said precincts shall be assessed and collected in the manner now provided for the assessment and collection of moneys voted by school districts.

SECT. 8. The management of the schools and the custody and care of all school property in every town, shall devolve upon a superintending school committee consisting of three, five or seven members in each town, as the town may elect, who shall be chosen by ballot at the annual meeting of the town, and shall hold office for three years; provided, however, that in towns not having such committees when this act becomes law, the committees then chosen, at their first meeting shall designate by lot a member or members to hold office for one, two and three years respectively, in manner as follows, to wit: if consisting of three, one for one year, one for two years and one for three years; if consisting of five, one for one year, two for two years, and two for three years; if consisting of seven, two for one year, two for two years and three for three years, and they shall certify such designation to the town clerk, to be by him recorded. Said committee shall have power to fill vacancies occurring during the interim between annual meetings, and shall annually elect one of its members supervisor of schools, who shall be ex-officio secretary of the committee, shall make the annual enumeration of scholars required by law, and shall examine the schools and inquire into the regulations and discipline thereof and the proficiency of the scholars, for which purposes he shall visit each school at least twice each term. He shall make all reports and returns relating to the schools of the town which are now or may be required by law to be made by superintending school committees, and perform such other duties as said committee shall direct. Provided further, that in case

the town so authorize, in lieu of the supervisor herein provided for, a superintendent may be elected who may or may not be a member of the committee.

Said committee shall serve without pay, but the supervisor, or superintendent by them elected, shall receive for his services such sum as the town shall annually vote therefor, which sum shall in no case be less than two dollars per day for every day of actual service.

SECT 9. All laws and parts of laws inconsistent herewith except private and special laws authorizing towns and cities to choose school committees other than those herein provided for, are hereby repealed.

## FREE HIGH SCHOOLS.

Our free high school system has continued to thrive and improve. While its growth for the past year has not been of that exceptional character which was shown during the preceding year, it has been under the circumstances all that could have been expected. The necessity of providing by special taxes for the inauguration of the free text-book plan doubtless deterred some towns from entering upon the system, and so reduced somewhat the increase in the number of towns in which such schools were supported.

More and more every year it becomes evident that the system has come to stay—that these schools are doing a work the need of which is becoming more and more generally recognized. Wholly optional as their support is, their growth especially marks the growth of educational interest among our people.

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

## COMPARATIVE SUMMARY.

I. *Number and Length.*

	1889-90.	1888-9.
Number of towns in which supported . . . . .	210	204
Increase . . . . .	6	
Number in which towns supported . . . . .	167	160
Increase . . . . .	7	
Number in which districts supported . . . . .	43	44
Decrease . . . . .	1	
Number of terms . . . . .	506	454
Increase . . . . .	52	
Aggregate number of weeks . . . . .	5,318	4,943
Increase . . . . .	365	

II. *Attendance.*

	1889-90.	1888-9.
Number of pupils registered.....	15,299	14,900
Increase .....	399	
Average attendance.....	12,647	12,387
Increase .....	260	
Number of common school teachers attending	1,029	1,088
Decrease.....	59	

III. *Character of Instruction.*

Number of pupils in reading classes.....	10,706	10,563
Increase .....	143	
Number in arithmetic .....	9,655	9,846
Decrease .....	191	
Number in English grammar.....	7,768	7,814
Decrease ..	46	
Number in geography.....	5,383	5,470
Decrease. ....	87	
Number in U. S. history.....	3,227	3,061
Increase .....	166	
Number in natural sciences.....	5,038	4,558
Increase .....	480	
Number in higher mathematics.....	5,936	5,538
Increase .....	398	
Number in book-keeping. ....	2,504	2,657
Decrease .....	153	
Number in ancient languages.....	3,457	3,132
Increase .....	325	
Number in modern languages.....	1,413	1,350
Increase .....	63	

IV. *Fiscal.*

Whole amount expended.....	\$139,944	\$139,799
Increase .....	\$145	
Amount provided by towns and districts....	102,601	104,818
Increase .....	2,217	
Amount paid from State treasury.....	37,343	34,981
Increase.....	2,362	

These statistics need little explanation. They tell the story of improvement very plainly. A few things in them however are noticeable.

*First.* It is apparent that the growth shown was wholly in schools supported by town instead of district action, a fact indicative of greater public appreciation of the value of them. In line with this are also the increases in number of terms and in aggregate number of weeks; increases much too large to be explained by the increase in the number of new schools established. Schools previously established must have been increased in length in a considerable number of towns.

*Second.* The decreases or comparatively small increases in the number of pupils pursuing more advanced "common English" branches, as compared with the much larger increases in the number pursuing the sciences, higher mathematics and ancient languages, go to show that the schools were of a higher grade than those of the preceding year.

*Third.* The criticism is sometimes made that these schools are misnamed High Schools—that they are only a sort of more advanced common schools; that they are inferior in the grade of work done to the old academies which they have largely supplanted or absorbed; and that it would have been better for the educational well-being of the State to have preserved and extended the academies instead of establishing this system of schools. This criticism as to grade of work done in many of these schools is doubtless in a measure valid; it would be surprising indeed if in each of one-half the towns in the state, could be maintained a school of full academic grade; but when made of the system as a whole it is negated by the facts. Few of the old academies—few indeed of those which survive and have not been made special fitting schools for our colleges—could or can show much superior rank to the average of these schools. That can not be a system of schools much below academic rank in which 33 per cent of the pupils attending are pursuing scientific studies, 39 per cent the higher mathematics; and 23 per cent are taking college pre-

paratory work. And the condition of the system in this regard is constantly improving as these schools are multiplied and become permanently established. Moreover, what one of the severest of these critics of the system could be found bold enough to claim, that, but for its adoption, there would have been in the State to-day at least 210 academies averaging in rank with these schools, and having an aggregate attendance of over 15,000 pupils or an average of 72 to each? In the light of the foregoing statistics of our Free High School system, its critics should abate somewhat the sweeping criticisms they are wont to make regarding it, and acknowledge that the adoption of the system was a measure of wisdom.

In this connection it will not be out of place to make suggestions regarding the future of such of the old academies as still survive. May not their survival be because, in the natural evolution of our educational system as a whole, they are destined for a higher work than would have been theirs had not the free high school system developed as it has? There is becoming apparent I think the need of a sufficient number of high grade institutions of learning properly situated, whose work shall be to supplement the work of such of our high schools as from their location and the conditions dependent thereon, must necessarily be of somewhat inferior grade. These schools in our medium and smaller towns can carry their pupils successfully forward only to a certain stage of advancement. In taking them to that stage they will have awakened in many a desire for further attainments, and given them a standing from which they can go forward by their own efforts, if only the facilities for further attainments are within easy reach. Can not these surviving academies be made to furnish such facilities? Many of them by the help of some small aid from the State to supplement their own resources, can be given new life and largely increased efficiency. They could thus at comparatively small additional expense be made not only to meet a growing need having its source in our public school system, but also to link more closely together in mutual helpfulness the public schools and

the colleges. I suggest that the time is not distant when the State may wisely enter upon the policy of aiding in the support of such of these institutions as promise best to meet the public needs, and thus assuming in a measure control and direction of their work.

### NORMAL SCHOOLS.

This year's work of our three State Normal Schools has not differed materially from that of the preceding year. It has been characterized by the same earnest, devoted and wisely directed efforts on the part of both teachers and pupils as in the past, and larger experience in their several positions has given those in charge of that work increased efficiency. Officered and directed as they are, they are institutions whose value in our system of public instruction can not be estimated in dollars and cents, and in whose work the State may well take increasing pride.

The statistics of attendance for the year, showing the number of new students enrolled, the number graduating and the largest attendance in any term, are presented in the following table :

School.	Year Ending	Number Entering.	Number Graduating.	LARGEST ATTENDANCE	
				Number.	Term.
Farmington.....	June 13, '89	88	30	131	Spring.
Castine.....	“ 6, “	82	36	120	“
Gorham .....	“ 21, “	85	35	100	“
Totals.....	.....	255	101	351	
Farmington.....	June 12, '90	105	42	140	Winter.
Castine .....	“ 5, “	88	29	121	Spring.
Gorham .....	“ 20, “	90	34	114	Fall.
Totals.....	.....	283	105	375	

It will be noticed that there was material increase in each of these items of attendance. This was to have been expected



in view of the growing demand for the services of trained teachers in the common schools, as evidenced by the large increase during the year, elsewhere noticed, of graduates employed. And the indications are, in the attendance upon the terms now in session, that the conditions here shown will mark the work of the schools during the current year.

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 12, 1890. }

*To the Trustees of the State Normal Schools:*

GENTLEMEN:—The following report of this school for the year 1889–90 is respectfully submitted:

#### ATTENDANCE.

Fall term.....	87
Winter term.....	140
Spring term.....	134
Total attendance .....	361
Number of different pupils.....	213
“ entering.....	105
“ graduating, regular course.....	42

There have been no changes of teachers, the same serving that served the previous year.

It has been a year of earnest, faithful work. The character and deportment of the pupils have been all we could wish. The only troubles of the year have been several cases of severe sickness caused by la grippe. It is a matter of profound thankfulness that none of the cases have terminated fatally.

#### NEEDS.

We need, in common with the other schools, a larger appropriation for running expenses.

We need an appropriation to purchase text-books, and also for books for the library.

We also very much need another grade in our Model School. As it is, both teacher and pupils are overworked.

I recommend the following pupils for graduation from the regular course :

Carrie A. Amback, Ina M. Amback, Allie Appleyard, Florence Bartlett, Delmer F. Bryant, Amos K. Butler, Carl R. Butterfield, Della Butterfield, Edith E. Clifford, Susie F. Farrington, Ella G. Field, Eunice W. Fobes, Frank C. Fuller, Fannie M. Graves, Austin W. Greene, Lillian E. Greene, Clara F. Haigh, Lizzie L. Haley, Martha E. Haley, Shirley P. Hall, Ida J. Harrington, Emma F. Jones, Annie A. Longfellow, Edith M. Maxwell, Mina L. Maxwell, Annie M. McKenzie, Carl P. Merrill, Mildred F. Millett, Carrie M. Nickerson, Emma M. Perkins, Henry H. Randall, Alice E. Smith, Alice J. Swain, Faustina E. Trask, Julia C. Trask, Carrie S. Varney, Myra L. Wells, Agnes M. Whittier, Hattie M. Wight, Herbert S. Wing, Flora G. Winslow, Sadie J. Wood.

I further recommend that the diplomas of the advanced course be granted to Lillian I. Lincoln, Ardelle M. Tozier and Harriet P. Young.

I further recommend that the diploma of the regular course be granted to George F. Stackpole, a member of the class of 1886 and that he be enrolled in that class for the following reasons.

Mr. Stackpole's rank and deportment here were high, and he would have been graduated with his class had he not, at the advice of the Principal, left to teach, three weeks before the term closed. Instead of coming back to complete his course here he prepared for college, was graduated from Dartmouth with the degree of A. B., receiving the degree of A. M., three years later, and was a successful teacher in the state of New York for ten years.

Very respectfully submitted,

GEO. C. PURINGTON.

STATE NORMAL SCHOOL, }  
 CASTINE, MAINE, June 5, 1890. }

*To the Trustees of the State Normal Schools:*

GENTLEMEN:—I respectfully submit the following report of this school for the year ending June 5, 1890.

#### ATTENDANCE.

Number of pupils entering during the school year, 88.

Number graduating, 29. All but three of these have had experience in teaching.

*Attendance by Terms:*

Fall term, 95; winter term, 85; spring term, 121; total, 301.

#### LIBRARY AND APPARATUS.

Considerable additions have been made to the library and apparatus during the past year, but no more than seemed absolutely necessary. We hope we may soon be furnished with text-books free.

#### TEACHERS.

The teachers for the past year have been Albert F. Richardson, principal; assistants, Mary E. Hughes, Edward E. Philbrook, Nellie F. Harvey, Winnie Austin in the normal school; Mabel F. Simmons in the model school. The assistant teachers have been greatly interested in the school, and I am glad to be able to speak in hearty commendation of the efficient work of each.

#### NEEDS.

There is great need of new blackboards, and as a matter of economy the building should be repainted. We also need new curtains.

#### THE YEAR'S WORK.

The enlargement of the building, giving plenty of room, has added much to the comfort and convenience of both teachers and pupils.

The attendance has been only two less than last year, the fall term being smaller, and the winter and spring terms larger.

Six more have entered the school than last year.

The pupils have been quiet and studious, and ready to obey all rules and regulations of the school.

There has been a larger demand for teachers, both for summer and winter schools, than we have been able to supply.

Only one change has been made in text-books during the year, a simpler geology being used, and more work being done aside from the book, both by teacher and pupils.

#### DONATION.

We are under obligations to Hon. Samuel Libby of Orono for an excellent picture of the late Roliston Woodbury.

I recommend that State diplomas be granted the following students, they having finished the course in a satisfactory manner :

Arthur E. Barter, Lizzie E. Bass, Samuel L. Bates, Ernest C. Bowler, Clarence L. Chapman, Hattie E. Clement, Helen Coombs, Sada A. Coyle, Minnie L. Devereux, Addie W. Dunbar, May J. Dunbar, Celia S. Greenleaf, Ella F. Jordan, Irvin W. Littlefield, Annie M. Luce, Persis M. Lufkin, Loula A. Mason, Melvin H. Mower, Cora Nash, May C. Parker, Edward D. Perkins, Wilbur M. Puffer, Hortense Rankin, Adin L. Smith, Grace M. Snow, Grace E. Stevens, Mary E. Stevens, Ambrose H. Weeks, Agnes Wescott.

Respectfully submitted,

ALBERT F. RICHARDSON, *Principal.*

STATE NORMAL SCHOOL, }  
 GORHAM, June 20, 1890. }

*To the Trustees of State Normal Schools:*

GENTLEMEN:--In accordance with the requirement of law, I respectfully submit the following report of the Gorham Normal School for the school year ending June 20, 1890.

Number of pupils entering the school during the year, 90 (ninety).

Number graduating during year, 34 (thirty-four).

*Attendance by Terms:*

Fall term, 114; winter term, 104; spring term, 109.

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

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

Special teacher, 1 (music).

Pupils in model schools: primary, 38; intermediate, 53.

#### LIBRARY AND APPARATUS.

Some volumes in general literature have been added, and a large number of text-books. The catalogue of the library has been published, and a copy placed in each desk greatly helping pupils in the use of the library. Additions have been made to the working instruments in the department of chemistry.

#### TEACHERS.

W. J. Corthell, H. M. Estabrook, Grace J. Haynes, Viola M. White, Margaret S. Sturdevant; in the model department, Jennie M. Colby, Flora Barton; vocal music, Charles K. Hinkley.

Faithful work on the part of teachers and pupils have characterized the year. In no year since the school began has so loyal and happy spirit been manifested by the several classes. Number entering, and whole number in attendance, and the average attendance have been largest in the history of the schools.

## ROOMS, &amp;c.

The room for the physical science department has been made very convenient. With the increase of pupils and classes there is need of more recitation rooms. The principal had to use the large school-room much of the time during the year, as a recitation room, and often two or more exercises were going on in that room at the same time. The drainage completed during the year has worked admirably and removed all cause of complaint.

## COURSE OF STUDY.

At a meeting of the "New England Normal Council," held in Boston in April, 1890, a body representing the teachers of all the normal schools of New England, it was unanimously voted, "That the elementary course in the normal schools, should be at once increased to three years," I most earnestly recommend that the board take action looking to that result.

## GRADUATES FOR THE YEAR.

The following named persons, by vote of the trustees, received the diploma of the school at the graduation on January 16, 1889:

Estelle M. Foster, Roxie H. Hall, Henry A. Hanscom, Mary E. Ingraham, Mabel W. Jordan, S. Adelene Lord, Elvira J. Lord, Dana Libbey, Cora E. Morse, Eva M. Roberts, George B. Trafton, Mary E. Smith, Grace Walker.

The following named persons are recommended to the trustees as entitled to the diploma of the school:

Jessie E. Andrews, Annie L. Averell, Minnie R. Bailey, Martha J. Bangs, Annie G. Buffum, Nellie L. Cloudman, Florence E. Fisher, Nathan A. Gates, Kate Haley, Simon M. Hamlin, Carrie W. Libbey, Alice J. Linnie, Ruth E. Moulton, Tryphena E. Nash, Nellie W. Reed, Grace M. Russell, Flora M. Stoddard, Annie J. Summerside, Loulie M. Ward, Eva A. Webb, Estelle H. Webber.

W. J. CORTHELL.

MADAWASKA TRAINING SCHOOL, }  
 Fort Kent, Maine, April 26, 1890. }

*To the Trustees of the State Normal Schools:*

GENTLEMEN:—The following report of the Madawaska Training School for the year 1889-90, is respectfully submitted.

The school commenced September 3, 1889, and fifty-nine pupils attended during the first term. During the second term, which commenced January 7, 1890, the attendance was sixty-eight.

The whole number of different pupils registered during the year was seventy-seven. Except eight all attended during the whole year. A class numbering seven was graduated at the close of the year, and received diplomas from the hand of the State Superintendent.

Miss Mary Nowland was granted leave of absence for the year and Miss Carrie Nowland filled the position, doing efficient work. General good health prevailed among the pupils and teachers, all working earnestly, and endeavoring to carry out the design of the school.

There has been no change in text-books, but several good books of reference have been added to the library, among which is a set of Cyclopædias presented by Mr. Luce.

A fine clock was purchased by the pupils and hung in the school-room.

A flag 15x9½ was also obtained by private subscriptions and is now unfurled to the breeze on every pleasant day.

The school-house is comfortable, but the recitation room is becoming too small to accommodate the increasing attendance. Many teachers from distant towns cannot secure board or lodging within proper distance of the school and therefore are deprived of the privileges of the school. A boarding-house near the school seems a necessity in order to increase, or even maintain the present attendance.

Very respectfully, &c.,

VETAL CYR, *Principal.*

## FISCAL.

The resources available for support of these schools for the fiscal year ending December 31, 1890, and the nature of the expenditures made, are shown in the following fiscal statement :

## RESOURCES.

Regular annual appropriation, Normal Schools..	\$19,000 00
"                    "          Madawaska T'r'n'g School.....	1,300 00
Unexpended balance of appropriation, Madawaska T'r'n'g School,	25 00
	<hr/>
	\$20,325 00

## EXPENDITURES.

For salaries, Normal Schools.....	\$17,999 50
"          Training School.....	1,300 00
For fuel.....	777 64
diplomas .....	54 50
repairs, incidental.....	99 51
incidental expenses.....	93 85
	<hr/>
	\$20,325 00

## NEEDS.

1. *Of Normal Schools.*

There is pressing need of a large, annual appropriation for these schools. When the third normal school was established at Gorham by the legislature of 1878, the appropriation for the three schools was fixed at \$22,500, a sum none too large. This sum was reduced by the legislature of 1879, under the dictates of a false economy to \$18,000, and as a result there was a deficiency of \$500, for which appropriation had to be made in 1880, notwithstanding that salaries had been cut down and expenses curtailed in every other possible direction. In 1881 the appropriation was increased to \$19,000, but again, in spite of the most economical management by the Board of Trustees, there was a deficiency of \$2,565.88 for



which the legislature of 1883 had to make provision. In the mean time the school buildings had been getting into such condition from lack of funds to keep them in repair, that the same legislature and that of 1885, were called upon to make special appropriations for repairs aggregating \$7,400. And now at the close of the fiscal year there are bills unpaid in the hands of the treasurer of the Board of Trustees, amounting to \$2,438.91 for which provision must be made by the legislature of 1891. For the ten years therefore during which the annual appropriation has been \$19,000, there has been actually expended for annual running expenses including necessary repairs on buildings, the average sum of \$20,240.48.

But this is not the whole story of the financial needs of these schools. During the same ten years there has been constant need of funds to increase libraries and to add to the working appliances in all departments. The teaching forces have been frequently weakened from loss of teachers whose services could have been retained had means been available for slight increase of salaries. Needed repairs and improvements have had to be deferred from year to year, or to be but imperfectly made. And now another need confronts the Trustees—that of affording the students the same rights in the use of free books, which are afforded pupils in the other public schools of the State.

Considering all the needs of these schools, therefore, past, present and prospective, the annual appropriation for their support should be increased to \$24,000, and in behalf of the board of trustees I recommend legislation to that end.

## 2. *Of Madawaska Training School.*

No school in the State is doing more important and valuable work than this, and none is growing more rapidly. In accordance with an act of the legislature of 1887, it was permanently located at Fort Kent and a building erected for its occupancy. Since such location, the attendance upon the school has so largely increased that the building is already

over-crowded. In its construction it was so planned that it can be readily and cheaply enlarged. Such enlargement is an immediate necessity.

When the school was located as above the facilities for boarding seemed ample. Within the last year, however, many students have been unable to obtain boarding places and have therefore been unable to attend. Owing to the opening of a railroad to the town and the conditions consequent thereon, the present lack of facilities is almost certain to become greater. In order that the school may do the work for which it was established there is imperative need that adequate facilities for board of students shall in some way be made secure. This can be done only by establishing a boarding-house under control of those having charge of the school.

It is estimated that the present building can be enlarged sufficiently to meet the growing needs of the school, and a suitable boarding-house can be erected for the sum of \$5,000. I therefore recommend that the legislature make such appropriation.

## EDUCATIONAL ASSOCIATIONS.

## I. STATE PEDAGOGICAL SOCIETY.

The annual meeting of this society is to occur at Waterville, January 1, 2 and 3. The character of the work to be done is indicated by the programme which has been prepared for this meeting as follows :

## PROGRAMME.

THURSDAY EVENING, JANUARY 1ST.

ADDRESS OF WELCOME. Rev. J. L. SEWARD.

1. The old time school and the work that it did.  
Hon. A. R. SAVAGE, Auburn.
2. The school of to-day and the work it is doing.  
Prof. F. C. ROBINSON, Bowdoin College.
3. What have we lost that would have been helpful to the schools if retained?  
Dr. J. H. HANSON, Prin. Coburn Classical Institute, Waterville.
4. What have we retained or added that the schools would be better without?  
A. F. RICHARDSON, Prin. State Normal School, Castine.

GENERAL DISCUSSION. Hon. O. G. HALL, Waterville; ARA CUSHMAN, Esq., Auburn; Dr. A. W. SMALL, Pres. Colby University.

FRIDAY MORNING, JANUARY 2.

5. What has the public a right to demand of the public schools?  
Dr. A. W. SMALL, Pres. Colby University.
6. To what extent are the public schools meeting these demands?  
E. P. SAMPSON, Prin. Thornton Academy, Saco.
7. Can the library system of study be successfully introduced into the common schools?

Dr. THOMAS HILL, Portland.

DISCUSSION. Prof. L. G. JORDAN, Bates College.

## AFTERNOON.

8. Do the pupils in the public schools fail to remember what they learn, assimilate what they study, and develop intellectual power, because—

a. Of an imperfect school system and defective courses of study?

GEORGE C. PURINGTON, Prin. State Normal School, Farmington.

b. Of faulty methods of instruction?

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

DISCUSSION. G. B. FILES, Prin. Lewiston High School; M. H. SMALL, Prin. Norway High School.

9. How can the teacher grow in efficiency?

J. H. PARSONS, Prin. Augusta High School.

DISCUSSION. Members of the society.

## EVENING.

LECTURE. How can we improve our common schools?

MRS. ALICE FREEMAN PALMER, Ex-President Wellesley College.

RECEPTION.

## SATURDAY MORNING, JANUARY 3.

10. Why and how should the essential parts of the work of preceding grades be reviewed each year?

W. C. CRAWFORD, Supt. of Schools, Waterville.

DISCUSSION. F. H. NICKERSON, Prin. Saccarappa High School.

11. Necessity and feasibility of County Institutes.

H. M. ESTABROOKE, State Normal School, Gorham.

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

12. Town, County and State supervision.

W. J. CORTHELL, Prin. State Normal School, Gorham.

DISCUSSION. N. A. LUCE, State Supt. Schools; M. A. WHITNEY, Prin. Skowhegan schools.

BUSINESS.

The programme gives promise of the most notable and valuable meeting of educators ever held in the State. It is proposed to secure a full and complete record of its proceedings to be printed in the appendix to this report.

## II. COUNTY ASSOCIATIONS.

Twenty meetings of these associations have been held during the year, five during the spring and early summer and fifteen during the fall. Their exercises have been made up generally from the following :

General Programme and Syllabus of Subjects  
FOR MEETINGS OF  
COUNTY EDUCATIONAL ASSOCIATIONS, FOR 1890.

---

I. TEACHERS' ORAL 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. INCENTIVES TO STUDY:—(1) Interest aroused by skillful teaching ; (2) Leading pupil to see practical value of subjects studied ; (3) Arousing pupil's pride in doing good work ; (4) Ranking.

IV. TEACHERS' DUTIES AND RESPONSIBILITY UNDER FREE TEXT-BOOK LAW:—(1) To see that pupils are supplied with suitable books ; (2) To see that pupils use books carefully ; (3) To keep proper records of distribution, return and condition of books ; (4) To see that books are safely cared for at close of term ; (5) To make proper reports at close of term.

QUERIES FOR DISCUSSION:—

(1) Needs of ungraded schools? (2) Are pupils in public schools overworked? (3) How shall teachers grow in efficiency? (4) How can temperance teaching be made most effective? (5) Arbor Day—How can it best be observed by schools?

TOPICS FOR ESSAYS:—

(1) Place and influence of teacher in society ; (2) Teaching by example ; (3) Characteristics of the good teacher ; (4) Mistakes

in teaching; (5) The flag over the school-house—why there, and what should it teach?

---

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

These meetings have been more than usually valuable in inspiration, suggestion and helpfulness to the teachers attending. Without exception the attendance has been unexpectedly large—in several cases notably so. The papers and discussions have been of a very practical character. No educational agencies give larger returns for the money expended—less than \$600 per year, than these.

But valuable as these agencies are, much as they have done and are doing to improve our schools by improving their teachers, they do not meet all the needs of the time. Their sessions are not long enough, nor can their work be made progressive, systematic and complete enough, to furnish our teachers who have not had the advantages of special professional training, with that direct and positive instruction in the principles and methods of teaching which they need. We ought to have in place of these, or in connection with them, an annual series of teachers' institutes in every county, continuing one or two weeks under the direction of competent educators. Their work should be wisely and carefully planned in such manner as to meet the wants of the tyro just entering upon the work of teaching, and at the same time to be suggestive and instructive to the teacher of ripe experience. It should be of such nature as to call for careful study every year of some one or more of the standard works on teaching, either in immediate connection with, or as preliminary to the regular daily work of the sessions. A carefully prepared syllabus of each year's work should be arranged, printed and furnished to teachers in attendance, as a guide to study and a means of afterwards recalling and reviewing the instruction imparted. Attendance upon these institutes

should either be made compulsory or special inducements to attendance should be offered in the nature of certificates or diplomas giving special and valuable rights and privileges. For the successful holding of such a series of institutes some local agency would be needed to make necessary local arrangements. The county association as now organized, with some slight modifications, could be utilized for this purpose. Indeed it would be probably the most efficient agency available for this purpose.

The time, however, is not yet come for making the change here suggested. Other reforms are needed as preparatory to this. With the abolition of the district system and the uplifting that would result therefrom to teaching as a business, giving it greater permanence, bringing the number of teachers annually employed down to the actual needs of the schools, making a demand for better work, and making it more remunerative; with the reform which would logically follow in methods of examination and licensing, resulting in a system of graded and classified certificates based not alone upon scholarship, but upon professional acquirements and experience as well—the need for the change would become imperative, and the success of such institutes would be assured from the start. But while the time is not yet come for recommending the change and moving directly toward it, it has come, I think, for looking forward to it, and working through the present agencies for the hastening of its coming. And so it should be made a part of the regular work of these county educational meetings to aid in preparing the way for the county institutes which should in the not distant future replace them, and amplify and perfect their work.

## MISCELLANEOUS TOPICS.

## I. FREE TEXT BOOKS.

The law requiring towns to "Provide school books for the use of the pupils in their public schools at the expense of said towns," went into effect the first day of August last. The new plan has, therefore, been on trial too brief a time to furnish data sufficient for any very definite conclusions as to what are to be the full results of its operation. Some facts are available, however, which are significant of what those results may be.

I. The fiscal returns for the year show the amounts raised by the towns at the annual meetings for the purchase of books. Very few towns failed to make appropriations for this purpose. Many made inadequate appropriations. The large majority, however, made liberal and adequate provisions.

The failure to make any appropriations had its source in most cases in a mistaken opinion that there was no penalty for non-compliance with the law, or that its repeal by the next legislature was probable or possible; in a few cases that failure was the outcome of a cheap demagogism which sought to make political capital out of the enactment of the law. In all these cases sooner or later it was discovered that there was an efficient penalty for non-compliance with the law, and most of these towns took early steps to correct their mistake. A few had to be sharply reminded that they had no power to over-ride or nullify a State law, by finding payment of their State school moneys stopped under the provisions of section seven of the school law, on the very evident ground that such moneys could not be "faithfully expended" in the schools of towns which were depriving the children of school rights guaranteed by law.

The failure to make adequate appropriations had its source in a misconception of the extent to which books were to be



furnished free. These towns acted upon the assumption that pupils would continue to furnish their own books so long as they were suitable, and hence that it was only necessary to provide for supplying at public expense in cases where new books should be needed. The mistake thus made, in the nature of things, has corrected or will correct itself. Its correction will, however, be a source of extra expense to these towns since they must almost certainly pay more for books to complete their supply, than they would have had to pay if full and adequate supply had been secured at once.

On the whole so far as promptness and liberality of action on the part of towns in providing for the purchase of books, are significant of the success of the law,—and any strenuous popular opposition to it, likely to make against its success, would be most likely to manifest itself in this direction—that action has been unexpectedly prophetic of its success.

2. A quite extended correspondence with school officers indicates that there has been very careful attention given to selection of books, and that they have been obtained at unexpectedly favorable rates. A very sharp competition among publishers to place their books in our schools or to hold them where they had been already introduced, was favorable to the securing of both these ends. In consequence of the low rates offered both for introduction and for future supplies, changes were more general than it was anticipated they would be, and the new books introduced are very generally of the latest and best.

3. The discussions in the fall meetings of the county Teachers' Associations, of the teachers' responsibilities and duties under the law, brought out many significant facts bearing upon the practical working of the new plan. Those facts indicate an unexpected carefulness in the use of books by pupils, an increased interest in study, a better classification of the schools and larger attendance of pupils. They indicate, too, that teachers fully appreciate the benefits which can be made to accrue to the schools from the new plan, and that they are earnest to make it a success.

On the whole all attainable information seems to point in one direction—that of the immediate popularity and success of the law.

## II. THE TEACHING OF AGRICULTURE IN SCHOOLS.

There has been for years a conviction with intelligent and progressive agriculturists, that the public school was educating our youth away from the farm and towards the trades and professions. Whether this conviction be well grounded or not, it has within a year or two grown into a purpose to put into the schools something more or less directly tending to educate the farmer's boy toward the farm. In accordance with this purpose the State Grange at its last annual session took action looking to the securing of such immediate legislation as shall at least require teachers of public schools to fit themselves to give instruction in the elements of those natural sciences which are especially applicable to an intelligent agriculture. By such legislation instruction in these sciences would assume equal rank and right in the schools with instruction in those now recognized by law which bear with equal directness upon other callings, as book-keeping for instance.

While there are objections to adding further to the already perhaps too numerous list of subjects of instruction recognized as having rights in the public schools, there are stronger arguments in favor of such action. Of these arguments there are two which seem to my mind especially strong.

*First.* There is need of instruction in some one or more branches of natural science to give balance and symmetry to the training which it is the primal end of all instruction to induce. It is quite as important to success in life, no matter what may be the future vocation of the pupil, that he should go out of the school trained to the power and the habit of carefully and accurately observing and investigating the things and forces of nature with which he is to be brought in daily contact, as that he shall be trained to right reasoning by mathematical study, to right feeling by the study of literature and history,

and to right expression by language training. It is quite as important that he should be intelligent about those things and forces, as about the applications of arithmetic, the facts of history and geography, and the rules of grammar. Yet the work of the schools is wholly or largely wanting in instruction in subjects best suited to give the training and intelligence so desirable, while abounding in those affording training and intelligence in other directions.

Now it happens that just those sciences whose study would give this balance and symmetry to instruction and induce this needed training and intelligence, are those having close relations to agriculture. They deal with plant life and growth, with animal life and growth, with the elements contained in soils, and with that wonderful alchemy of nature by which light and heat and air work their seemingly mysterious changes in the form and substance of things. And these sciences, moreover, are those whose elements are most easily taught, because the things and phenomena to be studied are everywhere accessible. Plants are growing everywhere; earth and air and water teem with animal life; and the work of heat and light and air can everywhere constantly be watched and studied.

*Second.* Any systematic and determined attempt to make this instruction efficient and valuable for practical ends, must lead to a much needed reform in the management of our rural schools. In the present condition of these schools, a condition that must continue under the present system of management, little of value in this direction can be expected, and any attempt to secure the successful teaching of these subjects will fail. These schools are too poor in resources to secure the services of teachers competent to the work, and too short in terms for any adequate covering of the ground contemplated. If our farmers are earnest and determined in this matter, they will be quick to recognize the conditions standing in the way of success; and yielding the prejudices which hold them to a system which robs them of equal educational rights with their fellow citizens in the villages, and practically negatives their demands upon the schools in this thing, they will range them-

selves on the side of those who are working for a more equitable and efficient school system.

In view, therefore, of the educational value of the subjects sought to be introduced into our common schools, and of the inevitable results of an attempt to make instruction in those subjects efficient and valuable in the rural schools, I heartily recommend the legislation to be asked for.

### III. TEMPERANCE INSTRUCTION.

The results of the law requiring instruction in the hygienic effects of stimulants and narcotics, have not been fully up to what was hoped and expected when enacted. Three obstacles have stood in the way of such results.

1. In the smaller rural schools where failure has been most general, the incompetence of the teachers has been the cause of such failure. In such schools of necessity the instruction must be largely oral because of the primary character of those to be taught, and such instruction to be efficient presupposes teachers of higher professional grade than is required to give instruction from text-books. Efficient oral work except in rare cases, can be done only by those trained and practiced in such work.

2. The unwillingness of parents to purchase text-books has hitherto been an almost insurmountable obstacle not confined to any class or grade of schools. While oral teaching in this as in other branches is most efficient with primary classes, it is otherwise with those more advanced. With these the text-book is a necessity.

3. The inertia of public opinion—a quite general feeling that this instruction is of minor importance—has not only been in large measure the producing cause of the two obstacles already cited, but an obstacle in and of itself. Schools both in their instruction and supervision, are quick to respond to the condition of public opinion. Had there been sharp public demand that every child in every school should be taught as the terms of the law require, a demand watchful and exacting,

there can be little doubt that cases of utter ignoring of law would have been rare, and that pupils and teachers would everywhere have been affected by that demand.

The first of these obstacles can be removed only by such reform in our system as will lift these poorer schools out of their present condition. The second has been largely removed by the furnishing of free books. The third will disappear only as the result of a "campaign of education." To bring this instruction up to the efficiency desired by those who believe in its vital importance, calls not for law but for labor. Law cannot create public opinion, but public opinion will compel the observance of law. Labor with teachers is needed to awaken them to deeper interest and more earnest effort; with school officers to force them to full exercise of their authority; and especially with the people to educate them to an intelligent appreciation of the value of the results sought. Such labor is the privilege, and the duty as well, of those by whose efforts the law was enacted and of all others who believe in its wisdom.

#### IV. THE FLAG OVER THE SCHOOL-HOUSE.

That spontaneous outcrop of patriotic feeling which seems destined to raise the emblem of our national unity and life above every school-house in the land, is one of the most inspiring signs of the day. It is a fitting recognition of the school as the source of an intelligent, thinking, law loving, intense Americanism. The flag above the school-house says to all foreign tendencies and policies and powers, whether civil or religious, "Here is a sacred thing devoted to the upbuilding of a freedom loving, patriotic American citizenship. Let it alone!" It says to society, "Here is a conservator of social order more potent than bayonets or prison bars." It says to every child entering the portals beneath its folds, "Here is equality of right and opportunity to prepare for the larger rights and opportunities of citizenship." In short it emphasizes, as nothing else could, the work and the privileges of

the American public school, as looking above and beyond the well being of individuals to the higher public weal; and thus it dedicates it in a new and special way to the teaching of patriotism.

This higher purpose and function of the public school is no new thing coming to it from any raising of the flag above it, but has been in and of it from the beginning, by force of the constitutional and statute provisions creating it. And from the beginning the school has served this higher purpose efficiently, but in a general rather than by any special way. But with new social conditions have come new demands, and to-day there is a call upon the public school for a new and special direction of its work to the teaching of patriotism—of an intense love of country. As emphasizing this demand—as in and of itself a most potent teacher—let the flag be raised, then, above every school-house in the State no matter how humble or poor. Let veterans who have faced death under its folds and so learned what love of country means, combine to put it there; let public spirited citizens honor themselves by gifts of it to schools; but better still let the children put in their mites of money and effort to place it there.

But it is not enough that the flag be daily raised above the school-house; let its daily raising be with fitting honor and salute, and let the children learn its history and the thrilling stories of heroism and devotion to country which cluster around that history, as told by orator and poet and romancer. And so daily learning to love and honor the flag, let them learn greater love and honor for what it symbolizes—the government and the laws and the institutions, and all that make this land our country and their country; so that they shall go out of the school prepared to live for its glory, to work for it, to suffer for it, to die for it if need be, as its noblest have lived or worked or suffered or died for it.

## CONCLUSION.

This report may fitly conclude with the following

## RECOMMENDATIONS:

I. *Legislative:*

1. An act abolishing school districts and providing for more permanent and efficient local supervision.
2. The inauguration of a policy of State aid to a limited number of academies suitably situated to supplement the work of the free high schools.
3. Increase in the annual appropriation for support of State Normal Schools.
4. Special appropriation for enlarging school building and erecting boarding-house for Madawaska Training School.
5. An act requiring teachers to be qualified to give instruction in the elements of the natural sciences specially related to agriculture.

II. *General:*

1. That school committees and supervisors exercise special care in the matter of free text-books, to the end that teachers be held to systematic accountability for the distribution, care and return of books; and that pupils or their parents be strictly held responsible for injury or loss of same.
2. That they see that the provisions of law requiring temperance instruction in the schools are more generally and efficiently carried out.
3. That they use special efforts to secure the raising of flags upon all our school-houses, and the teaching of patriotism in all our schools.
4. 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 pro-

visions 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.

5. 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.



6. 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.

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

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

9. 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.

10. 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.



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 1889.		Not less than 80 cts for each inhabitant.		Amount raised per scholar.		Amount available from town treasury from April 1, 1889, to April 1, 1890.		Amount available from State treasury from April 1, 1889, to April 1, 1890.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.		Balance unexpended April 1, 1890.		Balance over-expended April 1, 1890.	
	No.		No.																													
Auburn.....	57	11	96	50	7	00	2	75	1360	00	15,500	7,856	-	4	66	15,500	00	5,845	43	14	79	21,360	22	21,374	30	-	-	-	-	14	08	
Durham.....	7	1	22	00	4	57	2	15	100	00	1,200	198	-	3	07	1,258	49	655	91	-	-	1,914	40	1,879	82	34	58	-	-	-	-	
East Livermore.....	9	2	31	00	3	59	1	92	40	00	864	-	-	2	42	891	24	677	53	920	87	2,489	64	2,386	87	102	77	-	-	-	-	
Greene.....	13	-	-	-	3	60	1	61	38	00	799	-	-	3	16	1,012	95	412	64	-	-	1,425	59	1,379	68	45	91	-	-	-	-	
Leeds.....	12	1	23	50	3	92	1	54	52	00	1,000	45	-	2	90	1,080	70	605	45	-	-	1,686	15	1,596	52	89	63	-	-	-	-	
Lewiston.....	66	30	126	30	9	25	3	50	1700	00	28,000	12,734	-	3	70	28,000	00	12,505	35	557	82	41,063	17	40,828	31	234	86	-	-	-	-	
Lisbon.....	18	6	45	00	5	05	1	75	185	00	2,423	310	-	2	25	2,423	00	1,795	23	168	67	4,386	90	4,567	78	-	-	180	88	-	-	
Livermore.....	10	1	18	13	3	88	1	57	55	00	1,050	40	-	3	28	1,265	49	614	45	127	00	2,006	94	1,766	82	240	12	-	-	-	-	
Minot.....	19	4	38	00	4	78	2	45	89	50	2,000	590	-	4	55	2,411	01	857	71	-	-	3,268	72	2,766	98	501	74	-	-	-	-	
Poland.....	16	3	27	00	3	50	2	14	200	00	3,000	1046	-	4	34	2,940	65	1,048	71	208	54	4,197	90	4,057	83	140	07	-	-	-	-	
Turner.....	9	2	26	50	4	25	2	25	129	00	2,200	372	-	4	10	2,663	53	1,048	71	31	00	3,743	24	2,444	55	1298	69	-	-	-	-	
Wales.....	6	-	20	00	3	50	1	75	40	50	600	196	-	4	03	632	69	255	87	-	-	888	56	722	41	166	15	-	-	-	-	
Webster.....	9	-	25	00	5	63	2	00	62	00	1,284	500	-	4	32	1,284	00	544	18	50	00	1,878	18	1,799	18	79	00	-	-	-	-	
	251	61	41,58		4	81	2	11	4061	00	59,920	23,887	-	3	81	61,363	75	26,867	17	2078	69	90,309	61	87,571	05	2933	52	194	96	-	-	

APPENDIX.



Mars Hill.....	350	174	132	176	118	.36	230	10	1	82	10	4	98	9	-	9	7	-	-	4150	1	3	7
Masardis.....	93	69	57	53	44	.54	79	11	2	34	7		14	3	-	3	-	-	-	809	-	-	3
Monticello.....	433	234	169	227	177	.40	302	12	4	126	12		104	8	-	8	7	-	-	3000	-	2	9
New Limerick.....	235	145	131	179	162	.62	179	11	2	69	11	1	67	6	-	6	6	-	-	1500	1	2	5
Orient.....	78	53	47	47	31	.50	53	9		45	14	2	29	3	-	3	2	-	-	1200	1	1	3
Presque Isle.....	1087	814	639	793	616	.58	897	10		240	10		240	-	-	23	21	-	-	9500	1	3	23
Sherman.....	330	171	114	229	180	.45	255	11		66	13	2	81	6	-	6	3	-	-	2600	1	4	5
Smyrna.....	113	58	39	84	55	.42	78	8	2	25	11	1	56	4	1	4	1	-	-	850	-	1	3
Van Buren.....	517	234	172	115	80	.24	234	25		230	15		45	10	2	7	6	-	-	1800	1	1	9
Washburn.....	411	232	175	275	208	.47	251	10		110	10		100	10	-	10	10	1	350	3500	1	2	10
Weston.....	182	102	78	100	70	.41	124	10	2	42	11		35	4	1	4	3	-	-	950	-	1	4
Woodland.....	261	211	159	128	125	.54	230	10	3	95	13		105	9	-	8	3	-	-	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 and days, 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	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		
Allagash	117	71	52	-	-	.44	71	28	56	62	-	-	56	62	12	2	56	62	12	2	38	5	2	2	1	1	95	150	1000	-	-	4	5									
Cary	173	131	99	84	73	.50	131	10	62	12	4	-	62	12	10	2	62	12	10	2	38	5	2	2	3	-	1000	-	-	5	5											
Castle Hill	219	141	108	140	112	.50	171	9	64	10	1	-	64	10	1	2	64	10	1	2	70	7	-	2	7	2	2250	-	-	2	2											
Caswell	97	10	7	50	38	.23	50	8	26	11	2	-	26	11	2	2	26	11	2	2	22	1	1	1	1	-	200	-	-	1	1											
Chapman	105	60	41	83	51	.44	97	8	17	9	4	-	17	9	4	2	17	9	4	2	49	5	-	-	3	1	500	-	-	1	2											
Connor	232	140	76	140	76	.33	151	12	48	12	-	-	48	12	-	-	48	12	-	-	48	4	4	4	4	3	275	-	-	-	4	4										
Crystal	123	105	82	71	59	.57	105	8	56	12	-	-	56	12	-	-	56	12	-	-	48	7	-	-	4	4	500	-	-	-	6	6										
Cyr	190	110	96	-	-	.51	110	25	127	-	2	-	127	-	-	-	127	-	-	-	5	5	5	5	5	-	500	-	-	-	5	5										
Dyer Brook	92	55	42	45	35	.42	55	10	40	8	-	2	40	8	-	2	40	8	-	2	25	5	-	-	4	4	1000	-	-	-	4	4										
Eagle Lake	149	112	83	-	-	.56	112	24	72	-	-	-	72	-	-	-	72	-	-	-	3	3	-	-	3	3	900	-	-	-	3	3										
Garfield	28	18	15	23	22	.66	25	12	12	19	-	-	12	19	-	-	12	19	-	-	19	-	-	-	1	1	400	-	-	-	1	1										
Glenwood	69	60	52	56	42	.68	62	8	32	9	4	-	32	9	4	-	32	9	4	-	29	3	-	-	3	2	700	-	-	-	4	4										
Hamlin	214	123	91	-	-	.43	123	24	121	-	1	-	121	-	-	-	121	-	-	-	5	5	1	6	6	5	600	-	-	-	6	6										
Hammond	46	-	-	27	22	.42	27	-	10	-	-	-	10	-	-	-	10	-	-	-	10	1	1	1	1	-	200	-	-	-	1	2										
Macwahoc	89	46	35	41	28	.35	54	10	20	16	-	-	20	16	-	-	20	16	-	-	32	2	-	-	2	2	600	-	-	-	2	2										
Merrill	108	73	67	70	62	.60	79	9	28	8	2	-	28	8	2	-	28	8	2	-	27	3	-	-	3	1	600	-	-	-	3	3										
Moro	80	62	45	54	42	.54	64	9	28	9	1	-	28	9	1	-	28	9	1	-	28	3	-	-	3	1	500	-	-	-	3	3										
Nashville	15	11	9	-	-	.60	11	24	24	-	-	-	24	-	-	-	24	-	-	-	-	-	-	-	1	1	200	-	-	-	1	4										
New Canada	124	69	48	-	-	.39	69	17	68	-	-	-	68	-	-	-	68	-	-	-	6	3	3	3	3	1	360	-	-	-	4	4										
New Sweden	247	152	141	169	153	.60	237	9	88	13	3	-	88	13	3	-	88	13	3	-	58	6	-	-	6	6	1000	-	1	3	5											
Oakfield	296	183	128	142	103	.39	257	10	96	14	3	-	96	14	3	-	96	14	3	-	88	7	-	2	7	5	650	-	-	2	9											
Oxbow	42	40	38	33	24	.74	40	8	18	7	4	-	18	7	4	-	18	7	4	-	14	2	-	-	1	1	50	-	-	-	2	2										
Perham	205	103	81	82	52	.31	120	11	56	10	1	-	56	10	1	-	56	10	1	-	41	6	-	-	4	4	2000	-	-	2	5											
Portage Lake	50	36	31	18	13	.44	37	10	20	10	-	-	20	10	-	-	20	10	-	-	10	-	-	-	2	1	1000	-	-	-	2	2										

COMMON SCHOOLS.



Reed.....	58	39	31	33	26	.49	45	6	4	27	12	1	59	-	-	3	3	-	-	900	-	-	4
St. Francois....	174	106	56	-	-	.32	106	16		48	-		-	3	2	-	1	160		360	1	-	2
St. John.....	99	53	30	24	10	.40	77	16		32	16		16	2	-	2	-	-		400	1	-	1
Silver Ridge...	70	61	40	49	34	.51	61	10	4	32	10		30	3	-	3	3	-	-	800	-	1	3
Wade.....	70	68	31	27	22	.38	68	15	1	61	9		27	4	-	3	-	1	150	525	-	-	4
Wallagrass....	268	107	80	-	-	.30	107	23		69	-		-	3	-	3	1	1	200	275	-	-	3
Westfield.....	58	34	25	27	25	.43	41	7	1	22	8	2	17	3	-	3	-	-	-	700	-	1	3
Winterville....	154	107	88	-	-	.57	107	22		66	-		-	3	-	3	3	-	-	900	-	-	3
	19,575	11,250	8608	9118	6988	.40	13,313	13		5621	11	2	3920	323	23	388	283	18	23,517	135,645	25	98	417

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.	Amt' of school money voted in 1889.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1889, to April 1, 1890.	Amount available from State treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.
								Excess above amt' required by law.	Less than the amt' required by law								
Amity	2	-	25 00	5 00	2 00	40 00	350	4	-	2 13	450 00	297 15	212 08	959 23	915 80	43 43	
Ashland	3	-	-	4 31	2 00	15 00	650	246	-	3 78	685 78	340 56	-	1026 34	898 95	127 39	
Bancroft	4	-	24 00	3 61	1 73	15 00	225	49	-	2 05	262 92	178 39	225 12	666 43	654 70	11 73	
Benedicta	4	1	-	3 89	2 11	12 25	242	-	-	1 71	293 50	257 68	50 00	601 18	542 89	58 29	
Blaine	3	-	27 50	3 58	1 65	16 50	517	-	-	1 66	461 78	567 61	-	1029 39	1009 75	19 64	
Bridgewater	1	1	29 03	4 36	1 74	35 00	578	-	-	1 67	977 38	621 67	130 00	1729 05	1782 23	-	
Caribou	19	1	33 83	5 63	2 00	136 25	2205	-	-	1 45	3271 25	2726 31	84 51	6082 07	5320 88	761 19	53 18
Easton	6	2	17 25	4 13	1 65	53 00	668	-	-	1 78	752 33	691 94	53 91	1498 18	1403 57	94 61	
Fort Fairfield	21	3	33 50	4 50	1 96	200 00	2800	532	-	1 99	2788 61	2106 45	97 76	4992 82	4799 64	193 18	
Fort Kent	-	5	-	3 60	1 20	-	350	-	-	42	390 49	1537 27	-	1927 76	1896 00	31 76	
Frenchville	-	1	14 25	3 74	90	20 00	375	-	-	28	322 89	2274 02	-	2596 91	2508 33	88 58	
Grand Isle	5	-	17 00	4 02	1 65	25 00	250	-	-	56	1431 31	802 00	14 84	2248 15	978 80	1269 35	
Haynesville	-	1	27 50	3 88	1 46	13 00	250	71	-	2 25	263 69	209 02	167 86	640 57	604 90	35 67	
Hersey	1	-	12 00	3 00	2 00	12 50	150	23	-	2 11	141 20	142 69	48 76	332 65	304 70	27 95	
Hodgdon	7	-	27 00	4 90	1 66	35 00	1000	129	-	2 26	1131 62	800 06	64 74	1996 42	1833 98	162 44	
Houlton	14	3	32 00	5 46	2 25	250 00	3500	918	-	2 79	4414 62	2355 11	-	6769 73	6118 29	651 44	
Island Falls	5	2	-	4 16	1 46	12 00	200	11	-	2 41	606 77	156 76	144 00	907 53	748 50	159 03	
Limestone	7	1	29 00	3 65	1 87	25 00	524	-	-	1 45	805 80	618 07	124 66	1548 53	1319 61	228 92	
Linneus	4	3	28 00	5 13	1 93	28 50	750	16	-	1 80	752 49	778 43	121 80	1652 72	1643 94	8 78	
Littleton	7	-	30 00	4 10	2 00	42 50	723	-	-	1 88	755 05	720 77	-	1475 82	1451 91	23 91	
Ludlow	2	-	27 00	3 83	1 53	24 00	374	-	-	2 62	405 84	236 06	60 62	702 52	632 35	70 17	
Madawaska	1	2	10 00	2 90	1 04	20 00	325	-	-	1 50	522 87	1221 70	41 23	1785 80	1694 41	91 39	
Mapleton	6	-	23 34	4 08	1 46	31 75	564	-	-	1 65	891 68	639 69	47 49	1578 86	1344 28	234 58	

COMMON SCHOOLS.

53 18

Mars Hill.....	6	-	21 25	4 20	1 49	35 00	573	-	-	1 64	708 14	612 66	65 00	1385 80	1185 59	200 21	
Masardis.....	2	-	-	6 25	2 98	8 00	175	5	-	1 88	141 70	165 77	-	307 47	322 05	-	14 58
Monticello.....	9	2	27 00	4 41	1 86	33 00	771	-	1	1 78	1308 15	791 05	74 33	2173 53	2110 88	62 65	
New Limerick...	4	1	23 66	4 66	2 10	47 00	590	118	-	2 93	663 74	431 26	46 32	1144 32	1177 47	-	33 15
Orient.....	1	-	27 50	4 83	1 66	5 00	175	-	4	2 24	489 05	142 54	144 35	775 94	655 70	120 24	
Presque Isle.....	21	-	24 00	4 50	2 00	185 00	2500	543	-	2 30	2731 15	1872 51	100 00	4703 65	4430 06	273 59	
Sherman.....	3	-	29 40	5 31	1 73	40 00	800	162	-	2 42	814 89	598 24	3 53	1416 66	1261 90	154 76	
Smyrna.....	4	1	20 00	3 39	1 43	15 00	220	30	-	1 95	268 78	212 63	-	481 41	471 16	10 25	
Van Buren. ...	2	-	20 00	3 75	1 45	15 00	888	-	-	1 72	2140 41	1007 07	-	3147 48	2220 09	927 39	
Washburn.....	8	-	30 00	4 12	2 00	90 00	800	153	-	1 95	906 07	744 00	139 12	1789 19	1613 62	175 57	
Weston.....	2	-	26 00	4 51	1 69	11 00	334	-	1	1 83	394 88	309 92	65 87	760 67	630 85	129 82	
Woodland.....	3	-	28 80	3 92	1 82	36 00	550	7	-	2 11	599 03	663 12	184 00	1446 15	1355 85	90 30	

AROOSTOOK COUNTY—CONCLUDED.

Plantations.	No. of female teachers employed in fall and winter terms.	No. of teachers graduates of normal schools.	Average wages of male teachers per month, excluding board		Average wages of female teachers per week, excluding board		Average cost of teachers' board per week.	Amount paid for school supervision.	Am't of school money voted in 1889.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1889, to April 1, 1890.	Amount available from State treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds.	Total school resources	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.
			per month	per week	per month	per week				Excess above amt't required by law.	Less than the amt't required by law.								
Allagash.....	-	1	4 13	1 25	20 00	75	-	13	64	75 00	207 22	115 59	397 81	404 00	-	-	-	6 19	
Cary.....	-	-	27 00	3 90	1 83	20 00	330	-	1 92	496 65	308 12	127 17	931 94	688 00	243 94	-	-	-	
Castle Hill.....	6	-	24 00	3 83	1 66	28 75	438	103	2 00	644 03	405 43	-	1049 46	944 74	104 72	-	-	-	
Caswell.....	-	-	20 00	3 50	3 00	12 00	178	-	1 84	212 47	180 35	-	392 82	345 35	47 47	-	-	-	
Chapman.....	5	-	-	4 18	1 43	12 50	185	52	1 76	298 61	196 41	-	495 02	375 10	119 92	-	-	-	
Connor.....	4	-	-	4 00	1 70	15 00	100	-	43	100 00	389 21	-	489 21	443 16	46 05	-	-	-	
Crystal.....	4	-	-	3 07	1 34	16 00	300	80	2 44	439 89	281 79	-	721 68	536 82	184 86	-	-	-	
Cyr.....	-	-	-	3 25	1 25	9 00	75	-	40	325 57	376 26	20 00	721 83	568 30	153 53	-	-	-	
Dyer Brook.....	3	-	-	3 46	1 18	5 00	170	32	1 85	232 58	163 97	35 79	432 34	339 23	93 11	-	-	-	
Eagle Lake.....	-	-	-	3 00	1 00	8 00	60	-	40	65 84	225 24	12 50	303 58	296 00	7 58	-	-	-	
Garfield.....	2	1	-	4 89	2 12	-	90	26	3 22	164 21	72 08	-	236 29	271 65	-	-	-	35 36	
Glenwood.....	3	-	-	4 50	. 72	9 25	160	2	2 32	168 34	118 93	124 18	411 45	412 13	68	-	-	68	
Hamlin.....	-	2	-	3 59	1 30	15 00	150	-	70	418 17	407 23	13 14	838 54	653 90	184 64	-	-	-	
Hammond.....	-	-	24 00	-	1 50	-	80	10	1 74	438 31	63 07	-	501 38	75 00	426 38	-	-	-	
Maowahoc.....	2	1	-	4 40	2 10	-	225	75	2 53	266 35	154 96	-	421 31	402 40	18 91	-	-	-	
Merrill.....	3	-	-	3 60	1 50	3 00	165	-	1 52	228 83	221 00	55 00	504 83	517 05	-	-	-	12 22	
Moro.....	3	-	-	4 00	1 40	7 50	167	30	2 09	167 20	154 98	-	322 18	325 16	2 98	-	-	2 98	
Nashville.....	-	-	-	2 00	2 00	-	67	-	4 47	67 16	25 23	-	92 39	79 35	13 04	-	-	-	
New Canada.....	-	1	-	4 08	1 40	10 00	100	50	81	115 55	246 80	-	362 30	332 75	29 60	-	-	-	
New Sweden.....	3	-	22 00	3 63	1 75	26 00	414	-	1 68	551 11	493 72	-	1044 83	895 03	149 80	-	-	-	
Oakfield.....	6	-	26 00	3 75	1 85	27 00	510	1	1 72	586 82	522 55	56 40	1165 77	1077 93	87 84	-	-	-	
Oxbow.....	1	-	-	3 00	1 50	4 00	110	8	2 62	127 89	88 30	-	216 19	31 87	184 32	-	-	-	
Perham.....	2	-	24 00	3 80	1 96	12 00	300	23	1 46	340 97	450 41	-	791 38	626 25	165 13	-	-	-	
Portage Lake....	1	-	-	3 00	2 50	10 00	200	94	4 00	261 08	93 70	-	354 78	225 00	129 78	-	-	-	

Reed .....	4	1	-	3 56	1 40	8 00	250	163	-	4 30	367 54	300 91	-	668 45	560 70	107 75	
St. Francis.....	-	1	19 00	3 13	1 33	6 00	250	150	-	1 44	311 72	239 40	17 67	568 79	287 28	281 51	
St. John.....	1	1	14 00	5 65	1 35	9 00	100	-	-	1 01	107 92	233 13	-	341 05	330 07	10 98	
Silver Ridge.....	2	1	16 00	3 80	1 76	15 00	183	-	-	2 62	215 76	131 54	98 81	446 11	340 69	105 42	
Wade.....	2	-	-	3 67	1 63	-	200	95	-	2 85	226 07	113 53	-	339 60	339 60		
Wallagrass.....	-	2	-	4 67	1 00	68 38	100	-	-	39	233 45	420 97	-	654 42	429 86	224 56	
Westfield.....	1	-	27 50	3 00	1 66	10 50	140	58	-	2 41	168 19	108 12	-	276 31	283 61	-	7 30
Winterville.....	-	-	-	3 00	1 72	8 00	60	-	-	40	65 77	274 30	9 77	349 84	344 00	5 84	
	245	44	24 11	4 01	1 55	1977 13	31,878	4082	89	1 63	42,434 91	35,502 03	3187 92	81,124 86	71,625 61	9664 89	165 64



Scarborough,	533	264	211	297	222	.41	351	9	4	108	16	2	181	11	1	11	11	1	1220	8,725	-	6	11
Sebago.....	238	142	129	162	129	.41	175	8	2	75	14		125	9	-	9	7	-	-	2,500	-	3	9
Standish.....	541	325	282	308	243	.49	378	9		116	18		235	13	-	13	11	-	-	6,000	-	9	13
Westbrook ...	2320	1186	997	1248	1050	.44	1392	12		324	24		648	-	-	12	11	-	-	66,000	3	4	27
Windham ...	593	352	300	379	302	.51	443	11		209	10	2	195	19	-	19	17	-	-	7,000	-	3	19
Yarmouth ...	563	319	273	305	250	.46	344	11		99	20	2	184	-	-	10	5	-	-	5,800	-	-	10
	28,911	15,486	12,527	15,896	12853	.44	17090	9	4	3813	16	2	6367	219	9	341	270	4	5845	710,270	37	112	517

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 1889.		Excess above am't required by law.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from town treasury from April 1, 1889, to April 1, 1890.		Amount available from State treasury from April 1, 1889, to April 1, 1890.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.		Balance unexpended April 1, 1890.		Balance over-expended April 1, 1890.		
	No.		No.		Average		Average		Average		Amount		Amount		Excess		Amount		Amount		Amount		Amount		Amount		Amount		Amount		Amount		Amount		
Baldwin	10	-	28	80	3	53	1	81	69	00	1,400	502	-	4	73	1,870	23	538	04	72	00	2,480	27	2,119	23	361	04								
Bridgton	26	3	43	07	4	87	2	00	175	00	3,500	1,210	-	4	67	4,042	55	1,374	99	216	07	5,633	61	4,739	40	894	21								
Brunswick	37	3	70	00	8	50	2	75	200	00	10,000	5,193	-	5	29	9,027	74	6,563	50	163	00	15,754	24	14,662	49	1091	75								
Cape Elizabeth	21	2	48	50	7	83	2	50	222	00	5,300	1,058	-	2	83	8,277	17	3,319	14	263	39	11,859	70	8,562	00	3297	70								
Casco	8	-	20	67	4	67	1	50	37	10	800	74	-	2	93	837	96	488	31	120	00	1,446	27	1,451	53	-									
Cumberland	8	2	35	00	3	30	2	35	59	41	1,295		-	2	56	1,642	13	909	97	92	62	2,644	72	2,231	21	413	51								
Deering	24	15	90	92	9	00	3	00	400	00	7,100	3,541	-	4	70	7,550	91	2,610	99			10,161	90	10,151	65	10	25								
Falmouth	8	5	27	50	5	25	2	50	97	00	2,000	702	-	4	06	2,265	94	875	73	-	-	3,141	67	2,951	54	190	13								
Freeport	18	-	52	00	3	33	2	25	170	00	3,000	1,177	-	4	18	3,000	00	1,178	06	6	42	4,184	48	4,392	99	-									
Gorham	19	14	37	53	4	80	2	49	150	00	4,600	1,414	-	4	69	3,985	10	1,567	67	41	98	5,594	75	5,530	91	63	84								
Gray	9	1	24	00	4	05	1	87	60	00	1,450	12	-	2	98	1,750	44	951	42	63	90	2,765	76	2,402	58	363	18								
Harpswell	21	5	26	00	5	00	1	50	78	75	1,800	372	-	3	13	1,881	90	1,050	52	-	-	2,932	42	2,832	70	99	72								
Harrison	9	2	30	00	5	50	2	00	60	00	1,200	266	-	3	57	1,269	27	621	67	162	00	2,052	94	2,052	94										
Napies	11	1	30	00	3	57	1	47	45	00	1,200	394	-	5	06	1,200	00	425	25	151	53	1,776	78	1,554	66	222	12								
New Glouce'r	23	5	19	00	4	68	2	37	75	00	2,000	894	-	5	83	2,612	86	694	53	338	10	3,645	49	2,598	83	1046	66								
No. Yarmouth	9	1	42	00	4	42	2	06	35	00	800	138	-	3	42	893	15	428	86	230	99	1,553	00	1,553	48	22	52								
Otisfield	10	-	25	00	4	06	1	48	45	00	1,200	458	-	4	53	1,243	60	484	72	120	00	1,848	32	1,764	50	83	82								
Portland	156	-	127	53	10	46	3	50	2250	00	75,103	48,057	-	6	29	75,104	80	21,603	25	-	-	96,708	05	96,708	05										
Pownal	11	-	27	00	3	18	2	02	45	00	1,000	301	-	4	59	1,045	00	423	45	-	-	1,468	50	1,465	41	13	09								
Raymond	6	-	29	20	4	60	2	11	40	00	907	1	-	2	78	971	75	623	47	130	50	1,725	72	1,576	74	148	98								

5 26  
208 51



Scarborough...	12	3	31 33	5 72	2 61	74 65	2,000	522	-	3 94	2,462 52	964 03	-	3,426 56	2,928 75	497 80	
Sebago.....	7	1	24 60	3 76	1 49	36 00	800	154	-	3 36	901 90	436 07	-	1,337 97	1,248 49	89 48	
Standish .....	6	3	30 50	5 21	2 23	100 87	2,100	472	-	3 88	2,290 66	987 46	93 60	3,371 72	3,264 21	107 51	
Westbrook .....	26	17	66 67	8 33	2 50	275 00	7,000	3,815	-	3 02	7,000 00	4,084 95	.	11,084 95	8,715 30	2,369 65	
Windham.....	16	1	37 00	4 48	2 00	121 40	2,000	150	-	3 37	2,162 71	1,077 83	168 16	3,408 70	3,370 95	37 75	
Yarmouth.....	11	5	-	4 76	2 65	100 00	1,616	-	-	2 87	1,630 69	985 64	147 28	2,763 61	2,616 33	147 28	
	522	89	40 95	5 47	2 28	5021 18	140,573	70,877	-	4 86	146,921 03	55,269 52	2581 54	204,772 09	193,413 87	11571 99	213 77

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 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.		
Avon	166	98	81	131	108	.57	139	7	-	2	67	12	42	11	-	66	6	107	11	-	11	11	5	-	-	-	-	-	1,600	-	-	1	-	9								
Carthage	119	59	53	84	69	.51	92	7	-	-	42	11	42	11	-	66	6	66	7	-	6	3	-	-	-	-	-	1,200	-	-	5	-	6									
Chesterville	231	149	126	153	119	.53	200	9	-	2	113	10	119	10	2	125	11	125	11	1	12	3	-	-	-	-	3,200	-	-	3	-	12										
Eustis	98	59	50	69	58	.55	74	7	4	4	31	9	31	9	2	38	4	31	9	-	4	2	-	-	-	-	1,000	-	-	-	-	4										
Farmington	968	483	371	550	473	.48	592	10	-	-	202	14	202	14	-	258	29	258	29	5	21	18	-	-	-	-	20,000	-	2	6	-	21										
Freeman	173	111	89	129	113	.58	131	6	4	4	47	11	47	11	-	99	8	99	8	2	9	4	-	-	-	-	1,500	-	-	5	-	7										
Industry	197	124	113	136	117	.58	159	6	-	3	60	13	60	13	-	116	10	116	10	2	10	6	-	-	-	-	2,000	-	-	-	-	9										
Jay	427	316	258	255	195	.53	315	10	-	-	150	11	150	11	1	168	9	168	9	-	15	13	-	-	-	-	5,000	-	-	3	-	15										
Kingfield	200	117	104	136	122	.56	148	6	4	4	34	14	34	14	-	70	2	70	2	-	1	3	2	-	-	-	2,850	-	-	1	-	5										
Madrid	144	103	84	95	79	.57	112	7	4	4	55	9	55	9	1	65	8	65	8	-	8	2	-	-	-	-	1,000	-	-	2	-	8										
New Sharon	316	150	132	190	163	.48	270	8	-	2	119	14	119	14	-	218	19	218	19	-	1	15	13	-	-	-	2,000	-	-	4	-	14										
New Vineyard	232	121	112	169	136	.53	181	8	-	-	56	13	56	13	1	107	10	107	10	-	9	6	-	-	-	-	3,000	-	-	-	-	7										
Phillips	470	284	242	330	283	.56	379	7	-	3	103	13	103	13	-	194	16	194	16	7	16	10	1	150	-	-	5,250	-	1	6	-	14										
Rangeley	237	109	94	188	174	.57	190	8	-	-	40	15	40	15	1	61	4	61	4	-	4	4	-	-	-	-	800	-	-	2	-	5										
Salem	98	51	40	56	35	.38	61	10	-	-	20	12	20	12	-	24	-	24	-	-	2	2	-	-	-	-	800	-	-	2	-	2										
Strong	202	100	82	145	114	.49	159	8	-	1	58	12	58	12	-	108	8	108	8	1	7	5	-	-	-	-	3,000	-	-	2	-	7										
Temple	145	66	54	122	106	.55	131	6	2	2	32	11	32	11	1	90	8	90	8	1	9	4	-	-	-	-	950	-	-	1	-	6										
Weld	283	167	145	194	172	.56	235	7	-	1	73	12	73	12	-	122	10	122	10	1	10	8	-	-	-	-	4,000	-	-	5	-	9										
Wilton	485	272	237	297	239	.49	382	8	-	2	98	18	98	18	1	213	12	213	12	2	13	11	-	-	-	-	3,000	-	-	11	-	12										

COMMON SCHOOLS.



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 1889.	Excess above amt't required by law.	Less than the amt't required by law.	Amount raised per scholar.	Amount available from town treasury from April 1, 1889, to April 1, 1890.	Amount available from State treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.
Avon.....	10	-	15 00	3 05	1 49	30 00	500	43	-	3 01	625 52	340 56	-	966 08	892 84	73 24	
Carthage.....	3	-	21 50	3 12	1 45	31 25	406	-	-	3 41	456 80	202 21	30 00	689 01	672 10	16 91	
Chesterville.....	9	1	22 33	3 10	1 55	38 00	850	86	-	3 68	1,002 59	434 26	37 10	1,473 95	1,355 04	118 91	
Eustis.....	4	-	-	3 88	2 00	13 38	275	33	-	2 81	321 49	161 77	14 67	497 93	452 60	45 33	
Farmington.....	18	5	37 13	4 44	2 35	160 00	3,000	318	-	3 10	3,450 22	1,675 79	12 64	5,138 65	4,853 51	285 14	
Freeman.....	5	-	21 00	2 84	1 28	20 00	500	61	-	2 89	651 46	308 12	88	960 46	737 30	223 16	
Industry.....	13	2	-	3 89	1 58	36 50	572	-	-	2 90	617 40	387 41	14 06	1,018 81	951 04	67 77	
Jay.....	13	1	30 00	3 50	1 80	75 00	1,400	367	-	3 28	1,400 00	780 24	69 88	2,250 12	1,995 46	254 66	
Kingfield.....	4	2	40 00	5 00	2 00	14 00	375	12	-	1 88	389 87	307 70	55 59	753 16	704 59	48 57	
Madrid.....	6	1	20 50	3 00	1 25	30 00	350	-	-	2 43	354 81	290 11	25 19	670 11	646 37	23 74	
New Sharon.....	24	8	25 83	3 50	84	70 00	1,160	115	-	3 67	1,194 89	540 50	37 23	1,772 62	1,750 02	22 60	
New Vineyard.....	11	2	-	3 70	1 65	37 00	630	-	-	2 72	733 37	477 51	-	1,210 88	1,079 79	131 09	
Phillips.....	14	6	27 00	4 50	1 90	96 00	2,070	920	-	4 40	2,240 90	816 28	50 60	3,107 78	3,089 32	18 46	
Rangleley.....	2	2	31 50	3 75	2 17	27 00	500	50	-	2 11	560 87	418 04	87 90	1,066 81	875 91	190 90	
Salem.....	-	2	30 00	4 00	2 00	10 00	224	6	-	2 29	224 00	144 18	-	368 18	348 84	19 34	
Strong.....	9	3	27 50	3 06	1 62	35 00	550	73	-	2 72	671 22	383 81	101 84	1,156 87	1,054 54	102 33	
Temple.....	8	3	40 00	3 55	1 46	25 00	464	-	-	3 20	532 23	266 69	-	798 92	691 68	107 24	
Weld.....	8	-	26 50	3 45	1 46	51 00	870	38	-	3 08	975 36	473 92	-	1,449 28	1,351 89	97 39	
Wilton.....	15	2	26 00	4 18	1 75	106 00	1,506	115	-	3 11	1,776 12	900 96	-	2,677 08	2,457 70	219 38	

Plantations.																
Coplin .....	1	2	-	5 50	1 90	6 00	100	37	-	5 88	101 58	43 25	-	144 83	141 67	3 16
Dallas .....	2	2	25 60	3 50	1 40	9 00	134	18	-	1 60	469 01	133 63	-	602 64	362 64	240 00
Greenvale .....	-	-	13 00	2 00	1 35	2 00	56	32	-	3 47	55 58	54 42	-	110 00	77 83	32 17
Letter E .....	1	-	-	2 50	1 40	4 00	40	-	-	3 34	42 74	24 61	5 10	72 45	70 28	2 17
Perkins .....	3	-	-	2 50	1 50	2 50	107	-	-	3 35	218 80	56 27	-	275 07	149 05	126 02
Rangeley .....	-	-	-	-	-	-	30	-	21	2 73	135 02	46 82	-	181 84	62 35	119 49
	183	44	26 69	3 56	1 63	928 63	16,669	2,324	21	3 11	19,201 85	9,669 06	542 62	29,413 53	26,824 36	2589 17



Sullivan.....	432	250	201	280	225	.49	295	8	3	70	9	2	77	7	-	8	5	1	4400	7,500	-	3	8
Surry.....	347	234	200	192	161	.52	291	7	4	70	13	3	123	8	-	8	6	-	-	5,000	-	3	9
Tremont.....	689	451	402	512	439	.61	523	7	4	110	13	2	210	16	-	13	12	-	-	7,200	1	8	13
Trenton.....	171	106	92	138	118	.61	121	8	1	49	10	3	74	7	-	7	6	-	-	2,500	-	1	6
Verona.....	112	69	56	72	6	.52	76	8	1	33	11	1	45	4	-	4	4	-	-	2,000	-	1	4
Waltham.....	88	61	49	34	30	.44	67	13	4	40	10		20	3	-	3	3	-	-	2,000	1	1	4
Plantations.																							
Long Island.....	64	28	26	34	30	.44	39	6		12	12		12	1	1	1	-	-	-	300	1	1	1
No. 7.....	18	10	10	10	10	.56	10	13		13	6		6	1	1	1	1	-	-	125	-	-	1
No. 21.....	25	19	17	-	-	.68	19	22		22			1	-	1	-	-	-	-	20	-	-	1
No. 33.....	69	32	28	26	21	.35	38	8		16	6		6	1	-	1	1	-	-	500	-	-	2
Swan's Island.....	222	122	81	154	117	.45	191	8		32	9	4	49	5	-	5	3	-	-	850	-	4	4
	12,807	7644	6541	7624	6421	.51	9579	9	2	2682	11	3	3735	257	8	274	218	3	5550	184,190	9	115	285

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 1889.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1889, to April 1, 1890.	Amount available from State treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.							
	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.	Excess above amt required by law.	Less than the amt required by law																				
Amherst	4	2	36	00	4	07	1	91	20	00	320	-	-	2	62	493	74	216	27	71	27	781	28	776	33	4	95
Aurora	3	-	-	-	3	41	1	15	15	00	170	-	-	2	43	455	07	118	92	60	00	633	99	336	94	297	05
Bluehill	15	3	30	00	4	53	2	07	105	00	1800	30	-	2	58	1873	37	1313	61	150	00	3336	98	3226	88	110	10
Brookline	4	-	35	00	4	25	3	25	43	00	806	18	-	2	31	832	67	659	51	10	49	1502	67	1514	22	-	-
Brooksville	14	3	37	66	5	33	2	00	64	15	1140	5	-	2	32	1248	57	906	37	-	-	2154	94	2063	56	91	38
Bucksport	14	-	45	00	4	00	2	25	140	00	2500	62	-	3	06	2898	01	1506	41	75	00	4479	42	4208	68	270	74
Castine	6	4	-	-	4	70	2	75	57	58	1200	228	-	3	81	1458	94	601	85	50	00	2110	79	2086	87	23	92
Cranberry Isles	2	-	30	00	3	33	2	00	18	50	274	-	-	2	37	281	19	209	02	-	-	490	21	453	43	36	78
Dedham	6	1	-	-	4	10	1	75	25	00	350	25	-	2	67	545	83	228	84	152	25	926	92	853	38	73	54
Deer Isle	11	5	37	51	4	43	2	49	50	00	2650	37	-	2	00	2910	32	2392	96	-	-	5303	28	5021	33	281	95
Eastbrook	4	-	-	-	4	55	1	50	6	00	300	231	-	2	94	300	00	216	23	22	50	538	73	483	98	54	75
Eden	14	2	45	18	5	35	2	83	284	62	4428	3125	-	6	78	4756	70	1236	11	127	95	6120	76	6156	15	-	-
Ellsworth	17	-	33	33	5	50	2	50	200	00	4200	158	-	2	46	4354	29	3097	51	264	93	7716	73	6927	65	789	08
Franklin	6	-	33	00	5	25	3	00	33	00	682	-	-	1	83	1228	48	834	30	-	-	2062	78	1809	08	253	70
Gouldsborough	16	7	38	00	4	06	2	07	85	00	1460	-	-	2	63	1567	83	1001	87	54	43	2624	13	2437	54	186	59
Hancock	7	-	38	50	5	33	2	18	47	00	874	-	-	2	10	931	73	756	80	-	-	1688	53	1697	72	-	-
Isle au Haut	3	1	-	-	3	59	2	25	10	00	225	6	-	2	50	281	79	160	37	-	-	442	16	381	92	60	24
Lamoine	3	3	36	67	4	50	2	50	29	00	60	2	-	2	48	696	04	445	07	-	-	1141	11	1113	63	27	48
Mariaville	5	-	-	-	3	60	1	49	15	00	325	19	-	2	95	341	79	207	48	-	-	549	27	493	40	55	87
Mount Desert	3	3	36	25	3	50	2	09	70	50	814	-	-	1	79	819	00	798	26	-	-	1617	26	1615	84	1	42
Orland	18	-	33	00	4	00	2	42	65	00	1360	9	-	3	01	1682	14	859	50	135	00	2676	64	2552	16	124	48
Otis	3	-	-	-	4	36	1	95	17	00	250	7	-	3	01	284	57	176	59	33	60	494	76	494	76	24	33
Penobscot	7	3	35	00	4	50	2	05	50	00	1115	42	-	2	66	1274	90	796	45	-	-	2071	35	1910	94	160	41
Sedgwick	8	-	31	00	4	72	1	85	70	75	1000	98	-	2	72	1029	57	641	78	54	18	1725	53	1683	57	41	96

11 55

35 39

9 19



Sullivan .....	7	1	38 00	4 35	2 95	40 00	900	82	-	2 08	1000 58	751 40	-	1751 98	1671 01	80 97	
Surry .....	13	1	38 33	4 40	2 08	61 36	950	3	-	2 74	1002 31	650 50	-	1652 81	1673 02	-	20 21
Tremont .....	10	4	39 12	4 87	2 24	93 00	1609	-	-	2 33	1802 36	1297 39	-	3099 75	2974 08	125 67	
Trenton .....	7	-	30 00	3 93	1 63	27 00	550	39	-	3 22	559 80	304 52	-	864 32	840 63	23 69	
Verona .....	3	-	30 00	3 34	1 75	20 00	285	-	-	2 54	334 92	189 20	-	524 12	476 97	47 15	
Waltham .....	1	1	30 00	4 05	1 60	12 00	237	-	-	2 69	431 70	156 48	61 98	650 16	371 95	278 21	
Plantations.																	
Long Island .....	-	2	30 81	3 00	1 90	4 50	120	-	-	1 88	128 28	118 93	-	247 21	202 47	44 74	
No. 7 .....	1	-	-	3 00	2 00	2 00	52	2	-	2 89	61 63	36 04	8 00	105 67	103 92	1 75	
No. 21 .....	-	1	-	5 00	1 90	-	70	21	-	2 80	209 87	50 46	-	260 33	148 40	111 93	
No. 33 .....	1	-	-	5 00	1 20	2 00	100	6	-	1 45	153 51	124 34	-	277 85	170 21	107 64	
Swan's Island .....	1	-	41 75	3 95	2 46	28 50	500	-	-	2 25	567 58	410 84	-	978 42	933 33	45 09	
	237	47	35 56	4 28	2 11	1811 46	34,411	4255	-	2 69	38,799 08	23,472 18	1331 58	63,602 84	59,841 62	3837 56	76 34

## KENNEBEC COUNTY.

Towns.	No of children belonging in town between the ages of 4 and 21 years		No. registered in spring and summer terms.		Average No in spring and summer terms.		No. registered in fall and winter terms.		Average number in fall and winter terms.		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.
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.		No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.				
Albion .....	305	165	135	217	178	.51	217	9	1	111	12	3	149	12	-	12	7	-	-	-	3,000	-	3	12																		
Augusta.....	2762	1274	1030	1387	1011	.40	1743	10	-	299	21	2	634	26	24	26	24	-	-	75,000	-	2	37																			
Belgrade.....	325	148	130	300	242	.57	225	7	3	77	15	3	225	18	-	18	11	-	-	4,750	-	5	10																			
Benton .....	361	200	153	240	200	.49	251	8	1	74	14	3	147	10	4	10	4	-	275	1,950	-	1	9																			
Chelsea .....	289	148	120	143	101	.38	167	8	-	73	10	3	96	9	1	9	4	-	-	3,400	-	-	9																			
China.....	427	231	197	344	289	.57	350	7	2	139	11	2	225	22	1	21	20	-	-	4,000	-	6	18																			
Clinton.....	430	277	217	292	234	.52	295	8	3	122	11	1	156	13	10	13	10	-	-	5,500	-	1	13																			
Farmingdale.....	202	120	105	92	79	.46	123	11	3	58	17	3	88	4	-	4	3	-	-	6,500	-	1	4																			
Fayette.....	194	83	65	132	112	.43	136	6	3	39	10	-	90	-	-	9	6	-	-	2,500	-	2	6																			
Gardiner.....	1543	849	739	793	671	.46	901	14	-	232	22	-	388	-	-	12	12	-	15000	65,000	-	2	18																			
Hallowell.....	823	494	473	508	477	.58	654	12	-	144	24	-	288	-	-	11	11	-	-	30,000	-	1	12																			
Litchfield.....	306	207	183	216	187	.60	226	8	-	96	12	1	156	11	-	15	11	-	-	3,875	-	8	12																			
Manchester.....	159	89	71	83	66	.40	98	8	4	62	8	-	56	-	-	7	7	-	-	3,250	-	-	7																			
Monmouth.....	328	199	158	215	181	.52	223	9	-	99	18	4	206	-	-	12	9	-	-	9,950	-	1	11																			
Mt Vernon.....	258	123	101	198	178	.54	201	7	3	45	9	4	103	-	-	11	7	-	-	4,000	-	1	6																			
Oakland.....	562	335	232	386	319	.51	412	8	3	120	16	-	236	-	-	12	10	-	-	9,000	-	1	11																			
Pittston.....	361	198	154	239	185	.47	255	10	-	100	18	-	180	-	-	10	9	-	-	2,000	-	2	8																			
Randolph.....	350	184	142	189	140	.40	200	12	-	36	18	-	54	-	-	2	2	-	-	5,000	-	-	5																			
Readfield.....	278	142	113	261	207	.58	273	8	1	74	17	-	137	6	-	8	3	-	-	2,800	-	3	9																			
Rome.....	150	89	61	118	81	.47	119	7	3	38	12	4	76	6	2	6	4	-	-	1,300	-	-	5																			
Sidney.....	358	219	197	307	261	.61	308	7	3	115	11	2	206	18	-	18	14	-	-	1,500	-	-	16																			
Vassalborough.....	636	330	281	418	337	.49	418	8	4	184	13	2	296	21	-	21	18	-	-	10,700	-	4	22																			

COMMON SCHOOLS.

Vienna .....	180	84	73	116	104	.50	121	7	2	45	13	105	10	-	10	4	-	-	1,000	-	2	6	
Waterville.....	2548	847	694	838	614	.26	1005	13		273	24	504	-	-	10	8	-	-	51,350	2	2	26	
Wayne.....	214	130	106	172	133	.56	186	7	1	58	13	103	-	-	9	8	-	-	4,000	-	3	8	
West Gardiner.....	258	133	114	165	138	.49	172	7	4	70	10	93	9	-	9	4	-	-	3,750	-	4	9	
Windsor.....	267	150	128	183	139	.50	196	8	3	92	10	127	12	-	13	7	-	-	3,000	-	6	12	
Winslow.....	579	279	224	264	209	.37	341	8		120	19	285	16	-	15	10	-	-	6,500	-	-	15	
Winthrop.....	557	310	266	311	270	.48	366	10		120	20	240	-	-	9	9	1	500	14,700	3	5	8	
Unity Pl.....	28	19	16	17	12	.50	19	10		10	9	9	-	-	1		-	-	20	-	-	1	
	16,038	8056	6698	9144	7345	.44	10,201	9		3125	14	4	5658	186	4	343	256	3	5776	339,295	15	80	345

KENNEBEC COUNTY—CONCLUDED.

Towns	No. of female teachers employed in fall and winter terms		No. of teachers graduates of normal schools.		Average wages of male teachers per month, excluding board.		Average wages of female teachers per week, excluding board.		Average cost of teachers' board per week.		Amount paid for school supervision.		Am't of school money voted in 1889.		Not less than 80 cts for each inhabitant.		Amount raised per scholar.		Amount available from town treasury from April 1, 1889, to April 1, 1890.		Amount available from state treasury from April 1, 1889, to April 1, 1890.		Amount derived from local funds		Total school resources.		Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.		Balance unexpended April 1, 1890		Balance over-expended April 1, 1890.	
	No.	No.	No.	No.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.		
Albion	13	-	-	-	21 67	3 48	1 41	63 00	354	1	-	3 13	1006 48	580 22	-	-	-	1586 70	1536 58	50 12	84											
Augusta	38	7	119 68	8 39	2 50	375 00	12543	5610	1	-	4 54	12426 70	4710 23	17136 93	17136 09	115 62	84															
Belgrade	18	4	25 00	3 95	1 72	80 00	1500	443	-	-	4 61	1651 03	567 71	2218 74	2103 12	15 19	25															
Benton	17	1	22 00	3 74	1 64	70 00	1000	62	-	-	2 77	1161 02	628 88	1789 90	1774 71	15 19	25															
Chelsea	9	-	-	4 00	2 37	35 00	750	75	-	-	2 59	836 18	508 13	1344 31	1147 06	197 25	25															
China	17	-	25 33	3 09	1 46	90 00	1415	-	-	-	3 31	1574 98	780 24	2355 22	2288 14	67 08	25															
Clinton	13	-	53 10	4 50	1 87	90 00	1500	168	-	-	3 49	1572 09	897 36	2478 45	2384 81	93 64	25															
Farmingdale	3	2	24 00	5 00	2 57	57 50	1000	369	-	-	4 95	1112 69	427 05	1539 74	1495 24	44 50	25															
Fayette	8	-	24 66	3 38	1 84	52 00	650	38	-	-	3 35	791 08	362 18	1153 26	917 48	235 78	25															
Gardiner	18	7	120 00	9 33	3 00	200 00	5600	2049	-	-	3 63	5602 39	2670 44	8427 74	8419 58	8 16	25															
Hallowell	12	1	111 00	8 00	3 00	150 00	3500	977	-	-	4 27	3520 74	1367 67	4994 41	5004 37	-	10 96															
Litchfield	5	-	19 15	3 75	1 55	45 75	1048	-	-	-	3 42	1097 42	603 65	1730 29	1662 77	67 52	25															
Manchester	7	-	-	3 50	2 00	33 45	600	102	-	-	3 77	590 72	279 30	870 02	814 42	55 60	25															
Monmouth	10	3	65 00	4 40	2 33	90 00	1800	584	-	-	5 49	1981 83	614 46	2596 29	2172 29	424 00	25															
Mt. Vernon	6	5	33 33	3 67	1 64	57 00	936	-	-	-	3 63	1063 73	474 73	1542 46	1044 68	497 78	25															
Oakland	11	1	26 00	6 27	1 93	265 00	2500	1183	-	-	4 45	2653 46	982 05	3635 51	3754 44	-	118 93															
Pittston	2	1	30 00	4 00	2 00	75 00	1066	-	-	-	2 95	1568 18	630 68	2198 86	2152 37	46 49	25															
Randolph	5	-	-	5 40	2 50	900	-	-	-	-	2 57	883 69	544 18	1427 87	1401 52	23 35	25															
Readfield	9	-	29 00	3 93	1 73	50 00	1000	6	-	-	3 59	1567 62	506 33	2073 95	1785 60	288 35	25															
Rome	3	1	21 30	3 25	1 50	25 00	485	-	-	-	3 23	521 58	261 28	782 86	729 82	53 04	25															
Sidney	19	-	-	4 02	1 49	71 50	1500	383	-	-	4 19	1722 03	670 21	2392 24	2194 84	197 40	25															
Vassalborough	25	3	39 50	3 80	1 85	125 00	2500	403	-	-	3 93	2836 25	1120 04	3956 29	3618 74	337 55	25															

COMMON SCHOOLS.

Vienna .....	6	1	30 00	3 00	1 40	25 00	515	-	-	2 86	576 45	322 54	-	898 99	801 19	97 80	
Waterville.....	27	4	104 00	9 65	3 00	1350 00	7500	3762	-	2 98	7500 00	4378 18	-	11,878 18	11,380 59	427 59	
Wayne.....	8	-	26 67	2 93	1 85	50 00	760	-	-	3 55	842 37	385 61	29 93	1257 91	1185 75	72 16	
West Gardiner ....	6	-	21 67	4 39	1 94	45 00	850	68	-	3 29	956 71	437 87	-	1394 58	1336 85	57 73	
Windsor.....	7	-	21 67	3 33	1 22	45 00	863	-	-	3 23	903 44	468 50	-	1371 94	1284 75	87 19	
Winslow.....	15	-	-	3 37	1 82	96 50	1500	326	-	2 59	1568 55	1072 14	-	2640 69	2553 70	86 99	
Winthrop.....	5	3	37 65	5 00	2 50	131 00	1800	83	-	3 23	1927 29	1014 54	170 00	3111 83	2791 72	320 11	
Unity Pl . . . . .	1	-	-	4 37	1 05	2 50	60	11	-	2 14	60 00	46 85	-	106 85	109 50	-	
	353	44	4339	4 63	1 95	3745 20	58,595	16,703	-	3 65	62,076 70	28,313 25	503 06	90,893 01	86,985 72	4038 83	132 54



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 1889.	Excess above am't required by law.	Not less than 80 cts. for each inhabitant.	Less than the am't required by law.	Amount raised per scholar	Amount available from town treasury from April 1, 1889, to April 1, 1890.	Amount available from State treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.
Appleton	9	3	30 00	3 41 1 63	57 00	1079	1	-	-	-	3 06	1,389 78	709 96	-	2,099 74	1,804 10	295 64	
Camden	34	3	60 00	4 00 2 75	105 00	4000	491	-	-	-	3 12	6,354 74	2,359 64	90 36	8,804 74	7,990 32	814 42	
Cushing	3	-	31 75	3 29 1 71	13 00	644	-	-	-	-	2 73	753 73	443 27	-	1,197 00	1,108 88	88 12	
Friendship	8	-	27 00	3 62 2 15	22 50	750	-	-	-	-	2 68	762 89	562 20	-	1,325 09	1,319 46	5 63	
Hope	9	3	40 00	5 00 2 00	35 00	665	1	-	-	-	2 89	883 24	400 01	31 44	1,314 69	1,119 09	195 60	
Hurricane Isle	1	1	40 00	6 00 3 67	10 00	550	374	-	-	-	7 53	812 28	144 15	-	956 43	602 11	354 32	
North Haven	7	1	34 00	3 38 2 04	24 75	650	46	-	-	-	3 46	759 72	353 17	-	1,112 89	1,018 67	94 22	
Rockland	28	3	114 05	8 18 4 50	1000 00	8500	2421	-	-	-	3 85	8,600 00	3,924 59	40 00	12,464 59	12,875 76	-	411 17
South Thomaston	12	3	35 66	5 07 2 22	60 00	1417	-	-	-	-	2 56	1,575 05	991 05	-	2,566 10	2,161 28	404 82	
St. George	5	3	33 25	4 06 2 57	65 00	2300	-	-	-	-	2 56	2,484 32	1,569 47	6 48	4,060 27	3,866 61	193 66	
Thomaston	11	2	78 00	7 40 4 00	150 00	4750	2336	-	-	-	5 20	4,750 00	1,787 05	2 82	6,539 87	5,663 25	876 62	
Union	9	3	32 25	4 45 2 00	70 00	1234	-	-	-	-	3 08	1,459 98	740 25	-	2,200 23	2,090 15	110 08	
Vinalhaven	14	22	40 00	6 15 2 50	150 00	3000	716	-	-	-	3 29	3,022 56	1,681 20	-	4,703 76	4,545 12	158 64	
Warren	26	5	34 10	4 95 2 29	76 75	1733	-	-	-	-	2 58	1,889 32	1,297 39	250 00	3,436 71	3,197 90	238 81	
Washington	11	2	33 00	3 60 2 00	70 00	986	-	-	-	-	13 23	1,128 51	774 83	-	1,903 34	1,788 07	115 27	
Matinicus Isle Pl.	1	2	-	7 13 2 07	2 00	200	6	-	-	-	3 57	259 04	95 50	-	354 54	317 60	37 04	
	188	57	44 20	4 98 2 43	1904 00	32,462	6,392	13	3	35	36,785 16	17,833 73	421 10	55,039 99	51,468 27	3982 89	411 17	

APPENDIX.

LINCOLN 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.				
	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912					
Alna	157	96	83	120	109	61	127	8	1	49	9	2	56	6	6	56	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		
Boothbay	722	461	410	487	419	.57	501	9	1	119	13	1	223	12	3	223	12	3	11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Boothbay Harbor	572	349	327	293	242	.50	349	10		50	10		50	9	1	90	9	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	
Bremen	230	133	113	153	116	.50	164	8		72	10		90	9	1	90	9	1	9	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Bristol	934	536	466	639	530	.53	700	9		186	7		126	20	20	186	7	20	20	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	
Damariscotta	262	157	146	138	116	.50	175	9		54	15		105	6	6	105	6	6	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7		
Dresden	320	181	149	214	174	.50	215	8	3	79	8	3	79	8	1	74	9	1	9	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7		
Edgecomb	245	146	122	166	126	.51	204	9	3	67	12	3	84	7	7	84	7	7	7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
Jefferson	400	248	214	272	203	.52	289	7		109	10		109	10	5	145	5	5	15	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
Newcastle	354	190	161	166	126	.41	223	8		88	17	2	138	15	15	138	15	15	14	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
Nobleborough	285	172	142	193	163	.54	200	9		99	13	2	147	11	11	147	11	11	12	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	
Somerville	183	82	61	91	74	.37	112	7	2	37	10	2	62	6	1	62	6	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Southport	174	109	94	110	89	.53	136	7	4	63	10	4	63	10	2	5	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		
Waldoborough	992	580	492	588	494	.50	638	8	4	257	11	2	364	29	2	364	29	2	28	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Westport	153	77	69	140	115	.60	142	9		27	21		63	3	3	63	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	
Whitefield	405	239	182	230	178	.44	257	8	3	147	8	3	147	16	3	147	16	3	16	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	
Wiscasset	610	307	257	317	271	.43	333	10	2	104	16	2	160	6	6	160	6	6	7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Monhegan Pl.	26	20	16	22	18	.65	22	12		12	10		10	1	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
	7024	4083	3504	4340	3563	.50	4782	8	4	1619	12	4	2096	157	10	180	133	1	870	83,500	11	81	179																				



LINCOLN COUNTY—CONCLUDED.

Towns.	No. of female teachers employed in fall and winter terms.		Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.		Amount paid for school supervision.	Am't of school money voted in 1889.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1888, to April 1, 1890.	Amount available from State treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.
	No. of teachers graduates of normal schools.	Average wages of male teachers per month, excluding board.		Excess above am't required by law.	Less than the am't required by law.												
Alna.....	5	-	27 00	4 38	2 25	36 00	600	50	-	3 82	750 27	315 33	-	1065 60	848 08	217 52	
Boothbay.....	13	2	37 80	2 50	3 25	60 00	2200	604	-	3 05	2396 50	1270 36	261 52	3928 38	3719 61	208 77	
Boothbay Harbor....	5	4	60 00	3 50	3 00	35 00	2000	735	-	3 50	2113 79	1048 72	59 40	3221 91	2794 94	426 97	
Bremen.....	4	-	24 00	3 17	2 00	30 00	678	7	-	2 95	782 17	432 40	-	1214 57	1049 74	164 83	
Bristol.....	12	3	40 00	5 00	2 50	100 00	2600	43	-	2 78	4075 08	1848 37	13 11	5936 56	4129 77	1806 79	
Damariscotta.....	10	1	24 50	7 05	2 00	65 00	914	-	-	3 49	956 63	506 34	-	1462 97	1447 19	15 78	
Dresden.....	8	-	30 00	4 75	2 00	40 00	850	24	-	2 66	880 74	553 19	-	1433 93	1386 30	47 63	
Edgecomb.....	4	-	39 00	3 50	2 37	36 00	1000	302	-	4 08	1054 62	468 51	-	1523 13	1146 76	376 37	
Jefferson.....	10	6	30 00	4 72	1 63	98 44	1590	318	-	3 98	2444 84	735 19	20 26	3200 29	2422 76	777 53	
Newcastle.....	11	-	25 60	4 05	2 33	95 00	1227	-	-	3 47	1515 54	691 96	-	2207 50	1956 51	250 99	
Nobleborough.....	8	-	26 75	4 37	1 60	50 00	950	33	-	3 33	1119 69	540 58	-	1660 27	1390 79	269 48	
Somerville.....	4	-	25 00	3 14	1 43	15 00	432	1	-	2 36	458 04	346 00	-	804 04	736 06	67 98	
Southport.....	1	1	36 40	4 58	2 66	20 25	543	-	-	3 12	743 78	356 79	-	1100 57	1062 27	38 30	
Waldoborough.....	29	3	33 75	3 35	2 25	186 00	3006	-	-	3 03	3341 66	1830 76	-	5172 42	4925 24	247 18	
Westport.....	3	2	-	5 30	2 72	8 00	490	-	-	3 20	646 42	291 92	-	938 34	901 82	36 52	
Whitefield.....	22	-	20 23	3 43	1 60	66 00	1225	16	-	3 02	1331 73	809 07	2 18	2142 98	1892 23	250 75	
Wiscasset.....	9	-	28 00	5 00	2 50	65 00	1500	22	-	2 46	1469 07	1097 37	40 00	2606 44	2607 68	-	1 24
Monhegan Pl.....	1	-	-	5 00	3 00	2 00	130	24	-	5 00	227 56	50 46	-	278 02	191 25	86 77	
	159	29	31 75	4 54	2 28	1007 69	21,935	2179	-	3 12	26,308 13	13,193 32	396 47	39,897 92	34,609 00	5290 16	1 24

OXFORD COUNTY.

Towns.	No. of children belonging in town between the ages of 7 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 sun or 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	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									
Albany	244	142	113	166	128	.47	186	8	3	87	11	2	102	10	10	7	7	10	7	10	7	10	7	10	7	10	7	10	7	10	7	10	7	10	7	10	7	10	7								
Andover	266	159	138	179	146	.53	200	9	3	67	11	1	78	1	6	2	2	6	2	6	2	6	2	6	2	6	2	6	2	6	2	6	2	6	2	6	2	6	2								
Bethel	534	293	254	351	307	.53	464	8	3	160	16	3	320	14	10	10	14	10	10	14	10	10	14	10	10	14	10	10	14	10	10	14	10	10	14	10	10	14	10	10	14						
Brownfield	373	225	178	234	207	.52	262	8	3	95	11	3	141	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3						
Buckfield	353	189	167	209	179	.49	221	8	3	129	9	3	144	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3	13	3						
Byron	55	25	20	35	30	.50	45	9	4	27	9	4	58	6	3	2	9	3	2	9	3	2	9	3	2	9	3	2	9	3	2	9	3	2	9	3	2	9	3	2	9	3					
Canton	363	262	229	282	231	.63	285	8	1	81	12	2	139	11	13	10	8	13	10	8	13	10	8	13	10	8	13	10	8	13	10	8	13	10	8	13	10	8	13	10	8	13	10				
Denmark	263	165	144	183	162	.58	197	9	1	92	11	1	153	13	13	11	8	13	11	8	13	11	8	13	11	8	13	11	8	13	11	8	13	11	8	13	11	8	13	11	8	13	11				
Dixfield	323	186	149	208	179	.51	231	7	1	64	10	1	80	9	2	8	8	9	2	8	8	9	2	8	8	9	2	8	8	9	2	8	8	9	2	8	8	9	2	8	8	9	2	8	8		
Fryeburg	443	314	262	390	325	.66	390	10	2	156	11	3	173	15	1	16	9	15	1	16	9	15	1	16	9	15	1	16	9	15	1	16	9	15	1	16	9	15	1	16	9	15	1	16	9		
Gilead	93	43	32	60	50	.44	62	7	1	29	9	1	59	6	1	6	5	6	1	6	5	6	1	6	5	6	1	6	5	6	1	6	5	6	1	6	5	6	1	6	5	6	1	6	5		
Grafton	33	15	12	23	16	.43	23	12	1	12	14	4	28	2	1	2	2	2	1	2	2	2	1	2	2	2	1	2	2	2	1	2	2	2	1	2	2	2	1	2	2	1	2	2			
Greenwood	264	191	163	152	120	.54	167	8	3	112	9	3	89	13	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	13	6	
Hanover	51	25	21	28	23	.43	40	9	1	9	10	1	32	2	2	3	3	2	2	3	3	2	2	3	3	2	2	3	3	2	2	3	3	2	2	3	3	2	2	3	3	2	2	3	3		
Hartford	199	132	113	171	133	.62	177	9	1	116	12	2	162	14	3	14	11	14	3	14	11	14	3	14	11	14	3	14	11	14	3	14	11	14	3	14	11	14	3	14	11	14	3	14	11		
Hebron	158	111	83	104	90	.55	129	10	1	70	10	2	74	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2		
Hiram	375	200	165	198	161	.43	239	8	4	93	12	4	153	11	1	11	7	11	1	11	7	11	1	11	7	11	1	11	7	11	1	11	7	11	1	11	7	11	1	11	7	11	1	11	7		
Lovell	255	175	155	193	176	.65	203	8	2	92	11	3	147	13	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
Mason	31	26	21	27	21	.68	27	9	1	9	12	1	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Mexico	124	99	84	102	80	.66	103	9	1	54	10	3	64	6	3	6	5	6	3	6	5	6	3	6	5	6	3	6	5	6	3	6	5	6	3	6	5	6	3	6	5	6	3	6	5		
Newry	93	59	48	72	57	.56	87	9	4	39	11	2	68	6	3	6	4	6	3	6	4	6	3	6	4	6	3	6	4	6	3	6	4	6	3	6	4	6	3	6	4	6	3	6	4		
Norway	910	459	428	770	682	.61	803	8	4	174	13	4	271	13	3	17	14	17	14	17	14	17	14	17	14	17	14	17	14	17	14	17	14	17	14	17	14	17	14	17	14	17	14	17	14	17	14
Oxford	449	252	192	301	230	.42	346	8	4	106	10	4	126	12	2	12	11	12	2	12	11	12	2	12	11	12	2	12	11	12	2	12	11	12	2	12	11	12	2	12	11	12	2	12	11		

COMMON SCHOOLS.

Paris.....	976	551	475	603	525	.51	739	8	4	212	14	4	355	20	-	22	22	1	320	9500	-	2	13	22	
Peru.....	226	129	118	158	127	.54	175	8		80	11	4	118	10	-	10	4	-	-	3500	-		5	10	
Porter.....	352	164	143	203	176	.45	216	8	1	66	13	2	175	13	-	13	7	1	2500	4000	-	3	8	5	
Roxbury.....	52	29	24	40	33	.55	48	7	2	15	11	2	57	7	1	4	4		-	800	-		2	2	
Rumford.....	304	128	112	168	142	.42	211	8	3	78	9	2	119	13	1	13	8	-	-	3200	-		7	9	
Stoneham.....	132	88	62	75	62	.47	94	10	1	41	10	4	54	4	1	4	2	-	-	2000	-	2	-	4	
Stow.....	109	73	61	93	75	.62	97	9	2	47	12	2	100	8	-	7	6	-	-	1200	-		-	5	
Sumner.....	281	154	129	203	163	.52	228	8	1	114	9	3	144	15	2	15	3	-	-	3500	-		7	14	
Sweden.....	108	75	63	75	60	.57	78	8	3	60	11	2	81	7	-	7	7	-	-	3250	-		2	7	
Upton.....	90	74	55	88	75	.72	88	7	4	31	12	2	52	5	-	3	2	-	-	200	-		-	4	
Waterford.....	292	164	145	189	164	.53	214	9		108	10	2	126	12	1	13	12	-	-	6000	-		1	12	
Woodstock.....	270	147	126	182	144	.50	198	8		81	10	2	114	10	1	9	7	-	-	3000	-		4	11	
Plantations.																									
Franklin.....	42	27	23	25	20	.51	27	7		14	9		18	2	-	2	-	-	-	150	-		-	3	
Lincoln.....	20	12	12	12	12	.60	12	10		10	10		10	1	-	1	1	-	-	750	-		1	1	
Magalloway.....		No	Returns																						
Milton.....	88	36	28	35	22	.28	45	10		10	14		14	1	2	1	1	-	-	500	-		1	1	
	9594	5598	4547	6887	5533	.53	7356	8	4	2831	11	2	4210	321	30	349	228	4	4520	113,450	18	125	316		

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 1889.	Excess above amt't required by law.		Amount raised per scholar.	Amount available from town treasury from April 1, 1889, to April 1, 1890	Amount available from State treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.
								Not less than 80 cts for each inhabitant.	Less than the amt't required by law.								
Albany	8	1	22 00	3 59	1 44	36 00	644	90	-	2 64	661 36	416 24	-	1077 60	1077 01	59	-
Andover	5	2	29 00	3 94	2 07	30 00	700	76	-	2 63	722 66	488 31	36 00	1246 97	1255 59	-	-
Bethel	32	-	21 43	3 44	2 00	144 56	2000	338	-	3 75	2657 82	1124 40	30 00	3812 22	3735 99	76 23	-
Brownfield	6	1	26 40	4 08	1 94	43 87	1095	112	-	2 93	1206 91	648 81	-	1855 72	1735 06	120 66	-
Buckfield	12	-	36 00	5 00	1 72	65 00	1103	-	-	3 13	1341 31	634 28	126 24	2101 83	2000 95	100 88	-
Byron	6	-	-	2 50	2 00	15 00	153	-	-	2 78	297 83	99 11	31 32	428 26	386 23	42 03	-
Canton	13	2	31 25	5 16	2 25	50 00	1000	177	-	2 75	1298 17	664 92	64 76	2027 85	1642 40	385 45	-
Denmark	9	-	32 50	3 40	1 75	50 00	1600	277	-	3 80	1180 17	477 50	57 80	1715 47	1544 67	170 80	-
Dixfield	4	2	29 50	3 53	2 00	40 00	730	-	-	2 26	784 72	560 40	-	1345 12	1256 08	89 04	-
Fryeburg	11	-	22 80	3 78	1 13	75 00	1400	94	-	3 16	1407 83	787 44	-	2195 27	2155 78	39 49	-
Gilead	6	-	16 00	3 54	1 80	20 75	235	1	-	2 53	269 64	229 44	14 25	513 33	428 31	85 02	-
Grafton	2	-	-	4 23	2 00	-	100	8	-	3 03	108 92	48 75	98 00	255 67	225 85	29 82	-
Greenwood	3	-	22 83	3 12	1 75	40 00	700	30	-	2 65	865 62	499 35	28 98	1393 95	1190 30	203 65	-
Hanover	1	-	24 00	3 50	1 60	8 20	212	50	-	4 16	236 23	84 69	-	320 92	303 07	17 85	-
Hartford	11	1	17 80	3 45	1 40	46 00	800	110	-	4 02	1023 56	401 83	24 00	1449 39	1326 70	122 69	-
Hebron	5	-	20 00	2 78	1 81	30 00	481	-	-	3 04	535 84	331 55	-	867 39	818 28	49 11	-
Hiram	14	3	34 40	4 75	1 95	70 00	1200	38	-	3 20	1314 84	699 15	-	2013 99	1946 24	67 75	-
Lovell	5	-	23 63	3 18	1 61	50 00	900	38	-	3 53	1013 08	423 45	189 60	1626 13	1410 66	215 47	-
Mason	1	-	-	4 25	1 25	3 00	76	1	-	2 45	76 00	63 07	-	139 07	139 07	-	-
Mexico	5	1	20 00	3 45	1 48	20 00	366	44	-	2 95	396 44	218 03	-	614 47	590 67	23 80	-
Newry	1	-	21 61	3 15	2 00	20 00	332	62	-	3 57	402 03	187 40	50 40	639 83	614 16	25 67	-
Norway	15	-	49 00	3 68	1 87	100 00	2500	485	-	2 75	3645 81	1506 40	-	5152 21	4280 67	871 54	-
Oxford	11	4	20 00	4 28	1 87	81 50	1500	176	-	3 34	1727 61	805 46	-	2533 07	2492 17	40 90	-

Paris .....	15	3	29 17	3 75	2 00	113 00	2930	585	-	3 00	3022 72	1704 62	217 65	4944 99	4777 96	167 03	
Peru .....	5	1	23 50	3 70	1 49	41 10	800	140	-	3 54	850 26	446 88	34 38	1331 52	1270 95	60 57	
Porter .....	8	1	18 03	3 67	1 65	48 00	900	24	-	2 56	972 41	603 09	100 00	1675 50	1576 40	99 10	
Roxbury .....	4	-	20 00	2 55	1 40	15 00	200	60	-	3 85	188 10	100 91	107 68	396 69	258 76	137 93	
Rumford .....	-	-	24 00	4 23	1 33	50 00	805	-	-	2 65	881 34	541 56	175 80	1598 70	1531 37	67 33	
Stoneham .....	2	-	25 33	3 82	1 88	15 00	300	-	-	2 88	491 08	248 67	-	739 75	683 08	56 67	
Stow .....	10	-	-	3 68	78	23 00	500	179	-	1 59	602 23	200 01	-	802 24	757 55	44 69	
Sumner .....	8	-	22 34	2 96	1 63	60 10	812	1	-	2 89	873 81	529 76	10 49	1414 06	1305 13	108 93	
Sweden .....	5	-	20 00	3 33	1 70	29 00	500	121	-	4 63	579 81	203 62	100 00	883 43	845 31	38 12	
Upton .....	5	-	-	3 97	1 87	12 50	196	4	-	2 18	188 53	163 97	162 50	515 00	516 10	-	
Waterford .....	11	-	40 00	3 40	1 61	90 00	800	-	129	2 74	1240 31	549 59	50 00	1839 90	1548 01	291 89	
Woodstock .....	9	-	23 75	3 26	1 82	30 64	800	38	-	2 96	990 00	531 01	-	1521 01	1430 66	90 35	
Plantations.																	
Franklin .....	2	-	-	2 90	1 40	8 25	127	-	-	3 02	128 89	72 08	3 00	203 97	202 52	1 45	
Lincoln .....	-	1	20 00	3 00	1 75	8 50	41	-	-	2 04	48 56	32 44	87 71	168 71	154 07	14 64	
Magalloway .....	No	Returns.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Milton .....	-	-	25 00	4 25	1 90	5 00	240	24	-	2 73	240 00	172 98	-	412 98	412 29	69	
	273	23	25 38	3 64	1 72	1587 97	29,258	3383	129	3 05	34,472 45	17,501 17	1800 56	53,774 18	49,826 07	3957 83	9 72

1 10

APPENDIX.



Hermion	458	298	244	322	266	.56	341	8	2	118	11	1	179	14	-	14	12	-	-	-	3,200	-	-	5	14
Holden	186	124	101	138	116	.58	145	8	4	70	9	1	92	8	-	8	6	-	-	-	2,400	-	-	-	8
Howland	53	44	38	32	26	.60	47	8	4	44	7	3	38	5	-	2	1	-	-	-	400	-	-	-	5
Hudson	169	76	72	84	66	.41	89	7	3	38	20	2	101	7	-	7	6	-	-	-	1,500	-	-	1	6
Kenduskeag	142	94	82	88	76	.56	123	8		32	16		64	-	-	4	2	-	-	-	1,600	-	1	1	3
Kingman	215	134	95	114	86	.42	134	10		30	17	4	54	5	-	3	-	-	-	-	500	-	-	1	3
Lagrange	243	135	117	151	124	.49	197	7	4	46	13	1	80	5	-	5	3	-	-	-	2,200	-	-	2	6
Lee	342	193	165	187	155	.47	216	7	2	66	7	2	66	9	-	9	4	-	-	-	2,600	-	-	5	9
Levant	287	181	154	182	151	.53	213	8		81	12	1	123	12	1	12	7	-	-	-	3,000	-	-	4	10
Lincoln	633	288	234	267	206	.36	358	9		108	18		225	-	-	10	10	-	-	-	7,100	-	1	-	11
Lowell	150	112	91	91	68	.53	112	10		70	10		40	7	-	7	3	-	-	-	690	-	1	2	6
Mat'misc'ntis	15	10	8	9	8	.53	11	8		8	8		8	-	-	1	1	-	-	-	400	-	1	1	
Mat'wamkeag	218	130	115	149	118	.53	179	8		48	11	4	70	5	-	4	1	-	-	-	1,000	-	-	-	6
Maxfield	58	35	29	4	3	.28	39	11	3	35	8		8	4	-	3	1	-	-	-	250	-	-	-	3
Medway	237	174	139	149	114	.53	153	8	2	60	9		63	7	1	6	3	-	-	-	2,000	-	1	1	9
Milford	225	164	135	117	91	.50	195	10		60	12		72	-	-	4	4	-	-	-	3,500	-	-	1	6
Mt. Chase	120	93	72	30	19	.38	99	11	2	57	14		14	5	-	5	3	-	-	-	700	-	-	1	5
Newburg	269	143	106	198	165	.50	220	9		81	14	2	150	10	2	11	8	-	-	-	2,200	-	-	5	9
Newport	355	198	168	232	170	.48	242	8	2	87	11	3	117	12	2	10	6	-	-	-	1,500	-	1	4	12
Old Town	1209	657	569	676	579	.47	860	10		171	20		346	-	-	13	5	-	-	-	10,000	-	3	5	17
Orono	817	460	411	452	398	.50	517	10		111	22		220	-	-	10	10	-	-	-	9,000	-	1	1	11
Orrington	403	197	167	200	161	.41	295	8	2	85	19		186	11	-	12	10	-	-	-	4,200	-	-	4	10
Passadunk'g	114	62	53	35	32	.37	66	7	1	29	7		21	4	-	4	1	-	-	-	1,500	-	1	-	4
Patten	330	231	154	239	228	.58	249	10	2	93	14	3	129	7	-	6	4	-	-	-	2,400	-	-	1	7
Plymouth	209	141	112	124	103	.51	163	7	3	69	13		119	9	-	9	8	-	-	-	2,700	-	-	-	9
Prentiss	154	87	69	74	65	.44	94	8	3	43	10	2	63	6	-	6	4	1	100	-	1,400	-	-	2	5
Springfield	249	158	132	114	96	.46	167	10		70	11		55	5	3	7	6	-	-	-	5,900	-	-	4	6
Stetson	200	93	80	107	91	.43	118	10		50	18	1	110	-	-	7	6	-	-	-	3,200	-	-	-	5
Yeazie	179	97	86	99	84	.48	110	8		32	13		39	-	-	2	1	-	-	-	1,200	-	-	-	2
Winn	360	155	120	274	222	.48	309	10	1	72	14	1	115	-	-	8	8	1	1010	-	3,700	-	-	-	8
Drew Pl.	40	36	30	27	24	.67	36	7	2	15	10		20	2	1	2	1	-	-	-	600	-	-	1	2
Lakeville Pl.	61	36	31	30	25	.46	40	15		30	16	2	33	2	1	2	2	-	-	-	700	-	-	1	4
No. 2 G'd Fls	34	21	15	-	-	.44	21	12		12	-		-	1	-	1	-	-	-	-	50	-	-	-	1
Sebois Pl	23	New	plantation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stacyville Pl.	94	74	58	11	9	.36	74	12	2	50	6		6	4	-	4	3	-	-	-	600	-	-	-	4
Webster Pl.	62	46	40	-	-	.64	46	12	1	49	-		-	4	-	3	-	-	-	-	150	-	-	-	-
Woodville Pl	103	53	46	54	41	.42	62	9	1	28	9		36	4	-	2	2	-	-	-	600	-	-	1	3
	22,118	12,895	10,925	13,011	10,832	.49	14885	9	1	4942	12	34	7547	334	18	485	371	5	13885	332,390	26	146	538	37	

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 1889.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1889, to April 1, 1890.	Amount available from State treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.
			Male	Female					Excess above am't required by law.	Less than the am't required by law.								
Alton	5	-	26 00	3 00	1 55	18 00	400	65	-	3 10	454 15	239 66	-	693 81	590 06	103 75		
Argyle	1	1	21 50	3 00	2 00	2 00	429	201	-	4 82	478 71	143 89	-	622 60	614 60	8 00		
Bangor	88	4	116 79	10 55	3 50	1110 00	28466	14980	-	5 28	28465 75	9840 30	438 40	38744 45	38991 79	247 34		
Brauford	11	-	28 42	3 79	1 60	87 25	1200	32	-	2 59	1283 33	900 96	92 56	2276 85	2211 31	65 54		
Bradley	4	-	42 00	4 02	2 26	29 25	665	2	-	2 37	718 62	527 96	-	1246 58	1081 60	164 98		
Brewer	18	2	66 00	5 25	2 35	200 00	2800	264	-	2 56	3134 94	1774 89	58 16	4967 99	5492 67	524 68		
Burlington	5	3	29 00	3 79	2 03	20 00	429	-	-	2 41	466 93	320 74	250 00	1037 67	928 88	108 79		
Carmel	11	-	30 00	3 60	1 53	50 00	976	-	-	2 77	1055 72	631 23	64 00	1750 95	1561 64	189 31		
Carroll	7	2	30 00	3 35	1 40	29 00	500	-	-	2 50	686 02	385 61	66 27	1137 90	994 88	143 02		
Charleston	13	1	29 00	3 61	1 55	70 00	890	10	-	2 52	941 60	616 26	99 20	1657 06	1595 17	61 89		
Chester	6	-	-	3 60	1 76	25 00	423	133	-	2 80	459 51	272 09	-	731 60	575 39	156 21		
Clifton	5	1	-	4 15	1 30	24 00	280	-	-	2 77	338 48	171 18	-	509 66	550 52	-	40 86	
Corinna	9	1	21 87	3 32	1 53	100 00	1500	298	-	3 68	1778 50	711 76	100 00	2590 26	2251 35	338 91		
Corinth	12	2	27 75	3 58	1 63	60 00	1066	-	-	3 51	1163 60	668 51	63 00	1895 11	1830 38	64 73		
Dexter	15	-	75 00	5 50	1 81	150 00	2750	700	-	3 65	2785 40	1356 86	285 62	4427 88	4340 67	87 21		
Dixmont	7	-	26 50	3 15	1 70	52 75	1000	94	-	3 25	1009 67	576 62	268 25	1854 54	1724 86	129 68		
Eddington	5	1	34 67	4 15	1 86	45 00	700	103	-	2 88	755 19	432 46	-	1187 65	1140 13	47 52		
Edinburg	6	-	-	3 50	2 00	5 00	55	19	-	2 12	110 00	45 00	40 00	195 00	132 00	63 00		
Enfield	1	-	36 00	3 82	1 66	25 00	500	109	-	1 97	544 62	450 48	5 76	1000 86	869 22	131 64		
Etna	9	7	26 67	3 67	1 31	37 50	716	-	-	3 18	736 87	409 03	52 00	1197 90	1165 15	32 75		
Exeter	3	3	29 55	4 09	1 70	65 00	1025	6	-	3 97	1288 03	504 53	156 00	1948 56	1906 64	41 92		
Garland	8	1	21 50	3 00	1 75	76 35	1000	31	-	3 46	1122 96	536 97	110 04	1769 97	1923 77	153 80		
Glenburn	5	-	20 00	3 75	1 93	45 09	524	-	-	3 01	643 49	346 78	180 00	1170 27	1012 71	157 56		
Greenbush	8	1	26 00	3 84	1 99	30 00	525	-	20	2 21	607 85	445 07	-	1052 92	1008 24	44 68		
Greenfield	2	1	20 00	3 25	1 62	5 00	275	5	-	3 40	261 01	130 58	-	391 59	409 71	-	18 12	
Hampden	23	2	27 15	3 21	1 75	175 00	2500	171	-	3 28	3831 62	1355 05	104 68	5291 35	4040 05	1251 30		



Hermon	11	-	26 00	3 45	1 50	67 75	1200	85	-	2 62	1394 75	798 26	-	2193 01	2087 43	105 58	
Holden	10	4	-	3 18	1 66	33 00	620	45	-	3 33	763 78	362 18	11 00	1136 96	1052 95	84 01	
Howland	5	1	-	3 10	1 47	10 00	350	240	-	6 60	386 80	98 47	-	485 27	419 24	66 03	
Hudson	11	-	22 00	3 50	2 00	40 00	530	3	-	3 14	790 00	322 54	111 00	1223 54	1077 82	145 72	
Kenduskeag	3	1	50 00	5 00	2 00	25 00	520	-	-	3 66	619 23	290 11	251 91	1161 35	735 38	425 97	
Kingman	3	-	40 00	4 84	2 17	28 75	400	-	37	1 86	439 65	380 20	60 00	879 85	716 69	163 16	
Lagrange	8	1	30 50	4 27	1 94	22 50	600	23	-	2 47	625 35	401 83	53 73	1080 91	1072 91	8 00	
Lee	8	5	30 00	4 50	2 00	40 00	716	1	-	2 09	792 41	582 03	60 00	1434 44	1385 73	48 71	
Levant	9	1	32 50	3 56	1 80	65 00	861	-	-	3 00	1174 96	527 96	147 54	1850 46	1639 83	210 63	
Lincoln	18	8	40 00	4 77	1 82	147 50	1400	73	-	2 21	1548 04	1149 63	204 06	2901 73	2786 16	115 57	
Lowell	2	1	28 50	3 00	2 00	21 25	400	54	-	2 67	469 51	304 53	66 00	840 04	774 21	65 83	
Mattamiscotis	-	1	25 00	-	2 00	-	70	19	-	1 67	97 78	28 83	-	126 61	100 50	26 11	
Mattawamkeag	8	-	-	4 20	2 07	16 75	365	-	-	1 68	394 05	371 19	224 30	989 54	846 10	143 44	
Maxfield	1	-	-	3 13	1 49	5 00	123	12	-	2 12	123 12	111 72	4 38	239 22	216 29	22 93	
Medway	6	3	26 00	4 00	2 00	25 50	502	-	-	2 12	521 30	486 51	87 74	1095 55	1066 10	29 45	
Milford	5	-	40 00	5 00	3 00	50 00	700	113	-	3 11	700 00	472 10	189 00	1361 10	1387 40	-	
Mt Chase	-	-	24 00	3 05	1 88	25 00	250	2	-	2 08	245 75	200 01	-	445 76	427 67	18 09	
Newburg	10	-	27 84	3 47	1 79	38 25	900	54	-	3 35	1302 95	501 11	-	1804 06	1581 62	222 44	
Newport	10	-	24 50	3 82	1 85	85 00	1161	-	-	3 27	1589 48	668 51	144 00	2401 99	2242 80	199 19	
Old Town	15	-	44 42	5 25	3 00	150 00	3550	734	-	2 94	3550 00	2207 35	36 61	5793 96	5879 06	-	
Orono	11	2	105 00	6 50	3 00	75 00	2500	704	-	3 06	2500 00	1475 78	-	3975 78	4011 07	-	
Orrington	7	2	30 33	5 15	2 27	75 00	1300	77	-	3 23	1534 47	708 16	69 42	2312 05	2134 17	177 88	
Passadumkeag	3	-	12 00	4 21	1 86	9 50	250	8	-	2 19	291 89	198 22	-	490 11	447 69	42 42	
Patten	6	-	26 00	4 90	1 58	23 00	700	127	-	2 12	952 35	596 44	69 92	1618 71	1369 50	249 21	
Plymouth	13	1	-	3 53	1 55	35 00	700	38	-	3 35	773 27	387 42	-	1160 69	1113 34	47 35	
Prentiss	5	2	26 00	3 34	1 45	16 25	335	2	-	2 18	417 80	279 30	119 05	816 15	734 63	81 52	
Springfield	1	9	25 00	3 50	2 00	75 00	800	98	-	3 21	1017 66	493 92	-	1511 58	1314 92	196 66	
Stetson	11	-	40 00	3 50	1 80	60 00	600	17	-	3 00	667 62	342 36	162 00	1171 98	1170 59	1 39	
Veazie	3	2	-	6 42	2 70	35 00	600	102	-	3 35	643 77	304 53	-	948 30	927 40	20 90	
Winn	8	2	-	4 08	2 00	50 00	1025	307	-	2 85	1040 69	648 70	70 10	1759 49	1547 39	212 10	
Drew Pl.	1	1	24 00	3 57	1 57	3 50	200	90	-	5 00	266 35	84 69	-	351 04	243 27	107 77	
Lakeville Pl.	2	1	28 00	3 25	2 50	10 00	110	1	-	1 80	131 11	260 66	-	391 77	398 20	-	
No. 2 Grand Falls Pl.	-	-	-	3 50	1 50	3 00	72	-	-	2 12	130 47	66 67	-	197 14	96 00	101 14	
Sebois Pl.	New	plan	tation.	-	-	-	-	-	-	-	-	-	-	-	-	-	
Stacyville Pl.	1	-	-	3 05	1 62	-	200	122	-	2 13	362 30	160 37	-	522 67	307 45	215 22	
Webster Pl.	4	-	-	3 38	2 00	7 00	100	26	-	1 61	379 63	145 47	-	525 10	276 50	248 60	
Woodville Pl.	2	2	20	3 75	1 81	6 00	200	22	-	1 94	199 00	200 81	29 28	429 09	382 01	47 08	
508	83	33	86	4 00	1 90	3915 69	76,504	4564	59	3 46	83,959 96	40,413 04	4604 98	128,977 98	122,873 41	7242 49	1137 92

26 30

85 10

35 29

6 43

APPENDIX.

39

PISCATAQUIS COUNTY.

COMMON SCHOOLS.

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.	W.	D.
Abbot	181	121	103	117	96	.55	133	9										63	10			70	-	-	-	8	7							2000						1	7	
Atkinson	221	116	94	179	141	.53	162	8										69	9	4		88	9	3	10	3							3000						1	9		
Blanchard	49	28	25	36	30	.56	42	8										8	18			18	1	1	1	1						700						-	1			
Brownville	361	202	164	266	213	.52	296	9	4									88	10			95	3	9	3	3						3500		1				5	8			
Dover	493	331	270	320	263	.54	435	9										145	13			213	11	3	14	12					15500						4	16				
Foxcroft	426	255	224	232	208	.51	321	9	3									86	17			120	-	-	10	5					5200						3	9				
Greenville	250	89	84	119	86	.34	131	10										40	10			40	4	4	4	3				2600				1		1	3					
Guilford	327	188	152	216	186	.52	220	8	2									50	9			90	8	-	8	7				3300		1				5	7					
Medford	128	85	76	108	91	.66	115	9	2									47	9			46	6	6	5	5				1400						3	5					
Milo	355	187	164	182	151	.44	241	8										88	10			110	9	-	9	6				2000				1		3	10					
Monson	492	190	151	189	153	.38	194	9	3									57	11			78	-	-	7	6				1750						2	7					
Orneville	154	123	91	129	93	.59	137	8										56	10	1		81	8	2	6	4				1500						2	7					
Parkman	298	174	147	155	130	.46	210	9										116	10			130	13	-	13	11				2500						1	13					
Sangerville	345	156	130	220	182	.45	225	9	1									82	12			121	9	3	9	4				5000						3	9					
Sebec	241	143	127	158	148	.56	180	8	4									79	10			107	10	-	10	5				2500						4	10					
Shirley	94	71	57	59	57	.59	71	9										36	11	1		34	3	-	3	3				800						2	2					
Wellington	229	149	110	168	149	.57	182	9	3									84	11	2		101	10	-	8	8				1850						-	2					
Williamsburg	65	36	28	55	43	.55	45	6	2									13	9	2		28	2	-	3	2				125						1	2					
Williamantic	123	78	57	80	62	.48	99	8	3									26	19			58	3	3	3	3				2500				1		1	3					
Bowerbank Pl.	27	25	21	8	8	.54	25	8										16	4			4	2	1	3	1				275						-	3					
Elliottsville Pl.	15	11	10	-	-	.67	11	7										14				14	2	-	-	-				200						-	2					
Kingsbury Pl.	93	68	62	72	67	.69	76	8										24	11			33	3	-	3	3				800						1	3					
	4877	2826	2348	3068	2558	.50	3551	8	3									1287	10	4		1665	112	-	12	146	102			2	2200			59,000		6		38	144			

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 1889.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1889, to April 1, 1890.	Amount available from State treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds.	Total school resources	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.
								Excess above am't required by law.	Less than the am't required by law.								
Abbot	6	2	20 00	4 62	1 80	39 25	750	194	-	4 14	769 54	351 37	77 12	1198 03	1168 74	29 29	
Atkinson	8	-	22 00	4 15	1 78	30 00	675	13	-	3 05	692 64	418 04	75 00	1185 68	1113 69	71 99	
Blanchard	1	-	-	6 00	2 50	5 00	134	-	-	2 73	134 00	95 52	41 16	270 68	270 68	-	
Brownville	6	-	28 00	3 35	1 97	70 50	836	118	-	2 31	1158 34	543 38	13 30	1715 02	1365 32	349 70	
Dover	16	3	40 50	4 38	2 10	89 50	1600	250	-	3 25	1817 07	917 84	84 00	2848 91	2780 75	68 16	
Foxcroft	7	4	-	5 25	1 94	100 00	1150	140	-	2 70	1186 73	768 38	72 14	2027 25	1912 76	114 49	
Greenville	3	3	50 00	4 50	3 25	28 00	460	15	-	1 84	431 13	418 04	50 00	899 77	938 83	-	
Guilford	5	1	28 00	3 75	2 00	35 10	800	95	-	2 45	877 57	564 02	-	1441 59	1414 39	27 20	
Medford	5	2	22 00	3 30	1 65	32 00	325	7	-	2 54	338 24	223 31	25 00	586 55	535 31	51 24	
Milo	8	1	31 00	4 25	1 90	60 00	750	3	-	2 11	882 69	661 04	79 20	1622 93	1560 69	62 24	
Monson	7	1	-	5 12	1 75	-	675	13	-	1 18	675 00	709 96	51 24	1436 20	1318 67	117 53	
Orneville	6	4	26 00	3 25	1 50	25 00	401	-	-	2 53	517 93	317 13	40 00	875 06	800 64	74 42	
Parkman	12	3	30 00	3 87	1 55	57 50	804	-	-	2 70	869 82	513 54	-	1383 36	1254 94	128 42	
Sangerville	9	-	22 50	3 69	1 67	45 00	1060	163	-	2 90	1414 05	580 23	52 74	2047 02	1718 80	328 22	
Sebec	7	1	40 00	3 50	0 00	47 60	800	99	-	3 32	900 43	394 63	100 00	1345 06	1266 60	128 46	
Shirley	3	-	12 00	5 20	2 10	9 00	200	-	-	2 13	200 00	168 80	164 36	533 16	534 79	-	
Wellington	8	-	27 50	3 15	1 25	20 00	543	25	-	2 37	555 99	407 93	-	963 92	919 00	44 92	
Williamsburg	2	-	20 00	4 00	2 05	14 77	200	12	-	3 08	213 99	111 72	-	325 71	317 69	8 02	
Willimantic	4	-	30 00	3 71	1 59	12 00	250	16	-	2 03	250 00	237 85	64 43	554 28	551 76	2 52	
Bowerbank Pl	1	-	-	2 80	1 00	-	71	-	-	2 62	71 00	41 45	5 52	117 97	79 46	38 51	
Elliottsville Pl	-	-	-	3 25	-	-	50	-	11	3 33	50 00	21 62	-	71 62	45 00	26 62	
Kingsbury Pl	3	-	23 00	3 00	2 00	-	158	-	-	1 70	158 40	151 36	-	309 76	309 76	-	
	128	22	2780	4 00	1 87	620 22	12,632	1174		2 2 59	14,195 16	8617 16	16 997 21	23,809 53	22,178 27	1672 95	40 69



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 1889.	Not less than 80 cts for each inhabitant.			Amount available from town treasury from April 1, 1889, to April 1, 1890.	Amount available from State treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.
								Excess above am't required by law.	Less than the am't required by law	Amount raised per scholar.							
Arrowsic.....	3	-	-	4 70	2 50		300	96	-	5 08	315 06	104 50	-	419 56	416 38	3 18	
Bath.....	37	3	106 00	6 23	3 00	300 00	10000	3700	-	3 65	10000 00	4636 35	25 47	14661 82	14661 82		
Bowdoin.....	19	1	16 00	4 23	1 50	56 50	1380	471	-	4 65	1376 57	549 55	-	1926 12	1770 28	155 84	
Bowdoinham.....	16	2	32 00	4 00	2 50	90 00	1600	255	-	3 50	1429 57	792 85	-	2222 42	2656 83		434 41
Georgetown.....	7	4	25 50	4 28	2 60	50 00	900	36	-	3 27	1111 88	567 60	-	1679 48	1457 08	222 40	
Perkins.....	1	-	-	6 00	2 50	5 00	62	-	-	2 31	62 40	54 06	-	116 46	116 46		
Phippsburg.....	10	3	28 50	5 00	2 75	75 00	1200	2	-	2 75	1326 22	796 45	-	2122 67	2176 81	-	54 14
Richmond.....	18	3	40 67	3 91	2 58	150 00	3000	874	-	3 86	3246 91	1434 33	300 0	4981 24	4877 11	104 13	
Topsham.....	10	4	40 00	6 00	2 00	150 00	1950	715	-	5 00	1332 48	825 06	56 69	2214 23	2371 91		157 68
West Bath.....	4	1	-	3 83	2 06	12 00	400	148	-	4 55	520 88	158 28	-	679 16	568 04	111 12	
Woolwich.....	7	2	33 00	6 17	2 42	51 00	950	27	-	2 78	1018 06	625 26	-	1643 32	1550 62	92 70	
	123	23	40 21	4 95	2 40	939 50	21,742	6324	-	3 69	21,740 03	10,544 29	382 16	\$2,666 48	\$2,623 34	689 37	646 23



Solon.....	281	172	151	209	166	.56	226	7	•	77	10	4	128	14	-	12	8	-	-	3,000	-	4	11
St. Albans.....	399	216	174	246	194	.46	298	7	2	97	16	2	173	16	2	16	12	-	-	5,030	-	3	13
Starks.....	260	122	98	207	157	.49	228	7	2	89	10		141	14	2	13	11	-	-	3,000	-	3	12
Plantations.																							
Carratunk.....	84	78	66	80	70	.81	83	8		48	8		48	5	1	5	5	-	-	1,100	-	2	6
Dead River.....	41	29	21	32	28	.60	32	8		8	10		20	2	-	2	1	-	-	500	-	1	1
Dennistown.....	24	18	14	17	11	.52	19	8		8	10		10	-	-	1	1	-	-	250	-	-	1
Flagstaff.....	32	22	20	25	23	.67	28	8		16	7		14	-	-	1	1	-	-	300	1	2	1
Highland.....	30	15	14	22	18	.52	24	4		4	9		27	3	-	3	1	-	-	200	-	-	1
Jackmantown.....	60	37	27	26	17	.37	38	10		10	12		12	-	-	1	1	-	-	300	-	-	1
Lexington.....	73	21	17	56	44	.41	58	5	4	17	8	3	59	7	-	7	1	-	-	775	-	-	3
Moose River.....	67	45	38	42	33	.53	45	12		12	12		12	-	-	1	1	-	-	500	-	-	1
No. 1, R. 2, W. K. R	39	36	30	-	-	.43	36	6	2	38	-		-	4	1	4	-	-	-	130	-	1	
The Forks.....	56	35	29	45	31	.54	45	8		16	8		16	3	-	2	2	-	-	600	-	-	2
West Forks.....	54	25	23	27	24	.42	27	10		20	10		20	3	-	2	2	-	-	500	-	1	2
	10,038	5780	4835	6374	5211	.50	6910	8	1	2502	12	-	4132	295	33	336	234	4	1170	96,405	11	72	296

## SOMERSET COUNTY—CONCLUDED.

Towns.	No. of female teachers employed in fall and winter terms.	No. of teachers graduates of normal schools.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school supervision.	Am't of school money voted in 1889.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1889, to April 1, 1890.	Amount available from State treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.
								Excess above am't required by law.	Less than the am't required by law.								
Anson.....	13	-	21 50	3 75	1 25	51 25	1644	400	-	4 04	2004 34	783 84	130 38	2918 56	2881 36	37 20	
Athens.....	11	11	26 00	4 00	1 60	55 00	1048	-	-	2 94	1132 97	692 77	161 56	1987 30	1862 26	125 04	
Bingham.....	9	1	34 00	3 43	1 50	40 00	663	1	-	2 63	708 78	448 65	63 00	1220 46	1157 59	62 87	
Brighton.....	7	-	20 00	3 54	1 51	20 00	480	12	-	2 18	505 75	396 62	-	902 17	874 67	27 50	
Cambridge.....	3	-	28 00	4 67	1 79	20 00	377	-	-	2 37	422 69	214 43	32 62	669 74	637 35	32 39	
Canaan.....	13	1	29 60	4 21	1 45	72 00	1067	42	-	2 79	1237 72	711 76	80 18	2029 66	1941 84	87 82	
Concord.....	9	-	22 50	3 04	1 23	24 00	325	-	-	2 44	465 54	221 55	-	687 09	602 32	84 77	
Cornville.....	13	-	18 50	3 76	1 37	51 44	800	54	-	3 38	918 67	427 05	95 38	1441 10	1352 35	88 75	
Detroit.....	7	-	29 94	3 07	1 59	28 00	530	1	-	2 80	575 47	335 15	60 20	970 82	867 78	103 04	
Embsden.....	7	1	19 50	3 44	1 50	20 00	539	-	-	2 64	588 64	369 24	-	957 88	899 82	58 06	
Fairfield.....	20	3	64 00	4 25	2 00	435 75	3000	565	-	2 95	3000 00	1695 60	-	4695 60	3513 66	1181 94	
Harmony.....	11	-	20 00	3 54	1 28	58 50	705	-	-	3 36	842 95	400 02	100 00	1342 97	1192 89	150 08	
Hartland.....	9	-	30 00	4 50	1 75	89 50	850	15	-	2 76	1012 27	598 24	59 40	1669 91	1721 19	-	51 28
Madison.....	17	3	37 75	4 11	1 71	109 75	1302	250	-	2 63	1302 00	960 43	234 08	2496 51	2248 55	247 96	
Mercer.....	4	-	24 00	3 75	1 44	25 00	604	-	-	3 28	762 57	320 74	-	1083 31	966 95	116 36	
Moscow.....	4	3	20 00	4 13	1 53	16 00	420	2	-	2 67	535 45	290 11	33 44	859 00	751 61	107 39	
New Portland.....	11	2	25 00	3 45	1 47	75 00	997	-	20	2 79	1054 66	668 51	-	1723 17	1615 92	107 25	
Norridgewoock.....	10	-	41 00	3 59	1 61	75 00	1200	7	-	2 67	1357 17	814 47	-	2171 64	2008 24	163 40	
Palmyra.....	17	-	23 00	3 75	1 50	71 60	1017	-	-	3 18	1116 37	623 47	69 80	1809 64	1677 78	131 86	
Pittsfield.....	13	4	38 00	4 70	2 01	114 25	1800	273	-	2 64	1977 30	1183 86	-	3161 16	3170 37	-	
Ripley.....	8	-	4 24	1 32	25 50	440	440	-	-	2 78	468 87	279 30	32 43	780 60	743 04	37 56	
Skowhegan.....	29	5	26 00	5 00	2 00	313 25	4500	1412	-	2 98	5613 04	2594 77	1417 80	9625 61	8955 22	670 39	9 21
Smithfield.....	7	-	20 00	3 93	1 29	25 00	452	1	-	3 07	485 09	252 27	-	737 36	714 11	23 25	

COMMON SCHOOLS.



Solon	9	1	31 50	3 50	1 86	45 00	810	-	-	2 89	859 29	538 77	109 65	1507 71	1427 82	79 89	
St. Albans	14	2	33 53	3 61	1 53	80 00	1190	75	-	2 98	1187 44	758 61	71 40	2017 45	1796 84	220 61	
Starks	11	-	21 33	3 32	1 50	51 75	743	-	-	2 86	780 32	502 73	-	1283 05	1199 77	83 28	
Plantations.																	
Carratunk	5	3	26 00	3 50	2 00	-	140	2	-	1 67	140 00	177 95	151 80	469 75	469 75	-	
Dead River	1	-	20 00	2 50	1 50	3 00	80	6	-	1 95	95 75	70 28	23 68	189 71	184 31	5 40	
Dennistown	1	-	-	3 50	2 00	-	58	-	-	2 42	58 00	43 25	-	101 25	101 25	-	
Flagstaff	-	1	27 00	5 00	2 40	2 00	81	20	-	2 53	81 00	61 27	79 16	221 43	268 24	-	
Highland	3	-	-	3 44	1 27	5 00	97	-	-	3 23	96 80	59 47	-	156 27	156 27	46 81	
Jackmantown	1	-	-	5 00	2 00	-	85	9	-	1 42	111 93	117 13	-	229 06	163 55	65 51	
Lexington	7	-	-	3 20	1 13	10 00	260	2	-	4 33	270 46	131 54	-	402 00	380 49	21 51	
Moose River	1	-	-	5 00	2 55	6 00	100	18	-	1 49	100 00	111 72	-	211 72	199 80	11 92	
No. 1, R 2, W. K. R.	5	-	12 00	3 00	1 20	6 24	100	-	2	2 56	123 19	68 56	-	191 75	160 24	31 51	
The Forks	2	-	-	3 75	2 00	-	175	16	-	3 12	307 66	114 52	-	422 18	176 00	246 18	
West Forks	1	-	20 00	4 00	2 00	6 00	68	-	8	1 26	229 67	168 39	-	398 06	257 75	140 31	
	313	41	26 99	3 84	1 64	2030 78	28747	3183	30	2 66	32,529 82	18,206 87	3005 96	53,742 65	49,298 95	4551 00	107 30

APPENDIX.



	No. of statistical returns																					
Swanville . . . . .	196	190	180	178	174	.91	194	8	2	84	7	71	10	-	10	6	-	-	1800	-	5	10
Thorndike . . . . .	286	151	128	163	133	.46	190	10		101	9	91	12	3	11	9	-	-	2500	-	3	10
Troy . . . . .	310	154	144	191	164	.50	191	7	3	89	11	121	12	1	11	1	1	450	1000	-	4	13
Unity . . . . .	235	114	95	162	143	.51	211	9	2	56	11	81	7	-	7	7	-	-	1800	-	5	6
Waldo . . . . .	629	337	272	374	307	.46	412	8	3	152	15	278	16	-	16	13	-	-	9050	-	6	18
Winterport . . . . .																						
	8629	5087	4348	5952	5043	.54	6533	9	1½	2379	11	3033	254	26	253	168	1	450	95,660	5	132	253

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 1889.		Excess above am't required by law.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar		Amount available from town treasury from April 1, 1889, to April 1, 1890.		Amount available from State treasury from April 1, 1889, to April 1, 1890.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.		Balance unexpended April 1, 1890		Balance over-expended April 1, 1890.	
	No.	Mo.	No.	Mo.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.	Mo.	Wk.
Belfast	26	4	42	00	4	20	2	15	150	00	5000	5000	754	-	3	45	53	83	2436	20	3350	00	11168	03	10970	71	197	32	197	32				
Belmont	5	1	32	00	3	50	1	50	12	00	416	416	-	-	2	51	428	58	288	31	-	-	716	89	670	58	46	31	46	31				
Brooks	-	-	30	00	3	25	2	00	38	50	700	700	-	-	2	69	1000	30	464	90	-	-	1465	20	1143	48	321	72	321	72				
Burnham	6	-	29	75	3	79	1	87	40	00	774	774	-	-	2	56	856	76	549	60	34	72	1441	08	1392	68	48	40	48	40				
Frankfort	9	2	33	00	4	00	1	96	55	00	926	926	-	-	2	45	1027	06	735	19	-	-	1762	25	1666	14	96	11	96	11				
Freedom	6	1	25	00	3	33	1	25	23	00	525	525	3	-	3	47	577	26	324	34	-	-	901	60	874	13	27	47	27	47				
Islesborough	7	4	30	67	5	10	2	41	31	00	1000	1000	34	-	2	90	1025	92	652	30	-	-	1678	22	1582	37	95	85	95	85				
Jackson	4	-	27	50	2	79	1	52	26	00	567	567	21	-	3	33	661	42	345	96	-	-	1007	38	861	02	146	36	146	36				
Knox	2	-	29	25	2	80	1	40	29	50	682	682	-	-	3	07	806	79	466	70	-	-	1273	49	1163	08	110	41	110	41				
Liberty	6	-	26	00	3	50	1	75	45	00	776	776	-	-	2	86	791	53	488	31	-	-	1279	84	1167	66	112	18	112	18				
Lincolnton	15	4	25	92	3	65	1	96	43	95	1383	1383	19	-	2	82	1440	23	868	60	-	-	2308	83	2267	48	41	35	41	35				
Monroe	7	1	32	33	3	39	1	67	45	00	1100	1100	7	-	3	22	1213	00	571	21	-	-	1784	21	1694	01	90	20	90	20				
Montville	8	-	25	00	3	00	1	42	51	00	1015	1015	11	-	3	01	1190	54	639	69	23	61	1853	84	1604	86	248	98	248	98				
Morrill	-	-	28	00	3	06	1	70	14	25	395	395	-	-	2	82	428	08	259	48	-	-	687	56	649	48	38	08	38	08				
Northport	5	-	27	50	3	08	1	82	35	00	698	698	-	-	3	18	730	19	407	93	-	-	1138	12	1115	99	22	13	22	13				
Palermo	10	2	27	00	3	66	1	55	40	00	894	894	-	-	3	17	950	68	517	14	-	-	1467	82	1351	32	116	50	116	50				
Prospect	9	-	38	00	3	22	1	94	40	38	616	616	-	-	2	43	803	75	481	11	79	51	1364	37	1109	26	255	11	255	11				
Searsmont	10	3	26	51	3	28	1	80	39	80	1064	1064	-	-	3	02	1249	44	652	30	-	-	1901	74	1616	62	285	12	285	12				
Searsport	7	-	50	00	3	75	3	50	105	10	1860	1860	2	-	3	72	2014	45	974	10	-	-	2988	55	2895	05	93	50	93	50				
Stockton Springs	12	1	28	00	5	10	2	08	60	00	1237	1237	-	-	1	53	1502	11	666	71	-	-	2168	82	1990	08	178	74	178	74				

Swanville.....	-	-	-	-	-	600	38	-	-	803 86	453 97	14 00	1271 83	1213 58	58 25	
Thorndike.....	5	-	26 00	2 20	1 14	22 80	30	-	3 06	682 12	365 79	-	1047 91	1006 71	41 20	
Troy.....	8	2	30 00	3 51	1 33	48 37	850	3	-	2 97	931 32	522 55	49 00	1502 87	1402 64	100 23
Unity.....	11	1	27 33	3 21	1 50	35 00	880	3	-	2 84	935 99	531 56	-	1467 55	1378 47	89 08
Waldo.....	4	-	36 00	3 42	1 87	20 00	575	145	-	2 45	663 13	464 90	-	1128 03	1072 09	55 94
Winterport.....	11	2	23 00	4 02	1 90	105 00	2000	192	-	3 18	2244 93	1243 32	-	3488 25	3198 18	290 07
	198	28	30 43	3 71	1 80	155 60	27,133	129	33 14	30,341 27	16,372 17	3550 84	50,264 28	47,057 67	3206 61	

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 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.		
Addison.....	341	222	190	255	217	.60	276	9	3	123	10	3	139	13	4	139	13	4	139	13	4	139	13	4	139	13	4	139	13	4	139	13	4	139	13	4	139	13	4	139	13	4
Alexander.....	124	68	53	70	52	.42	96	10	2	62	9	4	25	4	2	62	9	4	25	4	2	62	9	4	25	4	2	62	9	4	25	4	2	62	9	4	25	4	2	62	9	4
Baileyville.....	94	45	34	51	42	.40	57	7		35	11		55	5	1	35	11		55	5	1	35	11		55	5	1	35	11		55	5	1	35	11		55	5	1	35	11	
Baring.....	99	41	36	49	40	.35	52	9		9	15	4	31	1	1	9	15	4	31	1	1	9	15	4	31	1	1	9	15	4	31	1	1	9	15	4	31	1	1	9	15	4
Beddington.....	78	52	43	53	43	.55	57	14		42			42			42			42			42			42			42			42			42			42			42		
Brookton.....	155	98	73	97	67	.63	126	10		30	18	3	56	2	2	30	18	3	56	2	2	30	18	3	56	2	2	30	18	3	56	2	2	30	18	3	56	2	2	30	18	3
Calais.....	2595	1271	1000	1213	915	.37	1465	10		270	26		65	1	1	270	26		65	1	1	270	26		65	1	1	270	26		65	1	1	270	26		65	1	1	270	26	
Centerville.....	50	30	22	28	16	.35	34	15		15	11	2	11	1	2	15	11	2	11	1	2	15	11	2	11	1	2	15	11	2	11	1	2	15	11	2	11	1	2	15	11	2
Charlotte.....	161	82	75	130	99	.53	130	8		32	9		45	5	1	32	9		45	5	1	32	9		45	5	1	32	9		45	5	1	32	9		45	5	1	32	9	
Cherryfield.....	681	475	432	441	405	.61	500	12		144	15		180	8	9	144	15		180	8	9	144	15		180	8	9	144	15		180	8	9	144	15		180	8	9	144	15	
Columbia.....	249	163	149	175	144	.59	200	9		59	11		66	7	7	59	11		66	7	7	59	11		66	7	7	59	11		66	7	7	59	11		66	7	7	59	11	
Columbia Falls.....	251	154	133	164	148	.56	164	7	3	38	9	1	46	3	3	38	9	1	46	3	3	38	9	1	46	3	3	38	9	1	46	3	3	38	9	1	46	3	3	38	9	1
Cooper.....	107	57	47	88	73	.56	97	7		28	10	1	51	5	5	28	10	1	51	5	5	28	10	1	51	5	5	28	10	1	51	5	5	28	10	1	51	5	5	28	10	1
Crawford.....	55	32	27	36	28	.50	41	8		16	9	3	29	2	2	16	9	3	29	2	2	16	9	3	29	2	2	16	9	3	29	2	2	16	9	3	29	2	2	16	9	3
Cutler.....	276	194	136	174	138	.50	204	8	3	73	9	3	86	8	8	73	9	3	86	8	8	73	9	3	86	8	8	73	9	3	86	8	8	73	9	3	86	8	8	73	9	3
Danforth.....	423	264	209	272	231	.52	293	10		80	13	2	109	10	7	80	13	2	109	10	7	80	13	2	109	10	7	80	13	2	109	10	7	80	13	2	109	10	7	80	13	2
Deblois.....	26	18	16	14	12	.54	18	8		8	10		10	1	1	8	10		10	1	1	8	10		10	1	1	8	10		10	1	1	8	10		10	1	1	8	10	
Dennysville.....	171	95	85	86	70	.45	119	9	2	28	12	3	27	10	2	28	12	3	27	10	2	28	12	3	27	10	2	28	12	3	27	10	2	28	12	3	27	10	2	28	12	3
East Machias.....	586	334	288	308	268	.48	381	10		110	19	2	174	10	7	110	19	2	174	10	7	110	19	2	174	10	7	110	19	2	174	10	7	110	19	2	174	10	7	110	19	2
Eastport.....	2012	750	576	732	552	.28	775	19		171	19		171	19		171	19		171	19		171	19		171	19		171	19		171	19		171	19		171	19		171	19	
Edmunds.....	170	105	89	102	81	.50	140	9		36	11		44	1	4	36	11		44	1	4	36	11		44	1	4	36	11		44	1	4	36	11		44	1	4	36	11	
Forest City.....	125	84	68	77	56	.50	88	11		11	10		20	1	1	11	10		20	1	1	11	10		20	1	1	11	10		20	1	1	11	10		20	1	1	11	10	
Harrington.....	402	260	230	252	220	.56	318	7	2	74	12		120	10		74	12		120	10		74	12		120	10		74	12		120	10		74	12		120	10		74	12	

COMMON SCHOOLS.

Jonesborough	256	143	124	136	112	.46	164	10	60	10	60	-	-	7	6	-	-	3,600	1	-	5	
Jonesport	811	441	367	452	366	.45	587	7	84	11	146	13	-	11	11	1	350	8,000	1	-	5	
Kossuth	37	30	24	-	-	.63	30	15	45	-	-	2	1	2	2	1	550	1,400	-	-	4	
Lubec	745	385	314	568	464	.52	612	9	117	13	4	193	13	-	13	6	-	3,000	1	1	9	
Machias	835	489	434	459	401	.50	524	20	280	11	4	158	-	-	9	9	1	1000	15,000	2	3	
Machiasport	512	323	246	294	279	.51	334	10	91	15	2	138	11	-	8	4	-	4,850	1	-	6	
Marion	40	35	32	31	22	.67	37	9	36	7	2	22	4	-	3	1	-	400	-	-	4	
Marshfield	135	111	98	83	73	.64	111	12	36	11	1	34	2	-	2	2	-	750	-	1	2	
Meddybemps	54	-	-	36	30	.55	46	-	-	12	-	24	2	-	2	1	-	500	-	-	2	
Millbridge	665	351	314	342	298	.46	419	8	86	18	3	184	11	2	10	10	-	8,000	-	-	4	
Northfield	56	37	29	36	29	.52	43	10	10	10	-	10	3	-	3	2	-	500	-	-	1	
Pembroke	592	332	289	374	289	.49	455	10	110	19	-	214	-	-	11	11	-	15,000	-	3	4	
Perry	374	242	199	233	169	.49	278	8	90	12	1	132	11	-	11	7	-	2,500	-	1	2	
Princeton	405	219	189	180	148	.42	259	14	98	10	1	61	4	-	5	5	-	3,200	-	2	3	
Robbinston	305	147	123	146	109	.38	156	8	52	10	4	60	6	-	6	4	-	2,500	-	-	1	
Steuben	351	250	222	271	224	.64	285	9	115	10	3	120	11	1	10	9	-	3,400	-	-	3	
Talmadge	59	40	38	40	38	.61	40	10	20	14	-	28	-	-	2	2	-	1,000	-	-	2	
Topsfield	150	80	61	65	54	.38	101	13	65	12	2	37	4	1	4	1	-	1,000	-	-	3	
TreScott	211	98	78	101	81	.38	116	10	41	12	1	61	7	-	7	4	-	600	-	1	2	
Vanceboro'	290	181	149	201	156	.53	216	10	42	26	2	104	-	-	2	2	-	1,000	-	1	1	
Waite	71	52	37	38	29	.47	60	10	10	10	-	30	2	1	3	3	-	1,000	-	1	2	
Wesley	81	60	50	56	44	.60	60	7	31	6	4	21	4	-	4	2	-	1,450	-	3	1	
Whiting	168	110	96	160	142	.71	160	9	57	8	1	49	6	-	5	3	-	2,000	-	1	3	
Whitneyville	152	90	71	100	82	.50	110	9	18	19	-	76	-	-	1	1	-	1,200	-	-	1	
Plantations.																						
Codyville	27	30	20	23	15	.63	23	10	10	10	-	10	-	-	1	1	-	400	-	-	1	
No. 14	49	31	26	28	21	.48	31	9	19	9	2	18	2	-	2	1	-	70	-	1	1	
No. 18	11	6	6	6	6	.54	8	14	14	-	-	-	-	-	1	1	-	100	-	1	1	
No. 21	39	22	18	24	22	.51	24	8	16	10	-	20	2	-	2	-	-	30	-	-	2	
	16,712	9,229	7,663	9,345	7,619	.46	11,003	10	1	3,147	12	3	4,159	207	19	271	204	3,1900	182,280	41	102	282

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 1889.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1889, to April 1, 1890.	Amount available from State treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.
	No. of female teachers employed in fall and winter terms.	No. of teachers graduates of normal schools.							Exc-ss above am't required by law.	Less than the am't required by law.								
Addison.....	9	1	32 17	4 54	1 75	45 00	1300	310	-	3 81	1353 56	608 37	-	1961 93	1895 29	66 64	-	
Alexander.....	-	-	33 67	3 87	1 68	20 00	351	-	-	2 83	425 77	228 84	113 27	767 88	757 08	10 80	-	
Baileyville.....	5	-	-	2 94	1 47	15 00	325	24	-	3 46	409 51	171 18	-	540 69	507 97	72 72	-	
Baring.....	3	1	35 00	5 00	2 50	10 00	256	8	-	2 53	250 00	167 58	72 25	489 83	488 58	1 25	-	
Beddington.....	-	1	32 00	6 00	2 50	25 15	287	184	-	2 78	312 00	127 93	25 00	464 93	412 68	52 25	-	
Brookton.....	2	1	30 00	3 00	2 80	10 00	375	107	-	2 42	466 25	261 28	102 00	829 53	723 27	106 26	-	
Calais.....	24	2	90 00	7 00	3 00	300 00	5875	937	-	2 26	5875 00	4602 12	-	10477 12	10477 12	-	-	
Centerville.....	-	-	37 00	-	2 10	-	120	10	-	2 40	196 48	97 31	46 16	339 95	281 87	58 08	-	
Charlotte.....	5	-	36 00	4 08	1 70	38 00	400	9	-	2 48	417 49	311 73	50 06	779 22	788 42	-	9 20	
Cherryfield.....	11	2	45 33	6 41	3 25	100 00	1500	66	-	2 20	1646 16	1216 29	33 68	2896 13	2664 04	232 09	-	
Columbia.....	4	3	24 50	6 11	1 53	24 50	610	96	-	2 45	651 29	448 68	19 68	1119 65	1104 26	15 39	-	
Columbia Falls.....	4	-	40 00	6 00	2 50	33 00	550	2	-	2 19	526 58	477 50	64 00	1068 08	1094 03	-	25 95	
Cooper.....	1	-	24 75	3 40	1 56	17 00	300	23	-	2 80	327 49	209 23	63 25	599 97	570 37	29 60	-	
Crawford.....	2	-	25 00	3 37	1 00	10 00	200	35	-	3 64	200 00	115 00	28 00	343 00	343 00	-	-	
Cutler.....	5	1	34 50	4 12	2 08	20 00	862	199	-	3 12	1314 70	614 66	-	1929 36	1570 49	358 87	-	
Danforth.....	9	-	49 40	5 75	2 43	49 00	900	410	-	2 13	900 00	738 79	84 80	1723 59	1836 12	-	112 53	
Deblois.....	1	-	-	5 25	1 73	6 00	90	6	-	3 46	110 46	48 65	27 00	186 11	141 26	44 85	-	
Dennysville.....	2	2	47 50	6 50	3 50	25 00	418	-	-	2 44	396 22	327 94	7 50	731 66	769 88	-	38 22	
East Machias.....	9	-	30 33	5 17	2 06	65 00	1500	-	-	2 56	1654 65	1063 13	9 58	2727 36	2624 93	102 43	-	
Eastport.....	17	3	66 06	6 00	3 00	75 00	4000	795	-	2 00	4303 21	3492 13	-	7795 34	6167 31	1328 03	-	
Edmunds.....	3	-	24 00	4 67	2 25	20 00	506	150	-	2 98	604 02	313 53	108 00	1025 65	935 42	90 13	-	
Forest City.....	1	-	40 00	4 25	3 00	10 00	208	-	43	1 67	208 48	228 58	-	437 06	437 06	-	-	
Harrington.....	6	3	36 00	4 25	2 15	37 50	1040	8	-	2 59	1065 59	774 83	-	1840 42	1689 11	151 31	-	



Jonesborough.....	6	4	35 00	3 98	1 95	30 00	500	56	-	1 95	500 00	476 68	15 42	992 10	877 67	114 43	
Jonesport.....	14	-	36 67	5 05	2 67	65 00	1300	50	-	1 60	1948 26	1454 15	-	3402 41	3254 13	148 28	
Kossuth.....	-	3	-	3 50	2 00	10 00	152	54	-	4 12	157 50	48 65	132 00	338 15	288 00	50 15	
Lubec.....	4	3	39 00	4 42	2 43	30 00	1775	88	-	2 38	2470 78	1319 00	-	3789 78	3418 23	371 55	
Machias.....	12	1	65 00	4 50	2 50	100 00	2500	738	-	2 99	2500 00	1538 98	-	4038 98	3904 19	134 79	
Machiasport.....	1	2	37 50	5 29	2 22	50 00	1500	275	-	2 93	1779 07	940 60	-	2719 67	2370 52	349 15	
Marion.....	3	-	-	2 93	1 49	10 00	146	-	-	3 64	229 11	77 49	13 00	319 60	278 2	41 40	
Marshfield.....	2	1	35 33	3 63	2 30	14 00	300	60	-	2 2	446 27	252 27	-	698 54	678 51	20 03	
Meddybemps.....	-	-	30 00	-	2 00	5 00	200	62	-	3 70	309 72	104 52	37 50	451 74	352 54	99 20	
Millbridge.....	15	3	29 25	5 33	2 27	50 00	1622	220	-	2 44	1681 60	1116 52	-	2798 12	2737 69	60 43	
Northfield.....	2	1	30 00	3 50	2 00	3 50	200	46	-	3 57	281 04	103 73	14 40	399 17	329 09	70 08	
Pembroke.....	16	2	47 11	5 58	2 00	50 00	1859	-	-	3 14	2187 88	1095 57	-	3283 45	2958 36	325 09	
Perry.....	9	1	25 80	4 00	1 84	60 00	838	-	-	2 24	882 86	699 15	82 80	1664 81	1636 87	27 94	
Princeton.....	2	1	35 00	4 50	2 42	25 00	1000	170	-	2 49	1053 51	686 53	-	1740 04	1586 69	153 35	
Robbinston.....	5	3	40 00	4 45	2 00	25 00	745	17	-	2 44	1045 44	549 59	112 71	1707 74	1514 64	193 10	
Steuben.....	9	-	35 67	4 38	1 86	48 00	932	-	-	2 66	1011 38	673 92	49 65	1764 95	1716 34	48 61	
Talmadge.....	2	3	-	4 50	1 75	6 00	100	10	-	1 70	222 43	86 50	128 40	437 33	327 01	110 32	
Topsfield.....	-	2	23 33	3 20	1 82	18 25	400	48	-	2 67	394 91	246 86	120 00	761 77	773 58	-	
Treescott.....	3	-	28 50	3 60	2 14	14 25	442	-	-	2 16	461 88	311 11	-	802 99	746 10	56 89	
Vanceboro'.....	3	3	65 00	7 12	3 50	35 00	500	195	-	1 75	682 09	434 08	174 00	1310 17	1213 82	96 35	
Waite.....	1	1	27 00	3 50	2 00	6 00	200	37	-	2 82	269 45	129 73	90 00	489 18	425 00	64 18	
Wesley.....	3	-	31 67	3 50	1 58	10 00	225	45	-	2 78	307 93	144 15	78 00	530 08	395 97	134 11	
Whiting.....	3	-	33 00	4 25	2 07	18 00	400	60	-	2 3	498 90	290 10	10 90	799 90	762 37	37 53	
Whitneyville.....	3	2	40 00	7 00	3 62	20 00	400	6	-	2 63	409 8	295 52	6 00	711 33	699 06	12 27	
Plantations.																	
Codyville.....	1	2	-	4 00	1 50	3 00	100	37	-	3 70	159 43	57 66	-	217 09	125 22	91 87	
No. 14.....	2	-	24 00	5 00	1 85	5 50	140	9	-	2 86	293 03	72 29	72 57	437 89	288 50	149 39	
No. 18.....	-	-	20 00	2 50	2 00	3 00	32	-	-	2 91	63 00	58 29	-	121 29	111 00	10 29	
No. 21.....	2	-	-	2 20	1 34	10 00	150	63	-	3 84	155 74	79 29	-	235 03	218 79	16 24	
<hr/>																	
246	58	36 95	4 57	2 18	1679 65	40,625	5725	43	2 43	46,047 93	30,038 21	1991 52	78,077 66	72,567 65	5707 72	197 71	

11 81

YORK 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.				
	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.					
Acton.....	287	145	130	178	154	.50	194	8	225	13		194	8	72	9	90	14	117	7	14	9	14	7	9	5	14	7	9	5	14	7	9	5	14	7	9	5	14	7	9	5				
Alfred.....	315	209	187	191	162	.55	225	13	225	13		225	13	104	13	117	12	117	7	14	9	14	7	9	5	14	7	9	5	14	7	9	5	14	7	9	5	14	7	9	5				
Berwick.....	677	358	311	345	280	.44	378	10	378	10		378	10	161	13	212	12	212	12	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14				
Biddeford.....	4588	1431	1303	1438	1334	.29	1941	12	492	24		1941	12	492	24	984	12	984	12	23	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22			
Buxton.....	577	338	289	305	242	.46	368	9	2	151	16	2	368	9	2	151	16	281	16	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14			
Cornish.....	339	169	146	256	204	.52	281	10	3	70	13	3	281	10	3	70	13	105	6	2	6	2	6	2	6	2	6	2	6	2	6	2	6	2	6	2	6	2	6	2	6	2			
Dayton.....	114	81	63	96	72	.53	90	8	3	43	8	3	90	8	3	43	8	43	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			
Eliot.....	370	210	181	208	169	.48	232	8	4	79	20	2	232	8	4	79	20	183	8	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7			
Hollis.....	382	228	173	252	207	.50	259	8	4	118	12	3	259	8	4	118	12	178	12	2	13	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12		
Kennebunk.....	833	500	457	459	427	.53	515	10	3	159	21	1	515	10	3	159	21	320	11	14	12	14	12	14	12	14	12	14	12	14	12	14	12	14	12	14	12	14	12	14	12	14	12		
Kennebunkport...	632	387	329	519	426	.60	539	9	3	143	14	1	539	9	3	143	14	213	12	1	12	10	12	10	12	10	12	10	12	10	12	10	12	10	12	10	12	10	12	10	12	10	12	10	12
Kittery.....	764	386	324	381	288	.40	473	9	3	89	20	3	473	9	3	89	20	200	10	11	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Lebanon.....	374	261	217	218	184	.54	279	7	3	125	9	3	279	7	3	125	9	126	18	1	17	9	17	9	17	9	17	9	17	9	17	9	17	9	17	9	17	9	17	9	17	9	17	9	
Limerick.....	265	155	139	189	173	.59	197	8	2	83	9	3	197	8	2	83	9	96	11	1	11	4	11	4	11	4	11	4	11	4	11	4	11	4	11	4	11	4	11	4	11	4	11	4	
Limington.....	320	168	150	183	160	.48	193	7	1	84	12	1	193	7	1	84	12	157	15	1	14	6	14	6	14	6	14	6	14	6	14	6	14	6	14	6	14	6	14	6	14	6	14	6	
Lyman.....	252	158	131	200	163	.58	206	8	1	82	10	2	206	8	1	82	10	104	10	1	9	8	10	8	10	8	10	8	10	8	10	8	10	8	10	8	10	8	10	8	10	8	10	8	
Newfield.....	225	143	126	150	127	.56	158	8	1	56	14	1	158	8	1	56	14	99	6	1	7	6	7	6	7	6	7	6	7	6	7	6	7	6	7	6	7	6	7	6	7	6	7	6	
North Berwick...	548	274	212	280	184	.40	309	10	2	175	20	2	309	10	2	175	20	262	18	18	15	18	15	18	15	18	15	18	15	18	15	18	15	18	15	18	15	18	15	18	15	18	15	18	15
Old Orchard.....	161	95	82	79	72	.48	107	12	1	24	26	1	107	12	1	24	26	52	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	
Parsonsfeld.....	440	218	182	314	255	.50	326	8	1	97	10	4	326	8	1	97	10	179	16	4	17	7	17	7	17	7	17	7	17	7	17	7	17	7	17	7	17	7	17	7	17	7	17	7	

Saco.....	1607	826	739	872	718	.45	905	10	2	218	24	590	8	-	14	12	-	-	47,000	3	6	22
Sanford.....	1321	606	524	568	468	.38	638	9	1	229	11	277	14	3	15	14	-	-	18,000	1	4	21
Shapleigh .....	314	151	132	210	183	.50	304	8		57	9	116	10	2	9	8	-	-	5,700	-	4	7
South Berwick .....	1038	488	373	604	557	.45	612	11	1	153	19	295	13	-	14	10	-	-	6,000	2	4	14
Waterborough .....	390	335	291	234	203	.63	375	10	3	127	11	103	12	-	13	12	-	-	5,300	1	6	11
Wells.....	683	386	325	518	417	.54	478	9	3	164	10	211	17	-	17	12	-	-	7,500		8	17
York .....	716	367	295	371	303	.42	386	9		126	17	255	-	-	14	6	-	-	6,200	-	3	14
	18,562	9074	7831	9624	8132	.43	10,968	9	2	3,481	14	4	5818	292	21	334	254	3	55,400	32	105	347

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 1889.	Excess above am't required by law.	Not less than 80 cts for each inhabitant.	Less than the am't required by law.	Amount raised per scholar.	Amount available from town treasury from April 1, 1888, to April 1, 1890.	Amount available from state treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.
Acton.....	9	-	24 00	4 50 2 25	30 00	840	-	-	2 93	885 06	508 13	30 00	1,423 19	1,360 49	62 70			
Alfred ..	6	-	38 69	5 03 2 57	60 00	1300	419	-	4 13	1,681 06	619 87	13 22	2,314 16	2,072 78	241 37			
Berwick .....	16	1	50 00	3 97 2 21	135 15	3000	781	-	3 79	3,181 47	1,153 23	-	4,334 70	3,764 25	570 45			
Biddeford.....	40	3	79 00	9 75 3 00	1600 00	17000	6878	-	4 31	4,215 61	8,108 65	-	12,324 26	34,385 15	-		22,060 89	
Puxton.....	11	6	42 00	6 50 2 00	111 48													
Cornish.....	5	4	40 00	5 25 2 30	65 00	1200	265	-	3 54	1,385 04	585 63	-	1,970 67	1,625 01	345 66			
Dayton .....	5	1	35 00	4 72 2 00	16 00	600	126	-	4 16	841 39	270 29	-	1,111 68	950 44	161 24			
Eliot .....	6	1	32 76	5 02 2 56	60 00	1800	488	-	4 86	1,889 89	684 73	-	2,574 62	2,469 36	105 26			
Hollis .....	7	4	23 22	3 67 2 02	43 75	1550	216	-	4 06	1,724 98	691 94	-	2,416 92	2,131 54	285 38			
Kennebunk.....	16	2	104 00	5 00 2 00	132 00	2600	366	-	3 12	2,716 42	1,436 53	-	4,152 95	3,968 93	184 02			
Kennebunkport..	14	4	52 00	7 62 3 00	97 00	2000	76	-	3 16	2,109 42	1,164 04	-	3,273 46	2,999 74	273 72			
Kittery .....	20	1	47 50	6 75 3 00	130 00	2700	116	-	3 55	2,848 82	1,441 51	-	4,290 33	4,035 01	255 32			
Lebanon .....	10	2	26 50	4 80 2 00	110 00	1281	-	-	3 42	1,341 90	774 83	-	2,116 73	1,999 58	117 15			
Limerick .....	5	1	20 00	3 75 2 50	75 00	1000	-	-	2 77	1,335 05	479 32	-	1,814 37	1,609 65	204 72			
Limington.....	9	-	30 00	4 00 2 25	57 50	1200	56	-	3 75	1,450 66	621 67	-	2,072 33	1,789 15	283 18			
Lyman .....	6	1	24 00	4 32 2 50	48 00	10 0	197	-	3 97	1,028 23	489 93	-	1,518 16	1,491 75	26 41			
Newfield .....	6	1	35 00	4 50 2 50	28 00	797	1	-	3 54	816 25	430 78	-	1,247 03	1,187 69	59 34			
North Berwick ..	14	-	42 50	4 00 2 00	112 00	2500	1059	-	4 56	2,755 77	1,009 08	108 73	3,873 58	3,735 73	137 85			
Old Orchard .....	2	-	58 00	6 00 4 00	6 00	500	100	-	3 11	565 39	279 30	-	844 69	683 74	155 95			
Parsonsfield. . .	13	2	22 57	4 02 2 01	92 50	1300	10	-	2 95	1,561 18	780 24	60 00	2,401 42	2,095 89	305 53			

Saco .....	25	2	56 00	9 00	2 75	300 00	8000	2883	-	4 98	10,568 17	2,859 64	289 00	13,716 81	12,015 99	1700 82	
Sanford .....	18	2	48 00	5 30	2 35	126 93	3000	813	-	1 87	3,373 37	2,110 04	3 50	5,486 91	4,858 90	628 01	
Shapleigh .....	9	1	22 00	4 39	2 12	50 00	902	-	-	2 87	1,024 37	522 55	47 00	1,593 92	1,576 13	17 79	
South Berwick...	13	-	32 00	6 00	2 00	110 00	2650	608	-	2 56	3,137 26	2,048 78	10 00	5,196 04	4,408 46	787 58	
Waterborough...	3	2	30 00	4 25	2 25	50 00	1186	-	-	3 04	2,180 00	704 55	-	2,884 55	2,003 83	880 72	
Wells .....	14	6	39 00	7 16	2 38	155 09	2300	340	-	3 37	2,408 68	1,202 67	-	3,611 35	3,569 00	42 35	
York .....	15	1	43 00	7 50	2 50	212 48	2000	30	-	2 79	2,000 00	1,243 32	428 40	3,671 72	3,344 28	327 44	
	317	48	4062	5 44	2 41	4013 79	64,206	15,828	-	23 45	19,025 44	32,221 25	989 85	92,236 54	106,137 47	8159 96	22,060 89

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.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.						
Androscoggin.....	15,742	6,562	5,939	7,498	5,858	.38	7,771	10	1	3,304	15	4	4,551	51	1													
Aroostook.....	19,575	11,250	8,108	9,118	6,988	.40	13,313	13		5,621	11	2	3,920	323	23													
Cumberland.....	28,911	15,486	12,527	15,896	12,803	.44	17,090	9	4	3,813	16	2	6,367	219	9													
Franklin.....	5,352	3,026	2,533	3,509	2,937	.51	4,052	8		1,459	11	3	2,331	184	27													
Hancock.....	12,807	7,644	6,541	7,624	6,421	.51	9,579	9	2	2,682	11	3	3,735	257	8													
Kennebec.....	16,038	8,056	6,698	9,144	7,345	.44	10,201	9		3,125	14	4	5,658	186	4													
Knox.....	9,678	5,708	4,740	6,743	5,607	.54	7,306	9	4	1,868	13	2	3,212	141	12													
Lincoln.....	7,024	4,083	3,504	4,340	3,563	.50	4,782	8	4	1,619	12		2,096	157	10													
Oxford.....	9,594	5,598	4,547	6,887	5,543	.53	7,356	8	4	2,831	11	2	4,210	321	30													
Penobscot.....	22,118	12,895	10,925	13,011	10,832	.49	14,855	9	1	4,942	12	3	7,547	334	18													
Piscataquis.....	4,877	2,826	2,348	3,068	2,558	.50	3,551	8	3	1,287	10	4	1,665	112	12													
Sagadahoc.....	5,890	3,829	3,283	4,020	3,291	.56	4,379	9	2	1,388	14	3	2,037	36														
Somerset.....	10,038	5,780	4,835	6,374	5,211	.50	6,910	8	1	2,502	12		4,132	295	33													
Waldo.....	8,629	5,087	4,348	5,952	5,043	.54	6,533	9	1	2,379	11	3	3,033	254	26													
Washington.....	16,712	9,229	7,663	9,345	7,619	.46	11,003	10	1	3,147	12	3	4,159	207	19													
York.....	18,562	9,074	7,834	9,624	8,132	.43	10,968	9	2	3,481	14	4	5,848	292	21													
	211,547	116,133	96,873	122,153	99,791	.47	139,679	9	2	45,448	13		64,499	3369	253													

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 . . . . .	193	160	5	52,160	401,500	17	56	258	251	6	41 58	4 81	2 11	4,061 00
Aroostook . . . . .	388	283	12	23,517	135,645	25	98	417	245	44	24 11	4 01	1 55	1,977 13
Cumberland . . . . .	341	270	4	5,845	710,270	37	112	517	522	89	40 95	5 47	2 28	5,021 18
Franklin . . . . .	191	125	2	650	63,575	4	61	178	183	44	26 69	3 56	1 63	928 63
Hancock . . . . .	274	218	3	5,550	184,190	9	115	285	237	47	35 56	4 28	2 11	1,811 46
Kennebec . . . . .	343	256	3	5,775	339,295	15	80	345	353	44	43 39	4 63	1 95	3,745 20
Knox . . . . .	165	135	3	1,875	139,310	16	69	188	188	57	44 20	4 98	2 43	1,904 00
Lincoln . . . . .	180	133	1	870	83,500	11	81	179	159	29	31 75	4 54	2 28	1,007 69
Oxford . . . . .	349	228	4	4,520	113,450	18	125	316	273	23	25 38	3 64	1 72	1,587 97
Penobscot . . . . .	485	371	5	13,885	332,390	26	146	538	508	83	33 86	4 05	1 90	3,915 69
Piscataquis . . . . .	146	102	2	2,200	59,000	6	37	144	128	22	27 80	4 00	1 87	620 22
Sagadahoc . . . . .	105	83	1	485	135,900	7	20	125	123	23	40 21	4 95	2 40	939 50
Somerset . . . . .	336	234	4	1,170	96,400	11	72	296	313	41	26 99	3 84	1 64	2,030 78
Waldo . . . . .	253	168	1	450	95,660	5	132	253	198	28	30 43	3 71	1 80	1,155 60
Washington . . . . .	271	204	3	1,900	182,280	41	102	282	246	58	36 95	4 57	2 18	1,679 65
York . . . . .	334	254	3	55,400	383,600	32	105	347	317	48	40 62	5 44	2 41	4,013 79
	4354	3224	62	176,252	3,455,965	280	1412	4668	4244	741	34 40	4 40	2 01	36,399 49

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, 1889, to April 1, 1890	Amount available from State treasury from April 1, 1889, to April 1, 1890.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1889, to April 1, 1890.	Balance unexpended April 1, 1890.	Balance over-expended April 1, 1890.
		Excess above am't required by law.	Less than the am't required by law.								
Androscoggin	59,920	23,887	-	3 81	61,363 75	26 867 17	2,078 69	90,309 61	87,571 05	2,933 52	194 96
Aroostook	31,878	4,082	89	1 63	42,434 91	35,502 03	3,187 92	81,124 86	71,625 61	9,664 89	165 64
Cumberland	140,573	70,877	-	4 86	146,921 03	55,269 52	2,581 54	204,772 09	193,413 87	11,571 99	213 77
Franklin	16,669	2,324	21	3 11	19,201 85	9,669 06	542 62	29,413 53	26,824 36	2,589 17	
Hancock	34,411	4 255	-	2 69	38,799 08	23,472 18	1,331 58	63,602 84	59,841 62	3,837 56	76 34
Kennebec	58,595	16,703	-	3 65	62,076 70	28,313 25	503 06	90,893 01	86,985 72	4,038 83	132 54
Knox	32,462	6,392	13	3 35	36,785 16	17,833 73	421 10	55,039 99	51,468 27	3,982 89	411 17
Lincoln	21,935	2,179	-	3 12	26,308 13	13,193 32	396 47	39,897 92	34,609 00	5,290 16	1 24
Oxford	29,258	3,383	129	3 05	34,472 45	17,501 17	1,800 56	53,774 18	49,826 07	3,957 83	9 72
Penobscot	76,504	4,564	59	3 46	83,959 96	40,413 04	4,604 98	128,977 98	122,873 41	7,242 49	1,137 92
Piscataquis	12,632	1,074	2	2 59	14,195 16	8,617 16	997 21	23,809 53	22,178 27	1,671 95	40 69
Sagadahoc	21,742	6,324	-	3 69	21,740 03	10,544 29	382 16	32,666 48	32,623 34	689 37	646 23
Somerset	28,747	3,183	30	2 66	32,529 82	18,206 87	3,005 96	53,742 65	49,298 95	4,551 00	107 30
Waldo	27,133	1,293	3	3 14	30,341 27	16,372 17	3,550 84	50,264 28	47,057 67	3,206 61	
Washington	40,625	5,725	43	2 43	46,047 93	30,038 21	1,991 52	78,077 66	72,567 65	5,707 72	197 71
York	64,206	15,828	2	3 45	59,025 44	32,221 25	989 85	92,236 54	106,137 47	8,159 96	22,060 89
	697,290	172,073	391	3 30	756,202 67	384,034 42	28,366 06	1,168,603 15	1,114,902 33	79,696 94	25,396 12



## SPECIAL COMMON SCHOOL STATISTICS.

Counties.	No. towns making re- turns.	No. different schools in county.	No. graded schools.	No. ungraded schools.	Per cent of ungraded schools to whole number.	No. ungraded schools in which U. S. History is taught.	No. ungraded schools in which Physiology is taught.	No. ungraded schools in which Book-Keeping is taught.	No. ungraded schools in which are taught branches other than those mentioned in the statutes.	No. towns in which the schools are well supplied with text-books.	No. towns in which the schools are not well sup- plied with text-books.
Androscoggin .....	13	259	109	150	.42	103	121	65	69	13	
Aroostook .....	66	455	22	433	.05	235	220	134	77	47	19
Cumberland.....	26	378	106	272	.28	207	183	104	122	21	5
Franklin.....	24	194	12	182	.06	106	121	76	61	20	4
Hancock.....	35	299	38	261	.13	217	224	120	86	29	6
Kennebec.....	30	358	74	284	.21	176	184	109	112	25	5
Knox.....	16	186	56	130	.30	75	98	55	44	14	2
Lincoln.....	18	188	21	167	.11	89	101	79	52	13	5
Oxford.....	38	363	27	336	.07	206	210	136	116	30	2
Penobscot.....	62	554	132	422	.24	262	237	179	147	51	11
Piscataquis.....	22	151	20	131	.13	89	91	59	45	18	4
Sagadahoc.....	11	133	52	81	.39	56	49	35	29	11	
Somerset.....	37	342	40	302	.12	141	173	131	85	30	7
Waldo.....	25	267	25	242	.09	132	161	111	93	21	4
Washington.....	51	317	80	237	.25	153	155	89	51	37	14
York.....	27	391	112	279	.29	169	98	130	89	22	5
	501	4835	926	3909	.19	2416	2426	1612	1278	402	99

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.....	8	5	24	100	74	384	145	326	58	.86	1	25	23	9
Aroostook.....	49	17	19	314	63	583	157	488	95	.83	8	78	154	11
Cumberland.....	22	4	49	131	133	751	229	613	98	.87	4	169	64	8
Franklin.....	16	8	36	70	28	340	51	263	77	.77	1	16	19	5
Hancock.....	26	9	39	111	148	473	89	413	60	.87	1	83	69	6
Kennebec.....	21	9	31	109	117	517	193	452	65	.87	4	55	39	15
Knox.....	14	2	25	42	58	319	76	275	44	.86	9	54	23	4
Lincoln.....	9	9	31	69	60	296	54	254	42	.86	5	74	46	4
Oxford.....	26	12	21	158	51	581	102	485	96	.83	10	76	67	5
Penobscot.....	37	25	53	115	178	860	259	708	152	.82	7	70	78	17
Piscataquis.....	18	4	6	41	31	235	42	187	48	.80	1	21	20	5
Sagadahoc.....	8	3	27	45	31	173	73	144	29	.83	1	16	19	6
Somerset.....	22	15	12	64	65	519	131	436	83	.84	11	111	60	7
Waldo.....	16	9	9	44	35	454	58	386	68	.85	11	100	82	6
Washington.....	40	11	22	89	58	484	150	411	73	.85	3	50	88	17
York.....	17	10	61	126	117	548	213	458	90	.84	5	55	39	3
	349	152	465	1628	1247	7517	2022	6339	1178	.84	81	1053	890	122

## COMPARATIVE STATEMENT—I.

Items.	1890.	1889.	Increase.	Decrease.
Whole number of scholars between four and twenty-one .....	211,547	212,064	-	507
Number registered in spring and summer terms .....	116,133	115,847	286	
Average attendance in spring and summer terms .....	96,873	95,634	1,239	
Number registered in fall and winter terms .....	122,153	123,608	-	1,455
Average attendance in fall and winter terms .....	99,791	101,649	-	1,858
Per cent of av. attendance to whole No	.47	.46½	.005	
Per cent of average attendance to number registered in spring and summer,	.83½	.85	-	.015
Per cent of average attendance to annual registration .....	.70	.69	.01	
Whole number different scholars registered during year .....	139,679	143,113	-	3,434
Average length of summer schools in weeks and days .....	9 w. 2 d	9 w. 1½ d.	½ d.	
Average length of winter schools in weeks and days .....	13 w.	13 w.		
Average length of schools for the year,	22 w. 2 d	22 w. 1½ d.	½ d.	
Number of school districts in State ...	3,369	3,440		71
parts of " " .....	253	261	-	8
school houses " " .....	4,354	4,364	-	10
reported in good condition in State.....	3,224	3,160	64	
school houses built during year	62	75	-	13
Cost of same .....	176,252	163,650	12,602	
Estimated value of school property in State.....	3,455,965	3,481,835	-	25,875
Number of male teachers employed in summer .....	280	279	1	
Number of male teachers employed in winter .....	1,412	1,518	-	106
Number of female teachers employed in summer .....	4,668	4,674	-	6
Number of female teachers employed in winter .....	4,244	4,016	228	
Number of teachers graduates of normal schools .....	741	687	54	
Average wages of male teachers per month, excluding board .....	\$34 40	\$35 22		\$ .82
Average wages of female teachers per week, excluding board .....	4 40	4 31	\$ .09	
Average cost of board per week .....	2 01	2 03	-	.02
Amount of school money voted by towns for common schools .....	697,290	685,679	11,611	
Excess above amount required by law..	172,073	175,195	-	3,122
Average amount per scholar .....	3 30	3 23	.07	
Amount available from town treasury for school year .....	756,203	747,221	8,988	
Amount available from State treasury for school year .....	384,034	374,153	9,881	
Amount derived from local funds .....	28,366	23,271	5,095	
Total school resources .....	1,168,603	1,145,647	22,956	
Amount expended for common schools ..	1,114,902	1,089,280	25,622	
Net balance unexpended .....	53,701	56,367	-	2,666
Amount paid for school supervision ..	36,400	35,018	1,382	

## COMPARATIVE STATEMENT—II.

Items.	1890	1880.	Increase.	Decrease.
Whole number of scholars between four and twenty-one .....	211,547	214,274	-	2,727
Number registered in summer schools..	116,133	123,487	-	7,356
Average attendance " "	96,873	101,358	-	4,485
Number registered in winter schools..	122,153	128,157	-	6,004
Average attendance " "	99,791	104,486	-	4,695
Per cent of average attendance to whole number.....	.47	.49	-	.02
Whole number scholars registered for the year .....	139,679	149,656	-	9,977
Average length of summer schools....	9 w 2 d	10 w. 2 d		1 w.
winter schools .....	13 w.	11 w. 2 d	1 w.	3 d.
schools for the year..	22 w. 2 d	21 w. 4 d.		3 d.
Number of school districts in State ...	3,369	3,921	-	552
parts of districts " .....	253	349	-	96
school houses " .....	4,354	4,299	55	
Number reported in good condition ...	3,224	2,859	365	
built during year.....	62	67	-	5
Cost of same.....	\$ 176,252	\$ 74,801	\$101,451	
Estimated value of all school property.	3,455,965	2,992,231	463,734	
Number of male teachers employed in summer.....	280	308	-	28
Number of male teachers employed in winter.....	1,412	2,321	-	909
Number of female teachers employed in summer .....	4,668	4,600	68	
Number of female teachers employed in winter ..	4,244	2,514	1,730	
Wages of male teachers per month (excluding board) .....	\$34 40	\$25 57	\$8 83	
Wages of female teachers per week (excluding board) .....	4 40	3 57	83	
Average cost of teacher's board per week	2 01	1 85	16	
Amount of school money raised by towns.....	697,290	596,295	100,995	
Excess above amount required by law..	172,073	103,025	69,048	
Average amount per scholar .....	3 30	2 57	.73	
Amount received from State treasurer	384,034	314,228	69,806	
local funds .....	28,366	24,091	4,275	
paid for school supervision ....	36,400	25,489	10,911	

# 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, 1891.*

## ANDROSCOGGIN COUNTY.

Towns.	Number scholars.	Am't apportioned.	Towns.	Number scholars.	Am't apportioned.
Auburn .....	3327	\$6215 04	Minot .. .....	440	\$ 822 07
Durham .....	391	730 53	Poland.....	691	1291 04
East Livermore.....	357	667 00	Turner.....	536	1001 44
Greene.....	253	472 69	Wales.....	149	278 39
Leeds.....	354	661 40	Webster .....	297	554 90
Lewiston .....	7558	14121 07			
Lisbon .....	1078	2014 10	Totals .....	15,751	29,428 55
Livermore .....	320	597 88			

## AROOSTOOK COUNTY.

	Number scholars.	Am't apportioned.	PLANTATIONS.	Number scholars.	Am't apportioned.
Amity .....	164	306 41	Allagash.....	117	218 60
Ashland.....	172	321 37	Cary.....	173	323 23
Bancroft.....	110	205 52	Castle Hill .....	219	409 17
Benedicta.....	141	263 44	Caswell.....	97	181 23
Blaine.....	312	582 93	Chapman.....	105	196 18
Bridgewater.....	346	646 45	Connor.....	232	433 46
Caribou.....	1522	2843 65	Crystal.....	123	229 80
Easton.....	376	702 50	Cyr.....	190	354 99
Fort Fairfield.....	1409	2632 52	Dyer Brook.....	92	171 89
Fort Kent.....	835	1560 08	Eagle Lake.....	100	186 84
Frenchville.....	1320	2466 24	Garfield.....	28	52 32
Grand Isle.....	388	724 93	Glenwood.....	69	128 92
Haynesville.....	111	207 39	Hamlin.....	214	399 82
Hersey.....	71	132 66	Hammond.....	46	85 94
Hodgdon.....	443	827 67	Macwahoc.....	89	166 29
Houlton.....	1253	2341 05	Merrill.....	108	201 79
Island Falls.....	83	155 07	Moro.....	80	149 47
Limestone.....	361	674 48	Nashville.....	15	28 02
Linneus.....	417	779 10	New Canada.....	124	231 68
Littleton.....	385	719 32	New Sweden.....	247	461 48
Ludlow.....	143	267 17	Oakfield.....	296	553 02
Madawaska.....	652	1218 18	Oxbow.....	42	78 47
Mapleton.....	342	638 98	Perham.....	205	383 00
Mars Hill.....	350	652 93	Portage Lake.....	50	93 42
Masardis.....	93	173 75	Reed.....	58	108 37
Monticello.....	433	808 99	St. Francis.....	174	325 10
New Limerick.....	235	439 06	St John.....	93	184 97
Orient.....	78	145 74	Silver Kidge.....	70	130 79
Presque Isle.....	1087	2030 91	Wade.....	70	130 79
Sherman.....	330	616 56	Wallagrass.....	268	500 72
Smyrna.....	113	211 12	Westfield.....	48	89 68
Van Buren.....	517	965 94	Winterville.....	29	54 19
Wasburn.....	411	767 89			
Weston.....	182	340 05	Totals .....	19,323	36,102 33
Woodland.....	261	487 64			

## CUMBERLAND COUNTY.

Towns.	Number scholars.	Am't ap-portioned	Towns.	Number scholars.	Am't ap-portioned
Baldwin .....	296	\$553 03	New Gloucester.....	343	\$640 85
Bridgton .....	749	1399 40	North Yarmouth.....	234	437 19
Brunswick .....	1892	3534 94	Otisfield.....	265	495 11
Cape Elizabeth .....	1872	3497 58	Portland.....	11940	22308 21
Casco.....	273	510 07	Pownal.....	218	407 30
Cumberland.....	507	947 26	Raymond.....	326	609 09
Deering.....	1510	2821 22	Scarboro'.....	533	995 84
Falmouth.....	493	921 10	Sebago.....	238	444 67
Freeport.....	717	1339 61	Standish.....	541	1010 78
Gorham.....	852	1591 85	Westbrook.....	2320	4334 60
Gray.....	487	909 89	Windham.....	593	1107 94
Harpswell.....	576	1076 18	Yarmouth.....	563	1051 89
Harrison.....	336	627 77			
Naples.....	237	442 80	Totals.....	28,911	54,016 17

## FRANKLIN COUNTY.

Avon.....	166	310 15	Strong.....	202	377 41
Carthage.....	119	222 34	Temple.....	145	270 91
Chesterville.....	231	431 59	Weld.....	283	528 75
Eustis.....	98	183 10	Wilton.....	485	906 15
Farmington.....	968	1808 57			
Freeman.....	173	323 24	PLANTATIONS.		
Industry.....	197	368 07	Coplin.....	17	31 76
Jay.....	427	797 79	Dallas.....	84	156 94
Kingfield.....	200	373 67	Greenville.....	16	29 89
Madrid.....	144	269 04	Letter E.....	12	22 42
New Sharon.....	316	590 40	Perkins.....	32	59 79
New Vineyard.....	232	433 46	Rangeley.....	10	18 68
Phillips.....	470	878 13			
Rangeley.....	237	442 80	Totals.....	5,362	10,018 15
Salem.....	98	183 10			

## HANCOCK COUNTY.

Amherst.....	122	227 95	Orland.....	452	844 50
Aurora.....	70	130 79	Otis.....	83	155 07
Bluehill.....	699	1305 98	Penobscot.....	419	782 84
Brooklin.....	347	648 32	Sedgwick.....	368	687 55
Brooksville.....	492	919 23	Sullivan.....	432	807 13
Bucksport.....	817	1526 45	Surry.....	347	648 32
Castine.....	315	588 53	Tremont.....	689	1287 31
Cranberry Isles.....	116	216 73	Trenton.....	171	319 51
Dedham.....	131	244 76	Verona.....	112	209 26
Deer Isle.....	1323	2471 85	Waltham.....	88	164 41
Eastbrook.....	102	190 58			
Eden.....	653	1220 05	PLANTATIONS.		
Ellsworth.....	1710	3194 89	Long Island.....	64	1 9 57
Franklin.....	482	900 55	No. 7.....	18	33 62
Gouldsborough.....	555	1036 94	No. 21.....	25	46 71
Hancock.....	417	779 10	No. 33.....	69	128 92
Isle au Haut.....	90	168 15	Swan's Island.....	222	414 77
Lamoine.....	242	452 14			
Mariaville.....	110	205 52	Totals.....	12,807	23,928 10
Mount Desert.....	455	850 10			

## KENNEBEC COUNTY.

Towns.	Number scholars.	Am't ap-portioned.	Towns.	Number scholars	Am't ap-portioned.
Albion .....	305	\$ 564 85	Pittston .....	361	\$674 47
Augusta .....	2762	5160 41	Randolph .....	350	653 93
Belgrade .....	325	607 22	Readfield .....	278	519 40
Benton .....	361	674 48	Rome .....	150	280 26
Chelsea .....	289	539 96	Sidney .....	358	668 87
China .....	427	797 79	Vassalboro' .....	636	1188 28
Clinton .....	490	915 49	Vienna .....	180	336 31
Farmingdale .....	202	377 41	Waterville .....	2548	4760 57
Fayette .....	194	362 46	Wayne .....	214	399 82
Gardiner .....	1543	2882 88	West Gardiner .....	208	388 61
Hallowell .....	823	1537 67	Windsor .....	267	498 85
Litchfield .....	306	571 72	Winslow .....	579	1081 79
Manchester .....	159	297 08	Winthrop .....	557	1040 68
Monmouth .....	328	612 82	Unity Pl .....	24	44 84
Mt. Vernon .....	258	482 03			
Oakland .....	562	1050 02	Totals .....	16,044	29,975 97

## KNOX COUNTY.

Appleton .....	353	659 54	St. George .....	899	1679 66
Camden .....	1281	2393 37	Thomaston .....	913	1705 80
Cushing .....	236	440 93	Union .....	402	751 08
Friendsh'p... ..	280	523 14	Vinalhaven .....	912	1703 94
Hope .....	230	429 72	Warren .....	671	1253 68
Hurricane Isle .....	73	136 40	Washington .....	426	795 92
North Haven .....	188	351 26	Matinicus Isle Pl .....	56	104 63
Rockland .....	2206	4121 60			
South Thomaston .....	552	1031 34	Totals .....	9678	18,082 01

## LINCOLN COUNTY.

Alna .....	158	295 21	Nobleborough .....	285	532 48
Boothbay .....	722	1348 96	Somerville .....	183	341 91
Boothbay Harbor .....	572	1068 71	Southport .....	174	325 10
Bremen .....	230	429 72	Waldoborough .....	992	1853 41
Bristol .....	934	1745 04	Westport .....	153	285 86
Damariscotta .....	262	489 51	Whitefield .....	405	756 68
Dresden .....	320	597 88	Wiscasset .....	610	1139 70
Edgecomb .....	245	457 74	Monhegan Pl .....	26	48 58
Jefferson .....	400	747 34			
Newcastle .....	354	661 40	Totals .....	7025	13,125 23

## OXFORD COUNTY.

Towns	Number scholars.	Am't ap-portioned	Towns.	Number scholars.	Am't ap-portioned.
Albany .....	244	\$455 87	Oxford .....	449	\$ 838 89
Andover .....	266	496 98	Paris .....	976	1823 52
Bethel .....	534	997 70	Peru .....	226	422 25
Brownfield .....	373	696 91	Porter .....	352	657 67
Buckfield .....	353	659 54	Roxbury .....	52	97 16
Byron .....	55	102 76	Rumford .....	304	567 98
Canton .....	363	678 22	Stoneham .....	132	246 63
Denmark .....	263	491 37	Stow .....	109	203 66
Dixfield .....	280	523 14	Sumner .....	281	525 01
Fryeburg .....	443	827 67	Sweden .....	108	201 79
Gilead .....	93	173 75	Upton .....	90	168 15
Grafton .....	33	61 65	Waterford .....	292	545 56
Greenwood .....	264	493 21	Woodstock .....	270	504 46
Hanover .....	51	95 29			
Hartford .....	199	371 80	PLANTATIONS.		
Hebron .....	158	295 21	Franklin .....	42	78 47
Hiram .....	375	700 64	Lincoln .....	20	37 37
Lovell .....	255	476 43	Magalloway .....	15	28 02
Mason .....	31	57 92	Milton .....	88	164 42
Mexico .....	124	231 68			
Newry .....	93	173 76	Totals .....	9,566	17,872 74
Norway .....	910	1700 20			

## PENOBSCOT COUNTY.

Alton .....	129	241 03	Levant .....	287	536 22
Argyle .....	89	166 29	Lincoln .....	633	1182 67
Bangor .....	5389	10068 60	Lowell .....	150	280 26
Bradford .....	463	865 01	Mattamiscontis .....	15	28 02
Bradley .....	281	525 00	Mattawamkeag .....	218	407 30
Brewer .....	1093	2042 11	Maxfield .....	58	108 37
Burlington .....	178	332 58	Medway .....	237	412 80
Carmel .....	352	657 67	Milford .....	225	420 38
Carroll .....	200	373 67	Mt Chase .....	120	224 20
Charleston .....	353	659 53	Newburg .....	269	502 59
Chester .....	151	282 13	Newport .....	355	663 27
Clifton .....	101	188 71	Old Town .....	1209	2258 85
Corinna .....	407	760 42	Orono .....	817	1526 45
Corinth .....	304	567 98	Orrington .....	403	752 94
Dexter .....	754	1408 74	Passadumkeag .....	114	212 99
Dixmont .....	308	575 46	Patten .....	330	616 56
Eddington .....	243	454 00	Plymouth .....	209	390 49
Edinburg .....	26	48 58	Prentiss .....	154	287 73
Enfield .....	254	474 56	Springfield .....	249	465 22
Etna .....	225	420 38	Stetson .....	200	373 67
Exeter .....	258	482 04	Veazie .....	179	334 45
Garland .....	289	539 96	Winn .....	360	672 61
Glenburn .....	174	325 10			
Greenbush .....	238	444 67	PLANTATIONS		
Greenfield .....	81	151 34	Drew .....	40	74 73
Hamden .....	762	1423 69	Lakeville .....	61	113 97
Heron .....	458	855 71	No 2, Grand Falls .....	34	63 52
Holden .....	186	347 52	Seboois .....	23	42 97
Howland .....	53	99 02	Stacyville .....	94	175 62
Hudson .....	169	315 76	Webster .....	62	115 84
Kenduskeag .....	142	265 31	Woodville .....	103	192 44
Kingman .....	215	401 69			
Lagrange .....	243	454 00	Totals .....	22,118	41,324 40
Lee .....	342	638 98			



## PISCATAQUIS COUNTY.

Towns.	Number scholars.	Am't ap-portioned.	Towns.	Number scholars.	Am't ap-portioned.
Abbot .....	181	\$338 18	Sangerville .....	330	\$616 56
Atkinson .....	221	412 91	Sebec .....	241	450 27
Blanchard .....	49	91 55	Shirley .....	94	175 62
Brownville .....	361	674 48	Wellington .....	229	427 86
Dover .....	493	921 09	Williamsburg .....	65	121 44
Foxcroft .....	426	795 92	Williamantic .....	123	229 81
Greenville .....	250	467 09			
Guilford .....	327	610 96	PLANTATIONS.		
Medford .....	128	239 16	Bowerbank .....	27	50 45
Milo .....	312	582 93	Elliottsville .....	15	28 02
Monson .....	402	751 08	Kingsbury .....	93	173 75
Orneville .....	154	287 73			
Parkman .....	298	556 77	Totals .....	4,819	9,003 63

## SAGADAHOC COUNTY.

Arrowsic .....	59	110 24	Richmond .....	778	1453 59
Bath .....	2741	5121 17	Topsham .....	390	728 66
Bowdoin .....	297	554 90	West Bath .....	88	164 42
Bowdoinham .....	457	833 84	Woolwich .....	341	637 11
Georgetown .....	275	513 80			
Perkins .....	27	50 45	Totals .....	5,890	11,004 64
Phippsburg .....	437	816 46			

## SOMERSET COUNTY.

Anson .....	392	732 40	Skowhegan .....	1510	2821 22
Athens .....	356	665 14	Smithfield .....	147	274 65
Bingham .....	252	470 83	Solon .....	281	525 00
Brighton .....	220	411 04	St. Albans .....	399	745 46
Cambridge .....	159	297 07	Starks .....	260	485 77
Canaan .....	384	717 45			
Concord .....	133	248 50	PLANTATIONS.		
Corville .....	237	442 80	Carratunk .....	84	156 94
Detroit .....	189	353 12	Carrying Place .....	10	18 68
Emden .....	204	381 14	Dead River .....	41	76 60
Fairfield .....	1017	1900 12	Dennistown .....	24	44 84
Harmony .....	210	392 35	Flagstaff .....	32	59 79
Hartland .....	308	575 46	Highland .....	30	56 05
Madison .....	495	924 83	Jackmantown .....	60	112 10
Mercer .....	184	343 78	Lexington .....	73	136 40
Moscow .....	157	293 34	Moose River .....	67	125 18
New Portland .....	353	668 88	No 1, R. 2, W. K. R.,	35	65 39
Norridgewock .....	452	844 50	The Forks .....	56	104 63
Palmyra .....	320	597 88	West Forks .....	54	100 89
Pittsfield .....	683	1276 10			
Ripley .....	158	295 21	Totals .....	10,031	18,741 53

## WALDO COUNTY.

Towns.	Number scholars	Am't ap-portioned.	Towns.	Number scholars.	Am't ap-portioned.
Belfast .....	1449	2707 25	Northport.....	219	409 17
Belmont .....	166	310 15	Palermo.....	282	526 88
Brooks .....	260	485 77	Prospect .....	253	472 68
Burnham .....	302	564 25	Searsmont .....	352	657 67
Frankfort .....	378	706 25	Searsport.....	501	936 04
Freedom .....	151	282 12	Stockton Springs.....	350	653 93
Islesborough .....	338	631 51	Swanville .....	199	371 81
Jackson .....	170	317 63	Thorndike.....	196	366 20
Knox .....	222	414 78	Troy .....	286	534 35
Liberty .....	271	506 32	Unity.....	310	579 19
Lincolnton .....	490	915 49	Waldo .....	235	439 06
Monroe .....	342	638 98	Winterport.....	629	1175 21
Montville.....	337	629 64			
Morrill .....	140	261 57	Totals .....	8,828	16,493 90

## WASHINGTON COUNTY.

Addison.....	341	637 11	Machiasport .....	512	956 60
Alexander.....	124	231 68	Marion .....	40	74 73
Baileyville.....	94	175 62	Marshfield .....	135	252 23
Baring .....	99	185 97	Meddybemps .....	54	100 89
Beddington .....	78	145 74	Millbridge .....	665	1242 46
Brookton.....	155	289 60	Northfield .....	56	104 63
Calais .....	2595	4848 39	Pembroke.....	592	1106 07
Centreville .....	50	93 42	Perry .....	374	698 77
Charlotte .....	161	300 81	Princeton .....	405	756 68
Cherryfield .....	681	1272 36	Robbinston .....	305	569 85
Columbia .....	249	465 22	Steuben .....	351	655 80
Columbia Falls .....	251	468 96	Talmadge .....	59	110 24
Cooper .....	107	199 92	Topsfield .....	150	280 26
Crawford .....	55	102 76	Trescott .....	211	394 22
Cutler .....	276	515 67	Vanceboro .....	290	541 82
Danforth .....	423	790 32	Waite .....	71	132 66
Deblois .....	26	48 58	Wesley .....	81	151 34
Dennysville .....	171	319 50	Whiting .....	168	313 89
East Machias .....	586	1094 86	Whitneyville .....	152	284 00
Eastport .....	2012	3759 14			
Edmunds .....	174	325 10	PLANTATIONS.		
Forest City .....	125	233 55	Codyville .....	27	50 45
Harrington .....	402	751 08	No. 14.....	49	91 55
Jonesborough .....	256	478 30	No. 18.....	11	20 56
Jonesport .....	811	1515 24	No. 21.....	39	72 88
Kossuth .....	37	69 13			
Lubec .....	745	1391 82	Totals .....	16,716	31,231 51
Machias .....	835	1560 08			

## YORK COUNTY.

Towns.	Number scholars.	Am't ap-portioned.	Towns.	Number scholars.	Am't ap-portioned.
Acton .....	287	\$536 22	Lyman .....	252	\$470 83
Alfred .....	315	588 53	Newfield .....	225	420 38
Berwick .....	677	1264 89	North Berwick .....	548	1023 86
Biddeford .....	4588	8572 04	Old Orchard .....	161	300 81
Buxton .....	518	967 81	Parsonsfield .....	440	822 07
Cornish .....	339	633 38	Saco .....	1607	3002 46
Dayton .....	144	269 04	Sanford .....	1321	2468 10
Eliot .....	379	691 30	Shapleigh .....	314	586 66
Hollis .....	382	713 72	South Berwick .....	1038	1939 36
Kennebunk .....	833	1556 34	Waterborough .....	390	728 66
Kennebunkport .....	632	1180 81	Wells .....	683	1276 09
Kittery .....	764	1427 42	York .....	716	1337 74
Lebanon .....	374	698 77			
Limerick .....	265	495 10	Totals .....	18,503	34,570 27
Limington .....	320	597 88			



Free High School Statistics.

# FREE HIGH SCHOOL STATISTICS.

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1890.

Towns.	Districts	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	Number of terms.	Whole number of weeks.	Number of scholars registered.	Average attendance.	Number in Fourth Reader and above.	Number in Arithmetic.	Number in English Grammar.	Number in Geography.	Number in United States History.	Number in Ancient Languages	Number in Modern Languages.	Number in Natural Sciences.	Number in Higher Mathematics.	Number in Book-keeping.	Number who have taught or intend teaching during the year.
Abbot		\$220 00	\$111 00	\$109 00	2	18	61	52	61	20	39	24	12			6	24	-	2
Acton		400 00	200 00	200 00	3	20	73	76	83	74	46	38	5			10	8	5	3
Addison		155 00	77 50	77 50	1	10	35	28	35	35	27	18	3			5	22		1
Auburn		3,656 57	3,406 57	250 00	3	37	173	164	130	87	42			120	32	8	173	36	2
Augusta		3,525 00	3,275 00	250 00	3	36	136	88	100	113	103	44	102	64	29	66	85		8
Bath		3,700 00	3,450 00	250 00	3	37	268	259	267	45	66			69	81	268	113	42	2
Belfast		1,807 50	1,557 50	250 00	5	31	56	50		18	15			42	6	56	44	8	1
Biddeford		3,700 00	3,450 00	250 00	3	36	179	158						137	45	295	85	54	
Bluehill		400 00	200 00	200 00	3	30	78	35	78	35	23	23	10	2		15	15		3
Boothbay Harbor		480 00	240 00	240 00	3	32	103	83	103	88	73	4	57	19		57	45		
Bowdoinham		680 00	430 00	250 00	3	36	56	48	56	29	11		17	21		9	19	9	4
Bradley		247 50	123 75	123 75	2	18	40	33	40	28	21	21	12			8			1
Brewer		936 00	686 00	250 00	3	36	60	40	45					22		26	19	10	
Bridgewater		258 00	129 00	129 00	2	18	38	27	6	34	36	24	8			19	7		10
Bridgton		1,100 50	850 50	250 00	3	36	47	36		20	2	2	2	43	10	21	35		1
Bristol		325 00	162 50	162 50	2	20	111	85	110	109	57	58	12	6		7	27	22	
Brooklin		400 00	200 00	200 00	3	24	100	87	100	90	95	67				52	52		3
Brunswick		2,452 00	2,202 00	250 00	3	36	95	82		7	7	40		60	22	29	60	10	1
Calais		1,700 00	1,450 00	250 00	3	36	90	75						75	30	40	50	30	5
Cambridge		100 00	53 87	46 13	1	10	21	18	21	9	21	5	5			3		2	1

COMMON SCHOOLS.

Cape Elizabeth	1,500 00	1,250 00	250 00	3	33	79	73	41	24	24	-	19	21	22	79	52	19
Castine	500 00	250 00	250 00	3	33	35	29	-	2	18	19	-	30	35	11	31	
Caribou	1,225 00	975 00	250 00	3	34	100	70	95	50	75	25	20	35	10	4	50	15
Cherryfield	1,080 00	830 00	250 00	3	36	93	83	19	29	29	13	19	21	5	23	34	
Clinton	423 00	211 50	211 50	3	29	47	38	47	45	25	23	15	-	-	2	5	8
Cornish	897 50	647 50	250 00	3	33	49	46	49	15	25	20	30	20	22	25	15	8
Columbia Falls	183 00	91 50	91 50	1	11	32	29	32	25	26	-	4	3	4	22	10	2
Corinna	413 75	206 88	206 87	2	20	55	44	36	41	53	30	19	14	-	7	35	7
Cumberland	1,374 48	1,124 48	250 00	3	33	66	54	-	25	15	13	12	15	-	32	25	10
Deering	1,780 00	1,530 00	250 00	3	33	105	83	104	9	-	48	-	84	45	104	95	
Dennysville	442 00	223 63	318 37	3	29	76	64	67	31	31	36	5	-	-	36	30	2
Dexter	1,164 50	914 50	250 00	3	33	57	53	-	8	22	22	-	15	7	10	30	12
Dover	500 00	250 00	250 00	4	36	147	103	99	146	83	93	61	-	-	46	17	12
Eastport	750 00	500 00	250 00	3	38	81	65	51	56	51	59	40	20	-	17	16	25
Eden	591 80	341 80	250 00	4	35	95	75	71	80	47	42	21	9	17	29	17	26
Ellsworth	1,887 50	1,637 50	250 00	3	36	80	75	-	4	30	28	-	58	18	23	49	10
Exeter	511 00	261 00	250 00	3	40	44	39	41	48	40	27	9	-	-	-	22	7
Farmington	891 25	641 25	250 00	2	30	44	37	-	12	13	6	-	25	2	17	22	10
Fayette	300 00	150 00	150 00	4	32	96	77	75	96	54	54	7	-	-	-	15	6
Fort Fairfield	750 00	500 00	250 00	3	33	90	88	90	62	62	40	22	17	-	62	34	8
Foxcroft	500 00	250 00	250 00	2	23	48	30	-	15	26	6	5	17	2	14	23	7
Frenchville	390 00	195 00	195 00	1	22	42	25	16	42	42	42	16	-	42	-	-	16
Gardiner	2,649 48	2,399 48	250 00	3	40	142	118	-	37	-	-	-	62	22	105	63	31
Garland	250 00	125 00	125 00	2	20	39	32	39	37	39	13	17	-	-	5	25	11
Glenburn	391 02	198 51	192 51	4	38	62	46	51	54	41	29	4	-	-	7	40	13
Gorham	1,270 00	1,020 00	250 00	4	46	214	188	185	189	132	96	66	51	-	127	43	33
Gray	500 00	250 00	250 00	3	24	90	65	24	33	27	18	21	16	-	14	22	6
Greenville	487 50	243 75	243 75	3	30	39	26	30	35	13	12	7	15	-	9	11	-
Hallowell	1,650 00	1,400 00	250 00	3	36	96	59	96	20	20	20	49	10	96	62	23	
Harrington	471 75	235 88	235 87	3	35	65	50	-	56	35	28	40	20	-	6	21	19
Hartland	575 00	325 00	250 00	3	34	47	40	47	41	46	26	20	3	-	13	6	4
Haynesville	132 25	79 25	53 00	1	10	30	26	30	30	20	15	4	-	-	-	6	16
Houlton	992 50	742 50	250 00	4	40	67	47	13	21	16	-	-	12	9	46	33	10
Jay	408 00	204 00	204 00	4	42	131	108	61	104	77	60	42	8	-	20	20	15
Jonesboro	137 50	68 75	68 75	1	11	30	25	28	30	24	27	3	-	-	-	3	3
Kenduskeag	441 00	225 70	215 30	2	22	51	35	19	39	29	30	8	-	18	11	25	6
Kittery	750 00	500 00	250 00	3	36	46	42	44	44	45	19	25	3	-	19	25	20
Lamoine	224 25	112 12	112 13	1	13	39	32	39	38	38	17	11	-	-	-	17	10
Lebanon	750 00	500 00	250 00	5	55	146	123	121	116	70	61	10	17	-	5	35	10

43 3 2 5 1 20 9 1 10 8 4 3 10 1 8 7 8 16 2 7 8 3 5 4 6

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1890—Continued.

Towns	Districts.	Whole amount expended	Amount provided by town or district.	Amount from State treasury.	Number of terms.	Whole number of weeks.	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.
Leeds		\$ 88 00	\$ 44 00	\$ 44 00	1	10	23	13	18	20	11	10	3	-	-	2	6	-	1
Levant		235 00	121 60	113 40	2	18	86	70	86	66	79	27	-	5	-	-	39	18	8
Lewiston		4,400 00	4,150 00	250 00	3	38	157	146	147	47	-	28	-	108	25	96	196	28	-
Limerick		610 00	360 00	250 00	3	31	135	114	135	86	105	6	17	110	-	45	50	6	4
Lisbon		890 00	640 00	250 00	6	60	187	153	187	151	94	13	56	45	3	89	71	33	4
Livermore		280 00	141 25	138 75	2	20	70	61	54	55	48	15	16	6	3	2	26	4	7
Lubec		675 00	425 00	250 00	3	36	103	80	103	79	70	51	61	8	12	21	16	12	2
Lovell		260 00	130 00	130 00	2	22	60	57	4	38	37	23	17	9	3	13	23	9	9
Machias		1,050 00	800 00	250 00	3	34	60	50	60	60	-	-	60	60	60	60	60	60	2
Machiasport		304 00	152 00	152 00	2	16	39	35	39	39	39	12	12	-	-	11	8	6	4
Madison		500 00	250 00	250 00	4	40	101	86	104	89	71	71	40	10	-	44	28	27	8
Manchester		281 05	140 52	140 53	2	21	54	42	53	40	32	27	27	2	-	10	6	7	4
Mars Hill		200 00	100 00	100 00	2	17	96	71	53	47	38	23	9	-	-	4	17	4	1
Millbridge		673 75	423 75	250 00	3	34	50	43	50	38	38	27	6	4	-	-	15	11	1
Monmouth		698 50	448 50	250 00	3	34	56	35	15	48	32	11	17	16	9	14	28	6	7
Monroe		343 50	175 38	168 12	3	27	104	81	104	97	57	41	-	-	-	5	50	5	3
Monson		500 00	250 00	250 00	3	30	55	50	27	32	28	10	22	14	26	1	21	5	6
Newfield		355 00	177 50	177 50	2	22	36	30	30	26	28	30	6	-	-	-	21	4	3
New Portland		500 00	250 00	250 00	4	32	61	57	37	35	33	9	9	3	3	20	29	-	10
New Vineyard		205 00	103 85	101 15	2	16	37	28	37	30	21	14	2	3	-	5	10	2	2
Nobleboro		427 50	215 00	212 50	4	38	86	61	39	85	47	64	8	-	-	-	7	14	10
North Berwick		1,183 00	933 00	250 00	4	41	78	67	78	25	10	15	-	29	14	25	45	-	6
Oakland		1,181 50	931 50	250 00	3	36	60	49	12	17	26	14	15	45	44	22	29	-	3
Old Orchard		612 50	362 50	250 00	3	35	29	24	13	13	13	13	13	14	-	-	6	-	10
Old Town		1,612 00	1,362 00	250 00	3	36	89	67	74	19	26	20	19	51	-	-	80	25	1
Orono		1,350 00	1,100 00	250 00	3	35	59	50	56	34	34	34	20	22	9	28	22	20	-



Parsonsfield	882 00	632 00	250 00	2	24	81	71	75	30	40	-	-	26	-	45	48	12	14
Passadumkeag	200 00	100 00	100 00	2	23	38	31	36	32	12	12	2	-	-	-	2	2	1
Patten	840 00	590 00	250 00	3	30	40	23	11	10	2	12	1	1	20	25	-	8	
Pembroke	910 25	660 25	250 00	3	32	94	82	58	88	76	77	12	6	-	13	30	10	7
Pittston	500 00	250 00	250 00	4	34	90	75	65	62	48	34	45	-	-	7	7	-	3
Poland	500 00	250 00	250 00	4	40	90	83	90	82	62	64	30	-	-	70	24	10	1
Portland	2,621 00	2,371 00	250 00	3	38	376	351	376	58	133	-	-	138	93	326	231	120	10
Presque Isle	1,250 00	1,000 00	250 00	3	40	116	78	72	112	90	96	25	21	12	23	20	14	10
Princeton	440 00	220 00	220 00	3	28	45	30	45	45	45	30	45	2	-	6	10	8	3
Randolph	210 00	105 00	105 00	Tuition at Gardiner														
Readfield	140 00	70 00	70 00	1	10	41	31	41	38	14	12	2	5	-	-	5	2	2
Richmond	1,101 25	851 25	250 00	4	36	69	50	54	9	-	-	24	25	12	38	39	9	2
Rockland	2,500 00	2,250 00	250 00	3	32	128	116	128	28	70	-	-	55	24	107	82	-	-
Saco	2,780 00	2,530 00	250 00	3	37	103	92	103	48	48	43	63	44	25	45	37	16	6
Searsport	525 00	275 00	250 00	2	20	68	55	38	54	40	30	16	-	-	23	40	20	4
Shapleigh	730 50	480 50	250 00	2	22	24	20	22	18	9	4	2	5	-	10	12	7	4
Sherman	170 00	87 00	83 00	1	10	51	41	50	34	18	32	-	-	-	15	11	-	9
Solon	403 75	203 75	200 00	3	30	26	19	26	26	18	14	1	2	-	13	2	2	3
St Albans	270 00	135 00	135 00	2	18	27	24	24	20	19	8	4	-	-	9	14	1	3
Sumner	275 50	140 50	135 00	2	18	101	80	58	87	53	32	6	4	-	11	27	6	13
Thomaston	1,156 00	906 00	250 00	3	34	79	64	27	33	33	38	64	15	48	55	14	-	-
Topsham	474 00	237 00	237 00	3	30	24	23	24	24	24	20	2	2	-	-	1	4	1
Tremont	467 50	233 75	233 75	3	30	88	77	88	88	87	80	75	-	-	11	30	10	4
Troy	300 00	150 00	150 00	3	30	96	72	41	85	72	14	27	-	-	32	35	22	23
Union	387 50	211 00	176 50	3	30	80	73	80	51	55	46	42	-	-	21	20	7	7
Unity	362 50	183 00	179 50	3	30	139	106	84	78	72	20	22	10	72	9	20	15	10
Vanceboro	300 00	150 00	150 00	2	20	63	51	63	63	63	54	41	9	-	63	9	63	2
Vinalhaven	1,202 41	952 41	250 00	3	36	98	75	-	98	98	98	25	10	45	40	35	40	-
Wales	278 00	139 00	139 00	3	28	86	72	74	86	71	42	34	-	-	-	16	12	2
Warren	914 00	664 00	250 00	3	29	53	48	28	26	26	37	24	-	6	20	38	11	3
Washburn	298 00	149 00	149 00	2	22	69	42	69	69	35	40	27	-	-	-	20	14	15
Waterville	2,100 00	1,850 00	250 00	3	37	113	98	-	55	36	19	36	56	15	49	62	34	6
Webster	303 75	153 75	150 00	3	29	86	72	86	83	50	54	14	-	-	-	64	7	-
Westbrook	2,050 00	1,800 00	250 00	3	33	135	91	33	33	33	33	33	57	-	35	120	35	9
Winn	553 00	303 00	250 00	2	24	97	64	82	82	64	71	47	12	17	17	17	22	9
Winterport	300 00	150 00	150 00	3	26	99	85	99	90	58	46	35	6	-	5	15	18	5
Winthrop	650 00	400 00	250 00	3	34	55	41	-	-	-	25	-	52	-	19	55	14	7
Yarmouth	1,450 00	1,200 00	250 00	3	36	40	32	-	15	15	20	15	32	18	59	26	39	-
York	500 00	250 00	250 00	3	29	80	70	80	71	76	28	32	-	-	-	29	9	2

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1890—Continued.

Towns.	Districts.	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	Number of terms.		Whole number of weeks	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.
					3	4														
Anson	No. 1	\$1,200 00	\$950 00	\$250 00	3	31	96	80	96	45	26	14	12	19	4	60	36	15	15	
Ashland	No. 4	100 00	61 00	39 00	1	10	31	25	30	28	12	26	34	-	-	-	21	3	5	6
Atkinson	No. 5	135 00	70 00	65 00	1	10	40	26	38	39	39	40	-	-	-	-	11	11	1	1
Berwick	Sullivan District	500 00	268 00	232 00	3	36	30	26	30	16	16	2	10	18	7	-	7	11	14	3
Bradford	No. 4	101 00	54 50	46 50	1	10	24	21	24	23	18	10	-	3	-	-	-	7	11	1
	No. 9	100 00	50 00	50 00	1	10	26	17	26	26	12	13	4	-	-	-	-	8	10	2
	No. 10	174 00	87 00	87 00	1	10	34	29	33	30	34	20	4	7	-	-	1	10	10	12
Bucksport	No. 1	766 26	516 26	250 00	3	39	51	52	66	11	10	1	1	26	7	27	27	28	2	2
Burnham	No. 10	100 00	50 00	50 00	1	10	18	14	18	18	13	3	9	-	-	-	-	-	5	8
Buxton		748 00	498 00	250 00	3	34	63	49	20	23	24	12	15	9	-	36	24	8	6	6
Casco	No. 6	175 00	96 00	79 00	1	10	33	32	33	33	30	15	7	2	-	9	7	5	4	4
Charleston	No. 10 <i>et als</i>	545 30	295 30	250 00	2	20	73	58	72	70	60	23	18	4	-	23	49	14	8	1
China	No. 4	460 00	242 00	218 00	2	20	43	38	15	26	15	12	2	3	2	26	6	6	6	1
	No. 13	72 00	39 75	32 25	1	10	12	9	12	8	10	5	-	-	-	4	5	3	2	2
Deer Isle	No. 13	117 50	75 75	41 75	1	10	26	22	15	19	19	7	2	5	-	-	-	5	5	6
Dixfield	No. 6	76 00	38 00	38 00	1	10	38	27	38	33	13	6	-	-	-	-	-	-	7	2
Dixmont	No. 1	120 00	75 00	45 00	1	10	34	28	30	32	27	3	-	1	-	9	19	5	5	7
	No. 7	82 00	44 95	37 05	1	10	17	10	16	17	13	7	5	-	-	4	8	2	2	2
Easton		370 00	185 00	185 00	4	40	80	70	80	80	65	47	21	-	-	29	37	26	15	15
Freeport		1,101 32	851 32	250 00	3	36	77	56	54	28	22	22	53	5	55	77	15	8	6	6
Avon	No. 8	85 00	42 50	42 50	1	10	22	18	18	16	13	12	7	-	-	5	5	8	4	4
Camden	Rockport Vill	1,024 00	899 00	125 00	3	32	50	44	15	24	25	10	13	22	7	22	30	10	11	11
	Megunticook dis	825 00	700 00	125 00	3	30	65	58	-	24	23	24	-	32	-	50	12	11	3	8
Etna		180 00	92 10	87 90	2	20	48	38	5	45	33	27	6	-	-	-	-	-	3	8

Hancock		125 00	62 50	62 50	1	10	25	24	25	25	24	12	12	-	-	13	8	5	
Hermon	No. 5	88 75	53 75	35 00	1	10	25	22	15	22	13	6	4	2	-	-	6	4	4
Jackson	No. 1	200 00	160 00	100 00	1	10	24	21	4	14	12	8	-	-	-	-	4	11	2
Kennebunk	No. 5	800 00	626 09	173 91	3	36	33	25	32	10	-	-	10	27	3	15	20	1	
	No. 9	350 00	273 91	76 09	3	33	28	21	28	25	25	15	13	1	-	11	3		
Kingfield		200 00	100 00	100 00	1	16	56	52	50	55	45	40	22	-	-	-	18	21	1
Liberty	No. 2	589 00	464 00	125 00	1	10	58	53	34	23	18	13	8	4	-	9	7	-	14
Linneus	No. 2	156 00	78 00	78 00	1	10	35	27	30	35	35	24	10	-	-	2	17	2	7
Medway		160 00	80 00	80 00	1	10	41	35	15	41	30	35	10	-	-	-	-	20	
Newburgh	Nos. 1 and 6	142 00	71 00	71 00	1	10	25	22	20	22	12	13	3	2	-	2	7	-	3
	No. 3	210 00	114 29	95 71	2	20	39	36	30	39	25	32	13	2	-	1	15	7	
Norway	No. 7	546 66	296 66	250 00	1	10	177	164	99	123	76	67	107	25	23	82	41	-	30
Palermo	No. 2	100 00	50 00	50 00	1	10	26	18	20	26	12	12	6	-	-	-	5	4	3
	No. 6	150 00	75 00	75 00	2	20	24	18	20	23	17	7	3	-	-	1	9	6	10
Rome	No. 1	89 60	45 00	44 60	1	11	14	11	13	14	11	14	7	-	-	-	3	4	1
Sanford		523 75	278 75	250 00	3	29	119	76	119	82	83	35	46	-	11	2	17	29	
Skowhegan		1,670 00	1,420 00	250 00	3	36	108	91	108	28	28	28	28	35	14	58	40		
Springfield	No. 3	764 76	514 26	250 00	2	22	140	125	50	60	70	24	22	-	-	32	42	21	34
Starks	No. 2	90 00	45 00	45 00	1	10	17	14	14	14	15	-	5	-	-	10	12	1	3
Steuben	No. 1	157 50	88 13	69 37	1	10	42	31	40	41	29	23	6	-	-	1	23	7	7
Waldoboro'	No. 6	405 00	214 87	190 13	3	27	33	29	33	21	28	23	19	1	3	-	12	6	4
Washington		75 00	37 50	37 50	1	10	25	23	22	18	20	6	-	-	4	15	10	10	6
Wellington	No. 5	95 00	63 75	31 25	1	10	26	24	24	24	5	4	10	-	-	2	16	6	6
Wilton	No. 9	512 07	262 07	250 00	2	24	36	25	6	18	19	-	5	26	-	15	15	-	9
Windsor	No. 1 et als.	162 00	81 00	81 00	1	10	27	24	27	24	25	10	-	-	-	15	12	8	3
Wiscasset	No. 1	796 25	546 25	250 00	3	35	99	86	10	16	8	10	8	20	2	20	22	10	1
Alfred		260 00	135 00	125 00	1	14	37	26	37	16	25	-	16	12	-	22	20	15	
Bangor		2,361 50	2,236 50	125 00	1	18	285	272	111	60	-	-	-	279	175	128	175		
Boothbay		465 00	241 50	223 50	3	30	145	138	138	135	125	132	98	-	-	20	109	84	
Bowdoin		151 00	76 75	74 25	1	12	16	14	14	13	14	7	-	-	-	-	8	6	1
Bradford	No. 11	75 00	37 50	37 50	1	10	19	14	13	18	10	8	-	-	-	-	8	7	1
Brooks		300 00	153 75	146 25	2	20	107	90	96	100	40	31	11	1	-	20	10	2	2
Brownville		200 00	100 00	100 00	1	15	32	26	32	30	30	6	7	11	-	5	17	-	2
Buckfield		320 00	163 00	157 00	1	10	85	74	61	66	35	30	28	7	-	6	15	-	3
Danforth		400 00	200 00	200 00	3	30	105	79	93	95	87	93	14	2	-	3	12	6	2
Dixmont	No. 5 et als.	130 00	69 00	61 00	1	10	29	26	21	25	22	6	6	2	-	2	8	4	2
East Livermore	No. 6	320 00	175 35	144 65	2	20	63	56	21	28	30	12	-	12	-	2	23	10	
East Machias		128 00	64 00	64 00	1	12	32	29	10	11	10	-	-	27	-	8	27	11	1
Eddington		288 00	148 13	139 87	2	21	34	29	34	34	30	15	15	-	-	6	13		

RETURNS FOR THE YEAR ENDING JUNE 1st, 1890—Concluded.

Towns.	Districts.	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	Number of terms.	Whole number of weeks.	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.
Fairfield		\$380 00	\$255 00	\$125 00	2	19	42	31	42	15	15	12	-	15	4	20	23	35	2
Franklin		177 50	88 75	88 75	1	10	42	37	42	35	34	27	19	3	-	-	12	20	2
Freeman	No. 4	125 00	62 50	62 50	1	10	17	15	15	17	5	6	8	-	-	-	2	1	1
Georgetown		150 00	75 00	75 00	1	10	27	24	25	25	25	18	8	1	-	10	15	4	3
Guilford		287 50	145 25	145 25	1	10	118	103	32	84	52	75	8	-	-	35	16	1	4
Harmony		92 50	46 25	46 25	1	10	44	35	44	42	30	23	12	1	-	11	12	4	6
Hartford		209 00	109 00	100 00	1	10	42	38	23	42	8	-	4	-	-	8	13	8	9
Hermon		135 00	67 50	67 50	1	12	32	22	24	28	23	6	6	3	-	5	11	4	3
Jefferson		367 50	183 75	183 75	1	10	125	107	110	113	82	70	33	4	-	41	15	12	8
Liberty	No. 2	282 00	157 00	125 00	1	10	58	53	34	42	28	26	8	4	-	7	5	6	13
Milo		235 00	117 50	117 50	1	10	105	90	80	95	47	58	12	-	-	5	29	9	5
Minot	No. 1	759 00	509 00	250 00	2	22	38	36	25	21	12	12	12	13	-	11	24	2	5
Newport		500 00	250 00	250 00	3	30	158	131	124	132	75	64	20	1	-	3	26	18	4
Northport		64 00	32 00	32 00	1	8	25	21	18	24	11	14	3	-	-	2	4	3	3
Palermo	No. 3	200 00	100 00	100 00	1	10	38	29	29	29	21	20	6	-	-	2	10	-	8
Paris	No. 2	500 00	325 00	175 00	2	18	110	75	110	33	35	18	25	25	2	26	20	-	6
	No. 9	150 00	75 00	75 00	1	10	42	36	25	35	41	21	4	8	-	12	12	4	4
Penobscot		190 00	95 00	95 00	1	10	35	26	35	30	27	15	16	3	-	12	14	10	4
Perkins		119 00	59 50	59 50	1	14	25	13	18	17	13	17	1	1	-	3	3	1	3
Peru	No. 5	110 00	55 00	55 00	1	10	18	16	16	18	6	8	5	2	-	4	1	3	1
Phippsburg		195 00	97 50	97 50	1	10	30	27	30	30	21	21	15	-	-	1	12	-	5
Sebec		250 00	125 00	125 00	2	20	93	72	60	66	41	24	-	-	-	4	-	10	4
Skowhegan		407 48	282 48	125 00	2	18	89	86	89	5	2	2	-	44	16	83	49	-	12
South Thomaston	Grade District	400 00	275 00	125 00	2	30	43	39	43	39	28	-	5	9	6	15	21	-	4

COMMON SCHOOLS.

Stetson.....		175 00	87 50	87 50	2	20	53	45	33	43	28	20	28	-	-	-	6	8	3
Swanville.....		125 00	65 75	59 25	1	10	37	29	37	25	18	15	7	-	-	4	11	6	5
Turner.....		240 00	120 00	120 00	2	24	112	90	80	70	54	38	27	16	-	36	35	18	6
Waterford.....		275 00	137 50	137 50	2	20	82	72	71	69	28	31	15	10	-	8	12	8	8
Wayne.....		182 50	91 25	91 25	2	20	48	41	34	32	24	19	2	6	3	12	17	3	6
Wells.....		500 00	250 00	250 00	3	40	105	86	95	90	57	55	11	7	-	14	34	5	2
W. Freeman and Phillips.....	Union District	117 50	58 75	58 75	1	10	28	22	23	23	13	10	14	1	-	7	8	2	
Whitefield.....		488 50	244 25	244 25	3	30	107	79	-	74	61	34	10	4	3	6	29	14	17
Windham.....		747 00	497 00	250 00	3	36	127	105	127	126	103	59	12	12	-	5	26	46	2
		139,944 01	102,600 75	37,343 26	506	5318	15,299	12,647	10,706	9655	7768	5383	3227	3457	1413	5038	5936	2504	1029



Maine Pedagogical Society.

---

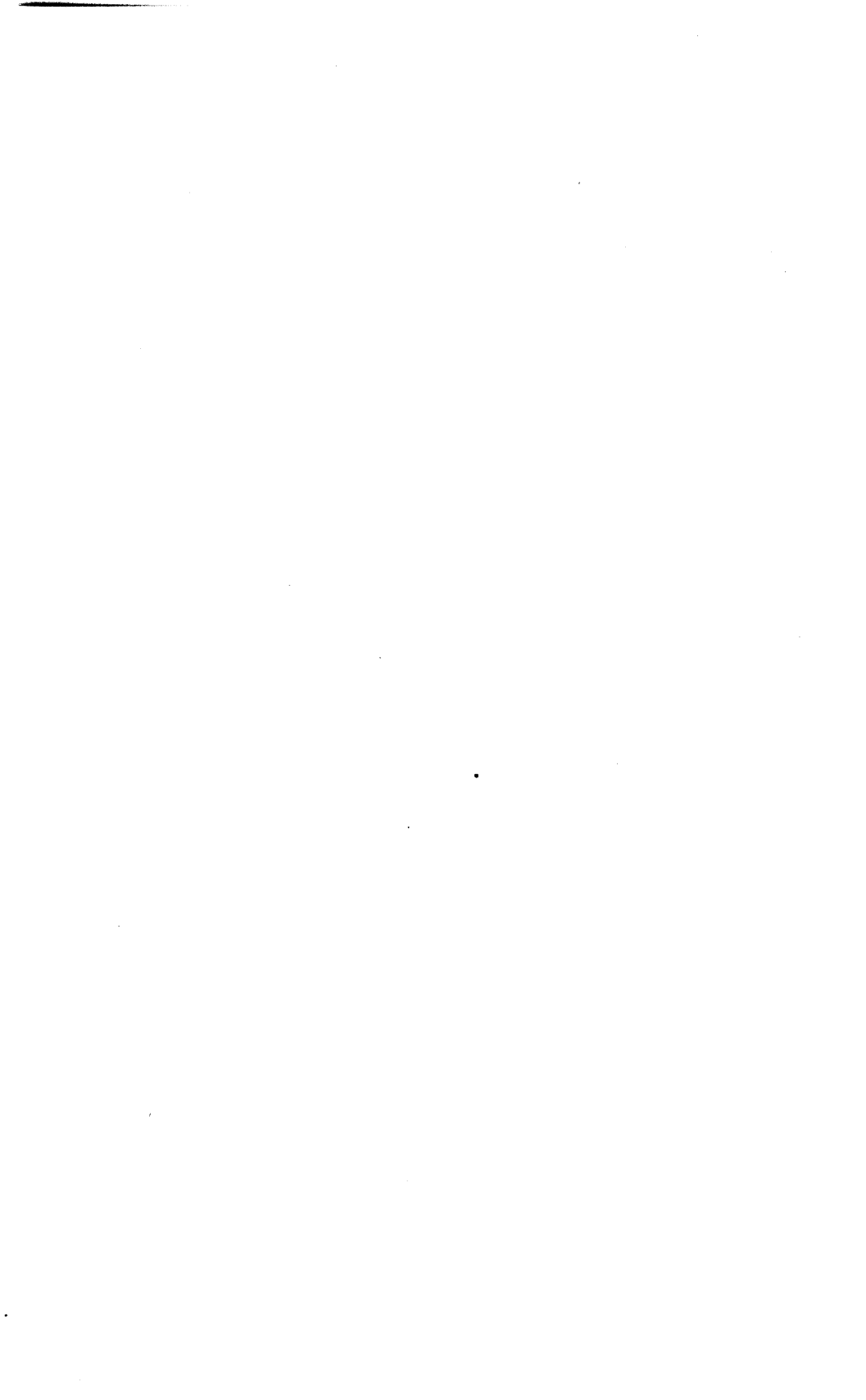
REPORT

OF

ELEVENTH ANNUAL MEETING,

AT

WATERVILLE, January 1, 2 and 3, 1891.





## PROCEEDINGS

—OF—

# MAINE PEDAGOGICAL SOCIETY.

---

### ELEVENTH ANNUAL MEETING.

---

At 7.30 o'clock on the evening of January 1st, City Hall was packed with Maine teachers and citizens of Waterville when President W. W. Stetson called the meeting to order.

The address of welcome was given by Rev. J. L. Seward of the Waterville school board, in terms earnest and eloquent that made the visiting teachers at once feel at home, and fitly started the work of the session.

The evening program had been planned to show the educational condition and progress of the State in a series of talks and papers instituting a comparison between the schools and methods of the past and present, and Hon. A. R. Savage, President of the Auburn school board, was introduced as the first speaker of the evening who discussed

#### THE OLD TIME SCHOOL.

He gave a characteristic picture of the country school of half a century ago as he remembered it. The boys and girls who attended the old-time school did not know more than those of the present, but they obtained a strength of character from the battling against the elements, which although not a part of the system, was inseparably connected with it. They were better qualified to carry on life's work than most of the scholars of to-day. Each school district was a little democracy. There were individual men in the old-time school, and it is very doubtful if the need of individualized men and women has passed away.

The next paper which is here presented in full was

THE SCHOOL OF TO-DAY AND THE WORK IT IS DOING.

BY PROF. F. C. ROBINSON, Bowdoin College.

No subject is of greater importance than the relation of public institutions to the life of the people. However firmly they may seem to be established it is profitable to examine their foundations from time to time, and see as in case of a great building what repairs or additions may be demanded.

It is especially desirable, too, that such examinations be made by those who know most about the matter, and hence it is most fitting that the topics of this evening, relating to the past and present work of the schools, should precede the more special and technical work of these meetings. I could only wish that this branch of the subject had been intrusted to abler hands. I suppose however that little more is expected of me than to introduce the topic, and that those who know so much more about it than I do will see that all its points are brought out in the discussion to follow.

Let me say in the beginning, that if the magnitude of the subject had impressed itself upon me at first, as it did when I began to give serious thought to what I should say upon it, I should never have ventured to agree even to introduce to you at this time. But one who has been teaching for some time gets in the way of promising a good many things especially if their fulfillment is at some time in the distant future. He knows that he can trust to the shortness of pupils' memories, or "circumstances" or an "inexorable committee" to relieve him from the necessity of keeping those which are disagreeable. It was in some such mood I think that I promised to do this service. But alas! the memory of your president was long and there were no circumstances or committee to help me out. I mean, of course, to relieve me from the service. But there was one circumstance which very materially helped me out in the preparation of this paper, and that was the change of its subject. I trust that the president will forgive me for referring to it, but the fact is I never agreed to present to you the topic as it appears upon the program. The subject as first sent to me was, *The Average Public School of 1890*, and only about a week ago did I learn of the change. But what a relief to me to learn of it! In a moment I was carried from the depths of despair to the heights of hope. It happened in this way. The first subject seemed easy, what students would call

a "soft snap." I had planned out just how easily and quickly I would prepare a paper upon it. I would take a number of school reports, learn from them where the schools were about average, visit some such town or city, examine these schools and report the result to you at this time. But what was my surprise to find upon examination of the reports that there was no such thing as an Average Public School, at least in Maine. The committee said so. Again and again did I find the statement substantially as follows: "We need very much improved appliances for our schools in order to keep them abreast of the times, but in spite of all drawbacks we are happy to be able to report that the schools of this town are as they always have been above the average of those in the state, and that the improvement during the past year has been great." In this condition of affairs one of two courses seemed open to me, to visit selected towns and judge for myself, or to have my paper upon the schools of Brunswick. But as to the former, could I hope in a few hours time to learn more of the schools of a place than the sleepless vigilance of the committee had found out? And as to the latter had I not been for many years one of Brunswick's committee and should I give the lie to my own reports by admitting for a moment that its schools were not above the average? But fortunately the president has been a committee man himself, and saw his mistake in stating the topic in time to rectify it, and extricate me from my dilemma.

It will be noticed that my topic now does not confine me to the public schools, and very properly. This is a gathering in the interest of both public and private schools and the question should be before it in the broadest form. But as the public school is by far the largest interest represented I shall confine my remarks quite closely to it, owing to my limited time.

Statistics, as we all know, may mean much or little according as they are used, but a few of them will not be amiss in opening the topic, for by them we can get something of an idea as to the magnitude of the public school operations in this country at the present time. During the past year 1889-90, there were enrolled in the public schools of the United States 12,314,269 pupils, under 352,231 teachers; and to support this work \$132,129,600 were expended.

I confess that these figures astonished me when I first saw them. I knew of course that the work had grown but was hardly prepared for such a growth. One out of every five of the inhabitants of this great country, last year in its public schools! And to what an

army do we teachers belong? One of the most valuable things a teacher gets from these meetings is the enthusiasm its numbers give. They make him feel that he is not an isolated atom, but a part of a mighty force. How that feeling must be increased when we take in the true significance of the figures given! Why the whole standing army of Germany exceeds but little in numbers the public school teachers of our country! and its cost of maintenance scarcely equals that of our public schools. Surely the little seed planted so long ago upon that bleak Massachusetts coast has become already a mighty tree. One of the Royal Governors of Virginia once used these words in a letter to his king: "I thank God that there are no free schools nor printing in this colony and I hope there will not be for a hundred years to come." He would see little reason to thank God along that line should he return to this life to-day. Especially disgusted would he be could he see as I did a few days ago one of those hated public schools containing 1,200 children of that race he hoped to keep in ignorance and slavery.

When we come to the question of the work which the schools are doing, the subject begins to unroll itself and display its almost unbounded breadth. Everything, nearly, may be included in the work of our schools. It is the narrowest possible interpretation of it to limit it to the course of study, and I assume that no such limitation was intended when the topic was given out. The course of study is important and fundamental, but beyond, infinitely beyond this is the true work of the school in moulding for good the community in which it is located. For this it was established, for this it is maintained, and when it fails in this its usefulness is over.

My chief purpose will be to give my opinion as to how our modern schools are meeting this greater requirement; for one can expect to do little more in a brief paper like this than to express his individual opinion.

That, on the whole, the past work of the school was well done, is clear to us both from our own reading, and from the eloquent address to which we have just listened. But the past is gone and the great questions which confronted it are not those which face us. Have the schools recognized this and kept pace with the change? Or are they doing work more suitable to ancient than modern times? When we remember that the branches studied in our public schools to-day are but little different from those of fifty years ago, it seems as though the question was fully answered and the conclusion obvious.

Reading, writing and arithmetic, grammar, geography and history, "small Latin and less Greek," is still the routine of our children's work. With these, our grandfathers, in their scattered communities, faced and conquered the wilderness, wrung from an unwilling soil a scanty subsistence, and laid firm the foundations of a mighty nation. But can it be true that with such mental equipment our children can cope successfully with socialism, nihilism, and all the other vexed questions which have come to vex humanity in these later times? Is progress possible and desirable in all things except education?

The true answer to these questions is, to my mind, not so obvious as it may seem. True education is the developing of the human mind. If this is constantly changing, then the methods adapted to its development must change as rapidly. But what if it is not? What if our boasted progress and so-called new questions are not new at all, or if new, are so in form only, being but novel manifestations of that same humanity which has existed from the beginning? I confess to have little belief in the theory that humanity is much different from what it was 100 or even 1000 years ago. I recognize the great advances in material prosperity, in the application of natural laws and forces to the service of man which these last days have seen, but that these things were brought about by the same humanity which planned the hanging gardens of Babylon or the campaigns of Hannibal, I as firmly believe. When I can believe that the writings of Homer or Shakespeare or Milton were not understood by their contemporaries; when I can believe that we, alone of all the millions who have read them, catch the true meaning of those wonderful words spoken 2000 years ago on the shores of Galilee, then will I believe that a new humanity is in possession of this planet, and not till then. My point is this: I believe that the school of to-day is training and moulding the same budding plant and formless clay with which it has always dealt, and if in its work it is using methods which may have been in use years ago, that fact alone is no bar to their use. We must first prove that our schools in the past have been dead failures before we can consistently banish all their methods from our present ones.

My report then to you to-night is that along the same general lines of training which have proved successful in the past, our public schools of to-day are fitting our young men and women, or rather our boys and girls, to become better men and women, more intelligent citizens of a great nation.

Bear in mind that I do not say that they are doing it in exactly the same way as formerly, but along the same general lines. Here is where I make the distinction. I believe in educational as well as every other kind of progress. I were unfit to hold a teacher's position for an hour did I not so believe. Methods and details of school management have changed and changed for the better. The quality of the teaching is much improved. The pupil is considered more as a human unit, a complete machine in himself and less as a simple wheel in the great school machine, with the power and duty of revolving only when the master turned the crank, and to be greased and pounded into shape if any tendency to squeak or stick was observed. But he is still learning to "read, write and cypher," to "bound Maine and the United States," to use the English language correctly and to tell the great events in the history of his country, as his father and grandfather did, and in my opinion no improved kind of education is likely to soon replace these. I don't believe either that any "royal road" to the attainment of proper efficiency in these fundamental studies has been or will be discovered, and I would like to call a halt upon all those who may be in search of it. It is not necessary that they be "licked into" a child, but neither can they be poured in with as little friction as the proverbial "soap-suds in a sink-spout." The nauseous castor oil of our childhood may be so disguised that "children cry for it," but too much sweetening of grammar and arithmetic may make them not only impossible of recognition at the time but ever after. The most successful schools of to-day are those where the pupils are given hard lessons and *have* to get them, not however spurred on by the uplifted whip of the taskmaster, but by an aroused ambition excited by a sympathetic, enthusiastic teacher.

Here it seems to me is our greatest chance for improvement. We are still, I fear, too much taskmasters, too little teachers and guides. And yet we are not wholly to blame. It is easy to do ideal work in imagination. In a beautiful school-room, bright and sunny, filled constantly with pure, warm air, with happy, intelligent faces uplifted in trust to your own; recognized in the community as the trusted and efficient helper of parents, and liberally and ungrudgingly paid for time spent in such service. O! how the imagination of a teacher loves to revel in such a scene! How he enters into the life of each child and family, and willingly gives his best powers to their service.

But how different the picture in fact! Nine-tenths of us perhaps, spend our hours of work in ill lighted and worse ventilated rooms, over crowded with classes, only noticed by most parents when we have occasion to correct their children, and if we are uncomplaining rewarded perhaps by an extra class or a cut down in salary. Is it any wonder that few teachers and many taskmasters result from such conditions? Why! I believe the very air of our school-rooms is responsible for many unnecessary whippings, as the old dungeons and prisons were for many of the scenes of cruelty enacted therein. Think how impossible it would be to put a man to the rack or on a hot gridiron in a bright, sunny, airy room, and how natural it was to do it in those damp, stifling, underground chambers. So it is in a school-room. The moment the air gets foul the minds of both teacher and scholar get clogged, and it is almost impossible for the one not to disobey and the other not to lose his temper. Don't you remember that it was always towards the close of a session, or on some damp, muggy day when even what little fresh air was accustomed to creep in through the cracks failed to move, that those old school "rows" used to occur? I tell you, bad air has broken up more good schools and spoiled more good teachers than we commonly think. Think of this you "committee man." Perchance you have come to this convention to look up a successor to some teacher who seems to have lost his old time efficiency. Go home and try the experiment of giving him more air. His vitality has been lowered by imperfect oxidation of his blood. There is nothing else the matter. It is said, and I have no doubt of its truth, that dyspepsia in a king has caused many a bloody war; how much greater evils has bad air in our school-rooms caused!

By devoting most of my attention to, and speaking in general so favorably of, our public schools I hope no one will get the idea that I am opposed to the so called "movement" in favor of industrial and trade's schools. On the contrary I believe in them most heartily. Hand education should accompany head education. But I object entirely to the idea that it is superior to and should take the place of head education. Head power has always distinguished man from the lower animals and a superior from an inferior race of men, and things which directly train and develop head power are of the most consequence to him. I know that hand education gives, indirectly, head education, and that, too, of a superior kind, as far as it goes. The ability to do things gives a certain training in exactness and a

certain command of oneself which are admirable, but in my judgment the true value of such training is only realized when it goes with and is not in place of direct mental training such as our public schools aim to give. I ignore entirely the argument that hand training fits one for his life work better than the training of the public school. No fallacy could be greater. Indeed this argument is only put forward as an aid in obtaining an appropriation from ignorant legislators. It is a very effective argument with some men to tell them that boys and girls better be learning to use tools or make dresses than wasting time over history and grammar, but the man who advances it rarely believes it himself.

It is most natural that the great advance which mechanical science has made during the last few years should turn men's minds more towards the study of such things. When a man reads of the wonderful mechanisms which have come from the brain of an Edison and realizes that he himself cannot drive a nail straight or saw off a piece of board square even after it is marked, he is apt to believe that he himself might have made such wonderful discoveries if his early education had been different. "His boys shall not be so defrauded. They shall have such a training as will bring out the latent genius which was stifled in him." So the time he spent in school puzzling over hard problems in arithmetic, they spend learning to saw and file and pound, and in the end can make a box almost as well as a carpenter, and can spend his money just as well as though they had gone to the same school he did.

I cannot be accused in this matter of talking about something of which I know nothing practically. On the contrary I am passionately fond of all mechanical things. In earlier days I served an apprenticeship to one trade and practiced it with good success for a time, and am never happier than when shut up in my work-shop with several hours at my disposal for using my tools. But as was said of a certain United States senator famed for his long speeches upon the tariff, that he was able to do it because "he rests his intellect when making a tariff speech," so with me, I rest my brains when using my tools; and I only wish that every one had such a delightful means of brain resting. Did it ever occur to you too, that all the great inventors of the land were trained in our public schools? Critics of our schools demand results, but school children are not men! The schools of thirty or more years ago trained our present



great men ; wait till our scholars are men and women before you pass judgment on their training.

But I am reminded that fifteen minutes is the limit of my time, and I fear that I am dangerously near if not already beyond that limit. I said at the beginning that my subject was a broad one, and you must be as aware as I am that I have but briefly touched upon some of its points and in a very general way. On the whole I am an optimist in reference to the present work of the public schools. There are many and powerful influences at work to undermine and overthrow them, and, in my judgment, not the least of these are some of the so called means of "improving" them.

But I believe that all such efforts will be brought to confusion, whether they be those of open enemies or misguided friends. Indeed I feel quite friendly to much of the open opposition, for by means of it real improvement has resulted to the schools. There is nothing that so stirs up the American people to a real interest in a thing as to have some one fight against it. For this reason I am sure that the recent agitation in Wisconsin will result in real good to the schools of that state.

A short time since I stood upon the spot from which the first gun was fired which lighted the flames of our great Civil War. That fort which was thus attacked now stands in redoubled strength, flying the flag which then went down, and overlooking that city but hardly recovered from the reaction of that unhappy shot. So will it be with that city or state or section which begins a real onslaught upon our public schools. It may have its momentary triumph of Sumpter or Bull Run, but just as surely will its Gettysburg and Appomatox come.

If I make the outlook seem too bright and hopeful I trust you will forgive me. I certainly speak as I feel, and here at the beginning of this session would strike a key note which I trust may be sustained to its close. Soon we go back to the weary round of duties. Let us carry with us an inspiration from these meetings which may last us far on towards the next. It is only by such occasional upliftings that we can do our best work.

The world is too much with us ; late and soon  
 Getting and spending we exhaust our powers.  
 Little we see in Nature that is ours.  
 We have given ourselves away, an empty boon.  
 This sea which bares its bosom to the moon,  
 The winds, which will be a howling at all hours,

But now upgathered are like sleeping flowers,  
 Have little in them we can call our own.  
 Great God! I'd rather be a Pagan suckled in a creed outworn  
 So might I standing on this pleasant lea  
 Catch glimpses I could call mine own,  
 Have sight of Proteus rising from the sea,  
 Or hear Old Triton blow his wreathed horn.

The third paper of the evening was by that veteran educator of Maine, Dr. J. H. Hanson, Principal of Coburn Classical Institute, who was felicitously introduced by the President as one who had taught the fathers of the present generation "much Latin and more Greek," and whose appearance was the signal for a storm of applause. His topic was

WHAT HAVE WE LOST IN FIFTY YEARS, THAT WOULD  
 HAVE BEEN HELPFUL, IF RETAINED.

I know time is precious, but I beg leave to make a single preliminary remark. The more I have reflected upon the task assigned to me, the more seriously have I come to feel the gravity of my position. Of the schools and of the teaching of fifty and of even seventy years ago I know something, having a very distinct recollection of my first winter school when I was four and one-half years of age; but of the schools of to-day my personal observation has been of necessity very limited.

I know them mainly, and am compelled to judge of them largely, by the character and attainments of the young men and women who come to me from them. Possibly a more correct, certainly a more unbiased, judgment may be formed from these data than from a closer connection with the actual work of the schools themselves. For "by their fruits ye shall know them."

What have we lost that would have been helpful to the schools, if retained?

I. The first question demanding our consideration is, Have we lost anything? To this question your attention is invited. I have no case of my own to make out. There is no room for special pleading. Facts and legitimate conclusions from those facts are all we want.

(a) Fifty years ago the only studies regularly pursued in the schools of the state with the exception of three or four high schools in the cities, were reading, spelling, writing, geography, arithmetic,

grammar and history of the United States. I am not certain that the last was required. I am certain that very few studied it. To-day we have, in addition to these, in the primary grades, music and gymnastics; in the grammar grades, drawing, composition, history and physiology; in the high school, algebra, book-keeping, physical geography, English literature, botany, physics (including mechanics, sound, light and electricity), general history, geometry, chemistry, astronomy, rhetoric, and civil government with in many cases French and the ancient classical languages, eighteen in all; in the old time school six different studies, in the modern, twenty-four.

Mr. President, this can hardly be characterized by any such tame word as an advance, or even as a very great advance, it is an immense stride to make in fifty years. Whether it is an improvement, this witness deposeseth not.

(b) The old time school-house was small, often crowded almost to suffocation, ill adapted in every way to its purpose, scantily warmed, and not ventilated at all except by the door and windows. The school-house of to-day is in the main well adapted to its purpose, comfortable and healthful. Our superintendent of schools, who, although Luce, is never *loose* in his statements, reports for 1888-9, in all the State 4,364 school-houses, 3,160 in good condition, and 75 new ones built within the year. In ten years ending with '89, 680 new school-houses were built, which is nearly one and one-half for every town in the State. The school-house, then, of to-day, *nemine dissentiente*, is eminently favorable to the work of the school as compared with that of ye olden time.

(c) Fifty years ago there was almost no classification in the school except in reading and spelling. There was one reading book, the English reader, and one spelling book, Noah Webster. In everything else classification was next to impossible. Every scholar must be allowed to use the arithmetic and the grammar that had come down to him from his grandfather.

To-day 447 towns are reported as well supplied with text books, 111 towns have complete uniformity, and the good work of reform in this respect is rapidly going on. This condition of things marks an important step of real progress.

(d) Sixty years ago there were no blackboards in the schools, no wall maps, no apparatus of any kind, except the birch ferule and the cowhide. To-day the blackboard is a part of the house as much

as the desk ; the number of ungraded schools furnished with globes is 500, with wall maps, is 1,500. To these are to be added, of course, all the graded schools. Here again the balance is all in favor of the modern school.

(e) The average length of the schools in the State for 1888-9 was twenty-two weeks and one and one-half days. I cannot state even approximately the average length of the schools fifty years ago. Nobody knows. No records were kept and no statistics have come down to us. But you will all agree with me that it must have been considerably less than twenty-two weeks. I do not believe that for the boy over twelve years of age it was half that time ; for the boy above that age did not go to the summer school, and the average length of the winter school could have been hardly more than two and one-half months. In the length of school time, therefore, the scholar of to-day has very largely the advantage of the scholar of a half a century ago.

(f) Fifty years ago there was not a graded school, as that term is now understood and applied, in the State. Now there are 1000, one-fifth of all the schools ; and, besides, many of the ungraded schools have felt the influence of the graded schools to such an extent that something like system and the advantage arising from system has become possible in them. This, too, is immensely in favor of the present school, as compared with that of former times.

(g) Free text books is a feature of our era in school matters, which contrasts it most favorably with the time of our fathers.

(h) Another factor that must be considered in any comparison of the present with the past is the Free High School. We have only to go back one decade to find the initial step toward the Free High School. In 1888-9 there were reported 454 terms of these schools, of eleven weeks each, in 204 towns, with an attendance of 14,900 pupils. It will be safe to say that the number of terms in 1890 is not much, if any, less than 500, an average of more than a term of eleven weeks to every town in the state.

The olden time, as every one knows, knew nothing of the high school, free or otherwise, except the academy ; so that the free high school, all that it is and all that it can do, is clear gain to the educational machinery of the present day.

(i) Again, and last, the olden time had no normal school. Our own state fifty years ago had hardly heard of one. To-day she has three under her own fostering care, well manned and thoroughly equipped

doing efficient work and turning out a hundred graduates a year, all of whom are under obligation to give the State, for a time at least, the benefit of the special training which they have received. All this, too, innures to the advantage of the present. The past knew nothing of it.

I have thus sketched, as briefly as I could, some of the salient differences between the educational advantages of to-day and those of fifty or sixty years ago, and I find them nearly all on one side. The majority will say that they are *all* on one side.

Of course, then, these extraordinary facilities for getting an education will bear corresponding fruits. Of course, the young man or the young woman of to-day, of eighteen or twenty years of age, must be farther advanced in his studies, must be more intelligent, must possess more mental discipline and grip, must possess the power to meet and overcome obstacles in the fields of knowledge which lie outstretched before him in a far higher measure than the young man or woman of like age who grew up under the disadvantages and disabilities which have been herein set forth.

But hold! Do not jump to that conclusion too hastily. Theory is nothing here. Facts, and facts only, will be of any service.

I have to-day a school of about 100 scholars of both sexes, between the ages of twelve and twenty-one, representing forty-five towns in the State of Maine. These are students of as much mental ability as that of any other similar number that I have had for a dozen years, and I doubt not that they are the equals of those found in other similar schools in the State. More than half of them are fitting for college. Others are pursuing the higher mathematical and scientific studies.

Forty-five years ago I had another school on this very spot, a little larger, of both sexes, of similar age, pursuing the same studies, having the same objects in view, and drawn from the same territory, viz, the rural districts and the villages and cities of Maine. The text books of that day were as difficult as they are to-day; in the classical languages they did not give the student as much help as they do to-day. The authors studied were substantially the same.

Now, Mr. President, I affirm, and I do it with all the solemnity of a witness under oath, who knows what he is talking about, that the students of 1845 brought to their tasks as much mental power and discipline, as much ability to overcome the difficulties in their pathway, and did actually accomplish as much as the students of

1890. In some branches of study they were decidedly superior to those of the present day.

My first question is answered. We have manifestly lost something which would have been helpful, if retained.

2. What is it?

It is a method of teaching generally in vogue fifty years ago, which is essential to true success ; a method which has characterized the teaching of all the great teachers of whom we know anything from Socrates to our own day. I do not say that this loss is felt or even exists everywhere. But here in Maine we have been gradually, almost imperceptibly drifting away from this method for more than thirty years. I mean the method that draws out the pupil and leads him to investigate for himself. as opposed to the method which is always pouring knowledge into the mind and keeping it in a passive state.

The study of psychology has come to be considered an essential part of a teacher's outfit. It forms a part of the curriculum of study in all our training schools. Every work on pedagogy insists that those who are to deal with mind should know something of mental science. This is as it should be. The theory is right.

The charge I bring is that, while we study the laws of mind that we may know how to deal with mind, much of our practice is in direct violation of those laws.

If there is any one principle of psychology really known and established, it is that the mind is strengthened, enlarged, developed, not so much by what it receives as by what it does. "The acquisition of knowledge," says Secretary Dickinson in a late paper, "is not an end. Knowledge may be useful in two ways. First, it may furnish the occasion for more knowledge ; second, the exertion of mental power required to come into the possession of the knowledge will produce the harmonious development of the individual human being. Knowledge is only useful ; it is not a good in itself." Our error lies in overlooking this fundamental truth. Knowledge in our practice, if not in our theory, is the end-all and the be-all of school work ; and hence we pour it in without stint. What would be thought of the wisdom of the parent, who, when his little one is making his first efforts to walk, should, lest he fall, take him up and carry him. No, a thousand times no. Better a few bruises than that false tenderness. And yet that is the very thing we are doing, when we do for a pupil what he can do for himself. How much better to hold out the hand of encouragement and guidance. We may do a pupil's thinking for him, but that will not make him a thinker.

We may go before him, removing every obstacle from his way, and making all the rough places smooth, but that will not educate him. Yes, teachers, lead, guide, teach, and above all stimulate, but do not do the pupil's work for him. This is downright robbery. "Who steals my purse steals trash; but he that filches from me" my *means of mental growth*, "robs me of that which not enriches him and makes me poor indeed."

Whence the note of dissatisfaction and adverse criticism of our public schools so often heard in these days? The critics themselves do not know what the matter is, but they know that "something is rotten in Denmark." The mischief lies largely, if not wholly, right here. By our false and pernicious methods we are raising a generation of intellectual Lilliputians. Facilities of every kind are furnished as never before, money is lavished upon the schools without stint, and yet we turn out hardly anything but mental dwarfs. The remedy, and the only remedy, *me judice*, lies in a return to older and better ways.

3. A brief statement of a few of the particular losses we have sustained, all traceable to this emasculating style of teaching now too generally in vogue, will close what I have to say.

(1) The young men and women of forty-five years ago, from sixteen to twenty years of age, were better readers than those of the same age to-day. The boys and girls to-day do not, as a rule, know the alphabet.

As proof of this astounding assertion, I submit the following bit of personal experience. At the beginning of the present term I gave my whole school a blackboard lesson on the alphabet, classifying the letters as they are classified in most of the elementary books and giving vocal drill on the same. This vocal practice was kept up weekly. Noticing that many of the class found it difficult, I said one day, "All of you who remember receiving any such instruction as this during any period of your school life will please to hold up your hands." The number of hands all counted was twelve. There were present in the class sixty. That is just twenty per cent. Eighty per cent therefore had never known any instruction in phonetics. Is it any wonder that our young people do not read well? But inability to read well is not the whole of it. The terms descriptive of the alphabet, such as surd, sonant, labial, lingual, guttural, found in their Latin and Greek Grammars are new to them and not easily understood. They cannot pronounce Latin,

Greek and French with ease because they have never learned that letters represent articulate sounds, and their ears have never been made familiar with those sounds.

Forty-five years ago I used to have large classes consisting of the oldest and most advanced scholars for daily recitation in reading and elocution. Nothing of the kind to-day. There is too much else to do. About the same time Hon. E. M. Thurston, then principal of Charleston Academy, one of the best teachers the State has ever had, subsequently Secretary of the Board of Education, published a phonetic chart, probably the first ever published in the State, if not in New England. This chart was found generally in the schools, and was thoroughly and continuously used. We have of course a plenty of these to-day, and far better ones, but I do not think they are much used except in the primary grades.

(2) Scholars were better arithmeticians then than they are now ; and the explanation is not far to find. The arithmetics of that day were, as a rule, more difficult than those of the present time. They contained more hard problems and less help. Ciphering was the one work of the school which never ceased, the scholar going over the same ground winter after winter, wrestling with the problems himself, and finally conquering, because he did them himself. It was not then thought a misdemeanor to memorize a rule. The pride of the schoolmaster was, in the parlance of that day, to be able to do all the sums in the book. When those scholars, later on, came to algebra in the Academy, they did not require to be lifted over all the hard spots. They had acquired an independence and self reliance that bore them bravely and victoriously on.

(3) English grammar was more thoroughly studied and better understood then than now. The day of grammar simplified and language lessons interminable had not come. All did not study grammar as they do now, but those who did made a business of it.

The first class in parsing, a term often sneered at by the wisecracks of our day, was the last exercise in the afternoon. When all the other scholars had been dismissed, then came the tug of war over Thompson's Seasons, Pope's Essay on Man, or the Paradise Lost. It was no mere routine repetition of analytical formulas and syntactical rules, as it has often been caricatured, but a real grappling with the construction and the thought of those masterpieces of English poetry. The questions raised at these sessions were discussed for days and weeks, not only in the school-room, but by the



parents at home and at evening gatherings in the district. The young and the old alike took a vital interest in these questions. Think you that mental power could fail of acquisition by these struggles?

(4) The power to memorize has not been wholly lost, but it has been seriously impaired by the method of teaching which has been criticised in this paper. It has been the fashion more than thirty years for a certain class of teachers whose position has given them a wide influence, and for numerous writers on educational subjects, to disparage and decry the value of the power to memorize *anything* verbatim. All studies without discrimination have been put under the ban. This fashion prevails largely to-day in all the grades from primary to normal.

What is the result? The power to memorize is almost extinct. This was not so of yore. I have had graduates from all of our normal schools come to me to fit for college, not inferior men, but men of mature minds and of a high order of intellect, and I have found them, as a rule, unable except with great labor to memorize the forms of the Latin and Greek languages. It usually takes such a student the larger part of the first year to get into a good working condition. This is not an argument against normal schools. I believe in them, have always favored them, and wish we had six instead of three. This fashion is, I doubt not, simply a reaction from the course of instruction pursued in the Boston Latin School a half a century ago, where the pupil was required to memorize Andrews' and Stoddard's Latin Grammar entire, *verbatim et literatim* before entering on the study of Latin authors. That school had a few imitators in Maine. What *we* have done is merely to jump over into the opposite extreme and say that nothing must be memorized. It is my sober conviction that this extreme is as unreasonable and pernicious as the other. I can not see why we should run mad because somebody else has made a fool of himself.

Principal A. F. Richardson of Castine State Normal School answered the next question, "What have we retained that the schools would be better without?" by discussing

#### THE DISTRICT SYSTEM.

The common schools form the foundation of our school system. Our colleges, normal schools, seminaries, and preparatory schools, are in good condition, with fine buildings, suitable apparatus and efficient teachers. The superstructure is excellent, but the foundation is weak. We have 953 graded schools in good condition, but

there are 3,894 ungraded schools, the most of them under the district system, and generally with poor school-houses, no apparatus, and inefficient teachers.

One thousand two hundred and four school-houses, or nearly one-fourth, are reported in bad condition; if there are thirty pupils in each of these schools, it means 36,000 pupils attending school in unsuitable buildings. The average attendance is much less; but if the members of this association could visit the rural school-houses, they would condemn twice as many. At least 50,000 of our pupils are obliged to study in buildings unfit for use.

Two thousand five hundred and thirty of our ungraded schools are without wall maps, or two-thirds of the whole number. Three thousand four hundred and fifteen have no globes, leaving only 479 with globes, or only one in eight. A large part of them have no black-boards, or if they have what passes for one, it would not be regarded as suitable by good judges of school apparatus.

But the teacher makes the school, and if she has the necessary qualifications, the pupil will learn, notwithstanding the poor house or lack of apparatus.

An article is usually regarded as worth about what it will bring in the market. Now four-fifths of our schools are in charge of teachers whose average pay is only \$4.31 a week excluding board. In the salary paid female teachers we are at the foot of the list. The difficulty is not that the teachers are females, as that is not a disadvantage, but that the pay is too small. This \$4.31 is the average pay of female teachers, but as in the cities the pay is much more, it follows that in the rural schools it is much less. The average length of our summer schools is nine weeks, which at \$4.31 a week will give these teachers a salary of \$38.29 a year, or if they secure winter schools, as some do, \$94.32—nearly \$100. This includes all the schools, while in the rural towns the pay is not half this. How shall this salary be expended? How can these teachers attend a normal school, or any school at such wages? It is not enough to pay the expenses for one term in a year. They must obtain their education in these very schools of which we are speaking, with possibly one term at some village high school, or academy. Shall they take an educational journal, and buy books so as to study this most important and responsible of all employments, or shall they visit schools and attend institutes? They can afford neither.

Again, they are not permanently employed. We have 7,549 different teachers and only 2,061 continued through the year. One

thousand one hundred and fifty-six of them have had no previous experience, and the average age of these teachers is not above eighteen years. These young boys and girls, who are teaching our rural schools, have fine natural ability, and if they could have some advantages, would make good teachers; the free high schools have reached a few, and have helped much, but something must soon be done for these schools, and the abolition of the district system would be a grand move in the right direction.

The difficulty is in the system itself. This is the one evil which so far overshadows the rest that all others sink into insignificance when compared with it. This change will serve as a remedy for many evils—will give us more efficient teachers, longer schools, better school-houses, and more apparatus.

This association could not do better work than to drop every thing else, and bend every effort to abolish the district system. Some hope to bring this about by the present law, but when? Of five hundred towns in the state, one hundred and twenty have the town plan, but taking out the cities we have only about one hundred, and of these several have had the town plan a long time. We gained seven last year; if this rate of increase continues, we shall have adopted the town plan in fifty years.

Forty-two years ago (in 1848) Wm. G. Crosby of Belfast, Secretary of our State Board of Education, in his annual report says: "The minute division of school districts is regarded by all who have given the subject due consideration, as one of the greatest evils attending the practical operation of our school system." Thirteen years later (1855) State Supt. Mark H. Dunnell said: "Many of these districts have become wholly unable to maintain a really useful school;" and he closes his report with an extract from the report of the supervisor of Lewiston, who says: "The town should take the whole control of the schools, instead of sharing it, as at present, with the districts."

In 1861 Edward P. Weston, State Supt., says: "The total abolition of the district system is one of the heights in educational progress which we shall attain, when we shall have grown wise enough to estimate the advantage of the municipal arrangement."

When shall we be wise enough? In 1862 he devotes seven pages of his report to this subject. In 1868 Warren Johnson, State Supt. said of the district system, "It is an old wheel, out of gear, or hanging as a dead weight." He mentions among its disadvantages; expense for school-houses not needed, poor school-houses because

small districts cannot afford better, short schools and poor schools, and the district agent." In 1876 W. J. Corthell, State Supt. says: "The present plan employes 4000 district agents, not selected with any view to fitness or knowledge of the duties of the office." Among the needs he places first on the list "The abolition of the district system."

In 1884 State Supt. N. A. Luce issued a sixteen page pamphlet urging the towns to abolish the district system, and in 1888 he devoted eight pages of his report to this subject. The whole report might well have been given up to this question if by its means the law recommended by him could have been passed. Among the advantages of the town plan he suggests the following: "Equality of school privileges, equality of taxation for school buildings, better teachers more continuously employed, better supervision, better school-houses better furnished, abolition of unnecessary schools, economy in expenditure, and greater average length of schools."

Not only has this change been recommended by our State Superintendents for many years, but all our leading educators advocate the same thing and have long done so. The man who to-day would dare to stand before this audience and advocate the district system, might be admired for his boldness, but he would deserve and receive the pity of us all. In 1862 State Supt. Weston asked the committees and supervisors if the interest of the State would be protected by requiring the school officers of the town to employ the teachers. Two-thirds of the answers were "yes;" others argued in favor of such a change, but not one attempted an argument against it. This was twenty-eight years ago.

The Maine State Teachers' Association, out of which this society grew, has condemned this district system in terms not to be misunderstood, and upon many occasions, as has also this association itself. At its second meeting at Augusta, November 23d, 1868, Hon. Nelson Dingley, Jr., introduced resolutions hostile to the old district system, and they were adopted unanimously. At the sixth annual meeting at Bangor October, 24th, 1872, similar resolutions were passed. October 15, 1880, in the Maine Pedagogical Association Meeting at Lewiston, Hon. W. J. Corthell read a paper on the employment of the teacher by the district agents. A committee was appointed to present this topic to the State through the newspapers, and another to circulate petitions praying the legislature to change the law. At the fifteenth annual meeting, December 31st, 1882, we resolved, "That the district system so called, has outlived its usefulness; that

it is now the greatest obstacle to educational progress, and that by legislative enactments it should at the earliest possible time be buried out of sight." The opposition to this system is not confined to Maine; it is universal. J. W. Patterson, State Superintendent of New Hampshire, speaks of the beneficial results of the adoption of the town plan in that state. He says: "The new school law has run the gauntlet of misrepresentation and abuse for a year, and has come forth stronger in itself, and in the number of its friends than when it entered upon its course. No law ever encountered more groundless prejudice than this, and none ever disarmed opposition more quickly, and demonstrated its power to benefit the state." Among state superintendents of other states who favor the town plan may be mentioned:

J. W. Paterson, New Hampshire; J. W. Dickerson, Massachusetts; C. D. Hine, Connecticut; T. B. Stockwell, Rhode Island; Andrew S. Draper, New York; Justus Dartt, Vermont; J. L. Stewart, (Deputy Superintendent), Pennsylvania; J. P. Thayer, Wisconsin; J. W. Akers, Iowa; J. W. Halcombe, Indiana; Joseph Easterbrook, Michigan; A. C. Speer, Kansas; D. L. Kiehle, Minnesota; Wordville E. Thompson, Arkansas; B. I. Morgan, West Virginia; F. W. Smith, Tennessee; Solomon Palmer, Alabama; T. N. Williams, Delaware; Harvey M. LaFollette, Indiana; Richard Edwards, Illinois; Also Educational Board of Dakota, unanimous.

Only one State Superintendent can be found in the United States who will say a word in favor of this district system—Superintendent Finger of North Carolina, and he says the system is not the best but thinks it good enough for North Carolina for the present.

Notwithstanding the time already necessarily consumed in the formal presentation of the evening's topic, the interest of the audience was unabated, and the exercises were further prolonged by

#### DISCUSSION

Judge O. G. Hall, of Waterville opened the discussion of the evening. He endorsed the position of Mr. Richardson, and echoed the sentiments of ex-State Superintendent Crosby, who said that the district system of Maine was the grave of intellect and the tomb of ambition. There is a great lack of uniformity. The school system has no correlation and co-operation. The distribution of the public school fund of the State is unjust and wasteful.

Ara Cushman, Esq., of Auburn, gave some of his recollections of the old-time school. Many of the teachers of fifty years ago had an influence on the boys and girls who studied under them that not only makes us forget now the discomforts of the school-house, but makes us hold even these very hindrances as models for the present generation. The teachers were the leaders in the social, political, and church life of the time. They were bright, active, robust, muscular, brainy men, not liberally educated but well posted on current events. They had clear cut and positive opinions. But there were others whose inability to converse intelligently on common topics was so apparent and whose intellectual horizon was so narrow that they would compare unfavorably with some even in the primary schools of to-day. A large proportion of the teachers, however, were of more than average mental ability. This was largely due to a feeling of personal responsibility, and independence of character, developed by the opportunity and encouragement which the old time school offered for each boy and girl to stand and be counted for all he was individually worth, and to make as rapid progress as he was individually capable of. The schools of to-day have lost the flexibility, or adaptability to the different or unequal capacities of scholars. Scholars are dealt with too much in bulk, not enough as individuals. There is great need of a system, or of methods, which will allow and encourage scholars to progress as fast as they become masters of their studies. The difference in the capacity or ability of scholars to learn and master studies needs to be recognized and provided for more fully than it now is in the methods of our modern schools.

President Albion W. Small, of Colby, closed the evening's treat. In the modern school the pupils are known chiefly as number 31, or number 17, reminding one of the mail pouches into which matter is thrown. The old-fashioned schools showed an intense personality in teacher and pupil. The schools were known by the names of the teachers; they contained the personality of some man or woman. They were corporal punishment schools. When children are so well taught at home that they can come into the schools and be ruled by moral suasion, the corporal punishment will of itself fall into innocuous desuetude. They were preëminently democratic in every respect. They taught the fundamental laws of human equality.

#### FRIDAY MORNING.

The day sessions were held in the Coburn Classical Institute. Teachers were obliged to stand at every session, although additional

accommodations were continually being made. The session opened with singing by a primary class under Miss Jennie Brown, supervisor of music in the Waterville schools.

President Small of Colby was first on the program, with a paper on

"WHAT THE PUBLIC HAS A RIGHT TO DEMAND OF THE  
PUBLIC SCHOOLS."

Our rights are those things that the most of us agree we want. The public has a right to as many kinds of schools as it decides are wanted. The public school should put the scholars in possession of the keys to all useful knowledge. One of its primary functions is to give the foundation of civic virtue and the virtues which ornament society. It should teach every pupil to respect the essential manhood in others. The fundamental principles of political economy should be taught. The boy is as capable of comprehending this as he is of understanding the three *R*'s. It is a duty of the teacher to rise up and demand the right to teach these subjects of the school authorities. There is a civil morality and a code of civil ethics which the future citizen ought to get in his school days. The subject of the ballot is as important as is that of geography. The primary facts of the constitution of society are important. There is a political religion. Teach the child that because and only because there is a God over all, he has duties to his fellow citizens. The teachers are building our State and country all the time, and they must teach those things which are the cement, the foundation of the State.

Principal E. P. Sampson of Thornton Academy, Saco, followed with a paper, here presented in full, on the same general topic answering the question,

TO WHAT EXTENT ARE THE PUBLIC SCHOOLS MEETING  
THESE DEMANDS?

As an aid to an intelligent understanding of the subject I sent to many business men and educators of the State letters containing the following questions which with replies of one hundred and sixty and quotations from "remarks solicited" are given for your consideration :

Q. Do you favor any form of gymnastics?

A. Yes, 142, No, 13.

Q. Should every school building have a well equipped gymnasium?

A. Yes, 87. No, 46.

Q. Do you favor scientific gymnastic training?

A. Yes, 92 No, 35.

Remarks: "Doubted," "Light," "Whittier's," "In simple form," "Swedish," "In graded schools," "An all round physical development is as needful as mental," "Not necessarily with apparatus," "Scientific physical training is as much superior to ordinary gymnastics as a systematic education is to picked up information."

Q. Do you favor military drill?

A. Yes, 88. No, 44.

Remarks: "Doubted," "For colleges and fitting schools." "Yes, if its purpose be physical development; no, if its purpose be to amuse or make soldiers." Very strongly, for besides having a tendency to make a student attentive and prompt in his movements, it gives him an erect carriage and a decisive and quick action not otherwise obtained, and is of great benefit physically." "Yes" emphatically." "No, because it detracts attention from studies, "Military drill should be encouraged, not to interfere with other studies; but love of country should be fostered with its free institutions, with reverence for the 'Old Star Spangled Banner' ever ready to oppose an invading foe; and with laudable pride we should continue to see our country as it is and as it ever has been the brightest star in the 'Galaxy of Nations.'"

Q. Should the object of public schools be:

(1) An all round mental development?

A. Yes, 118.

(2) Preparation for a special calling?

A. Yes, 6.

(3) Or both?

Yes, 38 (eight of these replied to questions (1) or (2)).

Remarks: "Don't believe this compatible with the object and range of public instruction." "In cases of special aptitude a child's abilities should be specially considered after he is fifteen years of age." "All should have 'an all round development,' and the first duty of educators is to give it; but in many cases it will be a great assistance to have some special training for special work, but not at the expense of the former."

The following is a list of studies sent, the figures indicating the votes cast according to importance of the study:



	Indispensable.	More Important.	Should be taught.	Total.
Reading .....	135	9	12	156
Writing .....	135	9	9	153
Arithmetic .....	135	11	8	154
Spelling .....	135	12	7	154
Geography .....	115	23	9	147
English Grammar .....	115	26	12	153
Book-keeping .....	41	52	41	134
Algebra .....	16	42	65	123
Geometry .....	7	28	65	100
Trigonometry .....	0	13	39	52
Surveying .....	2	9	45	56
Engineering .....	2	5	31	38
Mechanics .....	1	7	32	40
Calculus .....	0	2	10	12
Physic .....	10	32	50	92
Chemistry .....	7	29	66	102
Geology .....	5	17	69	91
Botany .....	3	16	69	88
Zoology .....	4	6	46	56
Physiology .....	44	40	36	120
Astronomy .....	6	22	64	92
Latin .....	16	27	55	98
Greek .....	7	11	46	64
French .....	2	29	57	78
German .....	0	12	43	55
Italians .....	0	0	11	11
Spanish .....	0	4	13	13
Vocal Music .....	9	30	53	92
Organ .....	0	2	14	16
Piano .....	0	2	12	14
English Literature .....	18	45	47	110
Rhetoric .....	47	55	42	142
Modern History .....	27	55	48	130
Ancient History .....	3	37	80	120
United States History .....	87	29	27	143
Drawing .....	10	30	59	99
Painting .....	0	0	9	9
Logic .....	2	3	32	37
Metaphysic .....	0	6	21	27
Political Economy .....	5	20	51	76
Civil Government .....	14	36	61	111
Elocution .....	14	28	45	87
Pedagogy .....	2	2	11	15
Phonography .....	1	2	7	10
Telegraphy .....	1	1	8	10
Man. Train .....	5	9	42	57
Prin. of Agriculture .....	1	-	-	1

To the forty-five studies sent one correspondent added "Principles of Agriculture" which he informs me the grange societies of

Maine are making an effort to introduce into the country schools, to supply a needed science study.

Expressions: "I think our school text books should not eulogize warriors or those who have in any way practiced cruelty."

"I am heartily in favor with a line of supplementary reading that will bring out *our* great heroes and generals and statesmen, instead of those who lived four thousand years ago."

"My idea is that all the above studies should be taught where pupils and parents both desire it, with the exception of drawing and painting. It seems to me that instruction in this art except by the very highest talent, does harm."

"Do not misunderstand my marking literature, composition and rhetoric as indispensable. I do not mean that every scholar should take an exhaustive course in these kindred subjects. I mean, to quote another's words, that 'Direct, systematic, consecutive instruction in English composition should begin at the beginning and continue to the end of every school course.' The English language is the one subject of study which should receive the most attention. Yet, from kindergarten to university it is woefully neglected."

"The schools cannot turn out skilled artisans, accountants, &c. It can give them the elements of special training. I believe that too many subjects are touched in the scientific department. French and German for pupils not fitting for college and three years of each. The living languages first, then the dead. A thorough training in English literature, in History, Political Economy and Civil Government will make good citizens of our boys."

"I think more attention might be given with good results to the study of literature—to the close study of literature, in such a way as to develop the best thought of pupils, and to lead them to love the best, in works and people. Literature might be studied to advantage as early as the lower grammar grade, and might be made to aid more than anything else the "all round development of mind and heart."

"The following studies can be done in the schools below the high: Reading, writing, arithmetic, spelling, geography, English grammar, U. S. history and botany. Children learn to spell, and facts of small size will be retained by them, when older ones forget them. The high school training should be mental development. \* \* \* Mathematics, for reasoning; Classics, for language; Science, for observation. \* \* \* Accompanying these should be the training

of the body including the lungs. Elocution or vocal music, if used, should be taught as a training to the right use of the voice, not to perfect either department. That is a life work."

Q Can the State afford to introduce manual training?

A. Yes, 56. No, 68.

Q. Should the kindergarten be introduced into the public schools?

A. Yes, 70. No, 41.

Very pointed remarks were made upon these two questions. Several correspondents wrote that the Maine schools are not ready for manual training or for the kindergarten, while many an earnest plea was given for them.

Q Should religious instruction form part of the school curriculum?

A. Yes, 44. No, 82.

Q. Or should moral training be imparted as opportunity offered?

A. Yes, 115. No, 5.

The remarks called forth by these two questions were very interesting because of their earnestness. One laments that the spiritual tone has been almost entirely eliminated from our schools, and that our readers, while they are not immoral are non-moral. He claims that both a moral and a spiritual tone should be given by special instruction, and that it can be done without offense. Another says that the hostility of the different church creeds is such that any attempt at special religious instruction would not meet with universal favor, though none could object to a stand in favor of a high moral training.

Q. Is there sufficient instruction against the use of spirituous liquors?

A. Yes, 35. No, 82.

Q. Is there sufficient instruction against the use of tobacco?

A. Yes, 35. No, 82.

The criticisms upon these two questions were almost unanimous in claiming that there was sufficient law, but that the teachers lacked ability and interest in this special instruction.

The following quotations, though not bearing upon any particular question submitted, are grouped together, as they show quite clearly what our business men think our schools are doing and ought to do.

"The public school should give, to the greatest degree possible, a solid, non-religious, non-special, all-round, American education."

“I believe that a mixed or ungraded school is needed in every town or city having graded schools, and that the district system should be abolished by the legislature.”

“Education should be compulsory, and the State should see that every child is taught the indispensable branches.”

“I think that physical, mental, and moral training should go hand in hand, and that is gospel.”

“The aim of the public school is to give the pupil a *ground work* for the future, not to make him a specialist, or to give him a smattering of studies that properly belong to a more advanced educational sphere.”

“The justification of the common school system is the protection of the State primarily; the good of the child is incidental—is the care of the parents.”

“My general impression is that the tendency now is to over-do rather than to slight the matter of public education.”

“I fear that too much is undertaken in our public schools, much more than the kind of teachers that are employed have the ability to teach, or the qualities necessary to enable them to do so effectually. Any or all the studies in physical or mental training you refer to if taught properly will be of use; but no school could attempt to teach one-tenth part of them outside of those underlined, (reading, writing, spelling, arithmetic, geography, English grammar and book-keeping,) and accomplish anything. If there is any serious fault in the way of our public schools, the largest portion of it can be placed on those who have charge of them and their foolish attempts to accomplish more than they have the time or ability to perform. That those studies which I have underlined should be made the most prominent and that anything else which interferes with their being so should be left out, is to me very evident. And when our pedagogues realize this fact and cease to try to do too much, our schools will be the better for it.”

“I judge the schools are about half doing their duty. Through somebody’s fault they are over-burdened with studies; they are trying to crowd a quart into a pint measure. They are graduating too many smatterers.”

“I believe that the public has the right to demand of the public schools, above all things, that their graduates shall be capable of comprehending the benefits that attach to American citizenship, and capable of utilizing those benefits most advantageously to them-

selves and their country. 'Politics' have no place in the public schools in a partisan sense, but a student should be *taught the principles that underlie our Constitution, the issues that have created and divided parties*; and he should be made familiar with the *political history of his own times*; that, when the day comes for him to cast his ballot as a free citizen of the greatest republic on earth, he may act with intelligence, and without dishonesty. The public schools should fit a student for the *practical* relations of life. The product just now is too largely 'professors,' 'smart young men and women' and 'crammed young men and women.' "

"So far as I know I think the public schools are meeting the demands made upon them in a more thorough manner than ever before. I have thought sometimes that more attention should be given to something more useful than some things that are crowded on to the young. If manual training was taught gymnastics could be dispensed with to some extent."

"I think it well for the State to have charge of the common school studies from primary to the high inclusive, beyond that I would not go. I don't favor too much *paternity* on the part of the State. Hence I leave out of the enumeration those studies which I think should belong to special schools. I would not make Latin or Greek obligatory although I think much of both, especially for *all* teachers and for professionally inclined men and women."

"I should say that the State can afford to introduce manual training or any other training that would tend to a higher and better education \* \* \* that money expended by the State for educational purposes must eventually bring back the principal with compound interest in the way of civilization and the better education of its inhabitants." "The great defect in our public school system is that studies which will fit a young man for the battle of life are too much neglected. What I mean is that there is not instruction enough of an industrial nature. Hence I believe surveying and engineering to be very important. Telegraphy is also very valuable to *every one*."

"In as much as the citizen is taxed to educate the children, and that tax is collected, which is right, I think that the attendance should be compulsory; though it might be unpopular, still the principle is the correct one. The tax of the citizen cannot be avoided, hence, let the pupil be under the same regulations."

“I see no reason why the State should not provide for its boys and girls the means of a thorough classical and scientific education.”

“From my experience with students in learning type-setting I find a great lack of *practical training* in spelling, English composition and punctuation. I have had graduates from academies with me, who could not punctuate a sentence and give the rules. I have had several come to me for special drill in this line. A young lady, a fine scholar, has been with me three months, giving her time to setting type, expressly for the drill in punctuation and spelling.

\* \* \* \* \* Cannot this very *important* deficiency be supplied?”

“The greatest waste of time in the schools so far as I know is in the attempt to train pupils to be book-keepers. This has too much in it of the nature of special training, and can be better acquired and in much less time in an office where practical business is carried on. Another fault is too much arithmetic. Many problems given to scholars in the grammar grades would puzzle any merchant or banker, and have no bearing on, or application to, the practical affairs of life. It takes very little arithmetic to carry one through ordinary business. To the plea that difficult problems are necessary to the reasoning powers, I have nothing to say. I would have the training in arithmetic largely mental, and would make little use of text books except for teaching tables of weights and measures. The fault in teaching penmanship is, that the attempt is made to conform to an arbitrary style. The pupil should be taught the proper arm and finger movements, and then be left to develop his own peculiar style which sooner or later will assert itself.”

“We cannot get fairly more than we pay for in school work or in other labor. The public schools are unorganized. There should be a direct personal responsibility and authority in the chief officer in the common school system of education. Make a system, double the school fund, provide professional teachers, and insist on the best possible work from all. It may be that our schools do as good work as can be reasonably expected in this mob-like condition. Provide the means for a through system of education, enforce it, and then demand a development of good and educated citizens for the next generation. It is better to build school-houses than jails; to pay teachers than sheriffs; to support schools for public instruction than criminal terms of court.”

I will close by briefly stating my conclusions.

Our public schools *are* and *should* be the pride of every true American citizen. They are meeting to a large degree the demands of the public as is evidenced by their popularity and by the decrease in number and popularity of the private schools. But that they are not meeting the demands that the public has a right to make is becoming more and more evident to teachers, school officers and parents. I believe that the cause lies in lack of organization, system, State and town supervision, proper grading and professional teachers. Not only do our schools need a definite system, the best that human experience can devise, and professional teachers of unblemished character, of tact, of humanity; but also responsible and accountable school officers, the best qualified the land affords, who will not only supervise the schools, but will instruct the people that *they* may understand and appreciate the work that can be done for the children.

The divided responsibility between school committee and agent, and the district system are a hinderance for they have outlived their usefulness.

In looking over our State government I find among the various officers Railroad Commissioners who *must* examine the roads, a Bank Commissioner who examines thoroughly twice a year every savings bank in the State, a Board of Agriculture of *twenty* practical farmers who look after the sheep and oxen; also we have an Experiment Station to look after the fertilizers that our *soil* may not be cheated; but, when I look for a Board of Education, what do I find? one man! with only clerical powers, to look after 143,000 souls in school, 70,000 others who ought to be in school—these, the hope of the future prosperity of our State! Besides he has under his care 1,000 school officers and 7,500 teachers.

Over 1,000 teachers are employed each year who have not had previous experience, and only 680 have had a normal school training. It is a wonder that our schools are what they are! It is a greater wonder that the public can be so interested in railroads, banks, cattle, soil, and so heedless of the present condition of our schools!

That our State Superintendent of public schools is doing a noble work, any one who will even compare the country schools of to-day with those of a decade ago, will gladly testify. But I do not believe it to be in the power of any one man, especially without authority, and not backed by a strong board of education and by intelligent supervisors in every town, to do what can be, and ought to be done in this unsystematized, poorly graded, poorly supervised, poorly

manned, "mob-like condition" of our public schools. I also find, even in our best graded schools, that there is a lack of uniformity of programme and of instruction. What can be said of the ungraded schools, if, in the same city, each school of each grade differs from the others of the same grade according to the whim, ignorance or professional knowledge of the teacher? I believe that this confessed lack of results will continue until all the schools of the State are brought under a uniform system and programme of studies, and are under the supervision of accountable and qualified officers, and all the teachers have a normal school training or an equivalent experience, and the usual system of yearly gradation is enlarged by a gradation according to proficiency.

#### DISCUSSION.

Rev. J. L. Seward opened the discussion. If a boy has the faculty of getting the "almighty dollar," nothing can keep him from its acquisition. Education will not hurt him; and all the education in the world cannot give any one this ability. The object of our schools is mental discipline. Train the memory. Teach the child to be his own master. The pupil should be able to get any knowledge he wants. The boy who has learned how to prove himself superior to difficulties has the best possible preparation for money getting.

Prof. F. C. Robinson, Prof. L. G. Jordan, Principal E. P. Sampson, Rev. B. P. Snow, Miss M. S. Snow, Dr. M. C. Fernald, and Secretary H. M. Estabrook took part in the consideration of this topic.

Principal J. H. Parsons of the Augusta High School spoke on

#### HOW CAN THE TEACHER GROW IN EFFICIENCY?

The subject "How can the teacher grow in efficiency?" should be of vital interest to every member of the profession. Judging from our limited knowledge of life, growth seems to be the end of being. Certain it is that growth is essential to all life whether it be in the realm of matter or of mind.

Where there is no growth there must be decay and death. And if any teacher has reached a point where he can no longer learn, it may be regarded as certain that his days of usefulness are fast passing away.

While it is hardly to be desired that all should agree as to the particular qualities that go to make up the successful teacher, it



may reasonably be expected that any attempt to enumerate the lines in which the teacher should strive for growth, will in some quarter awaken a responsive echo or touch a cord of sympathy.

Without attempting an exhaustive treatment of the subject, it is proposed briefly to indicate some directions in which the teacher may gain in efficiency.

It is taken for granted that the teacher is in love with his work, for without this love there can be no teaching in the best sense of the term. If any person, having entered our ranks for what he can get, finds his work distasteful it were far better for him to seek some more congenial field of labor.

There is a great deal of truth in the saying, that teachers like poets are born, not made. And yet this love for the work, so essential to best results, may be cultivated.

In any department of labor, it will generally be found true that one likes to do what he is doing well, and whatever is neglected or poorly done becomes distasteful. If then it be found that a task seems drudgery it is worth while to consider whether it has received proper attention.

The teacher should be ever ready to grasp opportunities for growth in knowledge. It is not sufficient thoroughly to understand the subject to be taught. He should be ever seeking for culture in other fields and should at least be able to turn to some one line of study as a recreation.

Has he a taste for Botany or Zoology, then his summer vacation may become a source of profit as well as pleasure, in the study of the plant or animal life of some chosen locality. For those months of the year when there is less to be gained by rambles in field or forest he may well turn his attention to Literature. In fact no teacher can afford to be without the inspiration that comes from an intimate acquaintanceship with the well known characters of History and of Fiction. It is not necessary for him to devour every new book, it may be far better to read "some old book he's read before."

Some one has well said that no book is worth reading once, that is not worth reading twice. But while it is true that there are few great books produced in a generation, it is also true that from time to time works appear which take such a hold upon the popular thought that one cannot afford to be ignorant of them. And while the average teacher as well as the average citizen spends too much time in reading the newspaper, he spends far too little in reading

the pages of standard magazines. There is inspiration for the teacher and suggestion for his class in proper use of current events.

He who would prove a successful guide to youth must keep ever in view the object at which he should aim, otherwise he will, in the language of a recent writer in the Academy, be far more likely to hit the ground than anything worth aiming at. It is not sufficient that he have a clear conception of the purpose of education in general or the end to be sought in the pursuit of any particular branch; there should be a definite idea of what each lesson is to teach and how it shall aid in accomplishing the purpose for which the study is pursued and for which education is sought.

He must be in sympathy with his students. It is not to be expected that the mind of the average pupil even of high school age shall be chiefly engrossed with the beauties of Shakespeare or the grand utterances of classic lore.

Let the boy be proud of his success with the racket, and delight to talk of the last game of ball. It will do the teacher no harm to descend from the heights of knowledge, and, recalling his own boyhood days, try to interest himself in what the boys like to talk about. And let there be no fear of compromising his dignity, for whatever will thereby be lost, is not worth saving and he may be surprised to find that his efforts to interest the pupils in some of the things inspiring to himself are crowned with a degree of success never before attained.

It should be remembered that all young people are not made after the same pattern. In order to gain best results, the teacher should lose no opportunity of associating with his pupils out of school. And while he should zealously avoid intimate friendships on the part of a few students, he should as studiously seek to be on good terms with all. The walk to and from school, the time before school, the recess and the play-ground may all be utilized to gain a more accurate knowledge of the pupil. In this way it will not infrequently happen that a more correct estimate of a boy may be formed than could be gained by any number of recitations; and the teacher may find that he can have some respect for a boy's ability who persistently fails in Algebra, and in Latin will confuse the genders of the third declension.

The danger of *narrowing*, of shutting one's self up to pet theories and ideas should be zealously avoided. There is no better way for

one to gain in breadth of view than to seek the society of his fellows, to mingle with men.

While he who buries himself in books may gain in scholarship he will lose in ability to judge fairly, to rank impartially and to exercise proper self control. He will be extremely likely to begin after a little to be fretful, and subject to petty annoyances.

No man has a right to cause his pupils to suffer for his bad digestion, and of all inflictions let the child be delivered from the habitual scold. He, together with that other nuisance, the man who wastes his students' time in gratifying a desire to talk, when they who would, can't run away, should be forever exiled from the school-room.

It should be a constant aim to improve in methods of imparting knowledge. To this end every professional teacher should take at least one school paper. Beside the *Journal of Education*, which every New England teacher should read, there is for the High School teacher no more helpful periodical than the *Academy*.

As often as possible he should visit other teachers, and witness their work, seeking always to find some teacher a little superior to himself, else "comparing himself with himself and those like himself" he may conclude that he has reached perfection.

If I was asked to name the most essential qualification for successful teaching, I should say enthusiasm. Without this all teaching will be drudgery and all study a hardship to be avoided.

The class and the school will partake largely of the character of the teacher; if he is dull and slow, the work will be done in a listless, aimless manner, and on the other hand, if he is brimming over with enthusiasm, all tasks will be seized upon with zeal and the work will move forward cheerfully and rapidly.

It is a matter of experience that one will be enthusiastic along the lines in which his energies are chiefly directed. Then let the teacher take the Apostle's advice and "wait on teaching." It is not to be expected that he shall perform the duties of other professions. Most teachers are not men of such breadth of intellect that proper scope cannot be found for their abilities in their chosen field. Few can be enthusiastic upon several things at the same time. If one's attention be given to matters outside of the range of his own legitimate calling, the school must suffer.

When demands are made upon his time (as they must be made upon the time of every teacher,) let him hesitate before yielding,

and ask himself the question, "Shall I be the better teacher for engaging in this enterprise?" "Can I afford to give my energies to managing entertainments to pay the minister's salary or defray the expenses of elaborate graduations?"

We hear a great deal about the poor overworked teacher, but it is not hard work that most seriously affects the teacher, but hard worry, and in many cases, if there were more work, there would be less worry.

The average teacher does not work enough out of school and this is apt to be especially true of those who have been long in the profession. Accustomed for years to teach the same subjects and feeling sure that he will not be caught, for he has learned to be adroit in avoiding dangerous ground, he comes to rely upon past knowledge for his facts and the stimulus of the moment for his enthusiasm, and the result is that his pupils learn his ways and study the teacher hardly less than the Anabasis or Cicero.

This falling into ruts can only be avoided by a careful preparation of each lesson. If the instructor finds his interest waning, let him turn to a fresh passage in the classics or to an original in Geometry. Having mastered these he will find the inspiration gained therefrom more helpful than many facts.

The teacher should be courteous. By his manner it should be evident that he seeks to treat all fairly, to administer correction, when correction is necessary, impartially, and to extend uniform courtesy to all. And I know of no way to appear kindly disposed, patient and virtuous, when these qualities are not possessed.

If the State would inculcate morality, let her see to it that those who train the youth are pure. Lessons in morality fall from the lips of the immoral as so much chaff to be blown about by the winds of heaven, while the example of integrity will as surely ennoble the life of the child as the pure air will invigorate his body. Let the teacher be pure and the pupil will unconsciously be drawn toward the practice of virtue.

The bane of many a teacher is favoritism. Often unconsciously, he allows some good scholar to monopolize the recitation. The temptation is strong when visitors are present, to call only upon those students that are likely to recite well. But it is not for the recitation that we are training these minds, but for the battle ground of life. Then let us beware of destroying the child's self respect by cruelly humiliating him before his fellows. The imperfect attempt

of one student may be far more worthy of praise than the brilliant recitation of another.

We laugh at Dicken's portraiture of the Yorkshire School Master and his school, but how many of us resemble Squeers to the extent of having some Smike who is made to bear the consequences of ill humor or is held up to the ridicule of his class-mates.

The best teaching is not of the kind that evolves a few phenomenal scholars. Some will be brilliant in the face of many obstacles, and it argues no great teaching ability that these are graduated with honor.

He who, remembering that all his pupils are to be fitted for citizenship, succeeds in encouraging the diffident, interesting the listless and inspiring the stupid, may well be entitled to high rank in the profession.

Miss Mary F. Hyde of the Albany Normal School closed the morning session with a talk on

#### THE TEACHING OF LANGUAGE.

Pupils must learn to express their own thoughts with ease. In the primary grades, find out the abilities of each child and lead him to express what he has to say unconsciously in correct English. There is generally a great indefiniteness on the part of the teacher, resulting from too little planning for the lesson. Prepare for definite work. The sentence is the foundation of good work in composition. At first have with the work the reproduction of the thought of others. Great care should be taken in the selection of exercises for reading to the class. Always choose thoughts worth remembering. The oral work should always precede the written. Question to bring out the leading thoughts in connected statements. Pictures carefully selected and rightly used can be of great value. Choose pictures, first of all with respect to quality. They should all have a refining influence. Let the picture be such as will appeal to the child. Begin by having the class describe the picture; then have a story suggested by it. Lead the children to infer from what they see. Letter writing should be practised from the very first. Give the correct forms and then have them write a short, simple letter, telling about something in which they are interested. Begin the study of literature in the very lowest grades. Tell well-selected stories, repeat poems, fairy tales; cultivate and elevate the taste. Have

the children, when they are able to read, memorize poems and gems. Memory gems are excellent, if very carefully selected. Store the mind with beautiful thoughts.

AFTERNOON SESSION.

Miss Hyde answered some questions on the subject of language, and discussed the work with literature classes as they advanced in grade.

Principal George C. Purington of the Farmington State Normal School read a paper on the subject :

“DO PUPILS FAIL TO REMEMBER WHAT THEY LEARN, ASSIMILATE WHAT THEY STUDY, AND DEVELOP INTELLECTUAL POWERS BECAUSE OF AN IMPERFECT SCHOOL SYSTEM AND DEFECTIVE COURSES OF STUDY?”

It seems to me that my part in the discussion of this question, “Do the pupils in the public schools fail to remember what they learn, assimilate what they study, and develop intellectual powers because of an imperfect school system, and defective courses of study?” revolves itself simply into a discussion of our present school system and our courses of study. Result is inseparably connected with cause; hence, if it can be shown that we have an imperfect system, or defective courses of study, it is a fair presumption that there are failures in results a share of which is due to the system, and those of us who had the pleasure of listening to the addresses last evening are more than ever sure that there exists much “chronic intellectual weakness and indigestion,” there is *not* that assimilation of mental pabulum that is essential to a healthy growth. For once in my life, I must take the part of a pessimist. There is no room for the “rainbow chaser” when the school system of Maine is under consideration. The most confirmed optimist can find little to commend in the *membra disjecta* which we, with more regard for courtesy than for truth, call a school *system*. When I received your edict, Mr. President, it disturbed my serenity, to say the least. It is so much pleasanter to look on the bright side of school matters, and let some one else do the necessary growling. Finally I mustered up courage to spend the last hours of the lately departed year upon the following lucubration. And as I wrote, Tennyson’s lines,

“Ring out the false, ring in the true,”

kept ringing in my ears as a sort of prophetic refrain, I hope.

If we are really becoming "intellectual Lilliputians," or if we are making less progress than we ought, the fault must lie either in race degeneration, in less efficient teachers than formerly, or in the retention of a system unsuited to the demands of modern times. That many of the defects in the results obtained in schools are due to the last named cause seems to me far more probable than that they are due to either of the others. It is useless to expect good work from a poor machine, even with skilled operatives, and from so imperfect a machine as our school system, we can expect nothing but poor results except in the case of teachers who have the genius to rise above systems. Wherever such teachers are found, good results will be obtained, but mediocrity needs system, and for those teachers who are below mediocrity the best possible system is necessary to secure even fair results.

I agree fully with what my friend from Saco has said in regard to our present system and the need of a thorough re-organization. While some changes have taken place in methods of school management during the last fifty years, the changes in *business* methods and *manufacturing* have met with far greater changes. One of the gentlemen who spoke to us last night is, as you know, at the head of the largest and most successful shoe manufacturing establishment in Maine, and one of the largest in the United States. By a system of organization and supervision he obtains the greatest amount of labor for the least expense. Every man in his employ knows that he is working under constant and intelligent supervision. But thirty or forty years ago when that gentleman first went into the business he was one of three or four men who worked in a little shop where two roads crossed, each one making the whole of a boot or shoe, and the whole shoe business of Maine was conducted in that way in little shops and in farmers' kitchens, scattered over the hills and along the valleys, mainly in Androscoggin and Oxford counties. Our school system is in exactly the same condition as the old-time shoe business. Instead of an organization where every officer feels himself accountable to some superior, we have a host of petty officials, each a law unto himself. The school agent, like a feudal lord, makes reprisals on the public treasury for his own greed and the benefit of some poor but aspiring relative, and not infrequently, (as we were shown last night,) furnishes a teacher from his own family, bids off the board, supplies the wood, hires his son to build the fires and sweep the school-house, and his wife to clean

it. Some committee man takes sweet vengeance upon some agent by refusing to certificate any teacher that the latter may hire. The committee are responsible to no power on earth except to their constituents, and not to them unless a re-election is desired. A teacher may be very successful in one town, but that success gives him no standing in another town ten miles away. If he teaches in the latter he must run the gauntlet of certain aged and decrepit conundrums, though but three months before, he passed a fine examination before a competent committee. And this for two reasons; the committee in the latter town know nothing of the competence of the other committee, and they have their own dignity to maintain. Within six months I have known an excellent teacher and fine scholar to be refused a certificate on the ground of failure to pass a satisfactory examination, when in fact he answered the questions correctly and the committee could not.

The statute in regard to the visitation of schools is constantly violated, though, by the way, under the existing circumstances, this may be quite as well. What business enterprise would prosper if conducted in such a way? There are shoe shops in Maine that pay more for supervision pure and simple, than all the cities pay for the supervision of their schools. There are factories that pay one man for his supervision alone, more than all our cities pay their school superintendents. Our State pays more directly and indirectly for the supervision of the health of its cattle, horses and pigs than it pays for the supervision of its schools, five times over more for cattle shows than for teachers' institutes. It pays more to guard its fish and game than it pays to guard the disbursement of its school funds.

Not only have trade and manufacturing found it necessary to make radical changes in methods, or systems, but the same is true in religious work and in charities. Instead of the old haphazard way of distributing alms, there are now most carefully organized societies to care for the poor. We have quadrupled, as was shown by Dr. Hanson, the number of studies in our common schools, yet retain very largely the same system of management we had when there was little more than the three R's. Any business enterprise would be ruined in one year if it had no better supervision than the great majority of our schools have.

I sometimes think that the reasons our schools turn out as good a quality of scholars as they do, is largely from causes beyond our



control: We have inherited brains, (though it would seem from what has been said here we are in danger of squandering our patrimony) our climate is the best in the world to stimulate intellectual activity; we are still very largely a homogeneous people, and we are not so much affected by the rush and hurry of life as many communities. I ran across something from Holmes the other day that I offer in corroboration of my position. "The last born nobleman I have seen I saw this morning; he was pulling a rope that was fastened to a Maine schooner loaded with lumber. \* \* \* I have a notion that the State of Maine breeds the natural nobility in a larger proportion than some other states, but they spring up in all sorts of out-of-the-way-places."

But in judging of our school work there is particular need of one caution. It takes twenty-five or thirty years to determine the result of our work. Nor is it fair to judge it by the number of brilliant men it produces. There have been intellectual giants as far back as we have recorded history. The poetry of Homer, the philosophy of Plato and Aristotle have not been surpassed. But the proper question is, what is the condition of the mass? And if you will allow me, for a moment to drop the role of a pessimist, I want to say that from my reading I believe there has been a great advance in fifty years in the education of the masses.

It is easy to find fault. What remedy can be suggested?

If I am not mistaken there is now no northern state that has so imperfect a school system as ours. I should think the men who selected our State motto would turn in their graves. We surely do not lead in school management. I would select such a system as has seemed to effect the best results in states that really lead.

1. A State Superintendent.
2. A Board of Education.
3. An active, energetic Supervisor in every county.
4. Supervision by a union of towns as in Massachusetts.
5. A local inspector in each town.
6. State examination and certification of teachers.

Within a few days I have seen a copy of the examination papers given at the last state examination in California, and I am sure that a body of teachers who can pass such an examination, must be far superior, intellectually, to those who pass the average examination in Maine.

I now come to the second part of my subject, "are the faults mentioned in the topic due to defective courses of study?" If we accept Herbert Spencer's dictum that "the object of education is to prepare for complete living," "how to live in the widest sense," I cannot see how we can fail to condemn much that is in our courses of study.

Somewhere he has said that "the first requisite in life is to be a good animal." Yet how little there is taught in our schools to secure health! How much from bad air and confinement that tends to the reverse!

How little for self-preservation—the laws of health—the very first object in education, is provided for in the course of study in even the best of our schools! A large part of our citizens are engaged in producing, manufacturing and distributing commodities. For them a knowledge of at least the fundamental principles of science are necessary. But how much do the pupils in our ungraded, or the great majority in our graded schools get of those principles?

Another large portion of our people are engaged in occupations that deal with space, number and force. Where is the necessary mathematical training given to enable them to prosecute that work with the greatest success?

Again what provision is made in our courses for training in the duties pertaining to the home and state!

In a large part of the schools of our State, such a thing as a course of study is unknown. Pupils take such subjects as they think they will like. Only five of our towns have adopted a course of study for the rural schools, and all but one have abandoned those courses; cause, lack of intelligence on the part of succeeding supervisors.

In graded schools in different towns we find a wide difference of studies in the same grades, due, not to the special needs of the people, but to the special tastes of teachers. If the teacher likes music, that is made a hobby. If drawing, that is the pet.

Our *courses* of study contain too much that is purely ornamental, but yet our *course* of study is not extensive enough. The Free High School course should be extended, and made a very important link in our educational system. My own idea is that in all, except the larger towns and cities, they should have a maximum and minimum course of study and be made feeders to the already established academies. By that means boys and girls in the rural towns who

wish to go to college would be enabled to begin their preparation near home, and complete it at some academy where they would receive much better instruction than would be possible in the rural high school. And further, they should receive their proportional part of the Free High School money raised by their town and given by the State, while completing their course at the academy. This I believe would be true economy. Furthermore, better work would be done in the smaller high schools because more time could be devoted to those studies taken by nine-tenths of the pupils. From an examination of the programmes of a large number of rural free high schools, I think I am justified in saying that fifty per cent of the time is given to ten per cent of the pupils, in studies that the academies and large high schools could teach much better, a thing that is at once wasteful and unfair.

Fellow teachers, while this picture is a dark one, with you I can see light ahead. But cannot we do something to hasten the dawn? We are justified I think in believing that a great advance has been made in fifty years in spite of some losses, but there ought to have been more. If we will but put a little more soul into the work the next decade will see, I feel sure, as great an advance as the past fifty years can show.

Miss Fannie P. Hardy, Superintendent of Brewer schools, presented the same subject further as follows :

DO THE PUPILS OF OUR PUBLIC SCHOOLS FAIL TO REMEMBER WHAT THEY LEARN, ASSIMILATE WHAT THEY STUDY AND DEVELOP INTELLECTUAL POWER BECAUSE OF FAULTY METHODS OF INSTRUCTION?

If you observe the programme for this meeting you will find it a most remarkable one. It has nothing in it on the prevention of tardiness and how to teach spelling ; it doesn't treat a single triviality ; it doesn't undertake to give instruction to those who need it ; but it discusses broadly and nobly one question and only one. How can we best *educate* for citizenship and the duties of life? It is the State herself that speaks. When she says, do we fail because of faulty methods of instruction, shall we merely exhibit and criticize poor Miss Blank's methods ; or answer frankly and according to our best knowledge what is the trouble with all of us and what makes our most faithful teachers feel that perhaps they are not doing their duty? This is not the place to talk of what is not representa-

tive nor to attempt the reform of individuals; but to speak of what we have in common, to strengthen the faithful, to suggest far-reaching improvements and to prepare for concerted work.

In answer to such a question as has been asked us we may, if we choose, prepare a neat deductive proof, careful and irresistible in its conclusions, which yet shall tell us after all has been said nothing more than an answer yes or no. But why take all this trouble and wherefore this waste of time in a formal proof if we are not convinced that our school system and schools are perfect beyond improvement? Speaking back to the State I will answer all she asks. Throwing away all right to formal proofs and logic and inevitable conclusions, and looking into my own little microcosm, I will tell what I see there without regard to what any one else in the wide world has seen or told.

If asked whether my scholars remember what they learn, I should answer a rather qualified yes: at least their recitations are fully equal to those of the average class in college, and their examinations are better than those which I have received from persons offering themselves to me as instructors of the ignorant young mind. The old art of memorizing long poems and prose selections seems to be almost a lost art; I could not call on half a dozen who can do it quickly and I know none who do it voluntarily. But verbal memory is not a high manifestation of mind, and except as an agreeable accomplishment this is no great loss. From the use chiefly made of it in the past by educators, I am inclined to think it a custom "more honored in the breach than in the observance." Small use is there in memorizing the dates of all the battles in the Civil War and all the manœuvres of General McClellan, or even the population of all the principal towns of Maine in 1880. If children's minds reject such a diet, I take it as a sign of a healthy condition, and quite agree with those who consent to memorize such things with the avowed intention of forgetting them as soon as possible. What they are interested in, they remember; they know all about Indians and Indian fighting. As to the digestion of what they study, that is a harder question. Do we not commonly require a good deal of rather indigestible stuff to be swallowed and retained until wanted? I do not see how a boy of fourteen is going to digest partial payments, for example, which with myself to this day is a mere matter of memory and has become neither blood nor bone. Most of them understand what they learn and use the dictionary. What they are

interested in, they remember and assimilate; other things they remember or forget, according to their natural capacities and the exigencies of the occasion. But there seems to be a remoteness about most of their knowledge which is not at all inconsistent with an understanding of what they learn. Of intellectual power I would rather not speak until it has been defined. This may be said: Most of the young people whom I know have opinions of their own and do honest, independent work, sometimes with results surprisingly unlike anything to be found in the authorities.

This is not a very bad showing, but at the same time it is not a very good one; neither my teachers nor I myself are satisfied with it.

But before speaking of the special faults we deplore, before drawing any conclusion as to the causes of these things, let us turn aside to discuss some matters of wider interest and to ask some pertinent questions.

First, there are wrong methods still in use. I will not enumerate nor classify them; a guide-post is as good as a guide-book when one doesn't want to go the wrong way, and perhaps there has been too much said about methods already. It isn't the method itself but the result obtained by it that is admirable; and any method is bad which hinders the development of the learner. What I would emphasize is that good methods are moral; that is, that those which produce good results intellectually are in accord with the laws of morality and favor the formation of good habits of thought and action; while bad methods—those producing bad intellectual habits or not positively forming good ones—are either immoral or unmoral. Among the immoral methods of teaching are all sorts of smatterings, cramming for show and for examination, anything which places pretence before honesty; under the unmoral may be grouped all methods which make school work mechanical, mere intellectual routine and drudgery—learning by heart, repeating by rote, studying one book only, discouraging questions and discussion.

Can there be anything in our school system which would condemn it to either of these classes?

Second, there is a wrong idea of education abroad. "Education is not that which smothers a woman in accomplishments," says shrewd Hannah Moore—the remark applies equally to men—"but that which tends to consolidate a firm and regular character." We cannot touch either the body, the mind, or the spirit without affect-

ing both the others, so interdependent are they, so quickly do all respond when a stimulus is applied to any one of them. On this account we need to dwell more upon the ethical importance of good educational work. I cannot conceive in the teacher's work for the pupil, the possibility of laboring for intellectual results only and yet having the pupil attain intellectual power. Intellectual power is not made nor increased by the mere accumulation of facts but by the grasp one has of the truth; it is the attribute of those whose minds are open whether they know books or know them not, and it is the teacher's business to keep the minds of the pupils open to all good influences, just as it is the doctor's to keep open the channels of the body, as it should be the minister's to keep clear the avenues by which things spiritual enter in. Says the best educated woman I know: "The higher education is not a process nor a method; it is an attitude." With some further definition perhaps, this is true of all education. It is not in knowing things, it is not in knowing how to know things merely; but in the expansion of being which follows the touch of realities, material and spiritual, in the desire which burns us to investigate our kinship with them and find out what of the tree and the stone is in us and what part of ourselves fought at Crécy and Poitiers. In other words, when we feel an interest in *things* our education begins; when teachers cultivate and direct that interest so that it will bring in the largest returns in character, they are educating us.

Have our public schools to-day this idea of education? We are not now speaking of the work and aims of the teachers, but of the requirement of the public. Is there a demand from the people who support these schools that they should begin in interest and end in character? These are questions which we may very well ask of the schools about us.

In my own, I have observed, and have already told you, that what the children are most interested in this they retain and assimilate, and no matter what the requirements of the school and the apparent acquirements of the scholar, the true education goes no farther. But this truth is not generally recognized by the public which demands this and that accomplishment until there is a gap between the point where voluntary attention stops and the point set as the minimum limit of information required, which it is hard to bridge over by mere intellectual training. What pupils get above a certain amount is only so much loose information, and do the best we

can, we fail to make it anything else. Looking more particularly into the mental habits of my own pupils I mark a failure to observe details, to be careful in small things, to be exact in statement, to draw inferences and to note relations. This is not merely the immaturity of unformed minds but a relapse from the attainments natural to what we call the uneducated child.

If this is a true observation, and if previous statements are correct, these being bad habits, and having grown up under our popular system of education, are the results of bad methods of education. But let us not blame the teachers. Though continual scolding might remedy the matter in part, the root of the evil lies deeper. What work have these pupils had which would lead them to take an interest in being exact and methodical? Does our system of education especially concern itself with the formation of manners and habits?

Here are a few apparently unrelated facts to be interrogated. First, there is a considerable class of scholars who do no better than they are obliged to do in order to remain in school, who are idle, stupid, mischievous, mean, exasperating; who frankly confess that they are not interested in school and would not come if they were not obliged to attend. What are we doing for their education? Is there anything in intellectual arithmetic, and the causes of the Peloponnesian War likely to interest them enough to make them grow up into firm and regular characters? Will even the mastery of cube root and the English subjunctive qualify them as good citizens? For this decided failure in morality of pupils, the popular system of education has no remedy to suggest, and the lack is the more glaring since the object of the public schools is to train for citizenship, for which good principles are a better qualification than geography.— Here is another significant fact. Not long ago in visiting a school, I found that the history class did not know anything about the pictures in the book. It was Eggleston's United States History, and the cuts were as authentic and as valuable as the text and just as much to be studied; but even when we opened the book and talked about the pictures, it was noticeable how slow the children were to observe, compare, and deduce. It was evident that they were losing much which they should have learned unconsciously. It isn't enough to say that it was the teacher's fault; even if she never called attention to the pictures they would have known all that was asked, if they had ever learned how to use their eyes. Again, there does not seem to be as much difference as we should expect between those

who have enjoyed the advantages of the school system and those who have not. This fall I saw two little girls who had lived in the woods all their life, two miles from the nearest neighbor, fifteen or more from the next nearest, and no school-house within twenty or thirty miles; but they were more intelligent and farther advanced in their studies than pupils of their age usually are; the elder of them writes me a better letter than children of the same age in my schools can write. At Chesuncook lake, sixty miles from the nearest school-house, I know some children who, when I last saw them, had had no instruction but such as they received in the home school; yet they did not seem likely to grow up uneducated in the better sense. Indeed, they are better educated than common, and in their time will come forth from the forest and push our school-bred children from their stools as others before them have done. If they can do without what our schools have to offer, can we equally well afford to do without the training they have had for eyes, ears, feet and fingers?—Finally, I hear a call to which I cannot be deaf. The boys are restive in school; they want to get out; they want to go to work and earn money. It is not that they do not like school and their teachers, but they want to be at work. This comes not from the dullest and most needy, but from the very best of those who have no professional training in view; who see no “practical value,” as they call it, in much study. They are nothing if not practical, always inquiring, What is the use of this? What good will it do me? It may be that this is the cry of a money-getting age, making haste to be rich; but to me it sounds like a call for bread and for independence. It is a call for training of a kind which shall prepare them to earn their own maintenance when their strength is equal to the task. It is a sign of qualification for citizenship, and I am glad to hear it although it condemns our schools.

But what have these cases in common? The mischievous pupils rebelling against instruction; the listless eyes refusing to teach themselves; the alert, capable, woods-children, self-educated in spite of obstacles; the desire of these earnest youths to fit themselves early for their life work—all speak of the inadequacy of our present plans for public education. The fault is not in the children; they are normal; when a system pulls one way and human nature another, always investigate the system first in seeking for the trouble; for humanity happily is apt to be made up on the more rational plan of the two.



The idea of our present school system is antiquated. Formerly, when instruction in morals and religion was almost universal and when the farm and the farm-house afforded a great variety of occupations, all of which the child must master as he grew up, there was no need that the school should attempt to train anything but the intellect. When this had been done, the youth might very well be considered fit to become a citizen; he had the elements of book learning, habits of industry, a trade which would make him independent, and morals that would make him a safeguard rather than a menace to the state. But it is not enough now for the school to concern itself with the intellect alone and to declare the child well trained for citizenship when he does not know the use or the value of his senses, when he has no trade by which to support himself honestly, and has had no definite provision for either moral or religious instruction, perhaps has received none except such as faithful teachers gave without being bidden. I have no wish to condemn the public schools but only to see them enlarge their work until they become educative in the fullest sense. Much of the work for which I plead is being done in a private and individual way, but its importance is not widely enough recognized and its performance is too often left to the choice of the teacher, and sometimes it is wrongly done. Much of the work called object lessons, through ignorance or carelessness, becomes anything but educational in its result; it seems introduced merely to amuse the children, and there is too much time spent in amusing children who would be better off if left to their own devices. The work that is needed now is not amusement, though it is enjoyable, and it is not intermittent, irregular, unplanned, but a thorough and systematic course of instruction calculated to open the mind naturally and to develop instead of to deaden the intellect. In my own work I see that such a course is needed in greater degree and more systematic arrangement than can be provided by the individual teachers. We need to have suitable recognition of the need of the public and provision made for it in kindergartens, object lessons, gymnastics, drawing, singing, practical science and observation of nature, handwork, arts and crafts, —any and every means by which the child may be led to use all his powers, to get his knowledge first-handed and be made to draw his own conclusions. Here we are, with a top-heavy system of public instruction based on the purely mechanical method of imparting book knowledge and requiring back what the book says, judging

ability solely by the power to pass examinations and taking no account of any faculties which are not engaged in this process of regrinding other men's opinions. That's a bad method and unmoral as was said at first. Here we are, training one-half of the child and leaving the other half—the part first and most easily impressed, the part through which all the rest may be moulded—to train itself. Here we are, talking about morals and character and neglecting the best opportunity of all to cultivate good habits and good morals by giving the careless, the indolent, the dull, work that will correct their failings because it interests them, and that, for the same reason, will develop latent powers which perhaps never could be roused by the present means. Many a child now called incorrigibly dull might see a new era dawn if skill at handiwork could offset an inaptitude for percentage; and some whose faults are written in blacker letters might redeem their reputations if encouraged to turn their energies into legitimate channels. These have as good a right to be educated—and more need—than the quicker and more docile youth; but our present system thinks it is doing well if it manages to tolerate them. We must remember that we are training *citizens*.

There is no time now to discuss the ways and means of procuring these things, and we shall have to wait a long time yet for them; but we must set our eyes toward them, and when they are within our reach we will find it perfectly possible to do all that is now done in school, except perhaps some worthless memorizing, and to devote one-half of the whole school life to sense and manual training. The value of this cannot be over-estimated. My father has long declared that a month spent in the woods is worth a year at college; I myself would say that six weeks in the woods, spent by a person of good ability and a taste for that life, with a thorough woodsman as instructor, is worth both sophomore and junior years at college. I believe that manual training has a similar educational value; that the kindergarten has greater value still. To get what these can give is not to have a smattering of many subjects but to feel the true cohesive force which will bind the fragments we now call education into one comprehended whole. In providing this needed training of sense, hand, and judgment, we shall find that not only are we gaining much in the amount learned, but that we are saving time within the limits allowed for our present system; and what is of greatest worth, we shall find that we are educating instead of pretending to educate.

## DISCUSSION.

Principal G. B. Files of the Lewiston High School, opened the discussion. If a teacher has a clear conception of what he ought to accomplish, then, if he has the ability and training indispensable to his calling, he can easily modify and originate methods in order to secure definite ends. Failure to reproduce does not lie in the fact that a pupil does not remember what he has learned, but in the fact that he never learned. The mind is able to grasp a thought only after continuous and unaided efforts. The remedy lies in a complete, and so far as possible, unaided mastery of the subject for study. The supreme work of intellectual culture hinges on individual volition. Intellectual power is the product of intellectual activity, and can be gained in no other way. Any method of instruction is fatally defective if the teacher is content that the pupil *knows* and does not seek to inquire *how* he came to know. Any teacher is incompetent if he does not know—or worse, does not care to know, whether his pupil studies. Study means thought. It is the giving of exclusive attention—prolonged, determined, intense, independent activity of the mind. Cramming can be done in a short time. Growth requires a longer period. Proficiency in the art of asking questions implies broad scholarship, great enthusiasm, passion for teaching, and knowledge of the laws of the human mind. Correct methods of instruction make the pupil a self-instructor, the only true education. Correct methods of discipline lead the pupil to govern himself, the only government worthy the name.

The discussion was closed by Prin. H. M. Small of the Norway High School, after which Rev. J. L. Seward read the paper prepared by Dr. Thomas Hill of Portland, ex-president of Harvard College on

## LIBRARIES IN PUBLIC SCHOOLS.

Two different classes of books may properly and usefully be put into the library of a public school, books for supplementary reading, and books of reference. The former are most valuable for younger classes, the latter for older, and especially for the brighter pupils.

About forty years ago when I was an active member of a school committee in Massachusetts, I devised a plan for supplementary reading, which I think superior to any other. Supplementary reading in any form was a thing which we had never heard of in our

town; but I persuaded the people to grant me, for a number of consecutive years, the modest sum of one hundred dollars a year, to use as I thought best for the benefit of the schools. I had already succeeded in banishing from the primary schools the absurd study of mental arithmetic; and had also given English Grammar and spelling books back to the last class of the grammar school, or first in the High School. The time gained by getting rid of these worse than useless instruments of torture I utilized in several ways, but principally for drawing on the blackboard, and for reading aloud. At that time reading was confined to series of books made up of short extracts—"readers" so-called. I selected what may be called Children's Classics; books of established reputation, adapted to children; and put into each school a dozen or twenty copies of each one of half a dozen such books. For example in the primary schools, Miss Edgeworth's Early Lessons, and the best of her books for the young; and in the high school selected and abridged plays of Shakespeare, Bulfinch's Age of Fable, Guyot's Earth and Man, and the like. These books were labelled as the property of the town, and were used only in the school-room; for reading aloud in the class, after looking over beforehand. Each set thus served many generations of pupils. The educational power of reading in school complete editions of some classic book like Miss Edgeworth's Simple Susan, or Guyot's Earth and Man, is vastly greater than that of reading a volume of the same size filled with short elegant extracts from a score of authors. The effect of our action on the schools in Waltham was very marked. Not only did the scholars learn to read aloud much better, but the moral and literary tone of the schools was greatly elevated. Even in arithmetic, spelling and grammar, (studies in which I had ruthlessly cut down the time, more than fifty per cent) they made much greater progress than before. The schools had become alive; instead of wading and staggering through sloughs and over ragged rocks, in a reader manufactured for their torment, they enjoyed exhilarating walks over charming lands, in books written by writers not disobedient to the heavenly visions of genius. Such books were savory, digestible and nutritious food for the children's minds. They *grew* under the influence, and took hold of all their other work with new vigor and ability.

Nor is the reading aloud in the class inefficient as a direct means of instruction in the subject matter. In our high schools e. g. it is certainly important that the young men should have their minds

prepared for an intelligent appreciation of our American institutions. There are several capital text books on that subject, such for example as Nordhoff's. Yet there is no doubt in my mind that the majority of the school would get more real light on American institutions from reading Laboulaye's diverting story, *Paris en Amérique*, aloud to each other in the class room, than from a study of any ordinary text book. Nor is there any way in which you would be more likely to arouse those young men who have the requisite powers, and stimulate them to a more serious and thorough investigation of the nature of Saxon institutions as developed in New England, than by having them thus see under the genial and thoroughly learned Frenchman's lead, the differences between the Latin and the Teutonic forms of civilization. Laboulaye does not, like Tacitus in his *Germania*, or like Taine in his essays on English Literature, simply show the differences between the races; but Frenchman though he is, he clearly indicates the superiority of the contributions to the highest political civilization, made by our English race, especially under our American freedom. The great point, however, which I would press, as peculiarly appropriate to my subject, is the value of having such books in duplicates in a school library to be deliberately read aloud in the class as a reading exercise, each member of the class following with his eye, the one reading.

Those matters of study which can thus be put into an attractive literary form, can be *better* taught by this method of special libraries, containing a number of copies of each book, to be read aloud in the class, than in any other way. And the stimulus given to the scholars' minds by this process makes them take hold of all other studies with more zeal. Many subjects are capable, like the one which I have named, of a double treatment,—a literary treatment for the benefit of those who wish only to grasp the general principles, and a scientific treatment for those who would pursue them further. Of course the effect of the reading would be most conspicuous in awakening zeal in the more thorough pursuit of the same subject; but it would be valuable as a general stimulus also. We certainly found it so as I have already said, in the schools at Waltham. Geo. B. Emerson repeatedly bore public testimony to the fact that all the scholars who came to his private school in Boston out of our Waltham public schools were far better educated than any scholars who had ever come to him out of any other schools whatever, public or private.

In the selection of books for the libraries, for supplementary readings, the greatest care should be taken to avoid not only religious but scientific sectarianism. On the one hand it must be acknowledged that there is no truth so certain, but that some man may be found eccentric enough to doubt it. Mills, in his logic declares that two and two may not invariably make four, and also that the diameters of a circle are never all equal. But on the other hand we must acknowledge that many truths are so thoroughly established that they may safely be called universally conceded,— *e. g.* eccentric writers like Mills are thrown out of consideration, and we say that the primary truths of number and of geometry are universally accepted. Now in the books introduced at public expense into the school libraries nothing ought to be set down as true unless it has been thus universally conceded,—that is conceded by the practically unanimous vote of those competent to judge.

Yet we have had within the last thirty years, many books introduced into the public schools, laying down as settled scientific facts, propositions which are disputed by a large minority, or even by a majority of those specially learned upon the subjects. It is a grave mistake that some of our State legislatures have fallen into, when they add to the list of studies required in the public schools. It is a still greater mistake for the school committees to introduce into the schools text books prepared by the same parties who have lobbied the new studies through the legislature. Such books are sure to be full of extravagant, one-sided statements of half truths. Many of the new topics required to be taught in the schools, could be better taught by the mode of supplementary reading than in any other way; other of the new topics, like some of the older ones, are wholly unfit for primary and grammar schools in any way. The great error in New England schools has been, and is, the neglect of the foundations, for the sake of putting on the top stories. They aim first of all to teach the child to think, and to reason; to the fatal neglect of his powers of observation and imagination. It was in the attempt to remedy that great error that in Waltham we banished mental arithmetic from the primary schools or indeed until the closing year of the grammar school. The Constitutions of Maine and of Massachusetts put good morals and good manners as the first thing to be cared for in the education of a child. Then when you come to the intellect, the first great step is to teach the child to use its eyes and its ears and its hands. This develops the fundamental

intellectual power, that which nature develops first, namely: the power of a rapid, practical analysis of form, in space. To that most vital of all the processes of the mind, nothing conduces more rapidly and surely than drawing, especially drawing direct from surrounding objects. This also is the cause of the practical value of the kindergarten. The second great power of the finite mind, namely: the power of recognizing rhythm, the practical analysis of time is developed by the cultivation of the ear. Colors for the eye follow a little later, but tone to the ear is the first great teacher in the meaning of time. The practical value of this is most readily seen by unreflective minds in the use of articulate speech. Now all this makes it evident that everything else should, if necessary, be sacrificed in the primary school, to the claims of drawing, writing, and reading aloud. Everything beyond that should be adapted to the same ends, to give clearer consistency and greater quickness in seeing and hearing.

The books which are used for supplementary reading, should be perfectly adapted to the average capacity of the class using them; they should also be adapted to the average taste of the class; in this sense, that they should be interesting to them. Of course they should be instructive, and the greatest pains should be taken to have them give only what is either universally admitted to be scientifically true, or else plainly and confessedly fictitious. When I was on the school committee of which I have spoken, there was in the schools of the largest city of our continent, a geometry in use, which said that the circumference is exactly three times the diameter!! There was another school-book which had, at the last I knew of it, reached its one hundred eightieth thousand which was full of delicious absurdities, like that on soap, which I believe I can repeat verbatim. The book was in catechetical form, and one question was, "You say that soap is made of grease? whereas soap destroys grease,—how is that?" Ans. "Grease or fat consists of two parts, an oily part called oleine, and a solid part called stearine; but when soda or potash is mixed with it, the oily principle flies off; and the solid part is converted into an oxide of potassium, which is perfectly soluble in water." And we must not deceive ourselves by thinking Oh, that nonsense was fifty years ago; there is nothing like that now. I can show more such things in the text books used to-day, and in this State of Maine, too.

But I pass now to the second kind of books, books of reference. Such books are but rarely needed, if ever, in the primary grades. In the grammar school, an unabridged dictionary, and perhaps a gazetteer, and a small encyclopedia, may be enough. But in the high school and in the normal school, there can hardly be too copious a selection of special dictionaries, gazetteers, geographies, and popular scientific manuals. When the foundation has been well laid, the pupil (not having been stultified with mental arithmetic, with the spelling of words that have no meaning to him, and with the analysis of language by abstract rule of grammar;—but having been kept wide awake by interesting children's classics, and by drawing from nature, and having learned to read aloud with unconscious ease, anything and everything that is within his comprehension) is not only ready for study, but eager for study. The scholars in our last year of the grammar school, and first year of the high school, took hold of mental arithmetic with such eagerness that they rapidly far surpassed anything ever done in that line. Never having been bored and tortured by spelling words of no meaning to them, they now spelled the same lists given to scholars of the same grade in Boston, Roxbury and Cambridge, and made only half as many errors.

Coming with this freshness and vigor to the appropriate studies of those higher grades, they were eager and wide awake to get all the information about each lesson possible. Did their geography name the productions of a foreign country, they went to whatever sources they could, to find out precisely what each article was, how produced, how prepared for market, how used by the purchaser. Did they come upon a familiar quotation, they tried to find out whence it came, and something about its author. Or if there was a classical allusion, they were not content unless they learned the myth or legend or fable or historical event alluded to. In the purely scientific departments, the brighter minds in each branch of sciences wanted further light, more knowledge of detail, closer grasp of general principles than the limited elementary manual could give. Was a flower brought to the school, or a mineral, or did a bird or insect attract their attention on the way to or from school, they wished to know at least the name of the genus and of the family to which it belonged.

For all such uses, there should be in the high school an ample reference library in the school-room itself, accessible to all the scholars; as ample as the town can afford.



One of the evil effects of our public graded schools is the tendency to hold back the bright scholars; to keep them doing nothing; because the course has been arranged for the mediocre ones alone. Now the education of a man of good moral character is a blessing to the whole community; and the public benefit of educating *such* a man is in direct proportion to his intellectual and executive ability. To keep such boys back and give them only the education adapted to the common run of boys, is to do a serious wrong not only to them, but to the whole state and country as well. The free introduction of whole valuable books and reading them aloud in the classes; with the supply of copious reference books in the school room, freely accessible to all students, has a valuable effect in mitigating the evils that lead to such a wrong, because it gives each boy and girl the opportunity to do extra work in addition to the mere text-book routine of the school.

Prof. L. G. Jordan of Bates College opened the discussion of Dr. Hill's paper. There must be very good teaching to make the library method a success. The teacher must have a wide knowledge. There must be a directive, leading power to give unity to the whole work. There must be a school board with a tolerable amount of common sense, in order to allow latitude in examinations, extent of work, etc. An extensive library is not within the reach of all, but a few books, well selected, are all that are essential. This work gives a knowledge of many books and the power of getting the truth out of books. There comes a love of investigating truth. A pupil who has never tried, does not know how to use books. This can only come from individual practice. This system gives an opportunity for individual work.

Mrs. Alice Freeman Palmer emphasized what had been said in favor of this system of work. It is very hard to find time or place for introducing this method, but we ought to fear the results if we do not introduce it. We must teach the boys and girls how to read. A great deal can be done with a very few books and a real live teacher to open them. This kind of work requires such wisdom and directive force as very few now possess. The library method is even better for the teacher than for the pupil. When boys and girls beg for books the teacher will begin to read.

## EVENING.

The evening exercises were held at the Baptist church which was filled with teachers and citizens. Mrs. Alice Freeman Palmer gave the address of the evening, only an abstract of which can be given, upon the subject,

## HOW CAN WE IMPROVE OUR COMMON SCHOOLS.

Teachers must become a strong, united body, with more *esprit de corps*, and more enthusiasm for one another and for the work. They must make themselves a learned, compact profession, with a spirit and a power behind it. They must have an all-controlling, splendid sense of their responsibility. It takes a great deal of brains to-day to be good; to be courageous, sweet, and wise; to choose among the great multitude of conflicting duties. If we would improve the schools, we must have much more of that sanctified, divine common sense. Teachers must spend much more time in planning how to save the time of the boys and girls. The best results cannot be had without a sound body. Fresh air is essential. Teachers and pupils must have clear brains. They must not be nervous, strained and careworn. We must give strong attention to straight, original thinking. Much care must be given to real, correct speech. Accustom pupils to think and write when a paper and pencil are given them unexpectedly. There is much drudgery about correcting compositions, but much of this can be planned away. Children like to write if they know how, and have constant practice. We must have physical discipline. The Swedish system is what it is simply because there they believe that the state has a right to expect that every teacher will give the state strong men and women. The only expense is a little more devotion and pains on the part of the teacher. Teach the children how to do something. That man is more a master of self who can do something with his hands. Children should be taught to think with things as well as with abstract thoughts. There is too much lack of enthusiasm and of high ideals for the pupils.

## SATURDAY MORNING.

Superintendent W. C. Crawford of Waterville spoke on the topic,

WHY AND HOW SHOULD THERE BE A REVIEW OF THE  
WORK OF PRECEDING GRADES EACH YEAR?

Teachers seem to think that if they pour things into a mind they have nothing to do with keeping them there. Ideas fade from the memory if there is no present need for them. They must be exercised and used. If an impression has once been completely made on the mind, it can be reproduced if the conditions are favorable. The associated ideas and surroundings of presentation change and increase with each reproduction. Review saves a great amount of time in the reteaching of what has previously been taught. There must be attention while a subject is being presented to the mind. Attention and memory depend on interest. Much help can be given by presenting facts in a logical way and with interesting associations. Put the mind through exactly the same experience as at first. In reviewing, use a different style of questioning and expression. Review a subject, and not a chapter or book. Insist upon application of the subject. Apply in new directions. A review bears the same relation to a repetition as a conception does to a perception. Get combination and association in the review exercises. Reviews make things which were at first dim, clear from their connection with the whole. They help to correct wrong impressions and add to imperfect ones. They determine to the pupil the essential parts of the subject. Even though they do not meet the requirements, pupils should be held responsible for everything which has once been clearly and intelligently presented and understood.

The subject was discussed by Prin. F. H. Nickerson of the Sacarappa high school, in a paper here presented in full as follows :

HOW SHOULD THE ESSENTIAL PARTS OF THE WORK OF  
PRECEDING GRADES BE REVIEWED EACH YEAR?

While it is possible to show the necessity of reviewing with more or less fulness the essential parts of the work of preceding grades, any definite and exact reply to the second part of the question, viz : the manner in which this review work shall be done, is hardly possible ; for so much do communities, and as a result, schools differ,

that an attempt to incorporate into the school curricula of this State any ready-made methods of accomplishing desirable results, without serious modification to suit the requirements of different localities, must meet with indifferent success if not absolute failure. Therefore I shall confine myself principally to the why of this topic, touching the how, if at all, only in the way of general suggestion.

In the discussion of this topic it is well to bear in mind that it is not a question of wholesale review of the work of preceding grades but of viewing again from the changed standpoint of a higher grade those *principles* upon which is conditioned not only future success in school work but future success in life work so far as that depends upon the development acquired within our schools.

The public school exists in the hope that from it will come a manhood and womanhood more intelligent and better equipped for the duties of citizenship; and its salvation depends upon the fullness with which we meet this expectation of the people. If pupils go out of school with a smattering of this and that rather than thoroughness in those things undertaken, the time will come when the sympathy and aid of the public will be withdrawn, and here, it seems to me, is the foundation for the demand for a review of the essentials of the work of preceding grades from year to year.

The public school system is to-day passing through a most critical period. In our emancipation from the narrowness of the three R's and those to satiety, we have rushed to an extreme in the opposite direction, that is producing too little of that genuine development of mind and power over principles that ought to be the end for which any educational process exists. The enemies of the public school are quick to discover and profit by this weakness, while its friends, if candid, must admit that for the practical duties of life graduates are lacking in equipment that might justly be expected of them after their course of study.

The business men of to-day do not place the confidence in the qualifications of the graduates of our schools that is desirable or that tends to impress our boys especially with the importance, from a business point of view, of a full course in the schools; and, as a result, we are compelled to see fully three-fourths of those who enter the school drop out before the completion of the course.

The Herald contest of last spring, to some of us at least, was a surprise in its revelation of the inability of high school pupils to express themselves tersely and forcibly. The conditions under

which those who contested were put to trial, coupled with the fact that it was a work of competition explains somewhat the results; but, withal, to the candid mind there was a measure of disappointment in those results.

The solutions of the circulation problem propounded recently by the Portland Express reveals a corresponding weakness in the mathematical work of the pupils in our schools.

The purpose of this problem was, in the words of the editor, "To test the merits of the system in vogue in the primary grades at the present time as to the thoroughness of the work done in the rudiments of that very important study, Arithmetic."

Solutions were received from fifty different towns in the State, presumably from the brightest pupils in those towns, so that, so far as such a test is valuable as a basis of judgment, there was given an excellent opportunity to judge the character of the work done in the schools along this line.

The judgment of the Express is summed up in the following words: "The large percentage of failures is a sad reflection upon the character of the teaching done in the preparatory grades. It shows this to be true, that in the attempt to cover so broad a field of learning the more important things have been neglected. Better the plodding days of our fathers when the three R's were thoroughly known than the "liberal education" which we are to-day attempting to cram down the throats of the rising generation."

Such things as these reveal trouble somewhere but I am unwilling to accept the conclusion that it is a reflection upon the teaching only, for I believe that it is impossible to find, as a whole, a body of professional workers more conscientious or more efficient than the teachers in our preparatory grades. Nor is it so much that the field is too broad as that we are working under disadvantages. With the proper conditions the average pupil can swallow, without any of the cramming process, can digest and assimilate the essentials of all we purpose to give him in our schools. And that he does not to-day is a fact for which teachers, superintendents, school boards, and parents are jointly responsible.

One of the disadvantages to the accomplishment of the best results is the lack of provision for proper and necessary review work. A few of our courses of study are outlined with this point in view but the majority make little, if any, provision for systematic work in this line. A recent examination of the courses of study of five

representative schools of this State disclosed only one that made any provision for systematic review of the essentials of preceding grades.

So far as knowledge is concerned, a properly conducted review is of more value to a pupil than any first study of a subject. Matter needs to settle, as it were, in the mind of the pupil before he can appreciate its value. But when the work of a higher grade has revealed the necessity of this or that principle, the pupil is prepared to take hold of a review in a way that will enable the teacher to develop principles that could not have been successfully brought out at first.

Again, the first study of a subject with as close daily review as you please and the most careful teaching will leave somewhat of confusion in the mind of the average pupil; the illustrative matter, with which it is necessary to punctuate teaching, becomes confounded with the principles taught, and nothing can clear up a mind thus befogged like a review at some later period, in the next grade it may be.

To show the degree of confusion possible to a pupil in the first study of a subject, let me cite a case that came under my observation a few months ago; it is an exaggerated case I am aware, but it has value nevertheless, for the young lady in general appearance gave evidence of being naturally of average brightness, and presumably she had had the *latest of modern methods*, for she stated that she was within one term of graduation from a *Massachusetts grammar school*.

The young lady came to me with the statement that she had pursued the ordinary course of grammar school work, and I gave her an examination in geography, grammar and orthography. The following outline of the examination in geography illustrates her success in the other branches in which she was examined:

1. What states are included in the division known as N. E. states? No answer.
2. What large river flows through Western Massachusetts? No answer.
3. What river flows through the northeastern part of Massachusetts near which are the large manufacturing towns of Lowell and Lawrence? St. Lawrence.
4. How many states in the Union? Fifteen.
5. Where does the Mississippi river rise and into what body of water does it empty? Failure.

6. Locate the capital of the United States. Northwestern part of the United States.

7. Locate Chicago. In Minnesota.

8. For what is Lynn, (Mass.) celebrated? Manufacture of boots and shoes.

Now I am not advocating grade reviews as a panacea but, if a re-examination of the essentials of the preceding grades, will to any degree obviate the necessity of confusing a child's mind like that under the head of education, certainly they deserve our attention.

But the teacher, already overtaxed for time to cover the required ground, questions how time can be found for this review work.

A certain amount of time might be secured to this end if we taught less of the non-essential parts of those studies which come into our work. Take book-keeping, if you please. Of a number of courses of study recently examined, only one provided for less than two terms in that study, while some gave a whole year to the work. Our schools are not to produce specialists and, when they devote from six months to a year to book-keeping, they are squandering the pupil's time. An equivalent of one term's work ought to be sufficient to enable any boy or girl who is likely to need such knowledge to successfully manage the books of an ordinary business.

Possibly a certain amount of re-arrangement of courses of study might be necessary to find the requisite time. More of the subjects found in the high school might, with profit, take their beginning in the lower grades, possibly the majority might be begun there, while some of those supposed to be completed previous to the high school might well be carried into that grade. This introduction of new studies into the lower grades would make it necessary to eliminate the more complex parts of the work attempted there to-day and to carry them forward into a higher grade, where the pupil, able to meet the work more intelligently, could compass it in less time.

Such a change, by increasing the continuity of school work, would tend to increase the desire of pupils to remain to the end of the course; while grade reviews would become by virtue of the system an integral part of the course, so that, if pupils did drop out, they would possess, so far as they had gone, a well defined idea of what they had done—a thing which too many of our pupils do not possess to-day.

The next paper was by Prof. H. M. Estabrooke of Gorham Normal School on the subject

#### THE DESIRABILITY AND FEASIBILITY OF COUNTY INSTITUTES.

The greatest educational want in Maine to-day is better teaching. The quality of instruction, brains and a love for the work being assumed, is largely dependent upon the teacher's preparation along two lines—academic and professional. The academical preparation needed by the teacher of the common school can be obtained at any good high school or academy. If this preparation is supplemented by a knowledge of methods of instruction, then the teacher is reasonably well equipped to do successful work in the school-room. But just here is the trouble. Very many teachers in this State have not this knowledge of methods, and are guided in their work mainly by the light of experience. Naturally while groping for the right way of doing things mistakes are made, some of them serious ones. The light which comes from one's own little candle of experience can illuminate but a small circle and that feebly, often so feebly that the faithful teacher after years of experience still "sees through a glass darkly." What he needs is not alone the light of his own experience, but that strong illumination shed by the experience of others striving like himself to find the best way of doing things.

How shall the teacher obtain a knowledge of methods? Manifestly the best way is to attend a good normal school where theory and practice are combined. Maine has done well in the past in providing professional training for teachers; she is doing better to-day, and will do better still in the future. The normal schools of Farmington, Castine and Gorham, the training school of Fort Kent, and the normal departments of various seminaries are all working faithfully to raise the standard of instruction, and yet the standard rises so slowly that the movement is only perceptible after the lapse of years. According to the State Superintendent's report for the year 1889, there were employed in the public schools of Maine about 7500 teachers, of whom less than 700 were graduates of normal schools, or less than ten per cent. Roughly stated, of every ten teachers only one had supplemented his academic course with a full course of professional training. This does not mean that only one in ten now has professional knowledge; it means that only one in



ten, as a rule, had that knowledge when he began his professional career. It further means that of the new accessions to the teaching force each year, the proportion of one to ten would be far too great. In the same year (1889) the number of new teachers was 1156; the increase in the number of normal graduates for the same year was only twenty-nine. The proportion here is about one to forty. When we remember that of these twenty-nine normal graduates a large percentage will find employment in the graded schools of the larger villages, we realize that the teaching in very many of our district schools is, and must be for a time, apprentice work.

Why is it that so few properly prepare themselves for their work? The doctor, the lawyer and the minister round out their general training with that which specially fits them for their profession. The teacher does not. Special preparation is with him the exception and not the rule. The cause is, perhaps, not difficult to find. 1. A full course in a normal school requires two years for its completion. For the average teacher, working on the pittance he receives in Maine, this two years is a serious matter. 2. The expense of such a course is more than many teachers can bear. Few teachers feel that they can invest three or four hundred dollars in preparing for an occupation which offers so few financial prizes. 3. The uncertain tenure of the teacher's office makes the result doubtful. 4. Because so many make teaching only a stepping-stone to something else, and hence feel no necessity for specially preparing for a business in which they are to continue but a year or two. 5. A lack of appreciation of the work of the normal schools; 1, by the teachers themselves who have not made this kind of work a subject of study; 2, by the public, as is shown by the low salaries paid to normal graduates, and the consequent emigration of this class of teachers to Massachusetts and other states where their work is held in greater esteem. It is a curious fact that Maine annually makes liberal provision for the professional education of her teachers; but when the graduates of her normal schools seek employment they are offered so scanty wages that they find positions elsewhere, and our school officers proceed to place the schools in charge of wholly untrained teachers. In other words, Maine is industriously educating teachers for the schools of other states, and committing the education of her own children to those who have not specially prepared for the task.

Recognizing the fact that the normal schools reach too small a per cent of our teachers, some attempt to supply deficiencies has been made by instituting teachers' meetings in various parts of the State, mainly under the direction of county societies. I think I am stating what most teachers will readily admit, when I say that, as a rule, the results of these meetings have been unsatisfactory. They are unsatisfactory because 1, the work done is unsystematic; 2, the quality of the work varies greatly with the locality; sometimes it is good, sometimes it is of small value; 3, the time given to the consideration of a subject is necessarily so short that definite conclusions cannot be drawn from the discussions—definite conclusions being the exception rather than the rule; 4, many school officers have but little confidence in the good resulting from such meetings, and not infrequently grant permission to attend, grudgingly, or withhold it altogether; 5, for the results attained the method is too expensive.

What, then, is needed to supply the deficiency in professional training?

1. A series of county normal institutes of not less than five days' continuance each.
2. A definite course of work in methods to be done by specialists in the different subjects.
3. A supplementary course of work, directly in the line of that done by the institute, to be done by the teachers during the following year.
4. A review of this work at the next institute, followed by examination and certification of those satisfactorily completing the same.
5. A series of evening lectures of such character as to supplement the professional work of the day. These lectures may be historical, literary, illustrated scientific, legal, etc., and should be attractive not alone to teachers, but to the general public.

Is such a system feasible in Maine? A careful examination of the Report of the Commissioner of Education shows that normal institutes, not merely teachers' conventions, are held in many states. Among these states are Florida, Georgia, Illinois, Iowa, Kentucky, Kansas, Louisiana, Maryland, Minnesota, Missouri, Wisconsin, Dakota and others. The length of these institutes varies from five days to eight weeks, but it is commonly from one to two weeks. The institutes are temporary normal schools; they are conducted on essentially the same plan, and seek to do a similar kind of work—that is to give instruction by specialists in practical methods

of teaching. The attendance is usually large, in Iowa nearly 15,000, showing a genuine and widespread desire among teachers to improve their work. Are the teachers of Maine less earnest in their desire to improve than are those of the South and West? I think not.

It may be urged that the expense of carrying on such institutes is greater than Maine can afford. Maine is not a wealthy State, judged by the standard of Massachusetts, but it is wealthier than Florida, Mississippi, Washington or Dakota, and all these states support flourishing normal institutes. Indeed, the cost is less than might be expected. In the year 1885, Florida held sixteen institutes of one or two weeks each, at a total expense of \$1,000. In the same year Georgia held three, of four weeks each, for \$2,000. In Iowa the State appropriates \$50 for each institute, and a fee of \$1.00 is charged each teacher attending. Louisiana holds institutes of five days each, and appropriates \$1,000 towards the expenses. In Dakota the institutes are held two weeks, and the state's appropriation is \$60 each. Ohio holds eighty-eight institutes, of four days each, at an expense of \$18,550, of which sum the state pays \$15,782; and Pennsylvania, sixty-eight institutes, of five days each, costing \$32,900, of which the state's share is \$12,285. As nearly as can be determined, the average expense of an institute is less than \$200, the range being from \$25 to nearly \$500. At the average expense, Maine could hold an institute in each county for less than \$3,500 a year.

There would seem to be no valid reason why the money should not be forthcoming if it is asked for. Maine is prosperous and fairly generous in her appropriations for worthy purposes. If she is willing to expend \$15,000 a year to give the militia a week's outing at Augusta, she will not haggle long over \$3,500 to be spent in improving the cause of education.

Superintendent G. A. Stuart of Lewiston spoke upon the same subject. He thought that something else must be done before the institute system can be successfully introduced. Superintendent Stuart described quite fully the plan proposed by a committee, consisting of Supt. J. A. Stuart, Supt. S. W. C. Crawford of Waterville, R. E. Gould of Biddeford, Mary S. Snow of Bangor, and James Archibald of Houlton, appointed to devise a method of treating this evil. They recommended as follows: That the district system be abolished. Towns of 1,000 or more inhabitants to elect a school committee of three or more members, and when the city or town shall hire a

superintendent, the committee to serve without pay. When two or more towns with a valuation of \$2,000,000 or more, desire to hire a superintendent, and raise for this purpose \$500, the state shall add to this \$300 and give \$300, in addition to the amount regularly apportioned for teachers' salaries. A state board of education to be established consisting of the Governor, President of the Senate, and Speaker of the House, *ex-officio*, and five other members, appointed by the Governor and Council; such board to be empowered to hire a superintendent of schools and a secretary, and to fix the salaries of the same. The members of the board to receive their traveling expenses, and, excepting the Governor, the same compensation as members of the Council, for each day spent in attending to the educational interests of the State. A committee to be appointed by the president of the society, to do all in its power to further the adoption of legislation along the line of these resolutions.

The district system was defended by Mr. Atwood, formerly of St. Albans.

Prin. W. J. Corthell of the Gorham Normal School was unable to be present. His paper was read by Miss Simmons of Auburn, and was as follows :

#### STATE, COUNTY AND TOWN SUPERVISION.

(a) Needed work to be done.

I. To bring all the public schools into a harmonious system, so that each school shall do its legitimate work.

II. To bring the teachers from their isolation, into such communion that what is poor in the work of one school may be improved and what is best in the work of any one may become the common property of all.

III. To prevent incompetent teachers from entering the schools.

IV. To provide means by which the inexperienced may become acquainted with the methods of the most experienced and most successful.

V. To provide means by which a fair and just estimate of *teaching* ability may be made, by careful inspection of the actual work done in the schools.

VI. To fix a course of study for the schools, which shall secure thoroughness in knowledge on the part of the pupil and thus answer the end desired in education.

VII. To secure constant inspection, by intelligent officers, which shall aid the teachers in their work, and be a constant stimulus to better work.

VIII. To secure better school-houses, built with wiser adaptation to the wants of the school, and fully furnished with all needed appliances for the best work.

IX. To secure a more careful management of all school property.

X. To secure a more intelligent selection of the books used in the schools, and greater care in the preservation of the same.

(b) The ideal system.

I. A State Superintendent.

II. State agents, two for each congressional district, who with the State Superintendent, should constitute the State Board of Education. This Board should have the sole power to examine and give certificates to teachers; to fix courses of study for the schools (in the ungraded schools;) to establish school limits or districts in the rural towns; to determine the rank of teachers by the quality of work done by such teachers.

III. A committee of not less than three nor more than five in each town, (cities to have one from each ward) who shall hire the teachers, have care of all school property, choose a district inspector for one or several towns; such committee to serve without pay.

IV. Inspectors of schools chosen by the committee of a single town or city, where the town or city is large enough to require the whole work of one person, or by the committees of several contiguous towns, any one of which is not large enough to require or afford the whole time of one person; the committees to fix the pay of the inspectors, the functions and powers of the inspectors to be fixed by the Board of Education.

(c) Waste of power and so waste of money which would be stopped by such a system.

I. Every school and each grade of each school would do its appropriate work, thoroughly so as to fit the pupil for the step on.

II. The best work of the best teachers would become the common property of the whole body of teachers thus helping the poor and weak ones and lifting the whole body to a better position.

III. Waste caused by a lack of a carefully arranged course of study in schools, lacking which pupils study subjects beyond their comprehension, or by methods unsuited to their age and capacity, thus squandering time and dwarfing mind.

IV. Waste caused by unqualified teachers, of whom quite large numbers enter the schools unqualified in knowledge of the subjects to be taught; in study of the child nature; in methods of teaching; in power to govern. This waste in the schools is enormous, and experience of many states has shown that the only way to stop it effectually is by vesting the power to examine and grant certificates in a State board.

V. The waste caused by lack of frequent inspection by a skilled inspector, master of all school questions, who can aid the inexperienced teacher, strengthen the weak ones, and stimulate all.

(d) What can probably be secured the present year?

I. The change in the law so that every town shall elect a school committee instead of a supervisor.

II. A law permitting the committees of contiguous towns to unite in choosing an inspector or superintendent, fixing the salary for such superintendent and devising to him such of the functions of the committee as they can agree to so devise.

III. A law permitting the committee of any town or city to elect a superintendent, fix his salary and devise to him so much of the functions of the committee as the committee may desire.

IV. A law authorizing any city to elect as many members of the school committee as it has wards; and permitting any town of over three thousand inhabitants to choose a committee of five.

State Superintendent N. A. Luce advocated some change in law along the general line proposed. Instead of counties, he would make the congressional districts the unit for state agent.

Principal M. A. Whitney of Skowhegan, defended the town system, and urged the better supervision of the schools outside the cities, in order to secure the best results from the least expenditures.

The report of the committee on resolutions, through the chairman, Prof. L. G. Jordan of Bates College, was adopted, the resolution thanking the citizens of Waterville for the best and heartiest reception ever tendered the society receiving a unanimous standing vote.

The report made by Superintendent Stuart was adopted, after some little discussion.

Principal Chase of Portland, argued against the society undertaking more than it could carry out.

Principal G. B. Files of Lewiston reported a list of books advised for pupils' reading.

During the morning session Principal Charles F. King of Boston gave his valuable talk on geography methods, illustrated with his various devices and apparatus.

The officers elected were :

President—E. P. Sampson of Saco.

Vice-President—A. F. Richardson of Castine.

Secretary and Treasurer—H. M. Estabrooke of Gorham.

Member of Executive Committee—Superintendent Mary S. Snow of Bangor.

Members of Advisory Board—O. M. Lord of Portland and Miss M. A. Adams of Portland.

# CONTENTS.

## I OF REPORT.

	PAGE.
COMMON SCHOOLS.....	5
Statistical .....	5
1. Attendance .....	5
2. Length of Schools .....	5
3. Teachers .....	6
4. Text-books and appliances .....	7
5. Number and character of schools .....	7
6. School districts and school-houses.....	8
7. Supervision.....	8
8. Resources and expenditures.....	8
Relative condition.....	9
Actual condition .....	13
Legislation needed .....	23
1. Abolition of district system .....	23
2. More permanent local supervision.....	31
3. Form of law.....	32
FREE HIGH SCHOOLS .....	37
Comparative summaries .....	37
NORMAL SCHOOLS .....	42
Statistics .....	42
Reports of principals .....	43
Farmington .....	43
Castine .....	45
Gorham .....	47
Madawaska Training School .....	49
Fiscal .....	50
Needs.....	50
EDUCATIONAL ASSOCIATIONS.....	53
State Pedagogical Society.....	53
County associations.....	55
MISCELLANEOUS TOPICS.....	58
Free text-books.....	58
Agriculture in the schools .....	60
Temperance instruction.....	62
The flag over the school-house .....	63
RECOMMENDATIONS.....	65
Legislative .....	65
General .....	65



II OF APPENDIX.

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

	PAGE.
PROCEEDINGS OF STATE PEDAGOGICAL SOCIETY .....	87
The Old Time School .....	87
The School of To-day .....	88
What Have We Lost? .....	96
The District System .....	103
What the Public Has a Right to Demand of the Schools.....	109
To what Extent They Are Meeting This Demand .....	109
How Can the Teacher Grow in Efficiency?.....	118
The Teaching of Language.....	123
Do Pupils Fail to Learn, &c., because of an Imperfect System,	124
Faulty Methods of In-	
struction.....	129
Libraries in Public Schools .....	137
How Can We Improve Our Common Schools? .....	144
Why and How Should Work of Preceding Grades be Reviewed?	145
How Should Essential Parts of Work of Preceding Grades be	
Reviewed.....	145
Desirability of County Institutes .....	150
State, County and Town Supervision.....	154