

MAINE STATE LEGISLATURE

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Public Documents of Maine:

BEING THE

ANNUAL REPORTS

OF THE VARIOUS

Public Officers *and* Institutions

FOR THE YEAR

1892.

VOLUME II.

AUGUSTA :

BURLEIGH & FLYNT, PRINTERS TO THE STATE.

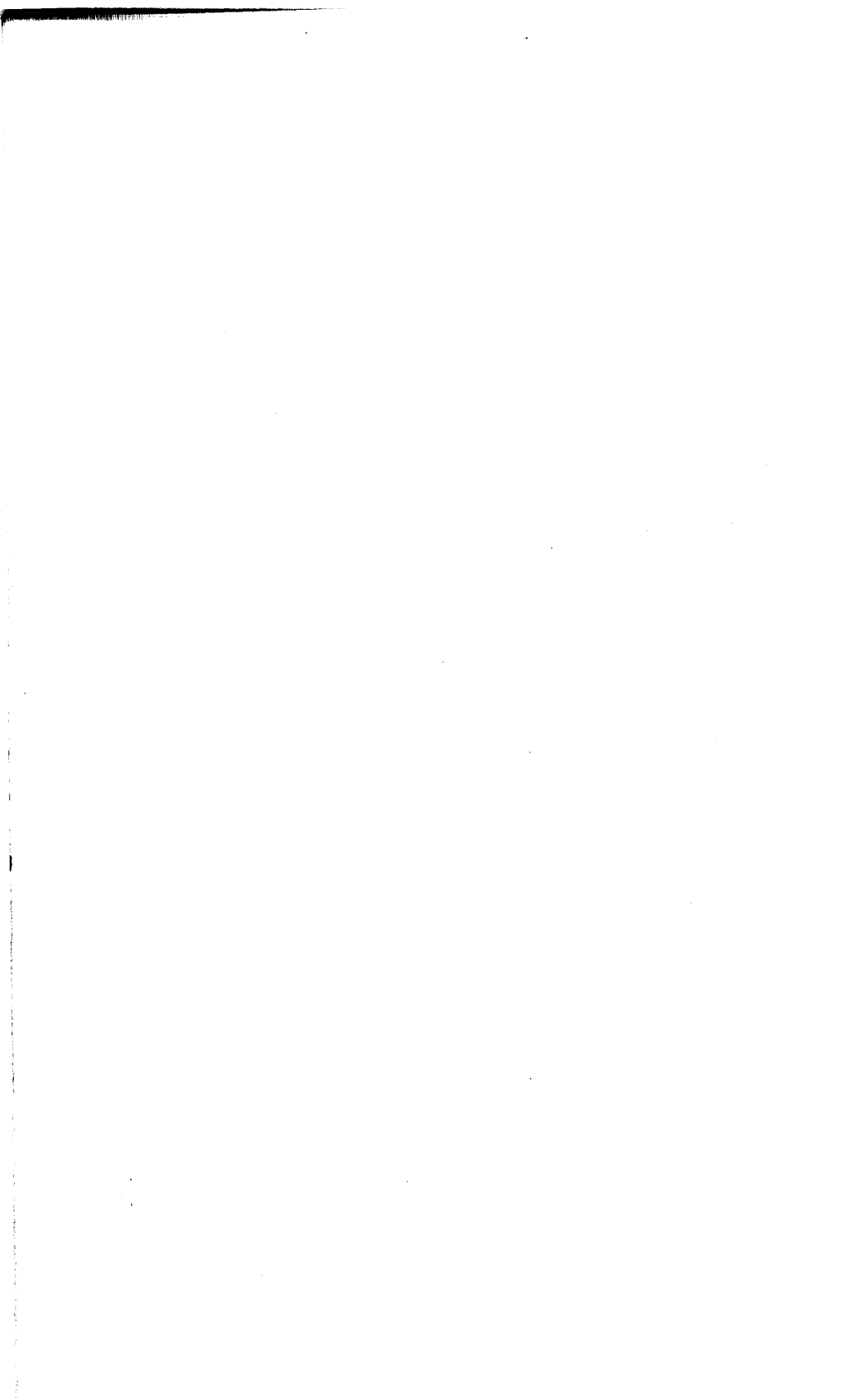
1892.

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

STATE OF MAINE.

1891.

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



STATE OF MAINE.

EDUCATIONAL DEPARTMENT,
AUGUSTA, December 31, 1891. }

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

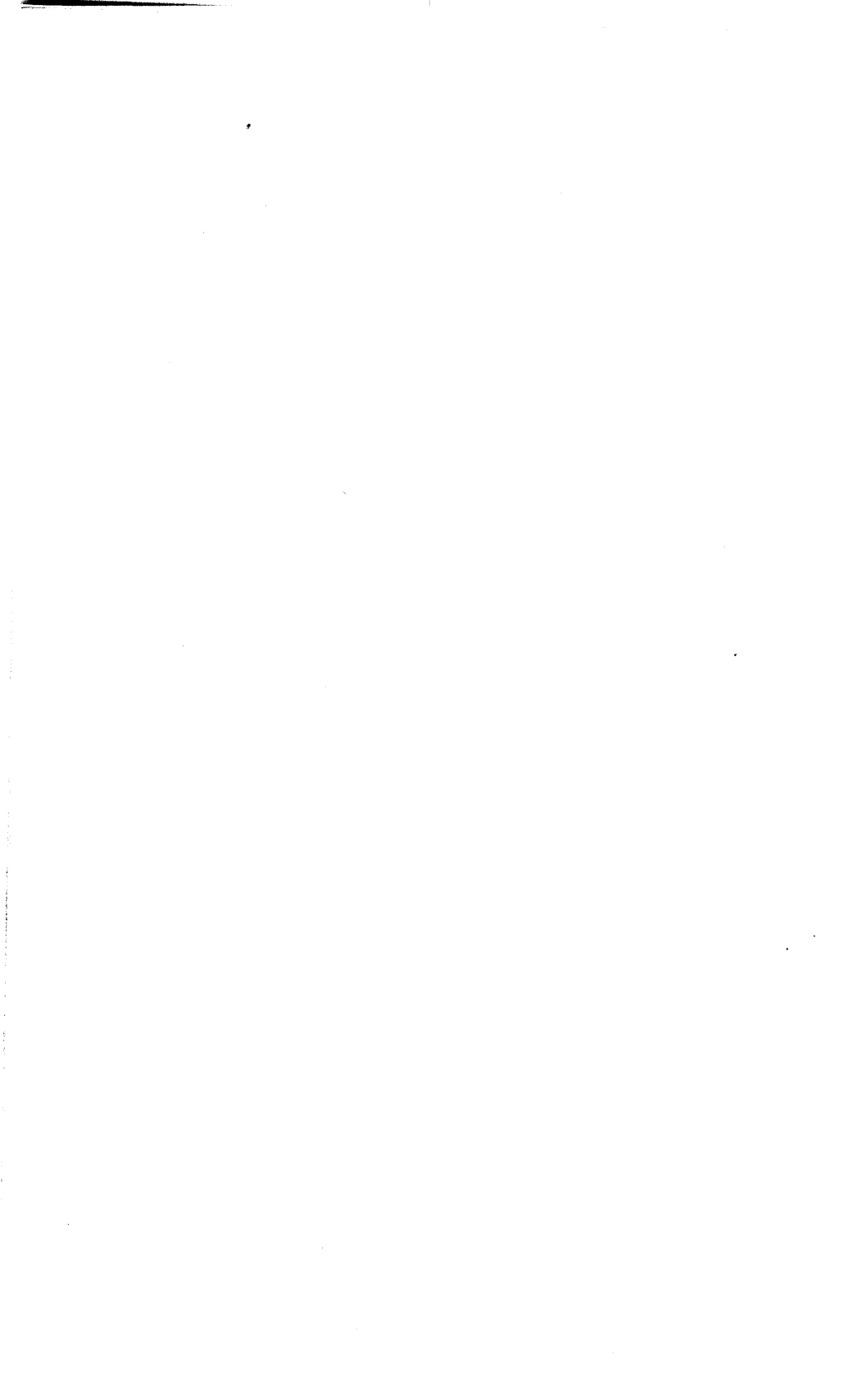
GENTLEMEN:—In accordance with the requirements of law,
I respectfully submit the following Report of the condition
and progress of the Public Schools of Maine.

Very respectfully,

Your obedient servant,

N. A. LUCE,

State Superintendent of Common Schools.



REPORT.

COMMON SCHOOLS.

In their usual place, and in usual form, in the appendix to this report, will be found detailed statistics showing the condition of the common schools in every town and county in the State.

In transcribing and collating these statistics from more than a thousand different returns, the occurrence of errors is unavoidable. In summarizing these statistics, however, and bringing them under critical examination and comparison with those of the preceding year, such errors are discoverable and can be corrected. They have been so corrected in the following

COMPARATIVE SUMMARIES.

I. *Of Scholars and School Attendance.*

	1890-91.	1889-90.
Whole number of scholars in State	210,997	211,547
Decrease	550	
Whole number of different scholars attending school during year	141,433	139,676
Increase	1,757	
Average registered attendance per term for year	122,766	119,144
Increase	3,622	
Average daily attendance per term.....	103,062	98,364
Increase	4,698	

II. *Length of Schools.*

Average length for year.....	21w	22w 2d
Decrease	1w 2d	
Aggregate number of weeks per year.....	103,218	109,407
Decrease	6,189	

III. *Teachers.*

	1890-91.	1889-90.
Number of male teachers in spring and summer terms.....	311	280
Increase.....	31	
Number in fall and winter.....	1,299	1,412
Decrease.....	113	
Number of female teachers in spring and summer terms.....	4,415	4,668
Decrease.....	253	
Number in fall and winter.....	4,050	4,244
Decrease.....	194	
Aggregate number of terms taught by male teachers during year.....	1,610	1,692
Decrease.....	82	
Aggregate number taught by female teachers, Decrease.....	8,465	8,912
Decrease.....	447	
Number of different teachers employed during year.....	7,314	7,517
Decrease.....	203	
Number continued in same school during year.....	2,343	2,022
Increase.....	321	
Number who had had previous experience.. Decrease.....	6,268	6,339
Decrease.....	71	
Number who had not had previous experience, Decrease.....	1,046	1,178
Decrease.....	132	
Number who were graduates of normal schools.....	782	741
Increase.....	41	
Average wages of male teachers per month, excluding board.....	\$34.90	\$34.40
Increase.....	.50	
Average wages of female teachers per month, excluding board.....	\$17.56	\$17.60
Decrease.....	.04	

IV. *Text-Books and School Appliances.*

	1890-91.	1889-90.
Number of towns reporting schools supplied with free text-books.....	498	
Number not reporting supplied.....	6	
Amount expended for free text-books.....	\$170,014	
Number of ungraded schools furnished with globes.....	532	465
Increase.....	67	
Number furnished with wall maps.....	1,710	1,628
Increase.....	82	
Number furnished with charts of any sort..	1,601	1,247
Increase.....	354	

V. *Number and Character of Schools.*

Whole number of different schools.....	4,621	4,835
Decrease.....	214	
Whole number of graded schools.....	839	926
Decrease.....	87	
Whole number of ungraded schools.....	3,782	3,909
Decrease.....	127	
Number of ungraded schools having classes in history.....	2,739	2,416
Increase.....	323	
Number having classes in physiology.....	2,633	2,416
Increase.....	217	
Number having classes in book-keeping.....	1,668	1,612
Increase.....	56	
Number having classes in other than studies prescribed by law.....	1,160	1,278
Decrease.....	118	

VI. *School Districts and School-Houses.*

Number of towns and plantations having unit or town system.....	142	127
Increase.....	15	
Number of school districts in State.....	3,194	3,305
Decrease.....	111	

COMMON SCHOOLS.

	1890-91.	1889-90.
Number of parts of districts	258	253
Increase	5	
Number of school-houses in State.....	4,209	4,354
Decrease	145	
Number reported in good condition.....	3,219	3,224
Decrease	5	
Number built during year	58	62
Decrease	4	
Cost of same.....	\$109,728	\$176,252
Decrease... ..	\$66,524	
Estimated value of all school property.....	\$3,670,385	\$3,455,965
Increase.. ..	\$214,420	

VII. *School Supervision.*

Number of towns electing supervisors	338	324
Increase	14	
Number of towns electing committees.....	164	177
Decrease.....	13	
Number of school boards failing to make returns according to law	7	6
Increase.....	1	
Number of terms of school not visited as law requires.....	819	890
Decrease.....	71	
Amount paid by towns for supervision.....	\$41,883	\$36,399
Increase	\$5,484	

VIII. *Resources and Expenditures.*

Amounts available from town treasuries ...	\$781,712	\$756,203
Increase	\$25,509	
Amounts available from State Treasury ...	391,959	384,034
Increase	7,925	
Amounts derived from local funds.....	37,581	28,366
Increase.....	9,215	
Total current resources.....	1,211,252	1,168,603
Increase.....	42,649	
Total current expenditures	1,163,968	1,114,902
Increase.....	49,066	

	1890-91-	1889 90.
Balance unexpended	\$47,284	\$53,701
Decrease	6,417	
Amounts expended for local supervision . . .	41,883	36,399
Increase	5,484	
Amounts expended for new school-houses..	109,728	176,252
Decrease	66,524	
Amount expended for free text books	\$170,014	
Total expenditures	1,485,593	1,327,553
Increase	158,040	
Amount of school money voted by towns for ensuing year..	720,661	697,290
Increase	23,371	

ANALYSIS OF STATISTICS.

Giving these statistics fair interpretation, how stands the record made by the schools for this as compared with the preceding year? Is that record one of satisfactory improvement in their condition as a whole, or the opposite? To reach definite answer to these questions requires somewhat careful scrutiny of these statistics, and a balancing of the gains and losses which they show.

1. *As to attendance*—In this regard decided improvement is evident. With 550 less persons eligible to attendance, 1,757 more were in the schools. And they were in the schools for successive terms as shown by the still larger increase in average registered attendance for the year. More than this, they were more constantly in attendance—there was less irregularity in attendance—as shown by the still larger increase in average daily attendance.

Reference to the detailed statistics will show that these very noticeable increases were of attendance upon fall and winter terms. And this is a significant fact. It is something more than coincidence that these very large increases should immediately follow the introduction of free-text books. They are the anticipated effects, rather, of that reform in our school management.

2. *As to length of schools*—Here the evidence is of the opposite to improvement. Both the average and aggregate lengths of schools show marked decreases. How can these conditions be accounted for when, as appears from the fiscal statistics, the current cost of the schools increased in the sum of \$49,066, and while at the same time, there was a decrease in the number of schools supported?

In some small measure the change here noted is probably due to increase in the number of male teachers employed, and at higher wages than for the preceding year, and in some measure to expenditures for school appliances shown elsewhere. In larger measure, however, it is due to a diversion of school moneys to the improvement of school-houses, partly in the line of putting them into proper condition for the safe keeping of free books. To this extent, at least, the condition shown, while much to be regretted, is merely temporary.

3. *As to teachers*—Under this head the increases shown which are indicative of improvement, are those in the comparative number of male teachers employed at increased wages; in the number of teachers continued in the same schools during the year; and in the number of normal school graduates employed. The decreases showing improvement are in the number of different teachers employed, and in the number of those who had not had previous experience. The only item certainly indicative of the opposite condition, is the slight decrease in the average wages of female teachers. The other items are of doubtful significance.

On the whole, then, it is fairly inferable that, so far as the quantity and quality of the work of the schools was affected by the character of their teachers, there was improvement.

4. *As to text-books and school appliances*—All the items under this head show improved conditions. Indeed, so far as the supplying of the schools with free text-books is concerned, the facts shown are unexpectedly satisfactory. It was hardly expected that so almost universal compliance with the law requiring towns to furnish free books, would appear dur-

ing the first year of its taking effect. In this regard the figures of the year preceding show that in 99 towns and plantations the schools were ill supplied with books, and that in 152 there was lack of uniformity. A very marked improvement on those conditions is here shown; for the furnishing of free books means both full supply for every pupil, and uniform books in every school.

The amount expended in supplying the schools with free text-books, as shown by returns made by municipal officers, was \$170,014. The average cost per scholar estimated upon the basis of the maximum attendance at any one period of the school year, was \$1.31. Previous to the date when purchases were to be made, an estimate was made, based upon price lists submitted by most of the leading publishing houses in the country, and transmitted to the school authorities of the towns, as suggestive of the amounts to be appropriated for this purpose. It is a source of satisfaction to find that the actual average cost per scholar was considerably within the estimated cost. Fortunately for our people the selection of books was left to local authorities instead of a State board, so that we got the benefit of a very sharp competition among publishers, and as a result remarkably low rates. Probably in some cases local authorities did not select so wisely as a State board might have done; but because of the general excellence of all the later published books, no very serious mistake was possible. On the whole, the new system of furnishing text-books for our schools, both in its inauguration and its results, has more than met the expectations of its most sanguine friends.

Very marked improvement in the condition of the ungraded schools is shown in the increased supply of globes, wall-maps and charts. So far as the expenditures made in this direction may have had the effect of making the schools shorter, that effect is not to be regretted, since the use of these appliances in improving the quality of instruction more than offsets the loss in length of schools.

5. *As to number and character of schools*—The first three items in this group of statistics furnish evidence of the

progress of a much needed reform. We have had and still have too many small and weak schools whose maintenance entails waste of money and inefficient instruction. The notable decrease shown in the number of schools, a decrease of 214 in the year, taken in connection with the fact that similar conditions have obtained in three of the past five years, is evidence of a trend in the right direction—toward fewer and better schools.

The other statistics of the group, indicating the scope of instruction given, give evidence of improving conditions. Naturally as the schools are strengthened by consolidation, they take on a more advanced character, and larger numbers of pupils take up the higher branches of study allowed in them. Moreover the furnishing of free text books has evidently conduced to the results shown. Pupils who, because of the considerable cost of the books in these advanced subjects, would not take them up having to supply themselves with such books, and would drop out of the schools after taking the more primary studies, have evidently continued in the schools for more advanced instruction. This last view of the causes leading to the increases shown in the statistics, is sustained by the decrease shown in the number of schools in which other studies than those prescribed by law, were allowed to be taught; for towns are not obliged to furnish books in these latter subjects except in schools in which they may have become legal studies by prescription of local authorities; and hence free books not being furnished, the natural tendency would be in the directions shown.

6. *School districts and school-houses.*—While many persons hold to the theory that the unit or town system of school management is a good thing for the schools in some towns but not in all, that for purely rural and sparsely settled towns the district system is preferable, yet such theory is not backed by actual experience. There is no class of towns in the State that have not their like among the 142 towns whose schools are now managed under the town system; and among these

towns there is not one, how rural and sparsely settled soever it may be, whose schools are not on the whole better and in the way of more rapid improvement than those in similar towns still adhering to the district system. That the number of towns and plantations which have either abolished school districts or organized without district divisions, has increased during the year from 127 to 142; and that as a result, 111 of these worse than needless agencies in school management, school districts, have been wiped out, is evidence that there are to be better schools and more equal educational privileges in fifteen more towns.

The decrease of 145 shown in the number of school-houses in the State, is in line with the decrease already noticed in the number of schools. It is another proof of that consolidation of weak schools to which attention has elsewhere been called as indicating improvement.

School-houses so far as to the number reported in good condition, remain practically the same as for the preceding year. In their condition so far as indicated by estimated value, there must have been material improvement. Of the \$214,420 estimated increase in their value, a considerable part is due to the amount expended for new buildings, but the larger part must be attributed to expenditures for improvements in old buildings. Of these expenditures, the larger portion was made from current school appropriations, thus reducing the amounts expended for the maintenance of schools, and cutting down their length as noticed elsewhere. As the proper housing of the schools is a material factor in their improvement, the improvement here indicated may be considered as in some considerable measure compensating for the decrease in their length.

7. *As to Supervision.*—In this regard the exhibit made is in line with that in most other regards. Under present conditions supervision by one man is more prompt, vigilant and efficient than that by three. Hence the increase shown in the number of towns whose schools were under the direction

of supervisors instead of school committees, is indicative of increased efficiency in supervision. This is further evidenced by the decrease shown in the number of schools not visited as the law requires, and by the increase in amounts paid for local supervision.

This increase in cost of local supervision is exceptionally large. While in this particular for the last preceding ten years increases have been constant, such increases have averaged annually less than \$1,100. That shown for this year is within a small fraction of five times as large. But the cause of this exceptional increase is not far to seek. It will be found in the larger duties imposed in putting the free text-book plan into operation. It was therefore to have been expected.

8. *As to resources and expenditures*—Most of the items grouped under this head have already been considered in their relations to other groups of statistics. It is sufficient to say that so far as increase in resources and expenditures for ordinary school purposes is indicative of improved conditions, the facts here shown are thus indicative. But they do more. They indicate the public's esteem for the public schools, and the public's growing purpose to push them to higher efficiency.

9. *Summary*—The conclusions fairly deducible from the foregoing statistics regarding the comparative condition of our common schools, may be broadly stated as follows :

1. As regards quantity of work done measured by attendance, there was marked improvement ; as measured by length of schools, both average and aggregate, they were not equal to those of the preceding year.

2. In quality of work done as indicated by character of teachers, by scope of studies pursued, by supply and character of text-books and appliances used, and by character and efficiency of local supervision, there was also marked improvement.

3. As affected by consolidation of small and weak schools, by improved school buildings, and by adoption of a better

system of management, their general condition was noticeably improved.

4. As affected by a growing public interest in and appreciation of their work, manifest in larger local appropriations and increased expenditures for their support, there was substantial improvement, and is promise of still better things.

FREE HIGH SCHOOLS.

Our common schools exist by fiat of law. Every municipality must maintain them, and the minimum amount to be expended for their support is fixed by law. Our free high schools exist only where communities will their existence. No law compels their maintenance; no law fixes a minimum amount to be expended in their support. If the people of any community want these schools, they may have them; but they must voluntarily provide for their support, and maintain them, before the State will intervene with its aid. Because of these conditions of existence, the growth of these schools measures more accurately than that of any other part of our educational system, the growth of popular interest in public education.

In this connection the record made for the last ten years ought to be a matter of State pride. For the year 1880-1 these schools were supported in 100 towns at a total expense of \$69,469, of which expense the State's share was \$16,910. The aggregate number of weeks was 2,344; the aggregate attendance was 7,792; and the average attendance, 5,592. In ten years the number of towns has increased to 228; the total expense to \$147,575; the State's share of such expense to \$39,521; the aggregate number of weeks to 5,406; the aggregate attendance to 15,739; and the average attendance to 12,836. This remarkable growth has been constant and almost uniform year by year, and the limit of growth is evidently not yet reached.

Detailed statistics for each of these schools are to be found in the appendix. They are interesting as showing how the system adapts itself to varying local conditions and needs, forming in our larger towns and cities a permanent connecting link between the common schools and the college, and in the smaller and rural towns between the common schools and the academy, and everywhere supplementing and extending the work of the common schools. As showing more succinctly and generally the condition of the system as a whole, and in comparison with that of the preceding year, these detailed statistics have been summarized and grouped in the following:

COMPARATIVE STATEMENTS.

I. *Number and Length.*

	1890-91.	1889-90.
Number of towns in which supported	228	210
Increase.....	18	
Number in which towns supported.....	181	167
Increase.....	14	
Number in which districts supported...	47	43
Increase	4	
Aggregate number of weeks	5,406	5,318
Increase..	88	

II. *Attendance.*

Number of pupils registered..	15,739	15,299
Increase	440	
Average attendance..	12,836	12,647
Increase	189	
Number of common school teachers attending	976	1,029
Decrease.....	43	

III. *Scope of Instruction.*

Number of pupils in reading classes....	9,954	10,706
Decrease.....	752	
Number in arithmetic	9,750	9,655
Increase	95	
Number in English grammar.....	7,718	7,768
Decrease.....	50	

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	1890-91.	1889-90.
Number in geography	5,568	5,383
Increase	185	
Number in U. S. history	3,458	3,227
Increase	231	
Number in natural sciences	3,930	5,038
Decrease	1,108	
Number in higher mathematics	4,987	5,936
Decrease	949	
Number in book-keeping	2,432	2,504
Decrease	72	
Number in ancient languages	3,305	3,457
Decrease	152	
Number in modern languages	1,298	1,413
Decrease	115	

IV. *Fiscal.*

Whole amount expended	\$147,575	\$139,944
Increase	\$7,631	
Amount provided by towns and districts	124,358	102,601
Increase	21,759	
Amount paid from State treasury	39,521	37,343
Increase	2,178	

ANALYSIS OF STATISTICS.

The above statistics need little analysis and interpretation. In general they tell their own story in a plain way. Some of the changes directly indicated, however, and others which may be seen by instituting further comparisons, may wisely be noticed.

1. There were at least eighteen new schools established with an aggregate attendance of 440, or an average of twenty-four to each, while the average for the whole number of schools was sixty-nine. It is evident, therefore, that the new schools were in our smaller towns and communities. Indeed, this was to have been expected, for the schools have now become almost or quite a permanent feature in the systems of most of our larger towns.

2. By requirements of law each of these eighteen new schools must have been of at least ten weeks, but the aggregate number of weeks of all was increased but eighty-eight weeks. Hence it is evident that the average length for all must have been somewhat less than in the preceding year. Making the necessary calculations it will be found that the average length per town was actually a little more than two days less. Estimating the average cost per month for each of the two years compared, which cost includes only the amount paid for instruction, there is found an increase for the past as compared with the preceding year of \$3.92. It would seem, therefore, that whatever the schools lost in length, and hence quantity of work done, was quite made up in the improved quality of their work through better instruction.

3. The statistics indicating the scope or grade of instruction in these schools, show some notable changes. It will be at once noticed that the only increases shown are in the number of pupils pursuing the more advanced studies of the common schools. Increases here were to have been expected in view of the evident character of the new schools established; but decreases to any considerable extent, and especially to the extent shown, were not to have been expected in other directions. With an increased attendance of 440 why should there have been a decrease of 1,108 in the number of pupils studying the sciences, of 949 in those studying the higher mathematics, and of 152 and 115 in those studying the languages, ancient and modern respectively? The cause of these decreases was probably the same as was assigned as producing the decrease shown in the number of ungraded common schools having classes in these same subjects. These decreases were doubtless in schools not established and permanently maintained as parts of graded systems, and with prescribed courses of study including these subjects. Free text-books are to be furnished to all pupils in all public schools in all subjects legally prescribed for study in such schools. The subjects in regard to which these decreases are

shown, are usually so prescribed for study in high schools permanently established and maintained as parts of graded systems. For other such schools they may or may not be so prescribed at the option of the supervising authorities of the town; and because of the comparative larger cost of the proper books, they probably were not so prescribed in a large majority of these non-permanent schools. The natural tendency would be under these latter conditions for pupils to pursue those studies chiefly for which free books were furnished, and to reject those the pursuit of which compelled them to purchase their own books.

The conditions here shown are to be deprecated. Pupils should be encouraged, when properly qualified by age and other acquisitions, to take up these more advanced and very valuable branches; and it is a mistaken policy which fails to offer every inducement and afford every facility for them to do so. That these conditions are merely temporary, however, is more than probable. That popular interest in and appreciation of a more extended education than the common schools can afford, which finds expression in the establishment and maintenance of those free high schools every year in growing numbers, will compel the necessary change in these conditions.

NORMAL SCHOOLS.

Our three State Normal Schools have done their usual excellent work during the year. The instructors remained practically the same in all of them and in all the departments of work, as for the preceding year. Little change was made in scope or methods of work. It did not seem needed. Yet there was nothing of dead routine and formalism characterizing their work. With the thoroughly equipped, skilled, earnest and devoted men and women having charge of that work, and with such pupils as are found in these schools, dead routine and formalism have no place in them. Earnest,

cheerful, hearty and persistent endeavor on the part of all has characterized the year and borne its fruit.

Statistics of the attendance for the year compared with that of the year before, showing the number of new students enrolled, the number graduating, and the largest attendance during any term in each of the schools, are shown in the following :

COMPARATIVE SUMMARY.

Schools	Year ending.	Number entering.	Number graduating.	LARGEST ATTENDANCE.	
				Number.	Term.
Farmington	June 11, 1891 .	90	28	120	Spring.
Castine	“ 4, “ ..	64	23	106	“
Gorham	“ 17, “ .	89	52	134	“
Totals	243	103	360	
Farmington	June 12, 1890,	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 were decreases in each of the particulars of attendance here tabulated. The largest of these was in the aggregate number of new students enrolled, a decrease of forty. Nevertheless with this considerable decrease in the amount of new material entering, the output of the schools in the number of graduates for the year, was practically the same as for the year before, and the maximum attendance suffered but slight decrease.

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

REPORTS OF PRINCIPALS.

STATE NORMAL SCHOOL,
FARMINGTON, ME., June 11, 1891. }

To the Trustees of State Normal Schools:

GENTLEMEN:—I have the honor to submit my eighth annual report for the Farmington State Normal School.

The attendance for the year has been as follows:

Fall term.....	88
Winter term.....	115
Spring term.....	120
Total attendance.....	323
Number of different pupils.....	186
“ pupils beginning the course.....	90
“ graduates, regular course.....	28
“ “ advanced course.....	3

The teachers for the year have been George C. Purington, A. M., principal; assistants, Dennis M. Cole, A. B., Hortense M. Merrill, Lillian I. Lincoln, Harriet P. Young, Ardelle M. Tozier (fall and spring terms) Mary E. Eaton (winter term), Ella J. Longfellow and Julia W. Swift, principal of the Primary Training School.

Mr. Potter resigned during the summer vacation to take a course of study in Clark University, and Miss Luques who had done five years' faithful work with us was obliged to resign to care for sick friends at home. Mr. Cole and Miss Longfellow were elected to fill the vacant places, and I am glad to say that their work has been very satisfactory.

The work of the year has been very pleasant, and the relations of teachers and pupils exceedingly harmonious.

With the increased appropriation granted by the last legislature our work can be made much more efficient.

I renew my recommendation that an additional Model School be established. It is much needed to relieve the present overworked Model School, and to give our normal pupils an increased amount of practical work.

It is with great regret that I am obliged to report that two of our teachers have decided to sever, for a time at least, their connection with the school. Miss Merrill, who has been here for six years and Miss Swift for four years, have decided to take an advanced course of study and hence present their resignations. Both of them possessing abilities of a high order, with a genuine love for their work and untiring zeal in doing it, have acquired an influence in the school that will be sadly missed when they are gone.

I recommend the following named persons for graduation from the regular two years' course :

Ada M. Ackley, Gertrude F. Allen, Vira H. Barker, Cora J. Buker, Clara E. Doyen, Edgar S. Hawkes, Dora T. Herson, Florence E. Holley, Evaeth M. Hume, Inez A. Hunt, Lena B. Kinney, Effie E. Lord, Ella P. Merrill, Grace W. Morrison, Alda A. Noble, J. Laura North, Everett Peacock, Grace C. Perkins, Samuel C. Pinkham, Asa R. Russell, Alma L. Swift, Ollie A. Swift, Fannie J. Watson, Jennie A. Weather, Edwin K. Welch, Katie B. White, Jennie P. Young, William H. Young.

Very respectfully submitted,

GEO. C. PURINGTON.

STATE NORMAL SCHOOL, }
 CASTINE, MAINE, June 4, 1891. }

To the Board of Trustees of State Normal Schools:

GENTLEMEN:—In accordance with the requirements of law, I submit the following report of the Castine State Normal School for the year ending June 4, 1891.

ATTENDANCE.

Number of pupils entering the school during the year, 64.

Number graduating, 23.

Attendance by terms:

Fall term, 73; winter term, 76; spring term, 106; total, 255.

LIBRARY AND APPARATUS.

The Century Dictionary, six volumes, has been purchased for the reference library, and Yaggy's Geographical Study has been added to the general apparatus. We have now in the general library, 773 volumes; text-book library, 500 volumes; reference library, 160 volumes; professional library, 125 volumes.

TEACHERS.

The teachers for the year have been Albert F. Richardson, Mary E. Hughes, Edward E. Philbrook, Nellie F. Harvey, Winnie Austin, Mabel F. Simmons, training school.

NEEDS.

We need new blackboards in the school building, and an entire renovation of the basement. There is no suitable place for the geological specimens, and as many of them are valuable, a proper case for them ought to be provided at once.

THE YEAR'S WORK.

The school has been fairly prosperous during the year. The utmost harmony has prevailed among teachers and pupils.

The pupils have been studious, orderly and obedient to the necessary regulations of the school, and the principal has received the cordial support of all.

The following is a list of the graduates of the year :

Leslie D. Ames, Susie M. Bickford, Florence E. Brewster, Fred T. Brown, Mary A. Brown, Myra W. Clement, Sarah A. Crawford, Edgar E. Dowe, Myrtie E. Fisher, Loring Fitz, Zelma Foster, Florence L. Jackson, Lillian G. Knowles, Sophia G. Merriam, Jennie A. Meserve, Flora F. Milliken, Mabel Packard, Mary C. Payson, Ada L. Pearson, Lena Rumery, Clara W. Tapley, Marion P. Tapley, Kate M. Whitaker.

Respectfully submitted,

ALBERT F. RICHARDSON,

Principal.

GORHAM, Maine, June 17, 1891.

To the Board of Trustees of Normal Schools:

MESSRS :—This school has been fairly prosperous during the school year just ending. The year began with an attendance of ninety-nine, with an entering class of forty. The November quarter began with an attendance of one hundred fourteen, with an entering class of nineteen. The spring term began January twenty-seven with an attendance of one hundred and thirty-four, with an entering class of thirty, eighty-nine entering during the year and fifty-two graduating. The teachers remained the same as last year except that Miss Barton resigned in April from the model school, and Miss Nellie Cloudman, a graduate of the school, of large experience, and much promise, was selected to fill her place.

It will be noticed that a class has been admitted at the recess in November, making practically three terms, though nominally but two. Several years since, while Mr. Stephen Hinkley was on the board, several young ladies wished to enter in November for the following reasons: They had to earn their own money; they could teach in spring and fall from April to November, then entering the school in November could attend a full half year; if they could not enter till February they could only be in school one quarter and could not find employment from November to February. Mr. Hinkley was consulted and advised their admission. This was done. The practice has since been continued. Many of our pupils are obliged to support themselves; this they do largely by teaching. For this purpose they leave the school at the April recess and teach two terms, returning in November. Unless a class is admitted in November, these pupils will be obliged to stay out till February and can find no employment from November till February. I deem it therefore essential that the arrangement continue.

The increase in the number of students makes a division of classes necessary. The present graduating class should have

been taught in two divisions, but the lack of teaching force prevented. Each teacher has done as much as could be done well. I have taught five periods daily for the last year and in the sixth period have had the supervision of the teaching by the pupils of the A class. This ought not so to be. The work in drawing, in composition and in reading is not well done, for lack of time. The school needs and must have another teacher if the work is to be passably done.

More recitation room is an absolute and very pressing need. One teacher is now obliged to hear classes in the main room, which is not profitable, and sometimes two classes are obliged to recite in that room at the same time. I suggest that measures be taken to finish the needful rooms in the attic of the building at once.

A proposition will come before the trustees in relation to change in the model school. I ask to be heard by the trustees on that subject. I recommend the re-election of the teachers now employed at the present salaries.

In view of the publicity given to the fact that Mr. Estabrook was to resign I have felt at liberty to investigate the standing and promise of the various parties who have sent their applications to me, or who have been named as possible candidates. I suggest that no election be made, but that some one be called for one year at the salary which Mr. Estabrook has received (\$1,000), with the understanding that a permanent employment and increase of salary be expected if the year's probationary work prove successful.

I earnestly commend for the place, Mr. Chas. B. Wilson of South Paris. Mr. Wilson graduated in 1881, exceptionally strong in chemistry and natural history; was employed for three years as assistant to Prof. Elder at Colby University. In this place he was most successful and secured such manifest mastery of the subjects, incited so much enthusiasm in the subjects, that the trustees were looking to him as an assistant professor. when the funds of the college should warrant the election. He was the head of the "Agassiz Association" in

the State. Of his character as a man, a teacher, a Christian, the submitted papers will testify. His health failed and for several years he has been "invalided." He is now declared by his physician to be fully restored. From my own acquaintance with him and knowledge of his capacity, I urge his call to the place on trial.

The teacher of music ought to receive more pay in this school. The number of lessons (two a week) has been obliged to be doubled and Mr. Hinkley for the last year has been giving double time to the school. But that is not enough. He says he ought to have six hours per week instead of four, as now. I am satisfied that the school needs that time. I suggest that the salary be fixed at four hundred dollars for the coming year.

I suggest that the sum of four hundred dollars be fixed as the pay for the janitor service. The proper care of this house and grounds cannot be obtained for less, and five hundred would be little enough did the appropriation warrant it.

I urge that one hundred dollars be set apart as a sum for the purchase of new books for reference and the same sum for the purchase of apparatus.

I suggest the re-election of the present teachers at the salaries now paid, except that Miss Whitten should receive one hundred more for the next year; and I would recommend five hundred dollars as the salary of an additional teacher, and the election of Miss Margaret Sturdevant to the place.

I have expended on the boarding one hundred and sixty dollars in plumbing, and sixty-six dollars in other repairs. I recommend that the open porches in front now needing repairs be removed. Such removal will seem odd to the residents of Gorham accustomed to its present form, but it will make the front rooms of the house much brighter and pleasanter.

If our normal schools are to do the work assigned them they need a more efficient equipment, and I know that this school cannot be justly efficient till it have all the means I have suggested.

The following named persons by vote of the inspectory committee of the trustees, received the diplomas of the school at the close of the first half year in January, 1891 :

John W. Brackett, William Lindsay, Henrietta M. Libbey, Julia S. Raud, Minnie Tait, Cora A. Toothaker, Clara E. Walker, M. Maud Walker.

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

Grace A. Blake, Grace L. Brackett, Sadie F. Bragdon, Lizzie M. Colly, Cora B. Dorman, Ida M. Flood, Avis E. Glidden, Mae Goodwin, Maud E. Harlow, Lizzie Hayes, Fannie L. Higgins, Nellie D. Hill, Charles S. Holmes, Lizzie C. Hoxie, Bertha M. Judkins, Mildred B. Johnson, George W. Lancaster, Kate F. Libbey, Lillian E. Maxfield, Margaret F. Metcalf, Bessie C. Mitchell, Georgia C. Morton, Vina G. Newman, Mary P. Nutter, Lillian M. Parker, Gertrude A. Phelan, Carrie P. Plummer, Mabelle H. Roberts, Sadie F. Roberts, Hattie E. Robbins, Harriet Rolfe, Maud A. Russell, Alice D. Stackpole, Ida M. Smith, Mary E. Stinson, Mary E. Tarbell, Ida M. Taylor, Mabel E. Tozier, Grace M. Trask, Maria A. True, Melvin M. Tukey, Harriet N. Tyler, Fannie E. Wells, Matie A. Woodbridge.

Very respectfully,

W. J. CORTHELL.

MADAWASKA TRAINING SCHOOL, }
 FORT KENT, Me., Nov. 1, 1892. }

To the Trustees of the State Normal Schools:

GENTLEMEN:—The following report of the Madawaska Training School for the year 1890–91 is respectfully submitted.

The school commenced September 2, 1890, and continued sixteen weeks the first term, and after a vacation of two weeks—including the Christmas holidays—a second term of sixteen weeks was commenced which closed April 24.

The attendance during the first term was fifty, thirty-nine young ladies and twenty-one young men.

The attendance during the second term was fifty-nine, thirty-five ladies and twenty-four young gentlemen.

This year has shown the largest attendance of boys of any year since the establishment of the school.

Miss Mary Nowland who was granted leave of absence last year, was on duty this, doing her usual efficient work. General good health prevailed among pupils and teachers; all endeavoring to make the most of their opportunities. The library has received a considerable addition of choice literature. These additions are the results of entertainments by the school and must necessarily be made slowly. The library is a source whence the pupils derive much benefit.

It will be a great advantage to the school when the State shall furnish text-books free. Some apparatus with which to illustrate the principles of physics have become almost a necessity, and we hope a means of obtaining some may be opened to us.

The school is very well provided with charts. The Normal Music Chart and three dozens of music books have been added, and music has formed one of the daily exercises of the school.

The work on the new boarding house is progressing finely and being thoroughly done; but it cannot be completed for the coming winter as much remains to be done to make it ready for occupancy. It is a fine building, capable of lodging from

fifty to sixty pupils and we hope that the school will not long be deprived of the pleasant accommodations which it promises.

Most respectfully yours,

VETAL CYR.

FISCAL.

As our three normal schools were successively established, appropriations for their support were made at the rate of \$7,500 per school, so that, with the establishment of the Gorham School by the legislature of 1878, the gross appropriation was \$22,500. The Legislature of 1879, acting under the promptings of a false conception of economy, reduced this amount to \$18,000. This sum, in spite of all practicable reductions in expenses and the exercise of the most rigid economy, proving insufficient to meet running expenses without an annual deficit, the board of trustees asked the Legislature of 1881 for an increase to \$20,000. They granted that request to the extent of only half the increase asked, establishing the appropriation at \$19,000. For ten years the appropriation stood at these figures, notwithstanding that at every session of the Legislature an increase was urged, and that special appropriations for deficits in running expenses and for incidental repairs, had to be made during that period amounting to over to \$10,000.

At the close of the fiscal year 1890, a deficit existed amounting to about \$2,500. In view of this fact, and of the needs of the schools in the way of increases to libraries, apparatus and other appliances, as well as the constant need of expenditures for keeping buildings in thorough repair, the trustees determined to secure if possible, at the hands of the last Legislature, an act establishing the appropriation at \$24,000, and securing that, to ask for no special appropriations for deficits or repairs. Fortunately the Legislature generously granted the appropriation asked for, and the schools are now financially in the best condition in their history.

Upon representation of the needs of Madawaska Training School, the legislature also made a special appropriation of \$5,000 for the erection of a boarding house for that school. As early as practicable the work of building was begun; but it has been found impracticable to complete it in season for opening it to students for the current school year. A fine building convenient in arrangements, and sufficiently commodious for the accommodation of forty to fifty students, has been completed save inside painting, within the appropriation.

As showing concisely and specifically the available resources for the use of these schools for the fiscal year ending December 1, 1891, and the manner of their expenditure, I submit the following

FISCAL SUMMARY.

RESOURCES.

Regular annual appropriation, Normal Schools..	\$24,000	00
“ “ Madawaska Tr'n'g School.....	1,300	00
Special appropriation, building, Madawaska Tr'n'g School.....	5,000	00
	<hr/>	
	\$30,300	00

EXPENDITURES.

For salaries, Normal Schools	\$22,062	13
“ Training School.....	1,300	00
For fuel.....	1,095	96
repairs, incidental	642	20
diplomas	99	50
incidental expenses.....	100	21
building, Madawaska Training School.....	5,000	00
	<hr/>	
	\$30,300	00

EDUCATIONAL ASSOCIATIONS.

Educational associations, or teachers' conventions, are important agencies for promoting the efficiency of the schools. While indirectly connected with the school system, they nevertheless very directly and potently affect the work of the schools. Hence no report of our public schools would be complete which failed to take cognizance of these conventions and their work.

I. STATE PEDAGOGICAL SOCIETY.

This society exists under charter granted by the Legislature. Its membership is strictly professional. Only actual teachers and superintendents who have had definitely prescribed training for and in their work—who are graduates from institutions having regular courses of study, and who have had a definite amount of actual and successful experience—are eligible to membership. It has already done during the past eleven years of its existence a very valuable work for the State not only by arousing and directing public interest in educational matters, but more especially by inspiring among our teachers a stronger professional spirit and pride, and by making them more intelligent regarding the ends, principles and methods of educational work. And what it has done is only a promise for the future.

The annual meeting of this society opens at Portland, Thursday evening, December 31, 1891, with the following

PROGRAMME.

THURSDAY EVENING, DECEMBER 31, AT 8 O'CLOCK.

ADDRESS OF WELCOME.

Hon. J. W. SYMONDS.

READING.

Miss LOUISE M. CALLAHAN, Lewiston.

LECTURE.

Our Public School System: How to improve it.
A. W. EDSON, Agent Mass. State Board of Education,
Worcester, Mass.

FRIDAY MORNING, JANUARY 1, AT 9 O'CLOCK.

1. Need of an Ungraded School in Cities.

H. J. TATTERSON, Prin. Grammar School, Biddeford.

DISCUSSION. Members of the Society.

2. What is the Matter with the Teachers of English Grammar in Maine?

Dr. G. W. WOOD, Prin. Academy, East Corinth.

DISCUSSION. Prof. H. M. ESTABROOKE, Orono.

Prof. F. C. ROBINSON, Brunswick.

3. English: How Much, and How?

D. E. OWEN, Thornton Academy, Saco.

DISCUSSION. G. A. DICKEY, Prin. Berwick Academy,

South Berwick.

4. The School Savings Bank.

J. W. MITCHELL, Prin. Grammar School, Rockland.

DISCUSSION. W. T. GOODALE, M. D., Saco.

5. Shall We Attend the Saratoga Meeting?

By the Director representing Maine.

AFTERNOON, AT 2 O'CLOCK.

PRIMARY DIVISION.

A Talk to Primary Teachers.

Miss LUCY WHEELOCK, Chauncy-Hall School, Boston.

SECONDARY DIVISION.

6. Analysis and Synthesis in Teaching.

G. F. ROBINSON, Chairman School Committee, Kennebunk.

DISCUSSION. Members of the Society.

7. Shall the Teachers of Maine Encourage the Study of the Science of Agriculture?

I. O. WINSLOW, St. Albans.

DISCUSSION. B. W. MCKEEN, West Fryeburg.

8. Teachers' Tenure of Office.

W. W. STETSON, Supt. Schools, Auburn.

DISCUSSION. Hon. J. O. BRADBURY, Saco.

9. Needs of the Rural Schools.

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

DISCUSSION. H. M. MOORE, Prin. High School, Yarmouth.

L. BARTON, Prin. Bridgton Academy, N. Bridgton.

EVENING, AT 8 O'CLOCK.

10. Physical Training.

F. N. WHITTIER, M. D., Director of the Sargent
Gymnasium, Brunswick.

DISCUSSION.

M. H. SMALL, Prin. High School, Norway.

Miss JENNIE M. COLBY, State Normal School, Gorham.

Following the address and discussion, the different systems of gymnastics will be illustrated by class exercises with twelve young ladies from the Brunswick schools.

SATURDAY MORNING, JANUARY 2, AT 9 O'CLOCK.

11. Methods in Arithmetic. G. I. ALDRICH, Supt. Schools,
Quincy, Mass.

12. What Educational Exhibit shall Maine make in the Colum-
bian Exposition? N. A. LUCE, State Supt. of Schools.

DISCUSSION.

Pres. M. C. FERNALD, Orono.

J. R. DUNTON, Prin. Grammar School, Lewiston.

13. Patriotism. H. K. WHITE, Prin. Lincoln Academy,
Newcastle.

DISCUSSION.

F. W. C. WIGGIN, Prin. Somerset Academy,
Athens.

14. BUSINESS.

Arrangements have been made to secure, for publication in the appendix to this report, a very full and complete report of the proceedings of this, which promises to be the most notable meeting in the history of the society.

II. COUNTY EDUCATIONAL ASSOCIATIONS.

These organizations have been formed under, and for the purpose of carrying out the provisions of the following act to provide for the holding of county teachers' conventions.

SECT. 1. Whenever not less than thirty of the teachers and school officers of any county shall have formed an association under rules of government approved by the state superintendent of common schools for the purpose of mutual improvement in the science and art of teaching, and of creating popular interest in, and diffusing a knowledge of the best methods of improving our public school

system, by the holding of conventions at least once every year under the supervision of the state superintendent, the state shall defray the necessary expenses attending the holding of such conventions, for which purpose the sum of six hundred dollars is hereby annually appropriated, to be deducted and set aside therefor by the treasurer of state from the annual school fund of the state; provided, however, that no more than two such associations shall be formed in any county, and that the expenses as aforesaid of no more than two conventions of any such association in any year shall be defrayed by the state.

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

There are seventeen of these organizations which have held meetings during the year. Twenty-two meetings have been held all but one continuing for two days. More than 2000 of our teachers, mostly of the common schools, have attended these meetings.

The programme of work in most of them has been made up from the following

General Programme and Syllabus of Subjects

FOR MEETINGS OF

COUNTY EDUCATIONAL ASSOCIATIONS.

I. OPENING QUERIES:—(1) What objects shall we seek to attain through class recitations? (2) When and how can we best assist pupils in the preparation of lessons? (3) Shall pupils be allowed to assist one another, and to what extent? (4) What difficulties have been met in the distribution and care of free textbooks?

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. TEACHING PATRIOTISM:—(1) Importance of; (2) Means to be employed—(a) The flag over the school-house and what it means; (b) Important events in history; (c) Character and deeds of great men; (d) Special rights and privileges which we enjoy.

IV. NEW SUBJECTS OF INSTRUCTION:—(1) Elements of sciences applying to agriculture; (2) Kindness to birds and animals; (a) Place for each in school programme; (b) Methods and means for teaching.

V. TOPICS FOR ESSAYS:—(1) Mistakes in teaching; (2) The teacher's health—danger to and preservation of; (3) Some forms of dishonesty in school work; (4) The practical value of courtesy.

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.

It is in the nature of repetition of what has been said every year since the organization of these associations, to assert that the meetings of the past year have excelled those of any preceding year, not only in the number of teachers attending, but in the interest and value of the work done. Yet such assertion is true and has been true whenever before made. Every year has seen a marked growth in the value of these meetings, and every year our schools have felt in larger measure the effects of the interest aroused, the inspiration imparted, and the instruction given to the teachers who have attended. They have done and are doing a work whose value is becoming more and more appreciated by teachers, by school authorities, and by intelligent citizens.

COUNTRY SCHOOL-HOUSES.

The country school-house ought to be the center of interest and pride to the community about it. But as it exists to-day, greatly improved as it is compared with its condition twenty years ago, it is hardly such save in exceptional cases.

Leaving out of consideration fifteen of our cities, the average value of the school-houses in the State including sites, both rural and village, is less than \$520. In the three counties of Franklin, Lincoln and Oxford, in each of which are no cities but several thriving villages maintaining graded systems of schools, the average values are \$340, \$450 and \$356 respectively. The average value of the average country school-house in the State is probably about \$450, and in this class and those below it in the scale of value, are probably two-thirds of all in the State. The local pride in the school-house in a majority of our rural communities cannot be overweening.

But we are improving somewhat upon the condition just shown. Is the degree of improvement what it ought to be, in order that the country school-house shall be an object of pride? We last year built 58 new school-houses, eleven of which were evidently in villages having graded schools. Forty-seven of them therefore may be assumed to be country school-houses, and the average cost of these was \$742. Are these such edifices with such surroundings that the average member of our rural communities can "point with pride" to them?

What should the country school-house be in its location, in its surroundings, in its outward aspect, in its interior plan and furnishing, and in its hygienic arrangements in order to meet required conditions of fitness for the uses to which it is to be put, and to be an attractive feature in a fair country landscape? It must be both so fit and attractive to be a source of reasonable pride.

1. *As to location and surroundings*—Four conditions should be considered in determining this, viz: accessibility,

healthfulness, spaciousness and attractiveness. The site selected should be as near the center of travel—not necessarily the geographical center—of the section to be convened as is compatible with the other conditions named. It should be dry or capable of ready drainage, and open to the sunlight and air but not exposed to blaze or blast; neither a low, swampy nor bleak elevated site should under any conditions be selected. It should be sufficiently spacious to allow the house to sit well back from the roadway, to give in front a yard which can be made attractive by grading and by the planting of trees and shrubbery, and to afford play-grounds and in the rear properly arranged out-buildings for storage of fuel and for decent observance of the decencies of life. And finally it should be such as can be made easily and readily attractive to the eye, if it do not naturally possess such attractiveness. Such location may and doubtless will cost more than a large majority of those now occupied; but such increased cost will pay in the health and happiness of the children during their school life, and will be better than as much or more paid for services of the truant officer.

2. *As to the building*—Buildings are usually constructed with direct reference to the uses to which they are to be put. Too many of our country school-houses, however, are built after such general plan, that with slight changes in interior arrangements, they would as readily serve as blacksmith's or carpenter's shops or stables. In planning a building with reference to its use as a school-house three things are to be considered, viz: size, interior arrangement and exterior effect.

The size of the building will be governed primarily by the number of pupils to be accommodated, and secondarily by interior arrangement and style of architecture. It should contain at least the main school-room and two dressing rooms and in addition when practicable a small apartment for storage of books and appliances. For a school of forty to fifty pupils the floor dimensions of the main room ought to be at least 30 x 32 feet and those of the dressing rooms each 10 x 12 feet with a height in the clear of at least 12 feet. If the floor

dimensions of the rooms be smaller than these, the height of the main school-room, at least, must be so increased as to preserve the cubic capacity practically unchanged. These conditions call for a building, if of simplest architecture without projections, whose exterior dimensions would be 31 x 45 feet and 15 or 16 feet posted.

The most improved interior arrangement of the building above outlined, would put the teacher's platform and desk at one end of the school-room facing the two entrances from the dressing rooms, or the single entrance from a hallway between these and leading directly to the single outer entrance to the buildings. The desks of the pupils would of course face the teacher's platform. They should be so arranged as to give a broad aisle down the middle of the room and aisles along the two sides. There should be floor space in the rear of them at least as wide as the central aisle and at least twelve feet of unoccupied space in front of them. The teacher's platform should be eight or ten inches high and at least six feet wide and ten feet long. One eight feet wide and extending entirely across the end of the room would be in some respects preferable. As this building is supposed to stand end to the street, and the school-room to be in the rear, of course the rear wall would be unbroken by windows and would be occupied by blackboard surface, as should also all other available space on the sides of the room. The position of the stove or stoves and of the chimney should be made to conform to these arrangements.

The exterior effect should be made as pleasing as possible. For this purpose the severely plain architecture of the building here outlined might be relieved by such ornamentation of gables as the use of shingles instead of clapboards would allow, by somewhat ornate finishing around windows and entrance, &c., and by tasteful painting in colors less glaring than the clear white ordinarily used.

For a building less simple in architecture than this,—more ornate and pretentious in outward appearance,—the ser-

vices of a good school-house architect are essential. Indeed, his services are very much to be desired in case of any building which is to cost \$1,500 or more, and it will be found a measure of economy to secure such services in making working plans and specifications in any such case. And few school-houses ought to be built at less cost than \$1,500. We are not attaching importance enough to the educational force and influence of school buildings beautiful in exterior and bordering on even the elegant in interior. There is in such buildings a constantly acting, silent but potent force educating the children who play about them and spend their days in them, to that fineness of spirit whose final outgrowth is pure and refined feeling and living—a something worth more than much knowledge of things learned from text-books.

3. *As to hygienic arrangements and furnishings*—On this very important topic relating to this subject I am glad to present the carefully matured views of Dr. J. O. Webster of Augusta, member of the State Board of Health. He has given the topic very careful study and at my request has specially prepared the following very practical paper on

OUR COUNTRY SCHOOL-HOUSES, THEIR DEFECTS AND HOW TO REMEDY THEM.

This article is devoted solely to the consideration of our common, one-room country school-houses, their defects and practical methods of removing or avoiding them. That serious defects generally exist is well recognized; but just what they are and how to get rid of them are questions upon which information is greatly needed.

Lighting—Faulty lighting is almost universal in country school-houses. The windows are usually too small and are arranged upon three sides of the room at least, sometimes on four. In building anew, windows should be placed only at the left of and behind the pupils, their tops should be near the ceiling and the window sills about four feet from the floor, and their united area should equal one-fifth of the floor space.

In an old building, any windows which the scholars sit facing should be removed at once or kept constantly covered with heavy shades, and those at the right should have shades rolling from the bottom, to shut off the cross lights from the desks. Connected with lighting is the position of blackboards, which should be only on the walls that have no windows, so that the light from the opposite windows will fall directly upon them and not into the faces of the pupils using them.

Furniture—Everybody knows that the old-fashioned plank furniture is still used in most of our country schools. It is faulty in every respect,—the seats and desks are not proportioned to each other or to the heights of the pupils, the seats are not adapted to the form of the body, the desk is so far removed from the seat that the pupil must bend forward or take some distorted position in studying, and especially in writing or cyphering.

In an ungraded school there should be four or five sizes of furniture; it should be set so that the edge of the desk will over-lap the edge of the seat an inch and a half, and pupils should be placed in the seats adapted to them, viz: the edge of the seat at the height of the bend of the knee of the pupil standing, and the edge of the desk at the height of the bend of his elbow sitting.

Heating and Ventilation—The most serious defect in our country school-houses is the entire want of any proper ventilation, often combined with over-heating.

In warm weather, pure air can be secured by freely opening windows and doors; but during most of the school year, when fires are needed, these means are no longer available. Some other method is needed for supplying air, and the air so supplied must be warmed; so it has been found necessary, in our climate that the heating and ventilating apparatus be combined.

To keep the air of a school-room reasonably pure, it is necessary to introduce 25 or 30 cubic feet of fresh air per minute for each pupil. The air must be warmed before it passes into the room. The warmed air goes at once to the top of the room, as it becomes cooled by the walls and win-

dows it falls, more warmed air taking its place. As this process goes on, the cooled air that has been longest in the room is near the floor, and provision must be made for removing it from the room at that place; since if the outlet was at the top of the room, the fresh warm air would be removed, so that the room would neither be warm nor ventilated.

In building a new school-house, it is very easy to provide for proper heating and ventilation. An air-box should be constructed under the floor, its outer end opening through the underpinning on the north or west side of the building, and its inner end under the place for the stove, with an opening through the floor equal in size to the box. The stove should be set over this opening, and should be surrounded with a casing so that the air will be warmed in passing up between the casing and the body of the stove. These "jacketed stoves," as they are called, are in the market, both for burning coal and wood; or a cylinder stove, with a door in front, can be cased with galvanized sheet iron. The casing must extend to or above the top of the stove. The air-box must have an area of a square foot for every twelve pupils; it should be 18 x 20 inches inside for a school of thirty. The casing must be set far enough from the stove to leave an equal space for the free passage of air.

The chimney flue itself should be used entirely for ventilation. It should start from or below the floor, should be a little longer than the air-box and should have a ventilating register, one-third larger than the flue, set in its front next to the floor. An 8-inch cast-iron or heavy plate-iron pipe should be placed inside the flue from seven or eight feet above the floor, at the opening for the stove pipe, and extend above the top of the chimney. It is best that the chimney should be capped, with openings equal in area to the flue for the exit of the air, the pipe extending through the cap. The pipe, heated by the smoke from the stove will keep the flue warm and make a strong draught which will secure efficient ventilation. A flue that is not heated is worthless as a ventilator.

It would be well to have a valve or slide in the air-box and valves in the ventilating register, to be closed during the night in cold weather; but great care must be taken that they are never closed during school hours.

In an old school-house, the same arrangements should be introduced;—they are not expensive, and satisfactory ventilation cannot be secured by any less thorough means. The stove, at least, should be arranged just as described. As a matter of economy, the ventilating shaft might be made of wood, protected on the inside by tin. The stove-pipe can enter this shaft in the school-room, run up inside of it to near the roof, than pass out in the attic and enter the chimney. The flue can be made of galvanized iron instead of brick, but the cost will be about the same, except that it can start from the floor of the school-room and will not need a foundation. The temperature of the school-room should be carefully regulated and kept at 63 degrees. For this purpose, every school-room should be supplied with a good thermometer.

In a school-house not provided with proper means for ventilation, the teacher should do what he can by means of the windows, by opening them freely at recess and intermission, and by means of window boards at other times. The common window board, set in the bottom of the frame with the lower sash raised, does some good; but a much better arrangement is to set a board obliquely, one edge six inches below the top of the window and close to the sash, the other six inches higher and extending into the room. The board should be about a foot wide. By lowering the upper sash, the cold air entering will pass towards the top of the room and be mixed with the warm air instead of falling directly to the lower part of the room, on the pupils' heads, as it would do without the boards. Cold air should not be admitted to the bottom of the room, as it would spread out over the floor and be very slowly mixed with the warm air.

This is not given as a suitable method of ventilation, but only as a make-shift, to be used when nothing better is available. The proper method of heating and ventilating given

above is so simple and inexpensive, that there is little excuse for allowing our country school-houses to remain longer unventilated.

EXHIBIT OF MAINE SCHOOLS

AT THE COLUMBIAN EXPOSITION.

The educational interests of Maine ought to be, and will be expected to be, represented at the Columbian Exposition. No fair, nor just, nor creditable exhibit of all our various State interests can be made, which shall ignore the work of those agencies that have made our State noted as the mother of sturdy, strong, energetic, self-reliant, intelligent men and women. And none of the tens of thousands of her sons and daughters, will gather at Chicago during the continuance of the exposition, coming up thither from every section of this broad land, who will not feel their cheeks reddening with shame if, while they find the schools of other states holding their deserved and honored place in that exposition, they shall find those of Maine conspicuous by their absence.

Our legislature at its last session appropriated \$40,000 for defraying the expenses of the making of such an exhibit of our resources, products, institutions, and attractions, as shall be worthy of us as a State. It is to be hoped that the State Board of Management, into whose hands has been given the ordering of this exhibit, will set apart a generous sum to be used for defraying the necessary expenses of making a fit exhibit of the work of our schools, both public and private, of every grade; and that they will early designate and empower some competent person to take special charge of it in its inception, its preparation and its arrangement in place. This must be done if such exhibit is to be made. Our various industrial and other private interests may be expected to defray the expenses of their exhibits; but with our educational interests it is necessarily otherwise.

Here the State must furnish the necessary means for defraying the greater part of the expense of preparing and transporting the material making up the exhibit, and of seeing that it is properly in place.

While under the conditions fixed in the several resolves of the legislature pertaining to this matter, this department has neither power nor authority to move in the premises, it yet stands ready to render all possible help to those who shall be granted such power and authority. And the same is the position of our local public school authorities, and of those having control of our private seminaries and colleges. The educators of the State, from lowest to highest, stand ready and eager to put their hands to the work, whenever it shall be determined what work is wanted. Their part will be done with hearty alacrity. They will gladly and freely give to its performance their time, and best thought, and intelligence and endeavor. They only ask to know what is wanted at their hands.

While I hold some very positive opinions as to the purposes to be kept in view in the ordering of such exhibit, and the consequent scope of it, and the form which it should take, it might be deemed somewhat presumptuous, under existing conditions, to give formal public expression to those opinions by making them part of this report. They are at the service of the State Board of managers if desired, and of whomsoever shall be designated by that board to take charge of this part of the general State exhibit.

AGRICULTURAL SCIENCE IN THE PUBLIC SCHOOLS.

In response to the desires of the agriculturists of the State as formulated and expressed through the State Grange, the Legislature of last winter put the teaching of the elements of the natural sciences, especially as applied to agriculture, upon the same footing in our public schools as that held by the other subjects of instruction to which the law gives legal status in those schools.

This action of the Legislature I heartily approve. It seems to me to have been in a degree warranted by the claims made by the agriculturists, that the schools were educating away from the farm toward the trades and professions, and that this tendency should be met and counteracted by giving farm life and work somewhat direct and positive recognition in their curricula. But especially was it warranted by the fact, that instruction in the natural sciences is needed to round out and make symmetrical that mental development and training which is the primary and important end of all instruction, and that the legally recognized course of study of our common schools, was seriously defective in not including these sciences.

But this action of the Legislature does not actually put instruction in these subjects into the schools. It gives to those desiring it, or for whom it is desired, the right to it; and it puts about that right the same sanctions, and accompanies it with the same privileges, as pertain to instruction in other legally recognized subjects, as book-keeping for instance. To put it actually into the schools requires the co-operative action of local public opinion and local authority. Moreover, there are difficulties in the way of its introduction which are to be met and overcome. The schools are already overcrowded with a diversity of subjects, all of them having real claims to attention. Then, too, many of our teachers are not qualified to give this instruction, and such teachers will continue in the

schools, and especially in the rural schools in which it may specially claim place, so long as the school district system compels for those schools the employment of cheap and poorly qualified teachers. And again the subject matter of instruction must be properly selected, formulated and made accessible to pupils for study in the form of a text-book.

Of these difficulties the last named has already been met and overcome. Mr. I. O. Winslow of St. Albans, himself an ex-teacher of large experience, and now a successful agriculturist, and so possessing the necessary literary, scientific and professional qualifications for the task, has prepared, and the American Book Company has published such text-book, under the title of Winslow's Principles of Agriculture. I earnestly call the attention of our school authorities to this book.

In order that our teachers may be prepared to take up this new subject of instruction efficiently, it has been brought to their attention, and they have been urged to begin the work of preparation, in most of the county conventions held during the year. With the text-book accessible which will doubtless be found in the schools in which such instruction will be required, an earnest purpose to become qualified will not be difficult of attainment. As a further incentive to such preparation, this subject will hereafter be included in the list of those in which teachers will be annually examined, and for examination in which State examination questions will be prepared and sent out to the local authorities.

A place for this instruction can be found in most of the common schools in which it will be found desirable to introduce it, by substituting it in place of those other extra-legal studies which have place in them by consent or direction of local school boards. Most of the pupils qualified to take up this subject profitably in the form of text-book study, will be found pursuing other studies—as algebra for instance—far less valuable than this practically considered, and no more valuable, at least, as means of mental growth and discipline. It will not be difficult for teachers and school boards acting

together in this matter, to find place for such instruction, even in schools the most crowded with classes, by a wise weeding out process. For our rural free high schools this should be made one of the regular subjects of instruction to be taken up by all pupils at the proper time and place in the course of study.

To make this instruction of the highest practical and educative value, it should not be made mere text-book cramming. The text-book should be made largely the guide and incentive to investigation of the real things and forces which form its subject matter. Every fact and principle of the sciences which combine to make up that subject matter, should be in some way studied and taught objectively. The pupil should be led to investigate for himself, and to seek proof of every such fact and principle in nature as it lies about him. So will he form the habit of observation—of searching for the cause of every effect which is brought to his attention—a habit of more real practical value than all the knowledge to be gained, and in the forming of which his mental powers will attain to larger growth, and be trained to readier and more efficient use.

CONCLUSION.

By requirement of law this report is to go directly into the hands of the school committees and supervisors. It is one of the appointed means by and through which the State Superintendent is required to communicate to these officers the results of his investigations into the condition of the schools, and his recommendations for their improvement. It may, therefore, fitly conclude with succinct formal statements of what, in his opinion, may and should be done by the school officers of every town in the State to bring our public schools to higher efficiency. Such formal statements or recommendations will necessarily, many of them, remain the same from year to year, and must year by year be repeated. There would, therefore, seem to be no apology needed if there be

found, borrowed from former reports and restated here, certain things familiar because oft repeated, among the following

RECOMMENDATIONS.

1. That school committees and supervisors having charge of schools in rural communities especially, earnestly endeavor to introduce into those schools efficient instruction in the elements of the natural sciences especially applicable to agriculture; and that to this end they carefully examine, with reference to use in such instruction, Winslow's Elements of Agriculture.

2. That they hold themselves in readiness to aid, when called upon by the proper authorities, in the making of such an exhibit, at the approaching Columbian Exposition, of our educational means and methods as shall fairly show the condition and efficiency of our public schools.

3. 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.

4. That they see that the provisions of law requiring temperance instruction in the schools are more generally and efficiently carried out.

5. 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.

6. That they put forth special efforts to increase attendance, and that to this end they actively co-operate with the truant officers in securing a strict enforcement of the provisions of law relating to compulsory school attendance. To this end, I suggest that, in towns choosing more than one truant officer, the schools be so divided into sections as to give to each of such truant officers charge of the execution of the law in one of these sections; that when the school census is

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

7. 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.

8. 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.

9. That they earnestly use their influence in favor of the abolition of the district system, and for the establishing of free high schools.

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

11. 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.

12. 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 1890.		Not less than 80 cts for each inhabitant.		Amount available from town treasury from April 1, 1890, to April 1, 1891.		Amount available from State treasury from April 1, 1890, to April 1, 1891.		Amount derived from local funds		Total school resources.		Total amount actually expended for public schools from April 1, 1890 to April 1, 1891.		Balance unexpended April 1, 1891.		Balance over-expended April 1, 1891.	
	No.	Mo.	No.	Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	
Auburn	59	4	4	82	00	7	41	2	25	1500	16,500	8856	-	4	95	16,500	6,216	6	22,722	21,725	997									
Durham	6	1	1	27	84	3	77	2	61	103	1,200	198	-	-	3	92	1,224	731	-	1,955	1,930	25								
East Livermore	8	2	2	41	00	3	85	2	75	80	864	-	-	-	2	62	1,019	667	295	1,981	1,883	98								
Greene	13	1	1	3	55	1	73	4	2	42	800	1	-	-	3	05	862	473	46	1,381	1,271	110								
Leeds	14	3	3	21	33	4	14	1	50	65	1,000	45	-	-	2	94	1,076	661	-	1,737	1,621	117								
Lewiston	65	40	40	94	52	6	49	3	25	1700	30,500	15234	-	-	3	91	30,500	14,121	320	44,941	46,326	-	1385							
Lisbon	17	4	4	60	00	6	50	1	75	318	2,800	687	-	-	2	64	2,800	2,014	175	4,989	5,123	-	134							
Livermore	15	-	-	24	00	4	00	1	50	61	1,200	190	-	-	4	04	1,419	598	119	2,136	1,958	178								
Minot	18	1	1	56	00	4	50	2	75	100	2,000	590	-	-	4	55	2,502	822	-	3,324	2,848	476								
Poland	4	4	4	40	00	4	02	2	16	297	3,000	1046	-	-	4	37	3,140	1,296	179	4,616	4,754	-	138							
Turner	8	4	4	36	00	4	25	2	25	169	2,200	372	-	-	3	79	3,499	1,001	24	4,524	2,823	1701								
Wales	5	2	2	20	00	5	50	2	50	42	450	46	-	-	3	12	511	278	-	789	754	35								
Webster	6	1	1	26	66	3	75	2	17	65	1,325	541	-	-	4	87	1,325	555	54	1,934	1,984	-	51							
	234	67	67	40	72	4	75	2	19	4542	63,839	28206	-	-	3	75	66,378	29,433	1218	97,029	95,000	3737	1708							

AROOSTOOK 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 d'ys per w'k.		Aggregate length of spring and summer terms in weeks, 5 d'ys per w'k.		Average length of fall and winter terms in weeks and days, 5 d'ys 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.																	
Amity	168	106	68	185	134	.60	117	10					40	10			80								4	4							1,400				2	4																			
Ashland	203	113	82	61	51	.33	128							11		4	70	6							6	3							1,500				1	6																			
Benedicta	133	79	55	86	62	.43	105	12					38	14			42	3							3	3							1,100				1	4																			
Blaine	322	172	135	152	105	.57	238	12					61	10		1	51	5							5	2							2,500				3	6																			
Bridgewater	315	191	165	172	131	.47	363	11					77	11			66	6							6	6							3,000				2	7																			
Bancroft	110	83	76	81	73	.67	83	8					40	8		4	44	4							4	3										2	5																				
Caribou	1550	898	656	935	677	.43	939	10					271	10		9	298	21		2				19	13		1	13000	21,000					2	4	23																					
Dyer Brook	99	80	58	77	64	.62	80	12					60	12			48	5							5	3		1	150	950							6																				
Easton	381	238	189	238	209	.52	307	11					110	10			110								10	10							4,500			2	2	10																			
Fort Fairfield	1480	732	654	848	721	.47	897	10					268	11		1	302								27	20		1	600	17,100					3	3	22																				
Fort Kent	874	386	272			.31	386	23					320												14	2		12	3				1,000			1		14																			
Frenchville	1311	752	453	29	22	.34	752	28					28											23				20	12				1,500					23																			
Grand Isle	No return.																																																								
Haynesville	112	61	49	83	65	.51	83	10					30	11		3	46	3		2				3	2							800				1	4																				
Hersey	71	44	35	33	28	.45	56	12					24	10			20	2		1				2	2			1	300	700					1	2																					
Hodgdon	442	265	208	337	269	.53	326	9					90	12		3	127	10		4				10	10							3,525			1	6	8																				
Houlton	1254	721	578	645	535	.41	772	11					188	20			303								10	9		1	500	25,000					2	4	14																				
Island Falls	86	52	43	95	75	.68	63	10					30	3		1	31	5							3	3							2,500					3																			
Limestone	353	220	178	227	166	.49	281	10					90	10											9	9		1	100	1,800							2	9																			
Linneus	423	214	171	259	200	.44	283	10					92	10		2	85	9		2					9	6		1	200	2,100							4	9																			
Littleton	345	228	173	156	120	.40	318	12					109	9			82	10							9	9							3,300				4	10																			
Ludlow	147	90	61	81	56	.40	92	10					60	10			40	5								4	1					1,000			1	1	5																				
Madawaska	660	359	249	279	115	.28	438	20					303	11		1	101	15							10	9		1	800	2,000					2	12	19																				
Mapleton	343	204	159	256	198	.52	261	9					87	9		1	84																	600	2,500				2	10																	

COMMON SCHOOLS.

Mars Hill	350	170	131	179	120	.36	249	9	4	79	13	125	9	1	9	9	-	-	3,000	2	2	6
Masardis	85	47	31	44	31	.36	68	10	3	32	7	7	3	-	3	3	-	-	1,177	-	-	4
Monticello	424	232	167	319	251	.49	339	9	2	75	11	101	8	-	9	8	-	-	3,000	-	3	9
New Limerick	229	143	109	156	119	.50	172	9	2	77	10	64	6	-	6	6	-	-	1,700	-	3	6
Orient	78	55	45	47	37	.52	55	7	1	29	10	32	3	-	3	2	-	-	1,200	1	-	2
Presque Isle	1125	878	680	799	621	.58	947	12		267	12	267	-	-	23	21	1	500	10,000	1	4	23
Sherman	324	183	152	257	202	.54	293	10		60	12	82	6	-	6	6	-	-	2,400	-	4	7
Smyrna	106	59	44	79	66	.52	66	7	3	30	8	43	4	-	4	2	-	-	921	-	1	4
Van Buren	529	230	183	82	47	.22	210	24		274	9	10	10	-	8	5	2	200	2,000	1	-	10
Washburn	408	234	181	266	203	.47	266	10		100	9	101	-	-	10	8	-	-	2,600	-	2	11
Weston	169	120	93	121	94	.58	105	10	2	41	9	45	4	2	4	3	-	-	1,000	-	2	5
Woodland	352	199	140	178	132	.39	267	9	3	86	11	103	9	2	8	4	-	-	2,000	1	2	8

St. Francis.....	176	111	65	-	-	.35	111	22	2	67	-	-	3	-	2	2	-	-	400	-	-	3	
St. John.....	118	49	28	21	15	.18	70	22		44	16	-	2	-	2	2	-	-	500	-	-	2	
Silver Ridge.....	58	50	36	41	28	.55	53	5	2	28	10	2	31	3	-	3	3	-	900	-	-	3	
Wade.....	74	70	50	-	-	.67	-	9		36	-	-	4	-	3	1	-	-	675	1	-	3	
Wallgrass.....	280	125	100	-	-	.36	125	23		69	-	-	3	-	3	3	2	400	675	-	-	3	
Westfield.....	63	24	21	42	33	.43	44	7		14	8	2	26	3	-	3	1	-	800	-	1	2	
Winterville.....	54	29	19	-	-	.35	29	23		-	-	-	1	-	1	1	-	-	200	-	-	1	
	19,348	11,031	8189	7747	6974	.46	12944	11	2	4915	10	2	3704	295	28	384	298	17	17825	152,148	20	80	318

AROOSTOOK COUNTY—CONTINUED.

TOWNS.	No. of female teachers employed in fall and winter terms.		No. of teachers graduates of normal schools.		Average wages of male teachers per month, excluding board.		Average wages of female teachers per week, excluding board.		Average cost of teachers' board per week.		Amount paid for school supervision.		Am't of school money voted in 1890.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from town treasury from April 1, 1890, to April 1, 1891.		Amount available from State treasury from April 1, 1890, to April 1, 1891.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.		Balance unexpended April 1, 1891.		Balance over-expended April 1, 1891.		
Amity	6	1	30	50	4	40	2	00	30	00	350		4	-	2	08	394	310	210	914		899	15										
Ashland	1	1	46	50	4	15	2	10	30	00	510		106	-	2	51	647	321	-	968		905	63										
Benedicta	3	2	30	00	4	07	2	09	13	00	242			-	1	82	300	264	50	614		598	16										
Blaine	3	1	29	10	3	91	1	58	30	00	517			-	1	60	536	583	-	1,119		1,095	24										
Bridgewater	4	-	28	00	4	35	1	62	77	25	578			-	1	80	524	646	112	1,282		1,380	-										
Bancroft	4	1	20	00	3	70	1	94	25	00	225			49	-	2	04	251	206	215	672		718								98		
Caribou	20	1	31	50	4	08	1	95	240	00	2,289			84	1	54	3,168	2,844	-	6,012		5,376	636									46	
Dyer Brook	5	1	2	-	2	64	1	27	24	55	187			49	-	1	88	267	172	66	505		474	31									
Easton	10	1	23	50	4	00	1	75	80	00	800			132	-	2	09	895	702	74	1,671		1,654	17									
Fort Fairfield	17	5	24	16	4	88	1	98	300	00	2,800			554	-	1	89	2,982	2,632	98	5,712		6,308	-								596	
Fort Kent	-	-	-	-	4	50	1	00	-	-	350			-	-	-	41	382	1,560	50	1,992		1,923	69									
Frenchville	1	-	-	-	2	61	67	-	20	00	375			-	-	-	28	464	2,466	76	3,006		2,876	130									
Grand Isle	-	-	-	-	-	-	-	-	-	-	250			-	-	-	-	299	807	10	1,116		1,092	24									
Haynesville	2	-	25	00	3	60	1	75	20	00	200			21	-	1	78	255	207	196	658		638	20									
Hersey	2	1	20	00	3	50	1	60	36	75	130			3	-	1	83	149	133	32	314		359	-									
Hodgdon	6	1	28	14	4	60	1	78	50	00	1,000			129	-	2	26	1,163	827	55	2,045		1,931	114									
Houlton	11	4	28	00	7	80	2	75	250	00	3,000			418	-	2	39	3,651	2,341	25	6,017		5,857	160									
Island Falls	3	-	-	-	4	50	1	62	12	00	200			11	-	2	32	359	155	144	658		582	76									
Limestone	8	-	30	00	4	15	1	95	25	00	524			-	-	1	48	753	674	125	1,552		1,318	234									
Linneus	4	4	33	50	4	58	1	97	62	50	750			16	-	1	77	759	779	105	1,643		1,556	87									
Littleton	8	-	32	00	3	27	1	78	45	00	725			2	-	2	10	751	719	-	1,470		1,369	101									
Ludlow	3	-	30	00	4	00	2	00	21	00	468			94	-	3	18	538	267	76	881		687	194									
Madawaska	9	-	20	00	2	18	1	00	20	00	325			-	-	1	49	417	1,218	41	1,676		1,589	87									
Mapleton	6	1	24	00	4	00	1	49	30	00	564			-	-	-	1	64	801	639	47	1,487		1,432	55								

Mars Hill	7	-	17 30	3 96	1 46	48 00	573	-	-	1 63	773	654	65	1,492	1,202	290
Masardis	1	-	-	3 67	1 58	-	200	30	-	2 35	200	173	22	395	375	20
Monticello	8	4	30 00	4 07	1 93	45 00	771	-	-	1 81	834	809	76	1,719	1,691	28
New Limerick	3	-	31 00	3 81	1 92	47 00	590	118	-	2 14	561	439	46	1,049	955	94
Orient	3	-	30 00	4 58	1 77	10 00	200	25	-	2 56	320	146	44	510	567	-
Presque Isle	20	2	20 00	4 50	2 00	185 00	3,500	1543	-	3 11	3,773	1,873	100	5,746	5,139	607
Sherman	3	-	33 00	4 85	1 84	52 20	800	162	-	2 46	954	617	-	1,571	1,643	-
Smyrna	4	1	20 00	3 84	1 48	26 50	220	30	-	2 07	230	211	-	441	471	-
Van Buren	3	-	18 00	4 50	1 25	5 00	888	-	-	1 67	1,807	966	9	2,782	1,581	1201
Washburn	9	1	32 00	4 20	2 00	100 00	700	53	-	1 71	876	768	132	1,776	1,567	209
Weston	2	-	28 00	4 78	2 15	-	-	-	No return.		-	-	-	-	-	-
Woodland	8	-	25 33	4 40	1 75	40 00	550	7	-	1 56	640	545	184	1,369	1,259	110

57
72
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 1890.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1890, to April 1, 1891.	Amount available from state treasury from April 1, 1890, to April 1, 1891.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.	Balance unexpended April 1, 1891	Balance over-expended April 1, 1891.
								Excess above amt't required by law.	Less than the amt't required by law.								
Allagash	-	-	17 00	3 51	67	10 00	80	18	-	69	80	218	115	413	338	75	
Cary	-	-	26 50	4 08	1 70	22 00	330	-	-	1 98	579	323	21	923	825	98	
Castle Hill	3	-	24 50	3 67	1 58	24 25	414	79	-	1 78	531	409	-	940	896	44	
Caswell	1	-	-	3 75	2 00	12 00	146	-	115	1 24	146	181	-	327	238	89	
Chapman	3	-	-	4 14	1 51	18 25	135	2	-	1 26	255	196	-	451	386	65	
Connor	-	-	-	3 88	1 75	35 00	200	-	-	88	200	433	-	633	604	29	
Crystal	6	1	12 00	4 00	1 50	14 00	250	30	-	1 95	435	230	-	665	625	40	
Cyr	-	-	-	3 25	1 25	9 00	75	-	-	38	251	477	12	740	487	253	
Eagle Lake	-	2	-	3 00	1 00	6 00	60	-	-	33	68	264	-	332	319	13	
Garfield	2	-	-	4 50	2 25	1 50	70	6	-	2 41	144	72	-	216	208	8	
Glenwood	2	-	20 00	4 00	1 66	11 00	132	-	26	1 94	139	119	115	373	359	14	
Hamlin	-	1	-	3 37	1 26	15 00	150	-	-	67	335	400	13	748	474	274	
Hammond	-	-	24 00	4 00	2 00	6 00	100	30	-	2 22	187	86	-	273	165	108	
Maewahoc	1	1	-	4 25	2 12	2 00	225	75	-	2 71	249	166	-	415	405	10	
Merrill	2	2	-	4 00	1 74	10 12	165	-	-	1 57	153	202	30	385	378	7	
Moro	-	-	-	-	-	-	171	34	-	2 44	171	149	-	320	313	7	
New Canada	1	-	-	3 50	1 00	10 00	100	50	-	73	100	232	9	341	306	35	
New Sweden	5	-	20 75	5 80	2 00	34 00	414	-	-	1 47	564	461	-	1,025	969	56	
Nashville	-	-	-	2 00	2 00	-	68	1	-	3 77	80	28	12	120	69	56	
Oakfield	6	-	26 00	3 62	1 82	43 55	510	1	-	1 66	614	553	56	1,223	1,095	128	
Perham	3	-	26 00	3 81	1 87	15 00	300	23	-	1 33	465	383	-	848	819	29	
Portage Lake	-	-	-	4 00	3 50	10 00	200	94	-	3 77	329	93	-	422	240	182	
Reed	2	3	24 00	3 66	2 00	6 00	250	163	-	3 33	250	289	-	539	576	-	
St. Francis	-	1	-	-	3 75	6 00	150	50	-	85	192	278	11	481	380	101	

St. John	1	2	-	3 66	1 25	-	100	-	-	85	111	230	-	341	356	-	15
Silver Ridge.....	3	-	-	3 42	1 78	31 97	183	-	-	3 16	289	131	99	519	432	87	
Wade	2	-	16 75	3 00	1 50	16 00	130	25	-	1 75	130	177	-	307	301	6	
Wallagrass	-	-	-	-	-	-	100	-	-	35	325	457	-	782	433	349	
Westfield	2	-	25 00	2 83	1 85	16 00	150	68	-	2 38	143	90	-	233	245	-	12
Winterville.....	-	-	-	3 00	1 00	8 00	60	-	-	1 11	62	54	-	116	106	10	
	153	46	25 14	3 77	1 60	2,393 39	31,769	4,389	141	1 80	39,253	36,054	2978	78,285	72,408	6885	1008

Scarborough ...	513	275	220	423	252	.46	310	10		111	11		188	11	1	10	8	-	-	8,725	-	6	11
Sebago	232	152	141	292	241	.81	201	8		73	10	2	137	9	-	9	9	-	-	1,600	-	3	9
Standish	409	295	263	307	241	.6	333	8	2	111	11	2	145	13	-	13	13	-	-	6,000	-	7	13
Westbrook	2452	1237	1057	1173	1634	.42	1222	12		336	12		336		-	12	11	1	10060	74,000	4	4	29
Windham	592	324	274	354	284	.47	404	8	2	146	8	4	150	19	1	18	13	-	-	8,500	-	3	17
Yarmouth	568	310	256	534	447	.61	352	11		88	10		160		-	11	7	1	6800	13,250	1	1	8
	29,263	15,113	14072	16734	13089	.51	16822	9	3	3732	1	4	4919	225	6	341	274	3	19300	721,675	36	110	514

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.		Amount of school money voted in 1890.		Excess above amt't required by law.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from town treasury from April 1, 1890, to April 1, 1891.		Amount available from State treasury from April 1, 1890, to April 1, 1891.		Amount derived from local funds		Total school resources		Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.		Balance unexpended April 1, 1891		Balance over-expended April 1, 1891.	
	No.	Mo.	No.	Mo.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.		
Baldwin	9	1	28	33	4 10	1 91	62	50	1,200	302	-	4 00	1,561	568	72	2,201	1,897	304																
Bridgton	27	3	48	71	6 94	2 22	200	00	5,150	2860	-	6 42	7,205	1,399	-	8,604	6,571	2033																
Brunswick	30	4	28	00	8 00	3 00	175	00	9,500	4693	-	4 69	10,924	3,535	1577	16,036	14,428	1608																
Cape Elizabeth	22	4	43	75	6 03	2 57	303	50	5,300	1058	-	2 88	8,599	3,498	214	12,311	8,949	3362																
Casco	4	-	26	66	4 35	1 70	45	00	800	74	-	2 89	800	510	120	1,430	1,427	3																
Cumberland	7	1	30	50	4 50	2 75	60	00	1,295	-	74	2 63	1,709	947	93	2,749	1,958	791																
Deering	24	16	90	90	9 00	3 00	400	00	6,800	3241	-	4 68	6,987	2,821	-	9,808	6,479	3329																
Falmouth	9	1	38	00	8 00	2 25	101	25	2,000	702	-	4 05	2,188	921	-	3,169	2,891	218																
Freeport	19	-	14	56	4 02	2 25	162	30	3,000	1177	-	4 03	3,000	1,254	-	4,254	4,236	18																
Gorham	25	20	52	25	7 04	2 25	205	75	3,500	914	-	4 02	3,564	1,592	230	5,386	5,080	306																
Gray	12	-	-	-	4 93	2 00	60	00	1,500	62	-	3 19	1,910	910	72	2,892	2,542	350																
Harpswell	15	-	33	00	4 25	2 50	90	00	1,800	372	-	3 09	1,845	1,076	-	2,921	2,779	142																
Harrison	14	-	-	-	5 69	1 85	71	00	1,300	366	-	4 00	1,300	628	162	2,090	2,079	11																
Naples	8	2	30	50	4 00	1 90	55	00	1,000	194	-	3 92	1,092	443	33	1,568	1,511	57																
New Gloucester	10	1	22	00	5 37	2 12	75	00	2,000	894	-	5 74	3,047	685	332	4,064	3,501	563																
North Yarmouth	10	-	42	00	4 08	2 16	40	00	800	138	-	3 57	823	437	225	1,485	1,417	68																
Otisfield	10	1	21	25	3 87	1 34	57	50	1,000	258	-	3 93	1,067	495	120	1,682	1,599	83																
Portland	158	8	127	53	10 46	3 50	2,225	00	71,989	44941	-	5 99	71,989	22,192	587	94,768	94,768	-																
Pownal	8	-	26	67	3 70	2 00	57	81	998	299	-	4 64	1,075	407	-	1,482	1,452	30																
Raymond	7	2	30	00	4 35	2 00	52	00	907	1	-	2 97	1,063	609	130	1,802	1,657	145																

Scarborough	8	2	44 40	7 33	3 00	97 25	2,000	522	-	3 89	2,498	996	-	3,494	3,104	390
Sebago	10	-	24 00	3 72	1 60	46 00	800	154	-	3 87	889	440	-	1,329	1,304	25
Standish	10	4	27 84	5 37	1 96	142 20	2,194	566	-	5 36	2,325	1,011	-	3,336	3,121	215
Westbrook ..	2	18	78 89	8 74	2 50	350 00	7,500	4315	-	3 05	7,500	4,335	18	11,853	13,446	- 1593
Windham	23	3	25 66	4 43	2 15	160 87	2,000	150	-	3 37	2,434	1,169	146	3,749	3,274	475
Yarmouth	17	5	116 66	8 06	2 40	100 00	1,766	149	-	3 10	1,766	1,052	95	2,913	2,912	1
	527	96	52 17	5 76	2 26	5413 93	138,099	68402	-	3 97	149,160	53,930	4226	207,316	194,382	14527 1593

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.		Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 d's per wk.		Average length of fall and winter terms in weeks and days, 5 d's per wk.		Number of parts of town.	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.	P.			W.	P.													
Avon.....	162	84	79	166	117	.60	250	8	3	71	9	1	128	11	-	-	-	2,000	-	-	1	7
Carthage.....	124	83	76	94	77	.61	115	7	4	55	9	1	56	7	-	-	-	1,193	-	-	3	7
Chesterville.....	224	131	109	198	163	.61	175	7	3	73	9	3	135	11	-	-	-	2,430	-	-	2	10
Eustis.....	104	69	59	61	50	.52	88	7	4	31	6	3	30	4	-	-	-	1,000	-	-	-	3
Farlington.....	899	376	280	741	620	.50	801	8	2	156	10	2	240	26	6	15	1	15,000	3	3	7	23
Freeman.....	159	93	80	130	101	.57	150	7	2	56	10	2	83	7	1	9	5	2,000	-	-	2	7
Industry.....	184	108	98	183	144	.66	160	6	2	46	10	2	110	10	2	10	6	2,000	-	-	2	7
Jay.....	451	212	179	246	219	.44	280	9	2	135	11	-	143	-	16	12	1,600	8,000	1	4	4	14
Kingfield.....	177	87	77	110	97	.50	133	8	1	32	20	1	81	2	3	2	-	3,000	-	-	1	5
Madrid.....	140	86	70	143	96	.53	125	6	1	31	10	1	82	8	8	2	-	1,000	-	-	3	5
New Sharon.....	303	184	155	335	277	.71	246	6	4	110	12	4	210	16	3	16	9	3,000	-	-	3	15
New Vineyard.....	224	118	147	178	126	.63	152	8	1	66	10	2	92	10	10	8	-	3,500	-	-	1	10
Phillips.....	470	295	253	498	422	.71	381	8	1	66	10	2	214	16	7	16	10	5,000	-	-	6	12
Rangeley.....	253	163	139	290	212	.67	209	8	1	49	9	4	79	4	4	3	-	1,700	-	-	4	6
Salem.....	72	68	60	72	65	.73	72	10	1	20	12	2	24	-	2	2	-	325	-	-	2	2
Strong.....	204	100	81	193	160	.59	147	8	1	57	9	1	120	8	1	7	5	2,750	-	-	3	7
Temple.....	119	70	60	98	83	.60	102	7	-	43	8	-	95	10	2	9	8	2,500	-	-	2	6
Weld.....	290	181	159	280	224	.83	236	8	-	89	8	3	130	10	2	10	8	4,000	-	-	8	11
Wilton.....	485	260	220	259	217	.45	386	7	4	101	9	1	94	12	3	13	11	3,465	-	-	9	12

PLANTATIONS.

Coplin.....	25	15	14	16	14	.56	16	9		9	8		8	1	-	1	1	-	-	400	-	-	1
Dallas.....	65	44	35	80	59	.72	61	6	2	13	9	2	28	1	1	1	1	-	-	500	-	-	2
Greenville.....	18	18	17	20	18	.90	20	8		8	9		8	1	-	1	1	-	-	100	-	-	1
Letter E.....	9	9	8	10	8	.89	10	6		6	10		10	1	-	1	1	-	-	265	-	-	1
Perkins.....	30	11	8	13	8	.53	17	7	2	15	8	2	17	3	-	3	-	-	-	500	-	-	2
Rangeley.....	22	-	-	12	8	.36	5	-		-	12		12	1	-	1	-	-	-	80	-	-	
	5262	2871	2463	4426	3591	.62	4337	7	1	1368	10		2234	180	32	193	121	2	2100	65,728	6	64	176

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 1890.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1890, to April 1, 1891.	Amount available from State treasury from April 1, 1890, to April 1, 1891.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.	Balance unexpended April 1, 1891	Balance over-expended April 1, 1891.
								Excess above am't required by law.	Less than the am't required by law.								
Avon	13	-	19 25	3 03	1 44	40 00	500	43	-	3 03	573	310	-	883	809	74	
Carthage	3	-	22 00	3 35	1 86	38 13	406	-	-	3 27	423	202	33	658	636	22	
Chesterville	5	1	31 00	3 27	1 78	38 66	800	36	-	3 57	927	432	37	1,396	1,258	138	
Eustis	5	2	20 00	4 47	1 89	15 00	275	33	-	2 64	320	175	15	510	471	39	
Farmington	23	-	30 14	4 13	1 96	200 00	3,500	818	-	3 89	3,874	1,809	314	5,998	4,959	1,039	
Freeman	6	-	26 00	3 36	1 47	39 00	500	61	-	3 14	630	323	-	953	927	26	
Industry	8	-	22 00	3 62	1 77	36 50	572	-	-	3 14	640	368	-	1,008	895	113	
Jay	9	-	30 50	4 57	1 80	85 00	1,200	167	-	2 63	1,200	780	220	2,200	2,260	-	60
Kingfield	7	3	40 00	4 68	1 96	44 75	375	12	-	2 11	424	360	114	898	887	11	
Madrid	5	2	19 00	3 25	1 36	34 00	350	-	-	2 50	371	269	30	673	588	85	
New Sharon	19	2	26 85	3 25	1 04	70 00	1,160	115	-	3 82	1,183	590	36	1,809	1,723	86	
New Vineyard	6	2	19 00	3 72	1 55	40 00	630	-	-	2 81	761	433	-	1,194	1,092	102	
Phillips	18	5	34 00	3 63	2 04	115 00	1,570	420	-	3 34	1,593	878	-	2,461	2,566	-	105
Rangeley	6	3	30 00	4 30	2 05	38 00	500	50	-	1 97	699	443	40	1,182	1,119	63	
Salem	2	2	37 00	5 00	2 00	10 00	224	6	-	3 11	243	183	-	426	391	35	
Strong	12	-	35 00	3 40	1 55	37 50	650	173	-	3 18	652	377	87	1,116	1,031	35	
Temple	7	2	26 00	2 70	1 75	43 00	464	-	-	3 89	671	271	-	842	801	41	
Weld	8	1	24 36	3 28	1 52	71 45	870	38	-	3 00	988	529	-	1,517	1,407	110	
Wilton	10	4	28 44	4 09	1 83	100 00	1,391	-	-	2 86	1,601	906	129	2,636	2,248	388	

COMMON SCHOOLS.

Plantations.

Coplin	1	2	-	4 12	2 00	2 00	100	37	-	4 00	100	43	-	143	142	1
Dallas	2	3	27 00	4 60	1 48	8 75	150	34	-	2 33	460	137	11	608	292	316
Greenvale.....	1	-	-	3 00	1 15	2 25	50	26	-	2 77	82	30	-	112	71	41
Letter E.....	1	-	-	3 00	1 30	5 00	50	10	-	5 50	53	21	-	73	72	1
Perkins.....	2	-	-	2 50	1 50	5 50	74	-	23	2 46	200	54	18	272	186	86
Rangeley.....	2	-	-	3 25	1 45	1 00	30	-	21	1 36	159	19	-	178	67	111
	181	34	21 44	3 66	1 65	1,130 48	16,271	2,053	44	3 05	18,720	9,942	1,084	29,746	26,948	2,963 165

COUNTY OF HANCOCK.

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 d's per w.k.		Aggregate length of spring and sum'r terms in weeks, 5 d's per w.k.	Average length of fall and winter terms in weeks and days, 5 d's 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.
	118	68	58	107	84	.60	80	8	3	35			9	36		4	4											
Aurora	55	46	38	30	26	.58	53	8	3	26	9	27	3	3	2	1	3	2	1	600	-	-	1	3				
Bluehill	703	410	363	603	505	.62	463	8	4	175	10	4	175	10	4	270	19	18	16	6,500	-	-	4	20				
Brooksville	476	278	240	466	389	.66	309	9	1	74	9	1	74	9	4	145	9	9	5	3,750	-	-	7	8				
Brooklin	354	267	238	295	251	.66	223	10		90	9		90	9		81	9	9	9	6,500	-	-	7	9				
Bucksport	821	469	395	495	415	.49	597	9		153	18		153	18		306	13	16	11	8,500	-	1	4	17				
Castine	309	145	132	295	254	.62	184	11		66	22		66	22		132	-	5	5	10,000	-	-	-	6				
Cranberry Isles	109	63	56	71	65	.55	71	7	3	31	8		31	8		33	5	4	4	2,200	-	-	2	4				
Deer Isle	1328	785	637	1078	847	.56	810	9		206	10		206	10	1	290	21	6	21	1,800	12,600	-	-	14	22			
Dedham	146	68	58	85	66	.44	85	8		57	9		57	9		57	7	6	6	2,000	-	-	-	7				
Eastbrook	103	59	52	73	58	.53	76	9	1	37	6		37	6	2	26	4	4	4	1,700	-	1	700	2	4			
Eden	630	388	340	393	339	.53	554	8	4	132	8		132	8	3	129	-	13	13	33,000	-	2	7	13				
Ellsworth	1696	961	785	1014	844	.42	1040	10		258	10		258	10		366	19	2	22	21,000	-	-	3	29				
Franklin	471	281	231	473	234	.49	290	8		80	9		80	9		81	10	10	5	4,500	-	-	2	4				
Gouldsborough	575	322	278	619	536	.70	434	8	2	112	8		112	8	1	190	14	12	11	7,800	-	-	3	14				
Hancock	410	206	189	233	179	.45	295	9		100	9		100	9	2	65	7	7	6	7,000	-	-	6	9				
Isle-au-Haut	65	43	36	34	27	.49	43	10		60	11		60	11		110	5	1	2	400	-	-	-	3				
Lamoine	241	206	181	144	125	.42	230	9		63	10		63	10		50	5	5	5	4,000	-	-	2	6				
Mariaville	97	76	60	71	60	.63	97	8		40	9		40	9	4	49	5	4	4	1,400	-	-	-	5				
Mount Desert	478	240	198	313	255	.47	358	8		81	9		81	9	3	96	10	10	8	3,400	-	-	-	5				
Orland	430	332	228	464	384	.71	350	9		113	10		113	10		196	14	14	10	6,400	-	-	-	13				
Otis	No return.	-	-	-	-	-	-	-		-	-		-	-		-	-	-	3	400	-	-	-	7				
Penobscot	418	262	234	287	253	.58	312	8	1	91	12		91	12	4	180	11	11	9	6,000	-	-	-	4				
Sedgwick	364	242	198	232	189	.53	297	13	2	134	9		134	9	2	94	9	1	10	6,600	-	-	-	11				

COMMON SCHOOLS.

Surry.....	331	206	176	303	255	.65	312	8	2	76	8	4	107	9	-	9	8	-	-	4,000	-	2	9
Sullivan.....	412	256	195	290	218	.50	315	9	1	64	10	1	71	7	-	7	6	-	-	7,500	-	3	7
Tremont.....	700	567	471	462	382	.61	536	8		148	10		131	16	-	13	13	-	-	10,000	1	10	12
Trenton.....	168	102	84	123	110	.58	158	7	2	51	8	2	58	7	-	7	7	-	-	2,450	-	3	7
Verona.....	120	65	65	50	50	.46	65	9		36	8		32	4	-	4	4	-	-	1,200	-	4	8
Waltham.....	78	68	64	51	42	.68	80	14	2	43	7	2	22	3	-	3	2	-	-	2,000	-	-	3
Plantations.																							
Long Island.....	59	31	26	26	18	.37	35	6		12	10		10	1	-	1	-	-	-	250	-	1	1
No. 7.....	18	13	11	-	-	.28	18	6	2	13	-	-	-	1	1	1	1	-	-	400	-	-	1
No. 21.....	26	20	20	-	-	.38	-	10		20	-	-	-	1	-	1	-	-	-	40	-	-	1
No. 33.....	66	34	26	32	22	.36	-	8		8	8		8	1	-	1	1	-	-	300	-	-	1
Swan's Island.....	223	123	98	202	162	.58	231	9		36	9	3	58	5	-	4	3	-	-	775	-	3	4
	12596	7742	6561	9418	7647	.53	9001	8	4	2722	10	2	3,506	258	11	273	214	3	3400	186,415	6	105	288

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 1890.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1890, to April 1, 1891.	Amount available from State treasury from April 1, 1890, to April 1, 1891.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.	Balance unexpended April 1, 1891.	Balance over-expended April 1, 1891.
								Excess above am't required by law.	Less than the am't required by law.								
Amherst.....	4	-	40 00	3 97	1 61	15 00	320	-	-	2 71	525	227	76	628	616	12	
Aurora.....	2	-	28 00	4 05	1 58	15 00	170	-	-	3 09	467	130	-	597	386	211	
Bluehill.....	21	1	32 50	4 08	1 90	140 00	1800	30	-	2 56	1,918	1,306	150	3,374	3,321	53	
Brooksville.....	8	3	36 25	5 03	1 96	71 60	1140	5	-	2 38	1,231	919	-	2,150	2,049	101	
Brooklin.....	2	2	40 00	4 00	3 00	55 00	800	18	-	2 26	784	648	-	1,463	1,434	29	
Bucksport.....	19	4	38 00	4 50	2 50	187 50	2500	62	-	3 04	2,861	1,526	80	4,467	4,123	344	
Castine.....	6	3	-	6 00	2 75	33 75	1200	228	-	3 88	1,224	589	50	1,863	1,860	3	
Cranberry Isles....	2	-	32 50	4 25	1 93	18 75	274	-	-	2 51	324	217	-	541	490	51	
Deer Isle.....	13	3	38 00	4 90	2 39	75 00	2650	37	-	2 00	2,932	2,472	-	5,404	4,837	567	
Dedham.....	6	-	-	3 75	1 67	20 00	325	-	-	2 32	439	245	69	753	626	127	
Eastbrook.....	2	-	25 25	4 62	1 58	12 00	300	69	-	2 91	300	191	22	513	513		
Eden.....	13	2	44 29	4 74	2 82	327 54	4000	2697	-	6 35	4,000	1,220	198	5,418	5,125	293	
Ellsworth.....	26	3	34 00	5 21	2 10	338 00	4200	158	-	2 47	4,989	3,193	8	8,192	7,015	1,147	
Franklin.....	4	-	33 00	4 75	2 50	26 25	882	-	-	1 87	1,135	901	-	2,036	1,675	361	
Gouldsborough....	20	4	33 66	4 87	1 91	126 50	1460	-	-	2 54	1,647	1,037	32	2,716	2,668	48	
Hancock.....	1	-	36 17	4 80	2 31	64 50	874	-	-	2 13	865	779	6	1,650	1,587	63	
Isle-au-Haut.....	3	1	-	3 50	2 00	12 00	225	6	-	3 46	285	186	-	471	360	111	
Lamoine.....	3	-	39 00	4 58	2 27	28 00	601	2	-	2 47	628	452	-	1,080	1,034	26	
Mariaville.....	5	-	-	3 79	2 00	15 00	315	9	-	5 24	347	198	4	549	469	80	
Mount Desert....	5	-	37 00	4 36	2 25	70 00	814	-	-	1 70	815	850	-	1,665	1,665		
Orland.....	20	1	37 00	4 31	1 75	85 00	1360	9	-	3 16	1,484	844	139	2,467	2,273	194	
Otis.....	-	1	-	3 04	1 96	34 55	223	-	18	2 71	248	155	34	437	387	50	
Penobscot.....	10	-	35 00	5 00	2 04	67 50	1115	42	-	2 66	1,227	783	-	2,010	1,955	55	
Sedgwick.....	9	1	45 00	4 64	1 89	73 80	1000	98	-	2 75	1,042	667	54	1,763	1,704	59	

Surry	8	2	45 00	4 36	1 92	-	950	132	-	2 84	930	648	-	1,578	1,526	52	
Sullivan	5	-	38 33	4 35	3 06	42 00	850	-	103	2 06	964	807	-	1,771	1,676	95	
Tremont	6	1	37 38	4 85	2 33	101 50	1609	-	-	2 30	1,735	1,287	-	3,022	2,834	188	
Trenton	4	2	34 60	3 54	1 88	29 00	520	9	-	3 09	544	320	-	864	867	-	
Verona	4	3	-	3 00	2 00	38 00	285	-	-	2 37	332	208	-	540	495	45	
Waltham	3	-	-	3 50	1 50	7 00	237	-	-	3 04	515	169	68	752	333	399	
Plantations.																	
Long Island	-	1	25 00	3 00	2 62	3 75	125	5	-	2 12	133	120	-	253	189	64	
No. 7	-	-	-	2 50	2 00	1 00	52	2	-	2 88	54	34	9	97	96	1	
No. 21	-	1	-	5 50	1 50	-	75	26	-	2 88	193	47	-	240	202	38	
No. 33	2	-	-	5 00	1 25	2 50	100	6	-	1 51	100	129	-	229	181	48	
Swan's Island	3	2	45 00	4 21	2 18	3 97	500	-	112	2 24	527	415	-	942	932	10	
	246	41	26 46	4 47	2 08	2140 96	33853	3650	233	2 70	37,744	23,721	1,030	62,495	57,573	4,925	
																3	

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. 6 d. ys per w. k.		Aggregate length of spring and summer terms in weeks. 5 d. ys per w. k.		Average length of fall and winter terms in weeks and days. 5 d. ys per w. k.		Aggregate length of fall and winter terms in weeks 5 days per w. k.		Number of districts in town.	Number of parts of districts in town.	Number of school-houses in town.	Number in good condition.	Number of school-houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number of 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.	
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀			♂	♀	♂	♀	♂	♀	♂	♀								♂	♀	♂	♀	♂	♀
Albion.....	297	152	121	191	141	.44	225	11	2	112	11	2	112	11	131	12	12	8	12	8	-	-	12	8	-	-	-	-	4	12			
Augusta.....	2903	1311	1078	1418	1017	.36	1890	9	4	305	21	2	305	21	649	27	27	27	27	27	2	-	19	13	10,906	83,000	-	-	2	39			
Belgrade.....	315	140	124	334	293	.66	224	7	2	75	9	1	75	9	223	18	18	15	15	15	-	-	15	15	-	-	-	-	3	10			
Benton.....	361	224	164	309	290	.63	241	8	3	69	9	3	69	9	137	10	10	9	9	9	-	-	10	9	-	-	-	-	-	8			
Chelsea.....	286	153	141	157	139	.49	161	8	4	71	10	4	71	10	93	9	9	5	5	5	-	-	9	5	-	-	-	-	-	9			
China.....	424	293	231	361	297	.62	251	8	4	143	10	2	143	10	224	23	23	21	18	18	-	-	21	18	-	-	1	5	19	19			
Clinton.....	483	257	214	415	333	.59	335	9	2	124	9	2	124	9	172	13	13	13	10	10	-	-	13	10	-	-	1	3	13	13			
Farmingdale.....	222	82	70	165	147	.48	177	11	3	41	10	3	41	10	85	4	4	3	3	3	-	-	4	3	-	-	1	3	3	3			
Fayette.....	198	92	78	100	89	.40	146	8	3	56	10	3	56	10	59	9	9	6	6	6	-	-	9	6	-	-	-	-	6	6			
Gardiner.....	1637	895	739	866	769	.49	931	13	2	293	18	2	293	18	293	1	1	12	11	11	-	-	12	11	-	-	2	3	19	19			
Hallowell.....	812	687	532	531	495	.63	693	12	2	163	24	2	163	24	316	1	1	11	10	10	-	-	11	10	1	5,440	35,000	1	1	13	13		
Litchfield.....	310	192	161	297	164	.52	241	9	3	104	12	3	104	12	144	15	15	15	10	10	-	-	15	10	-	-	-	-	1	13			
Manchester.....	165	72	58	77	63	.36	102	9	3	66	9	3	66	9	63	7	7	7	7	7	-	-	7	7	-	-	-	-	-	7			
Monmouth.....	296	174	149	274	239	.64	289	9	2	90	10	2	90	10	209	11	11	9	8	8	-	-	11	9	1	600	8,000	-	-	2	11		
Mt Vernon.....	18	132	10	173	143	.68	170	9	2	81	8	3	81	8	131	11	11	8	8	8	-	-	11	8	-	-	2	8	7	7			
Oakland.....	579	377	316	556	560	.76	393	10	2	129	9	2	129	9	223	11	11	11	5	5	-	-	11	5	-	-	1	4	12	12			
Pittston.....	380	201	162	187	158	.42	259	9	2	94	17	1	94	17	183	3	3	10	8	8	-	-	10	8	-	-	-	-	3	9			
Randolph.....	325	177	141	302	216	.59	194	11	2	53	10	2	53	10	50	3	3	3	3	3	-	-	3	3	-	-	-	-	-	5			
Readfield.....	276	143	114	141	117	.42	166	8	2	42	12	2	42	12	112	6	6	6	6	6	-	-	6	6	-	-	-	-	2	6			
Rome.....	150	55	44	157	115	.52	115	8	2	25	10	2	25	10	82	6	6	6	4	4	-	-	6	4	-	-	1	6	3	3			
Sidney.....	352	209	107	293	236	.57	247	7	2	112	11	3	112	11	246	18	18	18	11	11	-	-	18	11	-	-	-	-	-	15			
Vassalborough..	611	321	270	461	358	.52	337	9	3	85	14	3	85	14	236	21	21	-	-	-	-	-	21	20	-	-	-	-	5	19			

Vienna	174	87	71	161	131	.58	133	7	1	57	9	99	10	-	10	6	-	-	1,000	-	2	8	
Waterville	2542	915	859	852	808	.32	1106	12		420	13	425	-	-	10	8	-	-	55,000	-	2	2	33
Wayne	206	159	132	16	147	.69	183	8		64	10	100	-	-	9	8	-	-	4,500	-		3	8
West Gardiner ..	227	128	108	13	111	.48	154	9	3	87	10	95	9	-	9	4	-	-	3,000	-		4	9
Windsor	261	152	130	19	158	.55	342	8		89	8	3	105	12	1	13	5	-	4,000	-		3	11
Winslow	634	233	192	47	394	.46	306	9		108	18	207	-	-	15	10	-	-	4,300	-		1	12
Winthrop	421	292	249	29	244	.58	312	10		120	10	240	9	1	10	9	-	-	14,200	-	3	3	8
Unity Pl	24	18	16	18	15	.66	18	9		9	10	10	1	-	1	-	-	-	20	-		1	1
	16,052	8223	7008	9946	3400	.53	10,444	9		3295	12	2	5415	207	5	343	263	4	16,946	352,761	17	78	317

KENNEBEC COUNTY—CONCLUDED.

TOWNS.	No. of female teachers employed in fall and winter terms.	No. of teachers graduates of normal schools.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school supervision.	Amount of school money voted in 1890.	Not less than 80 cts. for each inhabitant		Amount raised per scholar.	Amount available from town treasury from April 1, 1890, to April 1, 1891.	Amount available from State treasury from April 1, 1890, to April 1, 1891.	Amount derived from local funds.	Total school resources	Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.	Balance unexpended April 1, 1891.	Balance over-expended April 1, 1891.
								Excess above am't required by law.	Less than the am't required by law.								
Albion	8	-	24 75	3 11 2 00	95 00	954	-	1	3 21	1,004	570	-	1,574	1,479	95	-	
Augusta	41	9	122 22	8 58 -	375 00	6,933	-	-	2 35	6,933	5,160	7,086	19,179	19,363	-	-	
Belgrade	24	5	23 33	3 83 1 82	83 25	1,500	443	-	4 76	1,635	607	-	2,242	2,116	126	184	
Benton	15	2	-	4 83 1 86	70 00	1,000	62	-	2 75	1,036	674	-	1,710	1,550	160	-	
Chelsea	12	-	-	4 35 2 25	36 00	750	75	-	2 62	947	540	-	1,487	1,289	198	-	
China	15	3	39 00	2 95 2 30	130 00	1,415	-	-	3 31	1,482	798	-	2,280	2,233	47	-	
Clinton	16	3	50 00	4 89 2 03	75 00	1,500	168	-	3 10	1,594	915	-	2,509	2,435	74	-	
Farmingdale	5	2	29 33	6 00 2 20	67 25	1,100	469	-	4 95	1,144	377	-	1,521	1,448	73	-	
Fayette	8	3	-	4 00 2 00	68 75	612	-	-	3 09	848	362	-	1,210	963	247	-	
Gardiner	18	6	120 00	10 75 2 50	200 00	6,150	2,599	-	3 75	6,158	2,883	251	9,292	9,285	7	-	
Hallowell	13	-	120 00	9 00 3 00	150 00	3,116	593	-	3 83	3,116	1,580	120	4,816	4,816	-	-	
Litchfield	7	-	22 40	3 75 1 75	55 00	1,048	-	-	3 38	1,116	572	-	1,688	1,645	43	-	
Manchester	7	-	-	3 50 2 00	30 00	600	102	-	3 64	661	297	-	958	814	144	-	
Monmouth	9	5	32 00	4 00 2 00	100 00	1,400	184	-	4 73	1,824	613	-	2,437	2,267	170	-	
Mt. Vernon	7	4	23 20	3 54 1 96	79 00	936	-	-	5 17	1,111	482	4	1,597	1,243	354	-	
Oakland	23	-	68 00	5 00 2 50	269 00	2,500	1,183	-	4 31	2,500	1,050	5	3,555	3,348	207	-	
Pittston	16	-	30 83	4 25 2 00	80 00	1,066	-	-	2 80	1,210	674	-	1,884	2,014	-	130	
Randolph	5	-	-	8 00 2 50	40 00	1,000	100	-	3 08	1,023	654	7	1,684	1,647	37	-	
Readfield	6	-	28 00	4 20 1 84	50 00	1,000	-	6	3 72	1,372	519	-	1,891	1,243	648	-	
Rome	2	-	24 88	3 30 1 50	35 75	485	-	-	3 23	495	280	-	775	765	10	-	
Sidney	17	-	-	4 13 1 54	86 00	1,500	383	-	4 28	1,603	669	-	2,272	2,209	63	-	
Vassalborough	20	-	31 08	4 03 1 82	175 00	2,500	403	-	4 02	2,838	1,060	-	3,898	3,054	844	-	

COMMON SCHOOLS.

Vienna.....	10	-	26 00	2 83	1 43	25 00	515	-	-	2 94	612	336	-	948	807	141
Waterville.....	33	3	110 40	9 32	-	1350 00	14,350	10,612	-	5 64	12,922	4,761	96	17,779	17,270	509
Wayne.....	7	1	23 33	3 53	1 83	65 00	760	-	-	3 69	832	400	83	1,315	1,232	83
West Gardiner...	5	2	24 00	3 93	1 87	49 00	1,000	218	-	4 40	1,072	389	-	1,461	1,386	75
Windsor.....	8	-	20 00	3 50	2 00	60 00	863	-	-	3 30	950	499	-	1,449	1,393	56
Winslow.....	13	-	25 00	3 62	1 95	89 50	1,500	326	-	2 04	1,590	1,082	-	2,672	2,574	98
Winthrop.....	8	-	55 66	6 28	2 75	117 15	1,800	83	-	4 28	2,018	1,041	170	3,229	3,052	177
Unity Pl.....	-	-	16 00	4 00	1 25	3 25	60	11	-	2 50	60	45	-	105	108	-
	378	48	45 39	4 90	2 01	4118 90	59,923	18,021	-	3 26	61,706	29,889	7,822	99,417	95,048	4686
																3
																317

KNOX COUNTY.

TOWNS.	No of children belonging in town between the ages of 4 and 21 years		No. registered in spring and summer terms		Average No. in spring and summer terms.		No. registered in fall and winter terms.		Average number in fall and winter terms.		Percentage of average attendance.		Number of different pupils registered.		Average length of spring and summer terms in weeks and days, 5 d'y 8 per w'k		Aggregate length of spring and summer terms in weeks, 5 d'ys per w'k		Average length of fall and winter terms in weeks and days, 5 d'ys 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.		
Appleton	374	203	179	232	195	.50	263	8	2	75	9	2	172	12	1	11	9	1	600	6,000	1	7	8																			
Camden	636	339	353	421	359	.56	421	9	2	93	10	2	103	5	6	6	6	6,000	1,500	2	3	12																				
Cushing	236	263	212	141	112	.66	174	6	3	79	10	4	65	6	6	3	2,000	1,500	2	4	6																					
Friendship	273	128	108	208	162	.49	184	8	3	65	10	1	102	7	2	7	5	2,000	2,400	1	2	8																				
Hope	220	116	109	117	95	.43	17	8	2	49	10	2	119	7	1	7	4	2,400	150	1	6	6																				
Hurricane Isle	71	39	36	47	34	.50	5	11	2	11	10	2	21	-	1	1	-	150	2,800	1	1	6																				
North Haven	180	109	101	109	90	.53	142	9	2	57	10	4	65	6	1	6	6	2,800	7,700	1	1	1																				
Rockport	701	339	371	399	365	.52	389	9	3	183	12	4	133	7	-	9	8	7,700	55,000	2	7	14																				
Rockland	2160	1301	1150	1334	1273	.56	1361	10	2	320	22	2	704	-	-	11	8	55,000	4,000	4	4	28																				
South Thomaston	517	306	267	532	449	.67	427	7	2	95	7	1	175	12	-	14	10	4,000	8,000	1	1	13																				
St. George	842	527	452	557	447	.51	671	11	3	198	11	3	235	19	3	18	17	8,000	18,750	1	9	17																				
Thomaston	833	569	490	518	479	.56	664	10	3	140	11	3	154	-	-	9	9	18,750	10,000	3	3	11																				
Union	379	216	185	252	209	.52	253	10	2	130	10	2	135	14	-	14	10	10,000	5,000	-	5	13																				
Vinalhaven	905	534	485	510	443	.55	632	9	2	137	9	4	148	10	-	12	9	5,000	10,800	-	1	15																				
Warren	654	404	379	386	337	.55	449	8	3	164	9	2	306	19	1	19	15	10,800	3,500	2	4	18																				
Washington	375	214	195	262	250	.59	271	9	2	123	9	2	117	13	-	11	10	3,500	750	-	8	10																				
Matineus Isle Pl.	51	31	28	33	30	.54	47	8	2	16	6	2	12	-	-	1	-	750	-	-	1	1																				
	9472	5750	5061	6058	5329	.53	6609	8	4	1935	10	2	2766	137	9	162	130	1	600	144,350	16	63	87																			

COMMON SCHOOLS.

KNOX COUNTY—CONCLUDED.

Towns.	No. of female teachers employed in full 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 1890.		Not less than 50 cts for each inhabitant.		Amount raised per scholar.		Amount available from town treasury from April 1, 1890, to April 1, 1891.		Amount available from State treasury from April 1, 1890, to April 1, 1891.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1890 to April 1, 1891.		Balance unexpended April 1, 1891.		Balance over-expended April 1, 1891.			
	No.	Mo.	No.	Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.	Per Mo.			
Appleton	12	1	27	60	3	57	1	68	60	25	1,079			1	-	2	88	1,374		660	-	2,034	1,512	522										
Camden	9	-	61	00	5	79	3	25	60	00	4,000		491	-	-	6	29	6,260	2,393	1584	10,243	9,302	941											
Cushing	2	-	26	50	3	50	2	00	15	00	644		-	-	2	73	732		411	-	1,173	1,012	131											
Friendship	8	-	30	00	3	83	1	74	51	75	750		-	-	2	75	789		523	-	1,312	1,223	89											
Hope	10	2	9	00	5	00	2	00	35	00	664		-	-	3	02	845		430	11	1,286	1,127	159											
Hurricane Isle	-	2	45	00	6	50	3	75	20	00	350		174	-	4	93	704		116	-	840	619	221											
North Haven	5	1	40	00	5	12	2	25	8	00	650		46	-	3	61	746		351	-	1,097	971	126											
Rockport	9	6	51	25	6	50	3	37	60	00	4,900		-	-	5	70																		
Rockland	28	5	117	00	8	25	4	00	1,200	00	9,500		3,421	-	4	39	12,755		4,122	55	16,932	13,875	3057											
South Thomaston	13	1	8	00	6	00	-	-	60	00	1,417		-	-	2	72	1,657		1,031	-	2,688	2,493	195											
St. George	10	4	35	00	4	59	2	34	85	00	2,300		-	-	2	61	2,497		1,680	3	4,180	3,648	532											
Thomaston	11	1	81	00	7	50	4	50	150	00	3,000		586	-	3	52	3,350		1,706	-	5,056	4,030	976											
Union	5	4	29	40	3	80	1	85	70	00	1,238		-	-	3	3	1,348		739	-	2,087	1,936	151											
Vinalhaven	14	18	50	00	5	83	2	61	150	00	3,000		716	-	3	31	3,159		1,704	-	4,863	4,860	3											
Warren	26	6	45	00	4	64	2	25	85	00	1,732		-	1	2	61	1,965		1,254	300	3,519	3,319	200											
Washington	14	1	29	00	3	50	2	12	65	00	1,013		14	-	2	70	1,127		796	-	1,923	1,677	246											
Matinicus Isle Pl.	2	3	33	00	9	25	3	00	4	00	200		6	-	3	70	216		105	-	341	354	-											
	178	55	42	39	5	48	2	67	2,179	00	35,537		5,455		13	58	89,550		18,071	1953	59,574	52,038	7549											

LINCOLN COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years		No. registered in spring and summer terms.		Average No. in spring and summer terms.		No. registered in fall and winter terms.		Average number in fall and winter terms.		Percentage of average attendance		Number of different pupils registered.		Average length of spring and summer terms in weeks and days, 5 d'ys per w'k.		Aggregate length of spring and summer terms in weeks, 5 d'ys per w'k.		Average length of fall and winter terms in weeks and days, 5 d'ys 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.	
	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901	1900	1901		
Alna	139	97	84	109	95	60	115	9	1	55	10	75	6	-	-	6	5	-	-	6	5	-	-	2,500	-	-	-	-	-	-	-	-	-	-	-	2	6	-	-			
Boothbay	717	398	330	396	344	.47	492	9	4	215	9	119	13	2	11	8	5,500	-	3	6	22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Boothbay Harbor,	595	349	327	293	242	.48	354	10	-	30	10	30	10	-	6	6	10,000	-	1	3	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Bremen	220	141	109	173	140	.56	173	8	3	73	8	87	9	3	9	4	3,800	-	-	5	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Bristol	902	476	429	627	526	.54	541	9	1	148	9	172	19	1	20	17	11,500	-	-	8	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Damariscotta	267	177	156	308	244	.75	184	9	2	66	9	109	6	-	7	7	3,500	-	-	1	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Dresden	301	172	147	183	149	.44	198	8	1	73	11	106	8	1	8	8	2,500	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Edgecomb	253	162	131	294	226	.69	216	9	2	61	12	129	7	-	7	5	4,300	-	-	2	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Jefferson	403	246	245	406	360	.74	373	7	2	103	9	181	15	-	15	12	7,500	-	-	4	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Newcastle	368	179	155	171	144	.40	219	8	2	85	9	167	14	1	11	12	4,500	-	-	10	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Nobleborough	287	155	129	245	187	.55	265	9	4	90	10	140	10	-	10	5	3,500	-	-	1	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Somerville	181	77	58	91	64	.33	102	7	4	39	9	54	6	1	5	5	900	-	-	2	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Southport	163	94	75	107	87	.49	117	6	2	59	10	41	4	1	4	4	1,500	-	-	3	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Waldoborough	994	516	444	610	513	.49	610	10	3	289	11	325	31	2	28	20	12,000	-	-	28	28	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Westport	155	91	73	94	76	.51	110	10	-	30	10	30	10	-	3	3	2,100	-	-	1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Whitefield	394	230	196	250	191	.49	275	8	2	128	9	159	16	-	16	8	3,000	-	-	10	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Wiscasset	591	327	288	340	302	.50	340	9	-	103	15	176	6	-	7	2	2,000	-	-	3	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Monhegan Pl	24	21	18	21	18	.75	21	12	-	12	12	12	12	-	1	1	500	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	6956	3893	3394	4718	3839	.51	4705	9	2	1659	10	2103	171	9	177	132	81,100	-	-	10	56	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				

COMMON SCHOOLS.

LINCOLN COUNTY—CONCLUDED.

TOWNS.	No. of female teachers employed in fall and winter terms		No. of teachers graduates of normal schools		Average wages of male teachers per month, excluding board.		Average wages of female teachers per week, excluding board.		Average cost of teachers board per week.		Amount paid for school supervision.		Amount of school money voted in 1890.		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, 1890, to April 1, 1891.		Amount available from State treasury from April 1, 1890, to April 1, 1891.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.		Balance unexpended April 1, 1891		Balance over-expended April 1, 1891.	
	No.	Mo.	No.	Mo.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.	Per Mo.	Per Week.		
Alna	6	2	30	00	5	25	2	10	32	00	600	50	-	-	4	31	820	295	-	-	1,115	952	163	282	1,614	1,457	157	1,614	1,457	157	1,614	1,457	157	
Boothbay	5	14	51	25	4	75	3	25	60	00	2200	604	-	-	3	06	2,409	1,349	262	-	4,020	3,738	282	4,020	3,738	282	4,020	3,738	282	4,020	3,738	282		
Boothbay Harbor	6	5	50	00	8	50	3	00	48	00	1500	735	-	-	2	52	1,927	1,069	61	-	3,057	2,690	367	3,057	2,690	367	3,057	2,690	367	3,057	2,690	367		
Bremen	5	-	26	40	3	64	1	75	35	00	672	7	-	-	3	08	850	430	16	-	1,296	1,224	72	1,296	1,224	72	1,296	1,224	72	1,296	1,224	72		
Bristol	11	3	50	57	4	80	2	50	115	00	2600	43	-	-	2	85	4,386	1,745	-	-	6,131	4,147	1984	6,131	4,147	1984	6,131	4,147	1984	6,131	4,147	1984		
Damariscotta	11	1	35	00	7	16	2	50	65	00	914	-	-	-	3	80	930	490	-	-	1,420	1,354	66	1,420	1,354	66	1,420	1,354	66	1,420	1,354	66		
Dresden	9	1	-	-	4	73	1	82	45	00	850	24	-	-	2	82	921	598	-	-	1,519	1,460	59	1,519	1,460	59	1,519	1,460	59	1,519	1,460	59		
Edgecomb	9	2	29	00	4	36	2	08	45	00	1000	302	-	-	3	93	1,166	458	-	-	1,614	1,457	157	1,614	1,457	157	1,614	1,457	157	1,614	1,457	157		
Jefferson	11	4	25	00	4	13	1	75	56	90	1272	-	-	-	3	15	1,885	747	-	-	2,632	2,226	406	2,632	2,226	406	2,632	2,226	406	2,632	2,226	406		
Newcastle	13	1	-	-	4	58	2	11	100	00	1127	-	-	-	3	33	1,480	661	-	-	2,141	1,983	158	2,141	1,983	158	2,141	1,983	158	2,141	1,983	158		
Nobleborough	7	3	28	57	3	62	1	57	60	00	950	33	-	-	3	31	1,229	532	-	-	1,761	1,495	266	1,761	1,495	266	1,761	1,495	266	1,761	1,495	266		
Somerville	4	-	25	00	3	53	1	56	20	00	432	1	-	-	2	38	500	342	-	-	842	717	125	842	717	125	842	717	125	842	717	125		
Southport	1	1	33	00	4	69	2	62	34	05	543	-	-	-	3	33	581	325	-	-	906	883	23	906	883	23	906	883	23	906	883	23		
Waldoborough	20	6	30	00	3	00	1	75	185	00	3050	41	-	-	3	07	3,308	1,853	-	-	5,161	4,738	423	5,161	4,738	423	5,161	4,738	423	5,161	4,738	423		
Westport	2	3	32	00	6	00	2	56	18	00	590	100	-	-	3	80	627	286	-	-	913	890	23	913	890	23	913	890	23	913	890	23		
Whitefield	6	-	24	40	4	10	1	76	65	00	1269	-	-	-	3	07	1,460	757	-	-	2,217	2,110	107	2,217	2,110	107	2,217	2,110	107	2,217	2,110	107		
Wiscasset	11	-	40	00	4	82	3	25	100	00	1500	22	-	-	2	54	1,526	1,140	34	-	2,700	2,578	122	2,700	2,578	122	2,700	2,578	122	2,700	2,578	122		
Monhegan Pl.	1	1	-	-	4	50	2	70	4	00	135	29	-	-	5	62	222	49	-	-	271	196	75	271	196	75	271	196	75	271	196	75		
	138	47	34	01	4	78	2	24	1087	95	21245	1994	-	-	3	33	26,217	13,126	373	-	39,716	34,838	4878	39,716	34,838	4878	39,716	34,838	4878	39,716	34,838	4878		

OXFORD COUNTY.

Towns.	No. of children belong- ing in town between the ages of 4 and 21 yrs	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	Average length of spring and summer terms in weeks, 5 days p'r w'k.	Average length of fall and winter terms in weeks and days, 5 days p'r w'k	Average length of fall and winter terms in weeks, 5 days per w'k	Number of districts in town	Number of parts of districts in town.	Number of school- houses in town.	Number in good con- dition	Number of school- houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number male teachers employed in spring and summer terms	Number of male teach- ers employed in fall and winter terms.	No. of female teachers employed in spring and summer terms.
Albany.....	241	132	108	155	115	.46	175	7	2	66	8	4	79	10	10	7	-	2,900	-	2	9
Andover.....	254	158	144	177	148	.57	195	9	3	67	8	3	-	-	6	3	-	4,200	1	1	7
Bethel.....	550	347	310	335	291	.54	400	8	-	168	8	-	-	-	25	20	-	10,000	2	6	19
Brownfield....	369	216	170	371	256	.58	262	9	1	93	9	1	137	10	11	9	-	3,500	-	6	11
Buckfield.....	337	196	175	216	192	.54	259	10	-	50	9	3	48	-	13	4	-	3,500	1	4	16
Byron.....	65	35	24	35	24	.37	38	8	-	32	10	6	60	6	4	4	-	500	-	-	5
Canton.....	363	283	240	353	310	.75	296	8	2	102	9	3	134	11	10	8	-	4,100	-	2	12
Denmark.....	247	116	100	258	209	.60	176	9	-	90	8	-	158	12	12	10	-	2,500	8	4	10
Dixfield.....	290	271	262	276	261	.86	282	8	-	74	8	3	76	9	2	3	6	4,500	-	8	9
Fryeburg.....	438	267	233	282	210	.50	314	8	4	133	14	2	201	17	1	15	10	4,500	2	7	13
Gilead.....	102	56	48	59	48	.47	63	7	4	38	9	4	54	6	6	5	-	1,000	-	-	5
Grafton.....	26	13	10	20	14	.46	20	9	-	18	13	3	26	3	2	2	-	600	-	-	2
Greenwood....	224	119	102	172	147	.53	182	8	1	65	10	3	128	-	1	12	4	2,250	-	4	8
Hanover.....	51	30	26	26	19	.43	28	8	-	16	9	-	27	2	1	2	2	1,000	-	-	3
Hartford.....	191	117	104	157	126	.60	159	7	4	109	9	2	133	16	2	14	14	4,500	1	4	13
Hebron.....	150	95	82	101	72	.51	101	8	4	60	10	4	75	7	9	9	-	2,000	-	1	7
Hiram.....	360	211	189	234	198	.53	256	8	-	80	12	4	142	11	1	11	8	5,000	2	3	8
Lovell.....	250	133	117	155	132	.48	204	7	4	79	9	4	147	11	2	12	12	5,000	2	8	8
Mason.....	29	21	19	19	13	.55	25	8	-	8	6	-	8	-	1	1	1	300	-	-	1
Mexico.....	134	78	69	94	73	.53	98	7	2	44	7	1	49	6	5	3	-	550	-	4	6
Newry.....	96	68	53	81	63	.65	73	9	1	55	11	3	69	6	6	5	-	1,400	-	3	6
Norway.....	933	467	414	816	730	.61	557	8	3	164	10	3	275	14	16	14	-	9,000	1	2	19
Oxford.....	457	264	215	409	348	.61	323	8	2	81	12	2	197	12	2	10	-	6,000	12	2	13

Paris.....	960	508	447	589	484	.48	613	9	218	10	400	20	-	22	20	-	-	10,500	1	13	25		
Peru.....	230	134	113	175	142	.55	183	8	88	10	103	10	-	10	5	-	-	2,500	-	3	10		
Porter.....	339	170	136	328	262	.58	196	8	75	10	172	13	-	13	12	-	-	4,340	-	2	9		
Roxbury... ..	57	22	19	36	28	.40	36	7	15	9	1	46	6	1	4	3	-	600	-	2	2		
Rumford.....	298	186	165	264	220	.64	264	8	111	9	1	157	13	2	13	13	1	400	4,000	-	2		
Stow.....	111	74	55	94	70	.56	74	7	37	9	3	75	8	-	7	5	-	1,895	-	-	5		
Stoneham.....	122	73	57	83	61	.48	97	10	40	12	3	51	4	-	4	4	-	1,000	-	1	4		
Sunmer.....	267	158	137	196	153	.54	213	7	108	9	4	136	14	2	15	10	-	4,000	-	3	14		
Sweden.....	117	65	57	88	71	.54	96	8	51	11	1	79	7	-	7	7	-	3,000	-	-	6		
Upton.....	86	70	57	65	56	.65	80	7	38	10	3	30	5	-	3	3	-	300	-	-	5		
Waterford.....	280	159	139	198	163	.52	210	9	108	10	121	12	2	13	9	-	-	4,200	-	1	12		
Woodstock....	267	154	122	146	122	.46	169	8	81	9	6	96	10	2	10	8	-	3,500	-	6	11		
Plantations.																							
Franklin.....	38	25	16	28	23	.50	32	7	14	11	2	23	2	-	2	-	-	150	-	1	2		
Lincoln.....		No	statis	tical	ret	urn																	
Magalloway...	18	-	-	-	-	-	-	-	-	-	-	1	-	1	1	-	-	-	-	-	1		
Milton.....	80	30	21	35	32	.32	40	8	8	11	22	1	2	1	1	-	-	600	-	9	1		
	9429	5512	4751	7089	5886	.54	6789	8	1	2684	9	4	3916	295	23	340	260	2	800	121,185	44	114	328

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.	Amt of school money voted in 1890.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1890, to April 1, 1891.	Amount available from State treasury from April 1, 1890, to April 1, 1891.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.	Balance unexpended April 1, 1891.	Balance over-expended April 1, 1891.
								Excess above amt't required by law.	Less than the amt't required by law.								
Albany	7	-	24 50	3 73	1 27	60 00	550	-	4	2 24	550	416	18	984	1,003	-	19
Andover	11	-	24 00	4 77	2 17	30 00	850	176	-	3 35	858	497	21	1,376	1,607	-	231
Bethel	13	-	24 00	4 00	2 00	150 00	2,060	338	-	3 63	2,076	998	30	3,104	3,025	79	-
Brownfield	10	-	22 66	7 37	1 59	61 00	1,095	112	-	2 97	1,215	660	-	1,875	1,691	184	-
Buckfield	12	-	34 00	4 90	1 85	74 70	1,300	197	-	3 85	1,401	660	126	2,187	1,984	203	-
Byron	1	-	-	2 45	1 90	15 50	153	-	-	2 35	195	103	23	321	255	66	-
Canton	12	-	39 00	5 12	2 30	87 00	1,000	177	-	2 75	1,385	763	65	2,213	1,806	407	-
Denmark	8	-	30 00	3 25	1 45	68 00	1,000	277	-	4 05	1,174	491	52	1,717	1,657	60	-
Dixfield	2	-	25 00	3 00	2 50	45 00	730	-	-	2 52	819	523	-	1,342	1,284	58	-
Fryeburg	14	-	22 66	3 81	1 26	85 00	1,400	94	-	3 17	1,440	827	-	2,267	2,183	84	-
Gilead	6	-	-	3 57	1 40	21 80	235	1	-	2 30	320	174	14	508	452	56	-
Grafton	2	-	-	3 31	1 70	8 00	100	8	-	3 85	107	62	98	267	229	38	-
Greenwood	8	-	23 00	3 20	1 78	70 00	700	30	-	3 12	904	472	29	1,405	1,197	208	-
Hanover	2	-	24 00	3 50	1 60	5 00	212	50	-	4 15	230	95	-	325	330	-	-
Hartford	10	-	23 00	3 24	1 57	76 00	800	110	-	4 19	1,203	372	52	1,627	1,479	148	-
Hebron	6	-	20 00	2 80	1 50	70 00	480	-	-	3 20	529	295	-	824	684	140	-
Hiram	9	-	34 00	4 35	1 94	80 00	1,200	38	-	3 33	1,250	701	41	1,992	1,899	93	-
Lovell	9	-	23 77	3 39	1 34	50 00	900	38	-	3 57	1,115	476	182	1,773	1,607	166	-
Mason	1	-	-	4 75	1 50	3 00	100	25	-	3 45	100	58	-	158	158	-	-
Mexico	2	-	23 00	2 84	1 40	20 00	366	44	-	2 73	385	232	-	617	604	13	-
Newry	4	-	21 33	3 35	2 12	15 00	332	62	-	3 46	342	174	50	566	509	57	-
Norway	20	-	65 50	5 20	1 63	150 00	2,590	485	-	2 68	3,378	1,700	52	5,130	4,376	754	-
Oxford	14	-	44 00	3 95	2 05	74 00	1,400	86	-	3 06	1,400	839	-	2,239	2,213	26	-

Paris	27	7	30 70	3 87	2 25	127 00	2,930	585	-	3 05	3,098	2,041	-	5,139	5,056	83
Peru	7	1	25 00	3 42	1 55	44 10	675	15	-	2 93	736	422	34	1,192	1,155	37
Porter	8	-	19 87	3 96	1 64	66 50	900	24	-	2 65	999	603	100	1,702	1,692	10
Roxbury	3	-	25 00	2 85	1 45	10 00	200	60	-	3 51	338	97	29	464	459	5
Rumford	15	3	27 50	4 20	2 00	75 00	805	-	-	2 70	894	588	176	1,658	1,554	104
Stow	7	-	-	3 25	77	15 00	500	179	-	4 50	573	204	-	777	688	89
Stoneham	3	-	30 00	4 00	1 62	20 00	380	-	-	3 11	437	247	-	684	664	20
Sumner	12	-	21 33	2 87	1 63	78 00	812	1	-	3 04	945	525	10	1,480	1,315	165
Sweden	7	-	-	3 43	1 68	35 00	450	71	-	3 93	488	202	100	790	722	68
Upton	3	-	-	3 37	1 87	8 05	196	4	-	2 28	196	164	150	510	510	
Waterford	12	1	38 00	3 75	1 61	110 00	800	-	129	2 85	1,092	546	50	1,688	1,204	484
Woodstock	6	-	25 66	2 72	1 97	34 00	800	38	-	2 99	890	510	-	1,400	1,356	44
Plantations.																
Franklin	1	-	20 00	2 08	1 50	10 00	127	-	-	3 34	128	78	43	249	236	13
Lincoln	-	-	-	-	-	-	100	58	-	-	107	32	-	139	149	-
Magalloway	1	-	-	-	-	-	50	14	-	2 77	355	148	-	503	140	363
Milton	1	-	25 00	4 00	2 25	5 00	240	24	-	3 00	240	164	-	404	402	2
	196	28	27 91	3 72	1 72	1986 65	29,368	3,421	-	134 3 44	33,892	18,159	1,545	53,596	49,534	4,327 265

PENOBSCOT COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 yrs		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 terms in weeks and days per w.k.		Aggregate length of spring and summer terms in weeks, 5 days p'w.k.		Average length of fall and winter terms in weeks and terms in weeks and days p'w.k.		Aggregate length of fall and winter terms in weeks, 5 days per w.k.		Number of districts in town		Number of parts of districts in town.		Number of school-houses in town.		Number in good condition		Number of school-houses built last year.		Cost of the same		Estimated value of all school property in town.		Number male teachers employed in spring and summer terms.		Number of male teachers employed in fall and winter terms.		No. of female teachers employed in spring and summer terms.	
	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.	w.	d.		
Alton	120	49	43	130	107	.62	102	8	2	34	9					63	5							5	1	5	3	1	600	1,400			3	4								
Argyle	77	52	46	51	43	.57	50	8		45	9					36	4							4		4			2,500			1	4									
Bangor	5224	2931	2591	3056	2856	.52	5839	13		1065	13					1065								36	36	36			120,000			5	5	76								
Bradford	391	239	194	458	371	.72	329	8	3	122	9	4				207	15							15	13				5,000			6	13									
Bradley	298	167	143	285	225	.62	174	8		40	10					105								5	5				6,000			1	4									
Brewer	1129	740	641	719	671	.59	800	10		152	20	4				301								10	2				28,500			1	19									
Burlington	164	126	80	141	109	.57	132	9	2	56	10	4				65	6							6	5				1,900			3	6									
Carmel	331	225	180	305	244	.64	258	9	1	110	9	3				140	11							11	6				5,000			11	6									
Carroll	207	153	124	144	115	.57	151	7	3	62	8	3				81	7	1						7	3				2,000			1	8									
Charleston	324	180	159	342	287	.68	268	8	1	83	8	4				142	10	1						10	9				5,000			1	10									
Chester	152	107	85	91	72	.51	114	7	3	61	10	3				53	6							6	4				850				4	8								
Clifton	98	95	57	95	52	.55	66	7	2	37	12	2				62	5							5	5				2,500				5	5								
Corinna	310	240	183	247	190	.59	247	8		112	11					154								14	11				5,500			5	14									
Corinth	352	215	181	328	272	.64	311	8	2	102	9	3				144	13							12	12				9,000			3	12									
Dexter	773	477	433	460	411	.54	464	8	4	148	9	3				316	12	1						15	14				30,000			2	15									
Dixmont	293	145	121	218	173	.50	259	9		90	12	2				150	13	2						13	11				5,300			7	10									
Eddington	233	98	86	228	187	.58	170	8	2	50	8	4				80	7							7	6	1	2000	4,500			4	6										
Edinburg	33	20	16			.48	20	20		20	20						2							2	1				500				2	2								
Enfield	366	171	131	143	132	.35	180	7	3	54	8	3				61	7							7	7				500			1	7									
Etna	201	169	140	191	162	.75	167	8	3	75	11	3				102	7							8	7				3,600			2	8									
Exeter	260	139	117	184	159	.52	218	9		90	9					126	12	1						13	10				4,975			6	9									
Garland	276	161	142	198	165	.55	247	8		64	10					80								11	9				3,500			2	8									
Glenburn	181	90	73	103	85	.43	119	7	2	60	9					99	13							7	3				1,500			1	7									
Greenbush	226	111	85	118	81	.37	149	8	2	51	10					73	8							8					3,000			2	6									
Greenfield	No return.																																									
Hampden	764	337	293	433	389	.44	420	8	1	148	9	2				148	9	2						18		18	9		6,800			10	19									

Hermon	448	284	235	312	258	.55	355	8	3	129	10	1	164	14	-	14	11	-	-	3,000	-	3	15
Holden	166	129	101	127	103	.61	140	8	2	68	10		90	8	-	8	6	-	-	2,400	-	-	8
Howland	90	42	33	75	59	.51	55	8	2	34	15	2	46	4	1	2	1	-	-	300	-	-	4
Hudson	162	103	83	132	106	.58	118	8		56	12	2	86	7	-	7	4	-	-	1,000	-	-	7
Kenduskeag	132	78	73	82	70	.54	109	8		16	22		44	-	-	4	2	-	-	2,000	-	2	3
Kingman	215	163	150	145	90	.55	190	10		40	10		40	3	-	3	1	-	-	700	-	-	4
Lagrange	228	168	144	-	-	.63	-	8	1	41	-		-	5	-	5	5	1	1375	4,475	-	3	5
Lee	332	204	174	187	149	.49	229	8		88	11		110	8	1	9	7	-	-	2,000	-	3	11
Levant	280	164	139	229	201	.61	265	9	1	74	11	2	91	7	-	8	8	-	-	3,500	-	5	7
Lincoln	583	284	243	290	244	.41	375	9	1	128	8	2	114	-	-	11	11	1	150	6,000	-	2	14
Lowell	158	111	81	87	45	.39	110	7		49	9	1	46	7	-	7	2	-	-	850	-	1	6
Matt'wamkeag	14	9	7	9	8	.58	10	7		7	8		8	1	-	1	1	-	-	400	-	-	1
Mat'wamkeag	239	156	132	134	108	.50	181	8	4	53	9	3	57	5	-	4	1	-	-	1,200	-	1	6
Maxfield	46	15	15	24	24	.43	58	6		12	15		45	4	-	3	2	1	175	300	-	-	2
Medway	243	178	160	170	150	.64	178	9		63	9		63	7	-	6	4	-	-	2,000	1	1	7
Milford	230	137	119	139	118	.51	172	9		54	11	2	80	-	-	4	3	-	-	4,500	-	-	6
Mt. Chase	112	99	80	34	19	.44	103	15	3	78	2	4	14	5	-	5	3	-	-	1,000	-	-	5
Newburg	280	157	131	192	158	.51	208	8	1	81	9	3	114	11	1	11	11	-	-	1,700	-	4	10
Newport	359	185	157	192	155	.43	234	8	3	104	10	4	131	12	3	10	8	-	-	6,000	-	1	2
Old Town	1240	659	568	683	545	.45	711	10	1	162	10	3	228	-	-	12	4	1	12000	25,125	3	4	18
Orono	817	482	421	487	387	.48	524	10		112	21		242	-	-	10	10	-	-	9,000	1	-	12
Orrington	384	217	187	207	164	.45	317	8	4	93	18	1	168	11	-	12	8	-	-	3,200	-	-	11
Passadunk'g	118	68	59	75	60	.50	83	8		32	6	3	33	4	1	4	3	-	-	1,400	-	4	4
Patten	346	257	214	252	207	.61	285	10	1	91	10	4	95	-	-	6	5	-	-	3,000	-	1	3
Plymouth	206	135	115	122	101	.52	160	8		72	9	2	119	8	1	9	7	-	-	3,500	-	-	2
Prentiss	164	96	71	95	70	.42	191	9	2	86	11	1	56	6	-	6	4	-	-	1,500	-	-	9
Springfield	241	108	91	82	70	.33	190	10		70	12		36	5	3	5	5	-	-	5,900	-	1	6
Stetson	151	83	65	113	70	.44	126	10		50	10		50	-	-	7	7	-	-	2,200	-	-	3
Veazie	162	102	79	108	83	.50	127	8		48	12		36	1	-	2	1	-	-	1,800	-	-	5
Winn	370	192	152	203	143	.39	312	11	3	91	10	4	147	-	-	8	8	-	-	2,950	-	-	8
Drew Pl	46	26	23	20	16	.43	32	9		18	9		18	3	-	2	2	-	-	300	-	-	2
Lakeville Pl	60	32	24	28	22	.38	40	12	1	37	13	1	27	2	1	2	2	-	-	600	-	-	3
No. 2 G'd F'l	29	20	15	20	13	.48	20	8		8	7		7	1	-	1	1	-	-	50	-	-	1
Sebois Pl	33	-	-	28	24	.72	28			-	-		12	1	-	1	1	1	700	750	-	-	-
Staceyville Pl	91	61	57	13	11	.37	80	10	2	42	10		10	4	-	4	3	-	-	600	-	-	4
Webster Pl	63	30	24	13	12	.30	43	13		26	11		22	4	-	3	3	-	-	150	-	-	2
Woodville Pl	88	78	64	43	36	.57	53	9	1	37	9	1	28	4	-	2	2	-	-	500	1	1	3
	21,708	12,739	10830	13819	11758	.52	17666	9	1	5181	10	3	6707	343	19	473	362	7	17000	364,575	30	130	531

Summit Plantation (new) no returns.

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.	Amount of school money voted in 1890.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1890, to April 1, 1891.	Amount available from State treasury from April 1, 1890, to April 1, 1891.	Amount derived from local funds	Total school resources.	Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.	Balance unexpended April 1, 1891	Balance over-expended April 1, 1891.
								Excess above amt't required by law	Less than the amt't required by law.								
Alton	4	-	22 00	2 46 1 68	20 00	400	65	-	3 33	433	241	-	674	589	85		
Argyle	3	3	20 00	4 00 2 00	15 00	429	201	-	5 44	437	166	-	603	607	-		
Bangor	76	2	85 68	10 64 3 50	2000 00	36994	23508	-	7 71	36994	10194	305	47493	47,493	-		
Bradford	12	-	28 16	3 69 1 61	98 60	1200	32	-	3 35	1291	865	93	2249	2,161	-		
Bradley	5	1	59 33	4 96 2 19	43 00	665	2	-	2 22	830	525	-	1356	1,370	-		
Brewer	19	3	66 00	7 38 2 50	200 00	3200	664	-	2 83	3200	2042	58	5300	7,099	-		
Burlington	3	1	32 66	4 00 1 87	36 50	429	-	-	2 62	538	333	262	1133	959	174		
Carmel	8	-	26 00	3 57 1 50	70 00	976	-	-	2 95	1165	638	64	1867	1,750	117		
Carroll	6	3	28 00	3 75 1 30	37 00	500	-	-	2 42	669	386	240	1295	961	334		
Charleston	12	2	31 25	3 68 1 61	60 00	800	10	-	2 75	867	660	79	1606	1,579	27		
Chester	5	-	-	3 53 1 75	39 50	300	10	-	1 97	456	282	132	870	622	248		
Clifton	5	1	-	4 45 1 30	24 00	435	155	-	4 54	435	189	-	624	649	-		
Corinna	9	1	21 87	3 32 1 53	100 00	1400	198	-	4 51	1639	760	168	2567	2,088	479		
Corinth	12	1	23 33	3 52 1 74	60 00	1066	-	-	3 00	1489	568	63	2120	2,007	113		
Dexter	31	4	75 00	4 61 2 00	150 00	2750	700	-	3 42	2837	1409	162	4408	4,394	14		
Dixmont	7	-	27 00	3 90 1 75	50 25	906	-	-	3 09	960	575	104	1639	1,587	52		
Eddington	5	-	34 50	4 13 1 88	42 00	700	103	-	3 00	748	454	-	1202	935	267		
Edinburg	-	-	-	3 62 2 00	5 00	55	19	-	1 67	55	48	90	193	193	-		
Enfield	6	-	38 00	4 29 1 79	24 00	450	59	-	1 23	593	475	55	1123	1,069	54		
Etna	8	1	30 00	3 97 1 42	50 00	716	-	-	3 56	749	420	52	1221	1,184	37		
Exeter	9	-	28 25	3 25 1 93	70 00	1025	6	-	3 94	1067	482	226	1775	1,577	198		
Garland	6	-	17 00	3 34 1 80	87 72	975	6	-	3 53	821	540	126	1487	1,473	14		
Glenburn	8	-	24 00	4 00 1 86	47 75	600	76	-	3 31	758	325	190	1273	1,119	154		
Greenbush	4	-	28 00	4 33 2 09	40 00	525	-	-	20 2 32	570	445	-	1015	995	20		
Greenfield	-	-	-	-	-	275	5	-	-	251	151	-	408	371	37		
Hampden	23	-	27 44	3 72 2 80	175 00	2500	171	-	3 27	3076	1424	-	4500	4,287	213		

4
15
1799

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COMMON SCHOOLS.

Hermon	12	-	28 33	3 46	1 50	100 00	1200	85	-	2 68	1310	856	-	2166	1,927	239
Holden	8	3	-	3 76	1 52	39 50	620	36	-	3 73	704	348	11	1063	993	70
Howland	3	-	-	3 11	1 50	10 75	300	190	-	7 50	364	104	-	468	349	119
Hudson	9	-	-	3 58	1 51	37 50	530	3	-	3 27	677	316	111	1104	939	165
Kenduskeag	1	2	50 00	7 50	2 50	15 00	520	-	-	3 94	932	265	75	1272	1,219	53
Kingman	4	2	-	5 00	2 50	25 00	427	-	10	1 98	590	401	60	1051	989	62
Lagrange	4	-	-	4 92	-	25 00	600	23	-	2 63	610	454	54	1118	1,064	54
Lee	8	8	23 00	3 86	1 76	44 00	716	1	-	2 15	765	639	60	1464	1,433	31
Levant	3	-	35 81	3 69	1 80	60 00	861	-	-	3 07	1133	536	181	1850	1,529	321
Lincoln	14	3	22 00	4 44	2 00	153 00	1400	73	-	2 40	1516	1183	211	2910	2,910	-
Lowell	4	1	28 00	3 50	2 00	23 20	400	54	-	2 53	469	280	66	815	807	8
Mattamiscontis	1	1	-	4 00	2 00	-	70	19	-	5 00	96	29	-	125	90	35
Mattawamkeag	5	-	30 00	3 58	2 39	29 25	365	-	-	1 53	508	407	271	1186	1,150	36
Maxfield	3	-	-	4 00	1 50	8 00	125	14	-	2 72	148	108	-	256	241	15
Medway	7	4	28 00	4 00	2 00	25 00	502	-	-	2 07	532	443	88	1063	965	98
Milford	6	1	30 00	7 00	3 00	55 00	880	213	-	3 83	880	420	9	1309	1,502	-
Mt Chase	1	-	-	2 90	1 44	22 40	300	52	-	2 68	325	224	-	549	475	74
Newburg	7	-	31 00	3 51	1 65	40 00	1100	254	-	3 93	1323	532	-	1855	1,668	187
Newport	11	2	31 00	3 70	1 69	93 25	1161	-	-	3 23	1384	663	144	2191	1,897	294
Old Town	17	3	18 12	7 50	2 50	200 00	No re turn	-	-	-	-	-	-	-	-	-
Orono	14	2	75 00	6 50	3 00	75 00	2400	604	-	2 93	2400	1520	-	3926	3,905	21
Orrington	16	2	37 75	5 24	2 16	80 00	1300	77	-	2 28	1478	753	69	2300	2,046	254
Passadumkeag	4	-	-	4 00	1 86	13 75	300	58	-	2 54	342	213	-	555	45	103
Patten	5	-	22 00	4 00	2 00	50 00	700	127	-	2 31	949	617	68	1634	1,490	144
Plymouth	11	-	28 00	3 28	1 47	40 00	700	38	-	3 39	747	390	-	1137	1,070	67
Prentiss	5	3	22 00	3 02	1 56	21 25	335	2	-	2 04	402	288	119	809	734	75
Springfield	-	2	26 00	3 00	2 59	75 00	800	98	-	3 32	984	465	-	1449	1,283	166
Stetson	5	1	40 00	4 00	1 80	60 00	600	17	-	3 97	601	374	162	1137	1,121	16
Veazie	3	1	-	5 02	2 80	45 00	600	102	-	3 70	658	334	-	992	990	2
Winn	9	7	60 00	4 22	2 00	50 00	1125	407	-	3 04	1337	673	50	2060	2,052	8
Drew Pl.	1	-	19 00	3 75	1 60	7 50	200	90	-	4 35	308	75	-	383	295	88
Lakeville Pl.	2	2	-	3 50	2 58	10 00	110	1	-	1 84	104	291	-	395	414	-
No. 2 G'd Falls Pl.	1	2	-	4 50	1 50	3 00	58	-	10	2 00	233	54	-	287	110	177
Seboeis Pl.	1	-	-	5 00	2 00	1 50	No re turn.	-	-	-	-	-	-	-	-	-
Stacyville Pl.	1	-	-	3 18	1 41	-	300	222	-	3 30	497	176	-	673	323	350
Webster Pl.	1	1	22 00	3 33	2 06	4 00	100	26	-	1 56	349	160	-	509	320	189
Woodville Pl.	3	2	20 00	4 00	2 00	12 00	200	22	-	2 26	238	192	59	489	454	35
	496	78	33 12	4 25	1 94	5099 17	82286	28908	46	3 13	88827	39386	4337	132550	128324	6281

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APPENDIX.

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PISCATAQUIS COUNTY.

Towns.	No of children belonging in town between the ages of 4 and 21 years.				No. registered in spring and summer terms.		Average No in spring and summer terms.		No. registered in fall and winter terms.		Average number in fall and winter terms.		Percentage of average attendance.		Number of different pupils registered.		Average length of spring and summer terms in weeks and days, 5 d'y's per w'k.		Aggregate length of spring and summer terms in weeks, 5 d'y's per w'k.		Average length of fall and winter terms in weeks and days, 5 d'y's 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.	
	1906	1909	1913	1920	1906	1909	1913	1920	1906	1909	1913	1920	1906	1909	1913	1920	1906	1909	1913	1920	1906	1909	1913	1920	1906	1909	1913	1920	1906	1909	1913	1920	1906	1909	1913	1920	1906	1909	1913	1920	1906	1909	1913	1920
Abbot.....	196	109	93	129	108	.51	141	8	.4	62	9	3	76	-	-	8	6	-	-	-	-	2,000	-	-	2	7																		
Atkinson.....	214	115	98	195	164	.61	152	8	3	69	10	3	100	8	2	10	8	-	-	-	-	3,000	-	-	8	8																		
Blanchard.....	60	35	30	36	30	.50	45	8	-	8	10	-	20	-	-	1	1	-	-	-	-	503	-	-	1	1																		
Brownville.....	386	224	195	274	219	.52	304	10	-	80	10	-	80	-	-	9	9	-	-	-	-	3,500	1	1	7	7																		
Dover.....	491	312	263	320	263	.53	421	4	3	146	10	1	216	11	3	14	12	-	-	-	-	15,000	1	4	15	8																		
Foxcroft.....	441	235	205	218	211	.47	295	9	2	133	9	3	68	-	-	4	5	-	-	-	-	6,600	-	1	1	1																		
Greenville.....	259	126	97	130	115	.43	152	10	-	40	10	-	50	4	-	3	3	-	-	-	-	2,600	-	1	3	3																		
Guilford.....	327	203	175	221	196	.56	245	8	-	56	9	3	66	8	1	8	7	-	-	-	-	2,700	1	5	8	8																		
Medford.....	141	90	74	91	78	.59	113	8	1	41	11	4	59	6	-	6	5	-	-	-	-	1,325	-	1	5	5																		
Milo.....	337	185	174	196	178	.52	196	8	2	77	9	2	62	9	-	9	4	-	-	-	-	3,000	-	2	11	8																		
Monson.....	401	214	168	242	175	.42	242	10	-	80	10	-	80	-	-	7	6	-	-	-	-	2,000	-	-	8	8																		
Orneville.....	174	93	75	160	130	.58	147	7	-	56	10	2	62	4	2	6	3	-	-	-	-	1,000	-	3	7	7																		
Parkman.....	265	150	125	198	167	.55	205	6	3	79	10	2	124	14	-	15	10	-	-	-	-	500	-	1	12	9																		
Sandford.....	359	193	163	253	302	.65	273	8	3	86	9	3	126	9	2	9	7	-	-	-	14500	6,800	1	4	9	9																		
Sebec.....	220	148	128	249	211	.77	249	5	4	76	10	4	120	10	-	10	7	-	-	-	-	3,400	-	6	9	9																		
Shirley.....	88	57	42	73	71	.63	74	10	2	31	9	1	37	3	-	3	3	-	-	-	-	800	-	1	3	3																		
Wellington.....	190	88	82	118	97	.47	124	8	3	77	11	3	88	9	1	8	7	-	-	-	-	1,950	-	1	9	9																		
Williamsburg.....	59	29	23	54	43	.55	41	8	-	16	10	3	32	2	2	2	2	-	-	-	-	300	-	-	3	3																		
Willimantic.....	132	81	66	81	66	.54	142	9	3	28	10	3	49	2	-	3	2	-	-	-	-	2,000	-	1	2	2																		
Bowerbank Pl.....	28	17	16	27	25	.71	27	8	2	8	9	2	20	2	-	3	1	-	-	-	200	275	-	-	1	1																		
Elliottsville Pl.....	20	11	11	9	9	.50	11	4	2	9	6	2	13	-	-	-	-	-	-	-	-	15	-	-	3	3																		
Kingsbury Pl.....	82	66	60	68	62	.74	75	8	-	24	11	-	33	3	-	2	3	-	-	-	-	800	-	1	3	3																		
	4870	2781	2363	3342	2920	.56	3674	8		1282	9	4	1581	107	13	143	111				24700	60,365	4	35	141																			

COMMON SCHOOLS.

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.	Amount of school money voted in 1890.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1890, to April 1, 1891.	Amount available from State treasury from April 1, 1890, to April 1, 1891.	Amount derived from local funds.	Total school resources	Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.	Balance unexpended April 1, 1891.	Balance over-expended April 1, 1891.
								Excess above am't required by law.	Less than the am't required by law.								
Abbot	8	1	23 00	3 41	1 83	59 42	750	194	-	3 12	769	338	72	1,179	986	193	
Atkinson	10	-	-	3 55	1 72	30 00	675	13	-	3 15	747	413	50	1,210	1,148	62	
Blanchard	2	1	-	4 72	2 60	5 00	134	-	-	2 23	134	92	41	267	260	7	
Brownville	7	-	23 00	3 55	1 87	62 46	725	8	-	1 87	1,075	674	36	1,785	1,209	576	
Dover	17	4	41 25	3 87	1 80	89 83	1,600	250	-	3 25	1,596	892	84	2,572	2,590	-	
Foxcroft	7	3	20 00	5 50	2 00	107 80	1,300	290	-	2 95	1,337	796	72	2,205	2,254	-	18 49
Greenville	3	3	49 00	4 00	3 15	34 00	460	15	-	1 81	460	467	50	977	951	26	
Guilford	4	2	31 00	4 00	2 25	35 50	800	95	-	4 08	827	611	-	1,438	1,423	15	
Medford	4	2	20 00	3 36	1 70	23 00	320	2	-	2 26	371	231	-	602	590	12	
Milo	8	1	35 00	4 50	1 83	60 00	750	3	-	2 22	818	623	79	1,520	1,438	82	
Monson	8	-	-	3 4	1 80	25 00	675	13	-	1 68	810	751	61	1,612	1,580	32	
Orneville	3	-	23 33	3 05	1 70	30 00	400	-	1	2 29	534	288	40	862	796	66	
Parkman	11	1	25 00	3 75	2 00	60 00	804	-	-	3 03	932	557	-	1,489	1,321	168	
Sangerville	6	-	36 20	4 80	1 87	65 00	1,000	163	-	2 78	1,329	535	68	1,932	1,896	36	
Sobec	9	-	34 00	3 62	1 77	68 32	800	99	-	3 63	942	450	100	1,492	1,460	32	
Shirley	3	-	28 00	4 33	2 06	11 00	200	-	2	2 27	200	175	148	523	526	-	3
Wellington	8	-	26 00	3 00	1 35	21 00	550	32	-	2 89	597	418	-	1,015	1,007	8	
Williamsburg	2	-	-	4 37	2 00	11 00	200	12	-	3 39	208	121	-	329	328	1	
Willimantic	3	1	20 00	3 80	2 00	28 00	250	16	-	1 09	253	230	67	550	537	13	
Bowerbank Pl.	2	-	-	1 22	1 00	-	150	2	-	5 35	186	50	-	236	236	-	
Elliottsville Pl.	2	-	-	3 14	1 00	-	50	11	-	2 50	50	28	-	78	79	-	1
Kingsbury Pl.	2	-	26 00	3 25	1 25	-	158	-	-	1 92	158	174	-	332	317	15	
	129	19	28 97	3 74	1 84	826 33	12,751	1,298	-	3 2 71	14,333	8,914	958	24,205	22,932	1,344	71

APPENDIX.

SAGADAHOC COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.					Percentage of average attendance.	Number of different pupils registered	Average length of spring and summer terms in weeks and days, 5 d'ys per w'k.			Aggregate length of spring and sum'r terms in weeks, 5 d'ys per w'k.			Average length of fall and winter terms in weeks and days, 5 d'ys per w'k.			Number of parts of districts in town.	Number of school-houses in town.	Number in good condition.	Number of school-houses built last year.	Cost of the same.	Estimated value of all school property in town.	Number male teachers employed in spring and summer terms.	Number of male teachers employed in fall and winter terms.	No of female teachers employed in spring and summer terms.
	No. 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.	W.			D.	A.	W.	D.	A.	W.	D.	A.										
Arrowsic	63	36	24	31	25	.38	36	8		24	9		18	2		2					425	-	-	3	3
Bath.....	2903	1827	1602	1941	1690	.57	2113	13	2	459	8		187	-	-	15	15	-	-	-	110,000	-	-	-	40
Bowdoinham.....	429	292	242	274	254	.50	292	10		50	10		50		-	7					4,500	1	-	2	10
Bowdoin.....	274	184	159	210	158	.57	246	9		117	12		168	14	-	14	12	-	-	-	4,290	1	-	3	12
Georgetown.....	264	156	132	238	197	.64	190	9		81	8		96	-	-	9	3	-	-	-	2,070	-	-	2	9
Perkins.....	26	23	20	24	19	.77	24	9		9	17		17	1	-	1	1	-	-	-	400	-	-	-	1
Phippsburg.....	417	270	217	244	199	.50	285	8		88	15		150		-	12	12	-	-	-	3,000	-	-	-	11
Richmond.....	800	553	454	1033	434	.55	603	10	4	163	10		336	11	-	14	12	-	-	-	10,900	1	-	2	16
Topsham.....	425	265	216	474	395	.71	339	8		104	9		117	13	-	12	4	-	-	-	4,000	-	-	1	13
West Bath.....	88	42	36	65	50	.48	65	10		40	12		48	4	-	4	3	-	-	-	2,000	-	-	-	4
Woolwich.....	312	177	149	224	166	.50	189	7	4	63	9		96	3	-	8	8	-	-	-	3,800	-	-	3	8
	6001	3825	3251	4758	3587	.56	4282	9	4	1198	10		1283	53	-	103	79	-	-	-	145,385	6	17	17	127

COMMON SCHOOLS.

SAGADAHOC COUNTY—CONCLUDED.

TOWNS.	No. of female teachers employed in fall and winter terms.		No. of teachers graduates of normal schools.		Average wages of male teachers per month, excluding board.		Average wages of female teachers per week, excluding board.		Average cost of teachers' board per week.		Amount paid for school supervision.		Am't of school money voted in 1890.		Not less than 80 cts for each inhabitant.		Amount raised per scholar.		Amount available from town treasury from April 1, 1890, to April 1, 1891.		Amount available from State treasury from April 1, 1890, to April 1, 1891.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1890 to April 1, 1891.		Balance unexpended April 1, 1891.		Balance over-expended April 1, 1891.	
	No.	No.	No.	No.	Per month.	Per week.	Per month.	Per week.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	Per month.	
Arrowsic	2	2	-	-	4 00	2 50	13 00	250	46	-	3 98	253	110	-	363	366	-	3	-	-	-	-	363	366	-	-	-	-	-	-	3	
Bath	3 1/2	3	106 00	-	6 23	3 50	300 00	10,500	4,200	-	3 61	10,500	5,371	-	15,871	15,566	-	305	-	-	-	-	15,871	15,566	-	-	-	-	-	-	305	
Bowdoinham	10	4	32 60	-	6 00	3 00	105 00	1,800	455	-	4 19	1,195	854	-	2,049	2,451	-	402	-	-	-	-	2,049	2,451	-	-	-	-	-	-	402	
Bowdoin	11	-	22 66	-	3 30	1 60	47 75	1,230	321	-	4 48	1,240	555	-	1,795	1,737	-	58	-	-	-	-	1,795	1,737	-	-	-	-	-	-	58	
Georgetown	10	3	30 00	-	4 81	2 70	50 00	900	46	-	3 74	1,122	514	-	1,636	1,595	-	41	-	-	-	-	1,636	1,595	-	-	-	-	-	-	41	
Perkins	1	-	-	-	6 00	2 00	5 00	62	-	-	2 38	62	50	-	112	99	-	13	-	-	-	-	112	99	-	-	-	-	-	-	13	
Phippsburg	9	5	35 00	-	5 00	2 75	75 00	1,250	52	-	2 90	1,196	816	-	2,012	2,006	-	6	-	-	-	-	2,012	2,006	-	-	-	-	-	-	6	
Richmond	-	6	51 00	-	5 15	2 30	150 00	3,000	874	-	3 75	3,104	1,454	54	4,612	4,344	-	268	-	-	-	-	4,612	4,344	-	-	-	-	-	-	268	
Topsham	12	5	18 00	-	5 50	2 00	102 00	2,000	765	-	4 70	1,315	729	156	2,200	1,482	-	718	-	-	-	-	2,200	1,482	-	-	-	-	-	-	718	
West Bath	4	-	-	-	3 58	1 78	12 00	400	148	-	4 54	511	150	-	661	609	-	52	-	-	-	-	661	609	-	-	-	-	-	-	52	
Woolwich	7	-	34 91	-	5 38	2 57	64 50	950	27	-	3 04	1,034	637	-	1,671	1,510	-	161	-	-	-	-	1,671	1,510	-	-	-	-	-	-	161	
	104	28	41 19	-	5 00	2 42	924 25	22,242	7,734	-	3 75	21,532	11,240	210	32,982	31,765	-	1622	-	-	-	-	32,982	31,765	-	-	-	-	-	-	1622	405

APPENDIX.

SOMERSET COUNTY.

TOWNS.	No. of children belonging in town between the ages of 4 and 21 years.		No. registered in spring and summer terms.		Average No. in spring and summer terms.		No. registered in fall and winter terms.		Average number in fall and winter terms.		Percentage of average attendance.		Number of different pupils registered.		Average length of spring and summer terms in weeks and days, 5 d's per w'k.		Aggregate length of spring and summer terms in weeks, 5 d's per w'k.		Average length of fall and winter terms in weeks and days, 5 d's per w'k.		Aggregate length of fall and winter terms in weeks, 5 days per w'k.		Number of districts in town.		Number of parts of districts in town.		Number of school-houses in town.		Number in good condition.		Number of school-houses built last year.		Cost of the same.		Estimated value of all school property in town.		Number of 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.		
Anson.....	455	482	242	301	259	.55	342	7	114	9	241	18	-	-	18	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6,600	-	2	5	16				
Athens.....	390	320	230	313	226	.58	370	9	124	10	130	13	1	13	13	13	-	1	-	-	-	-	-	-	-	-	-	-	-	-	600	2,500	-	-	4	16						
Bingham.....	261	142	118	205	160	.53	154	7	59	10	90	11	1	9	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5,500	-	-	1	8							
Brighton.....	209	93	81	124	102	.44	131	8	57	11	113	9	-	9	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	700	-	-	1	8							
Cambridge.....	No return.																																									
Canaan.....	393	271	252	376	312	.71	278	7	100	10	172	12	-	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Concord.....	121	69	80	92	71	.62	92	6	40	10	92	10	1	9	8	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	500	-	-	-	7						
Cornville.....	246	145	121	161	127	.50	176	7	101	9	120	13	1	12	9	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,000	-	-	-	13							
Detroit.....	171	96	83	171	144	.66	119	7	39	11	93	6	-	6	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,500	-	-	2	5							
Embden.....	206	87	78	144	112	.46	136	8	64	9	101	11	2	12	2	12	-	-	-	-	-	-	-	-	-	-	-	-	-	2,900	-	-	4	8								
Fairfield.....	1009	575	504	606	519	.51	625	9	180	8	350	3	-	17	13	13	2	8,500	12,750	-	-	-	-	-	-	-	-	-	-	-	-	-	2	3	19							
Harmony.....	220	158	132	166	127	.59	197	8	94	11	113	10	-	10	6	6	-	-	-	-	-	-	-	-	-	-	-	-	-	1,500	-	-	-	10								
Hartland.....	311	174	153	253	220	.59	444	9	58	7	78	9	4	9	5	5	-	-	-	-	-	-	-	-	-	-	-	-	-	4,000	-	1	1	11								
Madison.....	573	332	269	423	325	.52	400	7	91	11	198	20	-	17	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	5,000	-	-	4	14								
Mercer.....	175	101	98	133	112	.60	144	8	55	8	65	10	-	10	9	9	-	-	-	-	-	-	-	-	-	-	-	-	-	2,500	-	-	4	15								
Moscow.....	146	68	56	139	108	.56	116	7	36	11	88	8	-	6	5	5	-	-	-	-	-	-	-	-	-	-	-	-	2,000	-	-	3	5									
New Portland....	343	165	137	315	273	.59	325	7	93	8	152	13	3	15	10	10	-	-	-	-	-	-	-	-	-	-	-	-	-	3,000	-	-	5	12								
Norridgewock....	450	200	170	321	259	.47	240	8	94	11	180	1	-	15	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	3,000	-	-	1	11								
Palmyra.....	300	190	165	208	169	.56	219	7	117	11	165	13	4	15	11	11	-	-	-	-	-	-	-	-	-	-	-	-	-	6,000	-	-	3	15								
Pittsfield.....	688	399	337	677	297	.46	474	8	90	8	159	11	4	11	8	1	3,000	16,000	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	11								
Ripley.....	157	86	77	93	78	.49	116	8	42	6	34	5	-	5	2	1	500	1,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5								
St. Albans.....	395	235	198	348	284	.61	286	8	106	9	285	16	2	16	14	4	-	-	-	-	-	-	-	-	-	-	-	-	-	4,500	-	-	2	14								
Solon.....	293	233	192	246	188	.65	245	7	108	9	129	12	1	12	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	2,000	-	3	4	11								

Skowhegan	1431	846	864	796	664	.53	997	8	2	212	10	1	408	-	-	24	22	-	-	40,000	1	1	24
Smithfield	141	88	71	108	88	.55	96	8	1	57	10	2	72	7	-	7	3	-	-	1,200	-	2	7
Starks	238	180	165	200	195	.75	210	8		128	12		192	16	1	14	8	-	-	2,330	-	2	15
Plantations.																							
Carratunk	93	75	60	85	70	.69	85	8		40	8		40	4	-	4	4	-	-	1,200	2	1	3
Carrying Place..	No return.																						
Dead River	42	28	19	32	26	.54	34	10		10	11	1	23	2	-	2	1	-	-	500	-	-	1
Dennistown	32	16	16	16	16	.50	16	8		8	10		10	1	-	1	1	-	-	200	-	-	1
Flagstaff	34	34	30	35	25	.79	35	8		8	7	1	15	1	-	1	1	-	-	400	-	1	1
Highland	26	6	4	26	19	.46	26	9		9	11	1	23	3	-	3	2	-	-	200	-	-	1
Jackmantown ...	58	31	22	25	18	.34	33	12		12	10		10	1	-	1	1	-	-	300	-	-	1
Lexington	74	46	34	62	49	.59	62	5	2	22	8		58	7	-	7	-	-	-	500	-	1	4
Moose River ..	69	53	47	19	16	.45	50	10		20	8		8	1	-	1	1	-	-	500	-	-	1
No.1,R.2,W.K R,	44	26	24	38	34	.77	35	6		18	8		24	4	-	3	-	-	-	150	-	-	3
The Forks	49	29	26	-	-	.53	29	7	1	36	-		-	3	-	3	-	1	85	600	3	-	2
West Forks	59	53	42	53	42	.71	53	10		30	10		40	3	-	2	2	-	-	500	1	1	3
	9902	6136	5197	7307	5733	.56	7,389	7	4	2502	9	1	4071	283	25	331	196	6	12,685	135,530	16	59	31

APPENDIX.

SOMERSET COUNTY—CONCLUDED.

Towns.	No. of female teachers employed in fall and winter terms.	No. of teachers graduates of normal schools.	Average wages of male teachers per month, excluding board.	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school supervision.	Am't of school money voted in 1890.	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, 1890, to April 1, 1891.	Amount available from State treasury from April 1, 1890, to April 1, 1891.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.	Balance unexpended April 1, 1891.	Balance over-expended April 1, 1891.
Anson.....	19	2	29 26	3 23 1 24	88 50	1644	1644	400	-	-	3 61	1681	732	-	2413	2409	4	-
Athens.....	10	2	20 00	4 00 1 50	55 00	1048	1048	-	-	-	2 68	1173	696	162	2031	1944	87	-
Bingham.....	9	-	40 00	4 15 1 58	90 00	663	663	1	-	-	2 54	735	471	63	1269	1213	56	-
Brighton.....	10	-	22 00	3 45 1 21	26 50	-	-	-	-	-	-	-	-	-	-	-	-	-
Cambridge.....	-	-	-	-	-	-	378	1	-	-	-	410	297	35	742	637	105	-
Canaan.....	16	4	25 00	4 72 1 53	69 18	1067	1067	42	-	-	2 71	1155	717	123	1995	1824	171	-
Concord.....	9	-	-	2 93 1 00	26 25	325	325	-	-	-	2 68	410	236	2	648	595	53	-
Cornville.....	13	-	-	3 79 1 47	53 75	746	746	-	-	-	3 03	819	443	76	1338	1337	1	-
Detroit.....	6	1	32 50	3 15 1 82	27 00	530	530	1	-	-	3 10	624	353	60	1037	937	100	-
Emden.....	7	-	23 75	3 43 1 50	20 00	539	539	-	-	-	2 61	605	393	-	998	841	157	-
Fairfield.....	20	4	34 00	4 10 2 00	300 00	3500	3500	1065	-	-	3 47	3500	1910	32	5442	4913	529	-
Harmony.....	10	1	-	3 60 1 22	42 50	705	705	-	-	-	3 20	855	392	100	1347	1173	174	-
Hartland.....	10	-	55 00	4 26 1 78	-	850	850	15	-	-	2 76	1089	575	96	1760	1625	135	-
Madison.....	19	-	53 10	4 40 2 58	162 00	1302	1302	250	-	-	2 27	1550	925	104	2579	2194	385	-
Mercer.....	7	-	35 00	3 46 74	35 00	604	604	-	-	-	3 45	720	344	-	1064	982	82	-
Moscow.....	7	-	24 67	3 37 1 67	23 50	420	420	2	-	-	2 87	528	293	33	864	770	84	-
New Portland.....	14	2	31 00	3 30 1 38	75 00	1016	1016	-	-	-	1 92	1105	669	-	1774	1685	89	-
Norridgewock.....	12	-	20 00	4 00 1 63	75 00	1200	1200	7	-	-	2 66	1344	844	-	2188	2011	177	-
Palmyra.....	12	-	26 67	3 40 1 27	70 00	1017	1017	-	-	-	3 39	1150	598	70	1818	1729	89	-
Pittsfield.....	17	6	34 00	5 12 1 76	115 50	2000	2000	473	-	-	2 89	1991	1276	-	3267	2974	293	-
Ripley.....	5	-	-	4 70 1 40	19 00	440	440	-	-	-	2 80	484	295	32	811	744	67	-
St. Albans.....	15	6	27 00	3 13 1 30	94 50	1190	1190	75	-	-	3 01	1411	745	61	2217	2059	158	-
Solon.....	10	-	27 14	3 54 1 80	58 00	810	810	-	-	-	2 76	890	525	109	1524	1529	-	-

Skowhegan.....	24	7	111 11	8 29	2 25	600 00	5500	2512	-	3 81	6155	2821	938	9914	7446	2468
Smithfield.....	5	-	20 00	3 48	1 40	30 00	452	1	-	3 20	473	275	-	748	746	2
Starks.....	14	-	25 00	3 50	1 80	64 50	743	-	-	3 12	826	486	-	1312	1239	73
Plantations.																
Carratunk.....	4	4	24 00	3 50	2 40	-	140	2	-	1 50	140	193	167	500	500	
Carrying Place ...																
Dead River.....	2	1	-	4 33	1 50	3 00	90	16	-	2 14	95	77	55	227	196	31
Dennistown.....	1	-	-	3 70	2 00	2 25	58	-	-	1 81	68	45	-	113	113	
Flagstaff.....	1	-	25 00	5 00	2 28	-										
Highland.....	2	-	-	4 58	1 31	5 00	97	-	-	3 73	97	56	60	213	201	12
Jackmantown.....	1	-	-	5 00	1 95	-	80	4	-	1 38	146	112	-	258	163	95
Lexington.....	6	-	20 00	3 43	97	15 00	275	17	-	3 71	297	136	-	433	416	17
Moose River.....	1	-	-	5 19	2 50	-	125	43	-	1 81	125	125	3	253	318	-
No I.R. 2, W K.R..	4	-	-	3 00	1 00	4 00	86	-	16	1 95	117	68	34	219	183	36
The Forks.....	-	-	24 00	4 50	2 15	-										
West Forks.....	3	1	25 00	3 00	2 00	6 00	68	-	8	1 15	229	179	-	408	280	128
	326	41	31 52	3 99	1 64	2224 93	29710	4927	25	3 02	32,997	18,302	2,415	53,714	47,926	5,858

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APPENDIX.

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WALDO 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 d'ys per w'k.		Aggregate length of spring and summer terms in weeks, 5 d'ys per w'k.		Average length of fall and winter terms in weeks and days, 5 d'ys 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.				
Belfast.....	1410	875	720	1176	975	.60	903	9	1	186	13	4	418	14	1	18	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Burnham.....	311	200	160	288	230	.63	288	9	2	70	11	2	111	10	-	10	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Brooks.....	259	145	135	170	162	.57	175	19	2	72	11	1	78	7	-	7	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Belmont.....	145	94	80	73	55	.47	94	7	1	36	15	3	78	5	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Frankfort.....	379	88	77	237	195	.36	237	8	4	53	13	2	108	7	2	9	8	2	3000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Freedom.....	152	91	76	141	116	.63	127	8	2	58	8	2	53	9	2	9	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Islesborough.....	366	213	188	294	250	.60	245	9	1	64	10	2	92	8	-	8	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jackson.....	161	97	81	136	110	.59	136	8	-	64	10	-	90	9	1	9	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Knox.....	211	123	110	180	159	.64	197	9	-	12	12	-	13	9	2	9	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Liberty.....	237	150	135	175	150	.59	165	8	4	70	12	4	108	9	3	9	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lincolnton.....	475	295	213	422	333	.57	370	8	4	130	9	4	171	17	-	17	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monroe.....	317	231	189	294	220	.64	277	7	3	87	9	3	160	12	3	13	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Montville.....	302	167	132	291	219	.61	231	8	2	93	8	2	164	14	2	14	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Morrill.....	141	62	50	123	96	.52	93	8	1	33	9	2	47	4	4	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Northport.....	213	140	119	166	126	.57	171	8	2	65	10	-	89	9	-	9	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Palermo.....	283	135	106	287	213	.56	262	8	2	58	9	3	163	12	3	13	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prospect.....	256	153	126	305	246	.72	226	7	-	42	8	-	97	6	2	7	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Searsmont.....	338	216	173	375	302	.70	228	8	3	94	15	-	150	12	2	12	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Searsport.....	501	308	268	285	254	.53	323	8	4	156	9	3	165	12	1	10	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Stockton Springs.	354	209	167	313	250	.59	245	8	-	73	8	2	121	9	-	9	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

COMMON SCHOOLS.

Swanville.....	227	118	94	145	116	.46	157	10	3	64	8	4	52	6	1	6	4	-	-	2,650	-	5	6
Thorndike.....	210	108	90	194	180	.69	194	7		70	9	3	96	10		10	6	-	-	3,500	-	8	10
Troy.....	297	151	129	180	138	.45	290	8	4	89	11	2	112	11	3	11	10	-	-	2,000	-	3	10
Unity.....	293	145	130	181	168	.51	216	8		104	8	2	134	12		11	2	-	-	1,500	-	4	12
Waldo.....	228	140	131	207	196	.71	176	8	1	81	11	3	98	7		7	7	-	-	2,000	-	6	7
Winterport.....	609	303	246	353	277	.43	402	7	3	138	9	2	278	16	2	16	4	-	-	5,000	-	8	18
	3675	4947	4125	6991	5736	.57	6488	9	1	2085	10	2	3246	256	31	263	165	2	3000	88,673	7	138	250

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 1890	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, 1890, to April 1, 1891.	Amount available from State treasury from April 1, 1890, to April 1, 1891.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.	Balance unexpended April 1, 1891.	Balance over-expended April 1, 1891.
Belfast	20	1	44 53	4 47 2 37	150 00	5000	754	-	-	3 54	5,524	2,707	2735	10966	10901	65	-	
Burnham	5	-	26 00	3 70 2 25	47 30	774	-	-	-	2 49	823	564	35	1422	1365	57	-	
Brooks	1	-	31 80	3 00 2 00	28 95	700	-	-	2	80	1,010	486	-	1496	1137	359	-	
Belmont	6	-	30 00	3 72 1 58	12 00	416	-	-	-	2 70	471	310	-	781	781	-	-	
Frankfort	9	3	30 00	3 89 1 82	55 00	926	-	-	-	3 45	545	706	-	1251	1247	4	-	
Freedom	6	2	27 50	3 12 1 37	25 00	525	-	3	-	2 70	577	282	-	859	817	42	-	
Islesborough	3	4	32 66	4 85 2 86	31 50	966	-	-	-	2 36	1,062	632	-	1694	1617	77	-	
Jackson	4	-	30 00	3 00 1 75	50 00	546	-	-	-	3 38	692	317	1	1010	963	47	-	
Knox	1	1	25 33	3 00 1 64	41 75	682	-	-	-	3 23	792	415	-	1207	1153	54	-	
Liberty	5	1	31 00	3 50 1 75	45 00	777	-	1	-	3 28	840	506	-	1346	1209	137	-	
Lincolntonville	11	-	31 71	3 68 2 00	62 05	1382	18	-	-	2 91	1,423	807	-	2230	2169	61	-	
Monroe	11	-	-	3 75 1 78	50 00	1100	7	-	-	3 47	1,190	639	-	1829	1602	227	-	
Montville	12	-	26 57	3 22 1 35	78 00	1015	11	-	-	3 36	1,244	630	-	1874	1750	124	-	
Morrill	1	1	29 33	2 83 2 00	18 00	395	-	1	-	2 80	433	262	-	695	623	72	-	
Northport	3	1	26 50	3 40 1 88	35 00	698	-	-	-	3 27	720	414	-	1134	1116	18	-	
Palermo	11	3	23 33	3 70 1 50	45 00	894	-	-	-	3 16	922	527	-	1449	1377	72	-	
Prospect	9	-	29 00	3 58 1 84	54 00	616	-	-	-	2 41	871	473	18	1362	1243	119	-	
Searsmont	11	3	24 83	3 55 1 69	60 00	1064	-	-	-	3 15	1,356	658	-	2014	1870	144	-	
Searsport	13	4	35 00	5 00 2 65	112 72	2500	-	642	-	4 99	2,593	942	-	3535	3552	-	17	
Stockton Springs ..	12	3	30 00	5 06 2 62	59 00	1237	-	-	1	3 49	1,416	654	10	2080	1992	88	-	

Swanville.....	1	3	27 60	3 25	1 76	54 00	562	-	-	2 47	620	372	14	1006	878	128
Thorndike.....	2	-	25 00	3 00	1 50	30 00	600	-	70	2 38	641	366	19	1026	968	58
Troy.....	8	-	30 00	3 44	1 50	55 00	850	3	-	2 86	950	534	49	1533	1385	148
Unity.....	11	2	27 03	3 20	1 65	47 25	880	33	-	3 03	913	579	-	1492	1442	50
Waldo.....	2	2	31 00	3 85	1 85	28 00	575	135	-	2 52	601	439	-	1040	981	59
Winterport.....	20	3	28 40	3 99	1 80	95 00	2200	192	-	3 61	2,490	1,175	-	3665	3313	352
	198	37	29 36	3 64	1 87	1369 52	27,780	1800	73	3 07	30,719	16,396	2,881	49,996	47,451	2,562
																17

Jonesborough	197	139	130	141	116	.62	163	9	3	68	10	70	-	-	7	5	-	-	2,300	-	1	7	
Jonesport	809	423	384	575	535	.55	588	7	3	108	9	2	159	14	-	11	9	-	12,000	-	5	13	
Kossuth	29	29	25	-	-	.86	29	13	-	-	-	-	2	-	2	2	-	-	800	1	-	2	
Lubec	717	311	269	466	375	.45	495	9	1	110	15	3	189	11	-	12	6	-	3,000	1	10	11	
Machias	810	456	401	495	399	.49	535	10	-	140	19	4	298	7	-	9	9	-	17,600	2	2	12	
Machiasport	494	282	260	400	343	.60	352	9	4	89	9	4	109	9	-	8	8	-	4,500	1	3	8	
Marion	43	21	16	23	18	.42	26	11	-	22	19	-	10	4	-	3	1	-	400	-	-	2	
Marshfield	132	93	77	89	73	.57	97	10	-	30	10	2	32	2	-	2	2	-	700	1	2	2	
Meddybemps	No re turn.																						
Milbridge	660	406	356	369	295	.49	433	8	2	115	8	3	87	11	2	11	10	-	8,000	1	5	12	
Northfield	61	40	32	42	33	.63	42	9	1	19	9	1	19	2	-	2	2	-	500	-	1	2	
Pembroke	580	320	269	283	228	.43	441	10	-	110	11	-	215	-	-	11	11	-	15,000	-	2	10	
Perry	365	211	168	221	164	.46	251	8	4	97	11	1	122	11	-	11	4	-	2,500	-	3	11	
Princeton	412	186	160	302	222	.46	302	10	-	50	11	3	80	4	5	5	5	-	1,900	-	2	3	
Robbinston	313	147	101	192	115	.34	208	8	-	48	11	2	104	6	-	6	3	-	2,500	-	3	6	
Roque Bluffs	61	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	-	650	-	-	-	
Steuben	318	238	209	211	185	.62	238	9	2	101	10	4	116	11	-	10	7	-	4,000	-	1	11	
Talmage	54	39	35	41	38	.62	41	9	-	18	14	-	28	-	-	2	2	-	700	-	-	2	
Topsfield	125	90	68	80	64	.53	109	9	2	47	10	-	42	4	1	4	3	1	800	2,300	-	5	
Trescott	205	108	91	113	93	.45	113	8	-	48	10	1	62	7	-	7	4	-	700	-	2	6	
Vanceboro	300	219	200	225	155	.62	242	21	3	102	7	-	28	1	-	3	3	1	693	2,000	1	4	
Waite	81	57	50	46	43	.54	57	10	-	20	11	-	30	2	1	3	3	-	1,000	-	1	2	
Wesley	70	52	49	44	34	.60	58	8	-	40	9	-	36	4	-	4	4	-	2,600	-	1	4	
Whiting	151	92	79	121	102	.60	137	9	-	36	9	1	55	6	-	5	3	-	2,000	-	-	2	
Whitneyville	144	98	75	85	67	.50	98	9	-	18	9	2	11	1	-	1	1	-	1,200	-	1	4	
Plantations.																							
Codyville	25	17	15	16	12	.50	-	12	-	12	8	-	8	1	-	1	1	-	300	-	-	1	
Lambert Lake	65	45	38	-	-	.58	45	10	-	10	10	-	20	-	-	1	-	-	50	-	-	1	
No. 14	39	30	22	24	18	.50	30	9	-	19	10	-	20	2	-	2	2	-	600	-	1	2	
No. 18	10	11	9	-	-	.90	11	6	-	12	-	-	1	-	-	1	1	-	110	1	-	2	
No. 21	38	19	17	21	20	.49	24	8	-	8	12	-	12	1	-	1	1	1	700	-	1	1	
	16651	9085	7594	9903	7979	.54	10784	10	-	3168	10	1	4071	207	24	270	208	5	4375	191,659	40	98	301

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.	Amount of school money voted in 1890.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1890, to April 1, 1891.	Amount available from State treasury from April 1, 1890, to April 1, 1891.	Amount derived from local funds	Total school resources.	Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.	Balance unexpended April 1, 1891.	Balance over-expended April 1, 1891.
								Excess above amt't required by law.	Less than the amt't required by law.								
Addison	11	2	24 00	4 19	1 75	50 00	1000	10	-	2 93	1067	593	-	1,660	1,662	-	2
Alexander	-	-	37 50	3 93	1 50	25 00	351	-	-	2 74	360	232	113	705	653	52	-
Baileyville	5	-	-	3 30	1 69	15 00	301	-	-	3 54	374	176	-	550	357	15	-
Baring	5	1	-	7 87	2 00	10 00	250	-	-	2 45	261	185	57	503	500	3	-
Beddington	-	3	-	6 15	2 00	23 72	192	89	-	2 63	212	145	70	427	358	69	-
Brookton	2	1	30 00	3 50	2 80	10 00	350	82	-	2 55	456	290	102	848	740	108	-
Calais	22	3	81 00	4 00	3 50	300 00	6000	1062	-	2 25	6000	4848	-	10,848	10,848	-	-
Centerville	1	-	30 00	5 50	2 25	2 00	120	10	-	2 03	178	93	30	301	232	69	-
Charlotte	2	-	32 00	3 91	1 70	45 00	400	9	-	2 56	391	301	50	742	740	2	-
Cherryfield	12	1	56 25	6 28	3 12	100 00	1500	66	-	2 23	1732	1272	40	3,044	2,223	821	-
Columbia	6	4	34 00	6 02	1 66	25 00	560	46	-	2 33	573	465	20	1,058	1,029	29	-
Columbia Falls	4	2	34 75	6 00	2 90	30 00	550	2	-	2 10	521	469	64	1,054	1,074	-	20
Cooper	-	2	23 25	3 35	1 51	20 25	300	23	-	3 06	330	207	71	608	510	98	-
Crawford	-	-	25 75	-	1 80	7 00	280	115	-	4 91	280	103	-	383	392	-	9
Cutler	5	-	34 66	3 98	2 00	40 00	862	199	-	3 22	1221	516	-	1,737	1,423	314	-
Danforth	15	4	38 00	5 25	2 75	50 00	900	410	-	2 11	900	790	-	1,690	3,248	-	1558
Deblois	1	-	-	4 50	1 75	5 00	90	6	-	3 60	123	49	27	199	138	61	-
Dennysville	3	3	-	7 75	3 33	30 00	417	1	-	2 53	400	320	-	720	731	-	11
East Machias	12	2	46 00	5 58	2 08	65 00	1500	-	-	2 55	1603	1095	32	2,730	2,676	54	-
Eastport	17	3	66 00	6 00	3 00	25 00	6100	3195	-	3 03	6400	3759	-	10,159	9,948	211	-
Edmunds	-	3	24 00	4 67	2 50	30 00	356	-	-	2 04	446	325	108	879	931	-	52
Forest City	-	-	-	7 00	2 50	10 00	250	-	1	2 03	250	216	-	466	280	186	-
Harrington	8	3	35 00	4 85	3 00	42 00	1050	18	-	2 62	1208	751	40	1,999	1,892	107	-

Jonesborough	6	3	30 00	3 70	2 20	30 00	450	6	-	2 28	564	478	200	1,242	1,051	191	
Jonesport	9	3	40 60	5 06	2 87	79 00	1300	50	-	1 60	1448	1515	-	2,963	2,751	212	
Kossuth	-	-	26 00	3 00	2 65	10 00	152	54	-	5 24	152	50	123	325	325	-	
Lubec	5	1	38 35	4 70	2 50	30 00	1975	288	-	2 75	2347	1392	-	3,739	3,136	603	
Machias	13	2	88 23	7 37	2 60	100 00	2600	838	-	3 21	2600	1560	37	4,197	3,991	206	
Machiasport	2	4	50 00	4 55	2 82	50 00	1250	25	-	2 50	1599	957	-	2,556	2,340	216	
Marion	1	-	-	2 75	1 66	10 00	146	-	-	3 39	187	75	13	275	164	111	
Marshfield	1	1	35 00	3 50	2 16	18 50	300	60	-	2 27	320	252	-	572	601	-	
Meddybemps	1	-	-	-	-	-	200	62	-	-	299	101	-	400	396	4	
Milbridge	12	3	38 00	5 09	2 55	50 00	1442	40	-	2 18	1504	1171	-	2,675	2,637	38	
Northfield	1	1	30 00	4 00	2 00	10 00	150	-	-	4 2 96	220	97	35	352	281	71	
Pembroke	15	-	52 76	5 76	2 33	75 00	1859	-	-	3 20	1859	1106	-	2,965	2,655	310	
Perry	8	1	31 00	3 86	1 82	70 00	838	-	-	2 27	866	699	116	1,681	1,643	38	
Princeton	4	-	38 60	4 10	2 10	25 00	850	20	-	2 06	1003	757	-	1,760	1,711	49	
Robbinston	4	1	35 00	4 87	2 02	50 00	745	17	-	2 38	948	570	90	1,608	1,531	77	
Roque Bluffs	-	-	New town.	-	-	-	-	-	-	-	-	-	-	-	-	-	
Steuben	10	-	50 00	4 97	1 30	40 00	932	-	-	3 93	950	656	105	1,711	1,632	79	
Talmage	3	3	-	4 00	1 75	9 00	-	-	-	-	-	-	-	-	-	-	
Topsfield	1	1	29 00	3 33	1 95	19 00	400	48	-	3 20	387	280	120	787	736	51	
TreScott	4	2	34 00	3 52	1 91	16 00	442	-	-	2 15	491	345	-	836	815	21	
Vanceboro	4	3	65 60	8 00	3 50	35 00	600	295	-	2 00	696	542	174	1,412	1,412	-	
Waite	1	2	26 00	4 00	2 00	10 00	200	37	-	2 47	234	133	100	467	367	100	
Wesley	5	-	24 00	3 40	1 44	14 80	196	16	-	2 80	330	151	84	565	448	117	
Whiting	4	1	34 00	3 95	1 97	20 00	400	60	-	2 65	426	314	30	770	631	139	
Whitneyville	3	2	40 00	6 00	1 00	20 00	400	6	-	2 97	413	284	3	700	668	32	
Plantations.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Codyville	1	1	-	3 25	1 25	4 00	125	62	-	5 00	202	50	-	252	96	156	
Lambert Lake	1	-	-	4 00	2 00	-	300	-	-	4 60	New Plan	tation	-	-	-	-	
No. 14	1	-	26 00	4 50	2 00	5 95	130	-	-	13 59	279	52	73	444	303	141	
No. 18	-	-	21 00	3 25	2 50	5 00	32	-	-	3 20	42	55	-	97	97	-	
No. 21	-	-	25 00	3 00	2 50	5 00	100	13	-	2 63	116	73	-	189	189	-	
	255	67	38 04	2 97	2 22	1774	2241473	7348	6	2 83	45,768	30,955	2127	78,850	75,370	5161	1681

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APPENDIX.

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 d'ys per w'k.		Aggregate length of spring and summer terms in weeks, 5 d'ys per w'k.		Average length of fall and winter terms in weeks and days, 5 d'ys 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.....	259	132	104	183	164	.51	153	8	1	75	9	4	139	14	139	14	139	14	139	14	139	14	139	14	139	14	139	14	139	14	139	14	139	14	139	14	139	14	139	14	139	14		
Alfred.....	316	197	177	195	165	.54	211	9		81	10		90	7	90	7	90	7	90	7	90	7	90	7	90	7	90	7	90	7	90	7	90	7	90	7	90	7	90	7	90	7		
Berwick.....	645	339	292	313	257	.41	330	10		151	10	2	149	12	149	12	149	12	149	12	149	12	149	12	149	12	149	12	149	12	149	12	149	12	149	12	149	12	149	12	149	12	149	12
Biddeford.....	4626	1395	1297	1426	1267	.27	1878	12		492	24		934	12	934	12	934	12	934	12	934	12	934	12	934	12	934	12	934	12	934	12	934	12	934	12	934	12	934	12	934	12	934	12
Buxton.....	536	411	343	347	297	.32	421	8	2	146	9	3	142	16	142	16	142	16	142	16	142	16	142	16	142	16	142	16	142	16	142	16	142	16	142	16	142	16	142	16	142	16	142	16
Cornish.....	343	177	157	166	135	.42	197	9	1	56	13	1	80	7	80	7	80	7	80	7	80	7	80	7	80	7	80	7	80	7	80	7	80	7	80	7	80	7	80	7	80	7	80	7
Dayton.....	153	73	61	80	64	.42	85	9	3	39	16	1	61	4	61	4	61	4	61	4	61	4	61	4	61	4	61	4	61	4	61	4	61	4	61	4	61	4	61	4	61	4	61	4
Eliot.....	390	209	174	203	171	.44	227	8	3	76	10	1	184	8	184	8	184	8	184	8	184	8	184	8	184	8	184	8	184	8	184	8	184	8	184	8	184	8	184	8	184	8	184	8
Hollis.....	364	221	191	340	281	.65	248	8	1	107	9	4	166	13	166	13	166	13	166	13	166	13	166	13	166	13	166	13	166	13	166	13	166	13	166	13	166	13	166	13	166	13	166	13
Kennebunk.....	851	494	430	544	471	.52	561	9	4	84	11	1	112	11	112	11	112	11	112	11	112	11	112	11	112	11	112	11	112	11	112	11	112	11	112	11	112	11	112	11	112	11	112	11
Kennebunkport.....	624	347	300	370	303	.48	375	9	1	134	14	2	217	12	217	12	217	12	217	12	217	12	217	12	217	12	217	12	217	12	217	12	217	12	217	12	217	12	217	12	217	12	217	12
Kittery.....	781	380	320	373	305	.40	470	10	1	102	10	4	191	10	191	10	191	10	191	10	191	10	191	10	191	10	191	10	191	10	191	10	191	10	191	10	191	10	191	10	191	10	191	10
Lebanon.....	385	250	204	281	222	.55	299	9		135	10		150	19	150	19	150	19	150	19	150	19	150	19	150	19	150	19	150	19	150	19	150	19	150	19	150	19	150	19	150	19	150	19
Limerick.....	263	143	115	192	172	.51	194	8	3	77	10	1	91	9	91	9	91	9	91	9	91	9	91	9	91	9	91	9	91	9	91	9	91	9	91	9	91	9	91	9	91	9	91	9
Limington.....	310	170	135	208	151	.46	220	7	2	89	9	3	165	10	165	10	165	10	165	10	165	10	165	10	165	10	165	10	165	10	165	10	165	10	165	10	165	10	165	10	165	10	165	10
Lyman.....	267	157	134	194	155	.51	179	8		72	9		99	10	99	10	99	10	99	10	99	10	99	10	99	10	99	10	99	10	99	10	99	10	99	10	99	10	99	10	99	10	99	10
Newfield.....	230	128	115	203	189	.61	203	8		48	11		83	6	83	6	83	6	83	6	83	6	83	6	83	6	83	6	83	6	83	6	83	6	83	6	83	6	83	6	83	6	83	6
North Berwick.....	558	309	272	236	281	.48	336	9	1	139	9		228	17	228	17	228	17	228	17	228	17	228	17	228	17	228	17	228	17	228	17	228	17	228	17	228	17	228	17	228	17	228	17
Old Orchard.....	153	94	72	90	64	.44	96	14		42	25		75	1	75	1	75	1	75	1	75	1	75	1	75	1	75	1	75	1	75	1	75	1	75	1	75	1	75	1	75	1	75	1
Parsonsfield.....	432	215	184	339	285	.51	303	8		85	10	2	174	15	174	15	174	15	174	15	174	15	174	15	174	15	174	15	174	15	174	15	174	15	174	15	174	15	174	15	174	15	174	15

COMMON SCHOOLS.

Saco	1764	924	867	969	869	.48	1,065	10		250	15		566	8	-	15	12	-	-	86,000	4	8	26
Sanford	1467	658	581	742	711	.44	804	10	2	141	11	3	194	14	2	14	8	-	-	20,000	2	2	20
Shapleigh	293	178	218	278	240	.77	214	7	2	60	9	3	58	10	2	9	8	-	-	7,000	-	4	8
South Berwick	1125	488	389	487	376	.34	539	10	1	153	10	4	158	-	-	14	10	-	-	10,000	1	1	14
Waterborough	401	311	299	250	285	.72	391	8	2	112	12		135	12		13	12	-	-	5,700	2	5	10
Wells	659	381	330	294	239	.43	477	9	2	161	8	4	232	17	-	17	15	-	-	7,500	-	8	17
York	711	390	321	359	291	.43	397	9		142	9	2	145	-	-	14	6	-	-	6,000	2	3	14
	<u>18906</u>	<u>9299</u>	<u>8085</u>	<u>9668</u>	<u>8102</u>	<u>.48</u>	<u>10,937</u>	<u>9</u>	<u>1</u>	<u>3,275</u>	<u>11</u>		<u>5,067</u>	<u>261</u>	<u>22</u>	<u>328</u>	<u>254</u>	<u>1</u>	<u>2,000</u>	<u>143,500</u>	<u>37</u>	<u>94</u>	<u>247</u>

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.		Amount of school money voted in 1890.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1890, to April 1, 1891.	Amount available from State treasury from April 1, 1890, to April 1, 1891.	Amount derived from local funds	Total school resources	Total amount actually expended for public schools from April 1, 1890, to April 1, 1891.	Balance unexpended April 1, 1891.	Balance over-expended April 1, 1891.
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female								
Acton	9	1	30	50	4	00	2	11	30	00	840	-	-	3	07	838	508	86	1432	1,428	4			
Alfred	6	-	45	00	5	00	2	25	60	00	1,300	419	-	4	11	1541	588	13	2142	1,881	261			
Berwick	14	3	53	00	4	45	2	00	135	00	3,000	781	-	4	65	3570	1265	-	4835	4,005	830			
Biddeford	40	1	80	00	10	00	3	50	1800	00	19,000	8878	-	4	10	19000	8572	-	27572	54,411	-	26,839		
Buxton	23	5	36	00	4	75	1	75	122	00	2,100	316	-	3	91	2930	968	-	3898	3,323	575			
Cornish	7	2	-	-	5	29	2	09	68	00	1,200	265	-	3	50	1563	633	62	2258	2,159	99			
Dayton	3	2	32	00	4	44	2	30	12	00	600	126	-	3	92	761	269	-	1030	898	132			
Eliot	7	3	49	00	3	50	3	00	60	00	1,800	488	-	4	61	1905	691	-	2596	2,469	127			
Hollis	8	3	23	43	3	97	2	30	26	50	1,250	16	-	3	43	1535	731	-	2266	1,829	437			
Kennebunk	14	4	40	00	4	25	2	75	120	00	2,500	218	-	2	93	2684	1476	-	4160	4,157	3			
Kennebunkport	14	3	40	00	7	30	3	00	121	33	2,000	76	-	3	20	2274	1181	-	3455	3,187	268			
Kittery	10	1	50	00	7	29	3	00	115	30	2,700	116	-	3	44	2955	1427	-	4382	4,300	82			
Lebanon	-	3	30	00	5	00	3	00	107	00	1,281	-	-	3	32	1398	699	-	2097	1,954	143			
Limerick	11	1	23	50	4	90	2	50	75	00	1,005	3	-	3	82	1215	479	27	1721	1,516	205			
Limington	12	-	29	40	3	86	1	82	65	00	1,200	56	-	3	87	1485	598	-	2083	1,845	238			
Lyman	8	-	23	33	6	15	2	11	56	50	804	1	-	3	01	830	475	-	1305	1,308	-			
Newfield	4	1	30	00	4	00	2	50	28	00	797	1	-	3	46	856	432	-	1288	1,243	45			
North Berwick	16	-	39	14	3	91	2	40	125	00	2,000	559	-	3	58	2256	1039	125	3420	3,293	127			
Old Orchard	3	1	58	00	6	50	2	75	6	00	450	50	-	2	94	610	301	-	911	853	58			
Parsonsfield	11	-	24	00	4	22	2	00	110	00	1,300	10	-	3	00	1575	822	50	2447	2,124	323			

COMMON SCHOOLS.

Saco.....	26	5	75 00	8 50	3 50	600 00	8,000	2883	-	4 53	8000	3002	2015	13017	13,406	-	389
Sanford.....	20	4	69 00	6 00	3 00	134 50	3,000	913	-	2 04	3606	2467	-	6073	5,690	383	
Shapleigh.....	8	1	37 50	3 67	2 00	50 00	902	-	-	3 08	920	587	46	1553	1,326	227	
South Berwick....	14	1	48 00	6 65	2 30	132 55	3,000	958	-	2 66	3864	1939	-	5803	5,191	612	
Waterborough....	3	2	31 00	4 75	2 25	75 00	1,186	-	-	2 95	2067	729	-	2796	1,631	1165	
Wells.....	17	3	30 00	5 25	2 25	187 24	2,300	340	-	3 49	2351	1225	-	3576	3,488	88	
York.....	3	-	30 84	5 30	3 31	180 00	2,000	30	-	2 81	2327	1338	-	3665	3,616	49	
	311	50	40 67	5 29	2 51	4601 92	74,515	16703	-	3 83	74,916	34,441	2424	111,781	132,531	6481	27,231

SUMMARY.

Counties.	No. of children belonging in county between the ages of 4 and 21 yrs.	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 d'ys per w'k.		Aggregate length of spring and summer terms in weeks, 5 d'ys per w'k.	Average length of fall and winter terms in weeks and days, 5 d'ys per w'k.		Aggregate length of fall and winter terms in weeks, 5 days per week	Number of districts in county.	Number of parts of districts in county.
								w	d.		w	d			
Androscoggin.....	15,906	7,101	6,254	7,560	6,297	.52	8,412	11	1	3,927	14	1	3,673	42	1
Aroostook.....	19,348	11,031	8,189	7,747	6,974	.44	12,944	11	2	4,915	10	2	3,704	295	28
Cumberland.....	29,263	15,113	14,072	16,734	13,089	.51	16,822	9	3	3,732	11	4	4,919	225	6
Franklin.....	5,262	2,871	2,463	4,426	3,591	.62	4,337	7	7	1,368	10		2,234	180	32
Hancock.....	12,596	7,742	6,561	9,418	7,647	.55	9,001	8	4	2,722	10	2	3,506	258	11
Kennebec.....	16,052	8,223	7,008	9,946	8,400	.53	10,444	9		3,295	12	2	5,413	207	5
Knox.....	9,472	5,750	5,061	6,058	5,329	.53	6,609	3	4	1,935	10	2	2,766	137	9
Lincoln.....	6,956	3,893	3,394	4,718	3,899	.51	4,705	9	2	1,659	10	1	2,103	171	9
Oxford.....	9,429	5,512	4,751	7,089	5,886	.54	6,789	8	1	2,684	9	4	3,946	295	23
Penobscot.....	21,708	12,739	10,830	13,819	11,758	.52	17,666	9	1	5,181	10	3	6,707	343	19
Piscataquis.....	4,870	2,781	2,363	3,342	2,920	.56	3,674	8		1,282	9	4	1,581	107	12
Sagadahoc.....	6,001	3,825	3,251	4,758	3,587	.56	4,382	9	4	1,198	10	4	1,283	53	-
Somerset.....	9,902	6,136	5,197	7,307	5,733	.56	7,389	7	4	2,502	9	1	4,071	283	25
Waldo.....	8,675	4,947	4,125	6,991	5,736	.57	6,488	9	1	2,085	10	2	3,246	256	31
Washington.....	16,651	9,085	7,594	9,903	7,979	.54	10,784	10	3	2,168	10	1	4,071	204	24
York.....	18,906	9,299	8,085	9,668	8,102	.48	10,987	9	1	3,275	11		5,067	261	22
	210,997	116,048	99,198	129,484	106,927	.53	141,433	9	1	41,928	10	3	58,290	3317	258

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	185	152	3	4,997	415,336	16	58	261	234	67	40	72	4	75	2	19	4542	00
Aroostook	384	298	17	17,825	152,148	20	80	318	153	46	25	14	3	77	1	60	2393	39
Cumberland	341	274	3	19,300	721,675	36	110	514	527	96	52	17	5	76	2	26	5413	93
Franklin	193	121	2	2,100	65,728	6	64	176	181	34	21	44	3	66	1	6	1130	48
Hancock	273	214	3	3,400	186,415	6	105	288	246	41	26	46	4	47	2	08	2140	96
Kennebec	243	263	4	16,946	352,761	17	78	347	378	48	45	39	4	90	2	01	4118	90
Knox	162	130	1	600	144,350	16	63	87	178	55	42	39	5	48	2	67	2179	00
Lincoln	177	132	-	-	81,100	10	56	184	138	47	34	01	4	78	2	24	1087	95
Oxford	340	260	2	800	121,185	44	114	328	196	28	27	91	3	72	1	72	1986	65
Penobscot	473	362	7	17,000	364,575	30	130	531	496	78	33	12	4	25	1	94	5099	17
Piscataquis	143	111	2	4,700	60,365	4	35	141	129	19	28	97	3	74	1	84	826	33
Sagadahoc	103	79	-	-	145,385	6	17	127	104	28	41	19	5	00	2	42	924	25
Somerset	331	196	6	12,685	135,530	16	59	315	326	41	31	52	3	99	1	64	2294	93
Waldo	263	165	2	3,000	88,673	7	138	250	198	37	29	36	3	64	1	87	1369	52
Washington	270	208	5	4,375	191,659	40	98	301	255	67	38	04	2	97	2	22	1774	22
York	328	254	1	2,000	443,500	37	94	247	311	50	40	67	5	29	2	51	4601	92
	4209	3219	58	109,728	3670,385	311	1299	4415	4050	782	34	90	4	39	2	05	41883	60

APPENDIX.

SUMMARY—CONCLUDED.

Counties.	Am't of school money voted in 1891.	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1890, to April 1, 1891.	Amount available from State treasury from April 1, 1890, to April 1, 1891.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1890 to April 1, 1891.	Balance unexpended April 1, 1891.	Balance over-expended April 1, 1891.
		Excess above am't required by law.	Less than the am't required by law.								
Androscoggin.....	63,839	28,206	-	3 75	66,378	29,433	1,218	97,029	95,000	3,737	1,708
Aroostook.....	31,769	4,389	141	1 80	39,253	36,054	2,978	78,285	72,408	6,885	1,008
Cumberland.....	138,099	68,402	-	3 97	149,160	53,930	4,226	207,316	194,382	14,527	1,593
Franklin.....	16,271	2,053	44	3 05	18,720	9,942	1,084	29,746	26,948	2,963	165
Hancock.....	33,853	3,650	233	2 70	37,744	23,721	1,030	62,495	57,573	4,925	3
Kennebec.....	59,923	18,021	-	3 26	61,706	29,889	7,822	99,417	95,048	4,686	317
Knox.....	35,537	5,455	13	5 8	39,550	18,071	1,953	59,574	52,038	7,549	13
Lincoln.....	21,245	1,994	-	3 33	26,217	13,126	373	39,716	34,838	4,878	-
Oxford.....	29,368	3,421	134	3 44	33,892	18,159	1,545	53,596	49,534	4,327	265
Penobscot.....	82,286	28,908	46	3 13	88,827	39,386	4,337	132,550	128,324	6,281	2,055
Piscataquis.....	12,751	1,298	3	2 71	14,333	8,914	958	24,205	22,932	1,344	71
Sagadahoc.....	22,242	7,734	-	3 75	21,532	11,246	210	32,982	31,765	1,622	405
Somerset.....	29,710	4,927	25	3 02	32,997	18,302	2,415	53,714	47,926	5,858	70
Waldo.....	27,780	1,800	73	3 07	30,719	16,399	2,881	49,996	47,451	2,562	17
Washington.....	41,473	7,348	6	2 83	45,768	30,955	2,127	78,850	75,370	5,161	1,681
York.....	74,515	16,703	-	3 83	74,916	34,441	2,424	111,781	132,531	6,481	27,231
	720,661	204,309	706	3 26	781,712	391,959	37,581	1,211,252	1,163,968	83,786	36,602

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.
Androscoggin	13	234	77	157	.33	106	115	71	60
Aroostook	65	432	22	410	.05	269	247	134	98
Cumberland	26	378	125	253	.33	215	182	133	79
Franklin	25	212	22	190	.10	105	132	67	41
Hancock	35	304	46	258	.14	231	213	116	106
Kennebec	30	360	75	285	.21	184	176	127	115
Knox	17	190	62	128	.32	92	112	56	37
Lincoln	18	186	21	165	.11	114	113	85	35
Oxford	33	356	30	326	.08	249	232	137	102
Penobscot	62	396	77	319	.19	291	277	166	131
Piscataquis	22	145	16	129	.11	95	90	64	40
Sagadahoc	11	107	28	79	.26	52	50	39	27
Somerset	36	360	39	321	.11	164	189	153	81
Waldo	26	274	22	252	.08	209	162	120	69
Washington	52	313	75	238	.24	161	146	77	46
York	27	374	102	272	.27	202	197	123	93
	503	4621	839	3782	.18	2739	2633	1668	1160

SPECIAL COMMON SCHOOL STATISTICS—Concluded.

Counties.	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	51	134	116	367	156	330	37	.90	2	30	11	9
Aroostook	21	292	167	610	146	491	119	.80	7	106	112	20
Cumberland	44	112	111	741	377	617	124	.83	4	25	49	9
Franklin	46	86	70	339	45	288	51	.82	-	10	25	7
Hancock	37	95	147	476	112	396	80	.83	1	22	71	6
Kennebec	30	136	156	540	186	428	112	.79	5	46	51	16
Knox	26	41	62	298	93	254	44	.85	5	8	61	3
Lincoln	25	59	45	280	62	235	45	.84	5	34	19	2
Oxford	26	182	95	567	169	535	32	.94	3	41	68	6
Penobscot	67	106	182	728	247	695	33	.95	15	62	78	21
Piscataquis	13	43	32	244	49	210	34	.86	19	33	20	6
Sagadahoc	18	43	30	167	72	145	22	.87	-	-	16	6
Somerset	26	92	107	539	91	443	96	.82	2	87	75	7
Waldo	20	47	58	425	71	384	41	.90	14	28	67	
Washington	18	86	85	469	248	355	114	.75	3	2	45	20
York	64	156	138	524	219	462	62	.88	1	12	51	4
	532	1710	1601	7314	2343	6268	1046	.85	86	546	819	142

COMMON SCHOOLS.

COMPARATIVE STATEMENT—I.

Items.	1891.	1890.	Increase.	Decrease.
Whole number of scholars between four and twenty-one	210,997	211,547		550
Number registered in spring and summer terms.	116,048	116,143		95
Average attendance in spring and summer terms.	99,198	96,873	2,325	
Number registered in fall and winter terms.	129,484	122,153	7,331	
Average attendance in fall and winter terms.	106,927	99,791	7,136	
Per cent of av. attendance to whole No	.53	.47		.06
Whole number different scholars registered during year.....	141,433	139,679	1,754	
Average length of summer schools in weeks and days	9 w. 1 d	9 w. 2 d		1 d
Average length of winter schools in weeks and days	10 w. 3 d	13 w.		2 w. 2 d
Average length of schools for the year,	19 w. 4 d	22 w. 2 d		2 w. 3 d
Number of school districts in State....	3,194	3,369		175
parts of "	258	253	5	
school houses "	4,209	4,354		145
reported in good condition in State	3,219	3,224		5
school houses built during year	58	62		4
Cost of same.	\$109,728	\$176,252		66,524
Estimated value of school property in State.....	3,670,385	3,455,965	214,420	
Number of male teachers employed in summer.....	311	280	31	
Number of male teachers employed in winter	1,299	1,242	57	
Number of female teachers employed in summer.....	4,415	4,668		253
Number of female teachers employed in winter.....	4,056	4,244		194
Number of teachers graduates of normal schools	782	741	41	
Average wages of male teachers per month, excluding board	\$34 90	\$34 40	50	
Average wages of female teachers per week, excluding board	4 39	4 40		01
Average cost of board per week	2 05	2 01	04	
Amount of school money voted by townas for common schools.....	720,661	697,290	23,371	
Excess above amount required by law..	204,309	172,073	32,236	
Average amount per scholar	320	330		10.
Amount available from town treasury for school year.....	781,712	756,203	25,509	
Amount available from State treasury for school year.....	391,959	384,034	7,925	
Amount derived from local funds.....	37,581	28,366	9,215	
Total school resources	1,211,252	1,168,603	42,649	
Amount expended for common schools..	1,163,968	1,114,902	49,066	
Net balance unexpended	83,786	53,701	30,085	
Amount paid for school supervision....	41,883	36,400	5,483	

COMPARATIVE STATEMENT—II.

Items.	1891.	1881.
Whole number of scholars between four and twenty one.....	210,997	212,857
Number registered in spring and summer schools.....	116,048	120,539
Average attendance " ".....	99,198	98,312
Number registered in winter schools.....	129,484	122,541
Average attendance " ".....	106,927	99,444
Per cent of average attendance to whole number.....	.53	.47
Whole number scholars registered for the year.....	141,433	149,181
Average length of summer schools.....	9 w. 1 d.	10 w. 2d.
winter schools.....	10 w. 3 d	11 w.
schools for the year.....	19 w. 4 d	21 w. 2d.
Number of school districts in State.....	3,317	3,933
parts of districts ".....	258	349
school houses ".....	4,209	4,278
Number reported in good condition.....	3,219	3,019
built during year.....	58	56
Cost of same.....	\$109,728	\$95,247
Estimated value of all school property.....	3,670,385	2,930,498
Number of male teachers employed in summer.....	311	305
female " ".....	1,299	2,243
winter.....	4,415	4,651
summer.....	4,050	2,417
winter.....	34.90	28.19
Wages of male teachers per month (excluding board).....	34.90	28.19
female teachers per week.....	4.39	3.63
Average cost of teacher's board per week.....	2 05	1.94
Amount of school money raised by towns.....	720,661	611,804
Excess above amount required by law.....	204,369	133,729
Average amount per scholar.....	3.20	2.87
Amount received from State treasurer.....	391,959	308,008
local funds.....	37,581	24,059
paid for school supervision.....	41,883	28,223

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, 1892.*

Towns.	Scholars.	School Fund and Mill Tax.
Abbot	196	\$444 01
Acton	259	586 74
Addison	341	772 50
Albany	241	545 96
Albion	297	672 82
Alexander	128	289 97
Alfred	316	715 86
Allagash Plantation	116	262 78
Alna	139	314 88
Alton	120	271 85
Amherst	118	267 32
Amity	168	380 58
Andover	254	575 41
Anson	455	1,030 75
Appleton	374	847 25
Argyle	77	174 44
Arrowsic	63	142 72
Ashland	203	459 87
Athens	390	883 50
Atkinson	214	484 79
Auburn	3,349	7,586 78
Augusta	2,903	6,576 42
Aurora	55	124 60
Avon	162	366 99
Baileyville	85	192 56
Baldwin	300	679 62
Bancroft	110	249 19
Bangor	4,850	10,987 12
Baring	102	231 07
Bath	2,903	6,576 42
Beddington	73	165 38
Belfast	1,410	3,194 18
Belgrade	315	713 60
Belmont	145	328 48
Benedicta	133	301 30
Benton	361	817 80
Berwick	645	1,461 18
Bethel	550	1,245 96
Biddeford	4,130	9,366 04
Bingham	261	591 26
Blaine	322	729 46

SCHOOL FUND AND MILL TAX—CONTINUED.

Towns.	Scholars	School Fund and Mill Tax.
Blanchard	60	\$135 92
Bluehill	703	1,592 57
Boothbay	717	1,624 28
Boothbay Harbor	595	1,347 90
Bowdoin	294	666 03
Bowdoinham	429	971 85
Bowerbank Plantation	28	63 43
Bradford	391	885 76
Bradley	298	675 08
Bremen	220	498 39
Brewer	1,129	2,557 62
Bridgewater	315	713 60
Bridgton	802	1,816 84
Brighton	198	448 54
Bristol	902	2,043 38
Brooklin	354	801 95
Brooks	259	586 73
Brooksville	476	1,078 32
Brookton	140	317 16
Brownfield	369	835 93
Brownville	386	874 44
Brunswick	2,022	4,580 61
Buckfield	337	763 44
Bucksport	821	1,859 89
Burlington	164	371 52
Burnham	311	704 53
Buxton	536	1,214 24
Byron	65	147 25
Calais	2,664	6,034 98
Cambridge	143	323 95
Camden	636	1,440 78
Canaan	393	890 29
Canton	363	822 33
Cape Elizabeth	1,843	4,175 11
Caribou	1,550	3,511 34
Carmel	331	749 84
Carratunk Plantation	93	210 67
Carroll	207	468 94
Carrying Place Plantation	8	18 12
Carthage	124	280 91
Cary Plantation	166	376 05
Casco	276	625 25
Castine	309	700 00
Castle Hill Plantation	233	527 83
Caswell Plantation	118	267 31
Centerville	59	133 65
Chapman Plantation	107	242 40
Charleston	324	733 99
Charlotte	156	353 40
Chelsea	286	647 90
Cherryfield	671	1,520 07
Chester	152	344 34
Chesterville	224	507 45
China	424	960 52
Clifton	98	222 00

SCHOOL FUND AND MILL TAX—CONTINUED.

TOWNS.	Scholars.	School Fund and Mill Tax.
Clinton.....	483	\$1,094 18
Codyville Plantation.....	25	56 64
Columbia.....	240	543 70
Columbia Falls.....	260	589 00
Concord.....	121	274 11
Connor Plantation.....	226	511 98
Cooper.....	98	222 00
Coplin Plantation.....	25	56 63
Corinna.....	310	702 27
Corinth.....	352	797 42
Cornish.....	343	777 03
Cornville.....	246	557 29
Cranberry Isles.....	109	246 93
Crawford.....	57	129 13
Crystal Plantation.....	128	289 97
Cumberland.....	492	1,114 56
Cushing.....	236	534 63
Cutler.....	268	607 12
Cyr Plantation.....	196	444 01
Dallas Plantation.....	65	147 24
Damariscotta.....	264	598 06
Danforth.....	426	965 05
Dayton.....	153	346 60
Dead River Plantation.....	42	95 15
Deblois.....	25	56 64
Dedham.....	140	317 16
Deering.....	1,664	3,769 59
Deer Isle.....	1,328	3,008 43
Denmark.....	247	559 56
Dennistown Plantation.....	32	72 49
Dennysville.....	165	373 79
Detroit.....	171	387 38
Dexter.....	773	1,751 14
Dixfield.....	290	656 96
Dixmont.....	293	663 75
Dover.....	491	1,112 30
Dresden.....	301	681 89
Drew Plantation.....	46	104 21
Durham.....	331	749 85
Dyer Brook Plantation.....	99	224 27
Eagle Lake Plantation.....	179	405 51
Eastbrook.....	103	233 34
East Livermore.....	330	747 58
East Machias.....	588	1,332 04
Easton.....	381	863 11
Eastport.....	2,111	4,782 22
Eddington.....	233	527 83
Eden.....	630	1,427 19
Edgecomb.....	254	575 41
Edinburg.....	33	74 75
Edmunds.....	174	394 18
Eliot.....	390	883 50
Elliottsville Plantation.....	20	45 31
Ellsworth.....	1,696	3,842 08

SCHOOL FUND AND MILL TAX—CONTINUED.

TOWNS.	Scholars.	School Fund and Mill Tax.
Embden.....	206	\$466 67
Enfield.....	366	829 13
Etna.....	201	455 35
Eustis.....	104	235 60
Exeter.....	260	589 00
Fairfield.....	1,009	2,285 77
Falmouth.....	493	1,116 83
Farmingdale.....	222	502 92
Farmington.....	879	1,991 28
Fayette.....	198	448 54
Flagstaff Plantation.....	29	65 70
Forest City.....	123	278 65
Fort Fairfield.....	1,480	3,352 76
Fort Kent.....	874	1,979 95
Foxcroft.....	441	999 03
Frankfort.....	379	858 58
Franklin.....	472	1,069 26
Franklin Plantation.....	38	86 08
Freedom.....	152	344 34
Freeman.....	159	360 20
Freeport.....	744	1,685 45
Frenchville.....	1,311	2,969 91
Friendship.....	273	618 45
Fryeburg.....	438	992 23
Gardiner.....	1,637	3,708 42
Garfield Plantation.....	29	65 70
Garland.....	276	625 25
Georgetown.....	264	598 06
Gilead.....	107	231 07
Glenburn.....	181	410 04
Glenwood Plantation.....	68	154 04
Gorham.....	869	1,968 62
Gouldsboro.....	575	1,302 60
Grafton.....	26	58 90
Grand Falls Plantation.....	29	65 70
Grand Isle.....	350	792 89
Gray.....	470	1,064 73
Greenbush.....	226	511 98
Greene.....	262	593 53
Greenfield.....	73	165 37
Greenville Plantation.....	19	40 77
Greenville.....	259	586 74
Greenwood.....	224	507 45
Guilford.....	196	444 01
Hallowell.....	812	1,839 49
Hamlin Plantation.....	223	505 18
Hammond Plantation.....	45	101 95
Hampden.....	764	1,730 75
Hancock.....	410	928 80
Hanover.....	51	115 54
Harmony.....	220	498 39
Harpeswell.....	582	1,318 45
Harrington.....	400	906 15
Harrison.....	325	736 26
Hartford.....	191	432 68

SCHOOL FUND AND MILL TAX—CONTINUED.

TOWNS.	Scholars.	School Fund and Mill Tax.
Hartland.....	311	\$704 53
Haynesville.....	112	253 72
Hebron.....	150	339 81
Hermon.....	448	1,014 89
Hersey.....	71	160 81
Highland Plantation.....	26	58 90
Hiram.....	360	815 54
Hodgdon.....	442	1,001 30
Holden.....	166	376 05
Hollis.....	364	824 60
Hope.....	220	498 39
Houlton.....	1,254	2,840 79
Howland.....	90	203 88
Hudson.....	162	366 99
Hurricane Isle.....	71	160 84
Industry.....	184	416 83
Island Falls.....	86	194 82
Isle-au-Haut.....	65	147 25
Islesborough.....	366	829 13
Jackmantown Plantation.....	58	131 39
Jackson.....	161	364 72
Jay.....	451	1,021 68
Jefferson.....	403	912 95
Jonesborough.....	197	446 28
Jonesport.....	809	1,832 70
Kenduskeag.....	132	299 03
Kennebunk.....	851	1,927 85
Kennebunkport.....	624	1,413 60
Kingfield.....	177	400 97
Kingman.....	215	487 06
Kingsbury Plantation.....	82	185 76
Kittery.....	781	1,769 27
Knox.....	211	478 00
Kossuth.....	29	65 70
Lagrange.....	228	516 51
Lakeville Plantation.....	60	135 92
Lambert Lake Plantation.....	65	147 25
Lamoine.....	244	552 76
Lebanon.....	385	872 18
Lee.....	332	752 11
Leeds.....	340	770 24
Letter E Plantation.....	9	20 39
Levant.....	280	634 31
Lewiston.....	7,800	17,670 00
Lexington Plantation.....	74	167 64
Liberty.....	237	536 90
Limerick.....	263	595 80
Limestone.....	353	799 68
Limington.....	310	702 27
Lincoln.....	583	1,320 71
Lincoln Plantation.....	18	40 77
Liocolnville.....	475	1,076 05
Linneus.....	423	958 25
Lisbon.....	1,099	2,489 64

SCHOOL FUND AND MILL TAX—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Litchfield.....	310	\$702 27
Littleton.....	345	781 57
Livermore.....	297	672 82
Long Island Plantation.....	59	133 66
Lowell.....	252	570 88
Lowell.....	158	357 93
Lubec.....	717	1,624 28
Ludlow.....	147	333 05
Lyman.....	267	604 86
Machias.....	810	1,834 96
Machiasport.....	496	1,123 62
Macwahoc Plantation.....	83	188 02
Madawaska.....	660	1,495 15
Madison.....	570	1,291 27
Madrid.....	140	317 16
Magalloway Plantation.....	14	31 71
Manchester.....	165	373 79
Mapleton.....	343	777 03
Mariaville.....	97	219 74
Marion.....	43	97 42
Marshfield.....	132	299 03
Mars Hill.....	350	792 89
Masardis.....	85	192 56
Mason.....	29	65 70
Matinecus Isle Plantation.....	54	122 33
Mattamiscontis.....	14	31 71
Mattawamkeag.....	239	541 43
Maxfield.....	46	104 21
Meddybemps.....	49	111 00
Medford.....	141	319 43
Medway.....	243	550 50
Mercer.....	175	396 45
Merrill Plantation.....	105	237 87
Mexico.....	134	303 56
Milbridge.....	660	1,495 15
Milford.....	230	521 04
Milo.....	337	763 44
Milton Plantation.....	80	181 23
Minot.....	442	1,001 30
Monhegan Plantation.....	24	54 37
Monmouth.....	296	670 55
Monroe.....	317	718 13
Monson.....	401	908 41
Monticello.....	424	960 52
Montville.....	302	684 15
Moose River Plantation.....	69	156 31
Moro Plantation.....	70	158 58
Morrill.....	141	319 42
Mescow.....	146	330 75
Mount Chase.....	112	253 72
Mount Desert.....	478	1,082 85
Mount Vernon.....	181	410 03
Naples.....	254	575 41
Nashville Plantation.....	18	40 77
Newburgh.....	280	634 31
New Canada Plantation.....	137	310 36

SCHOOL FUND AND MILL TAX—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Newcastle	368	\$833 66
Newfield	230	521 04
New Gloucester	348	788 36
New Limerick	229	518 78
Newport	359	813 28
New Portland	343	777 03
Newry	96	217 47
New Sharon	303	686 42
New Sweden Plantation	282	638 84
New Vineyard	224	507 45
Nobleborough	287	650 17
Norridgewock	450	1,019 42
North Berwick	558	1,264 08
Northfield	51	115 54
North Haven	180	407 77
Northport	213	482 53
North Yarmouth	224	507 45
Norway	933	2,113 60
No. 1, Range 2, W. K. R. Plantation	44	99 68
No 7 Plantation	18	40 77
No 14 Plantation	39	88 35
No. 18 Plantation	10	22 65
No. 21 Plantation (Washington county)	38	86 08
No. 21 Plantation (Hancock county)	26	58 90
No. 33 Plantation	66	149 51
Oakfield Plantation	307	695 48
Oakland	579	1,311 65
Old Orchard	153	346 60
Old Town	1,088	2,464 73
Orient	78	176 70
Orland	430	974 11
Orneville	174	394 18
Orono	817	1,850 82
Orrington	384	869 91
Otis	83	188 03
Otisfield	254	575 41
Oxbow Plantation	35	79 29
Oxford	457	1,035 28
Palermo	283	641 11
Palmyra	300	679 62
Paris	960	2,174 77
Parkman	265	600 33
Parsonsfield	432	978 64
Passadumkeag	118	267 31
Patten	346	783 83
Pembroke	580	1,313 92
Penobscot	418	946 92
Perham Plantation	200	453 08
Perkins	26	58 90
Perkins Plantation	30	67 96
Perry	365	826 87
Peru	230	521 04
Phillips	470	1,064 73
Phippsburg	417	944 66
Pittsfield	688	1,558 58
Pittston	380	860 85

SCHOOL FUND AND MILL TAX—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.
Plymouth	206	\$466 67
Poland	686	1,554 04
Portage Lake Plantation	53	120 06
Porter	339	767 97
Portland	12,013	27,214 06
Pownal	215	487 06
Prentiss	164	371 52
Presque Isle	1,125	2,548 56
Princeton	412	933 33
Prospect	256	579 94
Randolph	325	736 25
Rangeley	253	573 15
Rangeley Plantation	22	49 84
Raymond	305	690 95
Readfield	276	625 25
Reed Plantation	75	169 91
Richmond	800	1,812 31
Ripley	157	355 67
Robbinston	313	709 06
Rockland	2,160	4,893 23
Rockport	701	1,588 04
Rome	150	339 81
Roque Bluffs	61	138 18
Roxbury	57	129 13
Rumford	298	675 08
Saco	1,764	3,996 13
Saint Albans	395	894 83
Saint Francis Plantation	176	398 71
Saint George	882	1,998 07
Saint John Plantation	118	267 31
Salem	72	163 11
Sanford	1,467	3,323 31
Sangerville	359	813 28
Scarborough	513	1,162 14
Searsmont	338	765 70
Searsport	501	1,134 98
Sebago	132	525 57
Sebec	220	498 39
Seboeis	21	47 58
Sedgwick	364	824 60
Shapleigh	293	663 75
Sherman	324	733 99
Shirley	88	199 35
Sidney	352	797 42
Silver Ridge Plantation	58	131 39
Skowhegan	1,359	3,078 66
Smithfield	141	319 42
Smyrna	106	240 13
Solon	293	663 75
Somerville	181	410 04
South Berwick	1,125	2,548 56
Southport	163	369 26
South Thomaston	517	1,171 20
Springfield	241	545 96
Stacyville Plantation	91	206 15
Standish	409	926 58

SCHOOL FUND AND MILL TAX—CONTINUED.

TOWNS.	Scholars.	School Fund and Mill Tax.
Starks	238	\$539 16
Stetson	151	342 07
Steuben	318	720 39
Stockton Springs	354	801 95
Stoneham	122	276 38
Stow	111	251 46
Strong	204	462 14
Sullivan	412	933 33
Sumner	267	604 86
Surry	331	749 85
Swan's Island Plantation	223	505 19
Swanville	227	514 25
Sweden	117	265 05
Talmage	54	122 33
Temple	119	269 58
The Forks Plantation	49	111 01
Thomaston	953	2,158 92
Thorndike	210	475 73
Topsfield	125	283 18
Topsham	425	962 79
Tremont	700	1,585 77
Trenton	168	380 58
Trescott	205	464 40
Troy	297	672 82
Turner	554	1,255 02
Union	379	858 58
Unity	293	663 76
Unity Plantation	24	54 37
Upton	86	194 82
Van Buren	529	1,198 39
Vanceboro	300	679 62
Vassalborough	611	1,384 15
Veazie	162	366 99
Verona	120	271 85
Vienna	174	394 18
Vinalhaven	905	2,050 17
Wade Plantation	74	167 64
Waite	81	183 50
Waldo	228	516 51
Waldoborough	994	2,251 79
Wales	144	326 22
Wallgrass Plantation	280	634 31
Waltham	78	176 70
Warren	656	1,486 09
Washburn	408	924 27
Washington	375	849 52
Waterborough	401	908 41
Waterford	280	634 31
Waterville	2,542	5,758 61
Wayne	206	466 67
Webster	272	616 19
Webster Plantation	63	142 71
Weld	290	656 96
Wellington	190	430 42

SCHOOL FUND AND MILL TAX—CONCLUDED.

TOWNS.	Scholars.	School Fund and Mill Tax.
Wells	659	\$1,492 89
Wesley	70	158 88
West Bath	88	199 35
Westbrook	2,452	5,554 72
Westfield Plantation	63	142 71
West Forks Plantation	59	133 66
West Gardiner	227	514 25
Weston	164	371 52
Westport	155	351 13
Whitefield	394	892 56
Whiting	151	342 08
Whitneyville	144	326 22
Williamsburg	59	133 66
Willimantic	132	299 03
Wilton	485	1,098 70
Windham	592	1,341 10
Windsor	261	591 27
Winn	370	838 20
Winslow	634	1,436 25
Winterport	609	1,379 62
Winterville Plantation	54	122 33
Winthrop	421	953 73
Wiscasset	591	1,338 83
Woodland	352	797 42
Woodstock	267	604 86
Woodville Plantation	88	199 35
Woolwich	312	706 80
Yarmouth	568	1,286 73
York	711	1,610 69

RECAPITULATION BY COUNTIES.

Counties.	Scholars.	School Fund and Mill Tax.
Androscoggin.....	15,906	\$36,033 21
Aroostook.....	19,728	44,691 50
Cumberland.....	29,261	66,287 42
Franklin.....	5,193	11,764 14
Hancock.....	12,679	28,722 81
Kennebec.....	16,152	36,590 50
Knox.....	9,572	21,684 26
Lincoln.....	6,952	15,748 95
Oxford.....	9,443	21,392 03
Penobscot.....	21,244	48,125 83
Piscataquis.....	4,739	10,735 66
Sagadahoc.....	6,021	13,639 89
Somerset.....	9,962	22,567 76
Waldo.....	8,675	19,652 22
Washington.....	16,703	37,838 72
York.....	18,410	41,705 72
	210,640	\$477,180 62



Free High School Statistics.

FREE HIGH SCHOOL STATISTICS.

RETURNS FOR THE YEAR ENDING JUNE 1st, 1891.

Towns.	Districts.	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	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		\$197 50	\$125 00	\$98 75	17	44	27	44	44	39	41	16	-	-	11	9	9	3
Acton		400 00	200 00	200 00	33	55	23	37	55	17	35	4	-	-	23	20	14	2
Addison		276 00	200 00	135 25	24	58	47	58	58	48	39	25	7	-	-	20	13	3
Albion		297 50	200 00	147 00	20	120	97	80	98	53	33	5	3	-	7	3	18	6
Alfred		578 00	250 00	250 00	32	89	29	89	16	16	-	9	-	-	8	9	8	
Anson	No. 1	1200 00	379 00	250 00	31	100	70	80	41	50	15	15	37	5	20	27	6	13
Ashland		128 00	64 00	64 00	8	37	30	37	37	20	29	24	-	-	-	28	-	2
Atkinson	No. 5	130 00	65 00	65 00	10	30	26	30	30	10	8	-	-	-	31	14	5	10
Atkinson	No. 6	89 00	43 00	43 75	10	25	22	25	25	18	18	5	-	-	-	7	-	4
Auburn		4615 98	4000 00	250 00	36	209	204	-	27	58	58	-	168	31	74	137	77	12
Augusta		3560 71	4500 00	250 00	36	132	98	100	100	97	36	90	70	20	57	83	14	1
Avon	No. 8	80 00	40 00	40 00	10	20	17	-	17	7	11	6	-	4	-	4	-	4
Bangor		4655 74	4530 00	250 00	36	284	261	-	75	284	23	-	208	70	213	193	-	
Bath		8700 00	4061 00	256 00	36	179	166	82	38	56	2	2	89	53	154	93	38	4
Barring		140 00	140 00	68 37	14	30	23	30	27	30	23	8	-	-	-	7	3	
*Belfast		680 00	1000 00	125 00	15	70	62	62	28	32	-	-	45	8	62	29	26	1
Benton		237 50	250 00	118 75	20	72	54	58	60	18	30	20	-	-	6	8	7	3
Berwick	Sullivan Dist	636 00	250 00	250 00	24	23	19	14	14	16	-	6	11	6	6	11	-	1
Biddeford		3700 00	1000 00	250 00	36	148	143	-	-	-	-	66	82	43	107	44	24	
Blaine		100 00	50 00	50 00	10	45	38	8	45	20	20	10	-	-	-	2	12	1

*Incomplete, annual return not made.

Boothbay.....	508 75	250 00	249 17	33	113	94	112	111	95	64	60	1	-	17	45	30	2
Boothbay Harbor.....	375 00	250 00	185 50	31	90	28	-	18	13	7	15	15	-	15	18	5	
Bowdoinham.....	750 00	500 00	250 00	36	121	39	16	17	12	-	8	14	-	19	14	9	4
Bradford.....	231 00	55 00	115 50	20	42	23	28	27	19	10	8	1	-	-	13	8	11
Bradley.....	212 50	130 00	106 25	10	36	29	36	36	36	36	14	-	-	6	3	9	
Brewer.....	996 00	1000 00	250 00	36	58	52	58	6	-	-	30	5	-	22	36	-	2
Bridgewater.....	243 00	150 00	121 50	18	39	27	35	33	32	25	15	-	-	14	10	12	5
Bridgton.....	1324 00	1100 00	250 00	36	55	50	55	8	11	-	34	13	-	20	26	6	4
Bristol.....	320 50	350 00	162 50	10	107	100	107	78	58	65	29	3	-	12	4	32	2
Brooklin.....	400 00	200 00	200 00	24	80	35	60	80	60	75	36	-	6	6	25	40	4
Brooks.....	340 00	150 00	170 00	20	105	95	93	105	35	70	8	-	-	-	25	-	6
Brownville.....	285 00	150 00	142 50	20	38	28	31	26	30	14	15	13	-	6	13	5	
Brunswick.....	1380 00	500 00	250 00	36	109	99	-	11	9	34	-	70	11	17	77	23	2
Buckfield.....	350 00	175 00	175 00	10	76	65	48	55	46	32	10	2	2	5	10	-	3
Bucksport.....	No. 1.....	1861 99	586 00	39	53	48	-	16	4	-	7	14	2	45	26	9	5
Burnham.....	No. 10.....	140 00	70 00	10	37	29	35	32	20	15	12	-	-	2	4	2	3
Buxton.....		532 00	800 00	36	58	50	-	20	20	15	20	10	12	15	15	8	8
Calais.....		1700 00	1000 00	36	90	80	-	-	-	-	20	10	85	35	40	60	
Camden.....	Megunticook Dist	817 50	600 00	30	65	50	65	30	26	26	-	27	-	40	35	10	
Canton.....	No. 2.....	206 00	115 00	10	83	72	37	62	28	20	10	-	-	-	-	-	1
Canton.....	No. 8.....	85 00	43 00	10	14	13	10	12	5	6	10	-	-	-	-	-	
Cape Elizabeth.....		1450 00	1500 00	33	88	85	54	15	20	-	45	36	14	34	37	-	2
Caribou.....		816 66	1200 00	35	134	88	125	90	70	75	45	30	10	75	50	15	35
Castine.....		475 00	325 00	33	27	25	-	10	-	-	15	26	-	26	26	-	
Carmel.....	No. 3.....	125 00	125 00	10	26	20	20	24	21	15	13	4	-	-	11	3	4
Casco.....	No. 6.....	120 00	63 00	10	29	22	25	29	27	27	12	-	-	6	1	5	
Castle Hill.....		100 00	50 00	10	35	28	35	35	22	20	15	-	-	3	7	17	5
Charleston.....	No. 10.....	279 40	120 00	10	42	35	35	34	35	8	14	5	-	6	25	14	10
Cherryfield.....		1165 00	554 00	36	92	87	29	29	36	20	29	23	7	26	39	14	
China.....	No. 4.....	485 00	217 00	20	44	38	35	38	29	14	3	-	12	13	7	11	
China.....	No. 13 & 14.....	252 00	126 00	24	24	22	20	18	17	15	-	-	-	12	14	13	3
Clinton.....		527 00	300 00	34	179	60	145	170	105	72	52	-	-	-	22	26	8
Columbia Falls.....		207 00	125 00	12	37	32	37	29	20	-	-	2	2	10	7	7	1
Cornish.....		909 66	500 00	32	65	52	-	7	11	-	-	16	14	9	37	-	7
Corinna.....		350 00	150 00	18	52	43	42	52	47	10	8	7	-	2	-	-	12
Cumberland.....		1221 50	1200 00	32	76	62	55	47	19	9	7	13	-	38	47	6	3
Danforth.....		396 00	400 00	11	64	64	20	48	34	16	26	4	-	21	17	28	13
Damariscotta.....		150 00	75 00	13	15	13	10	15	10	10	6	-	-	-	-	-	
Deering.....		1780 00	2000 00	33	116	106	-	-	18	50	-	78	24	94	80	25	

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1891—Continued.

Towns.	Districts.	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	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.
Deer Isle	No. 6	\$194 00	\$177 00	\$88 50	10	35	30	16	30	23	12	20	4	-	-	12	9	
Deer Isle	No. 13	127 50	62 00	62 00	10	25	23	10	25	13	17	11	4	-	-			
Deer Isle	No. 14	120 50	52 00	52 25	10	33	21	16	29	25	5	4	8	-	-			
Dennysville		432 50	125 00	216 25	30	29	26	24	25	28	10	4	-	-	5	7	4	
Dexter		1200 00	800 00	250 00	33	57	50	24	-	19	-	-	12	1	37	31	21	1
Dixfield	No. 1	250 00	125 00	125 00	10	92	81	53	58	53	39	27	-	-	-	11	12	6
Dixmont	No. 8	100 00	50 00	250 00	10	26	21	26	26	23	14	16	-	-	4	8	6	7
Dover		500 00	250 00	250 00	38	111	38	103	102	76	83	54	-	-	37	35	26	3
Dyer Brook	No. 2	70 00	35 00	35 00	10	35	27	32	34	20	20	7	-	-	7	2	7	5
Easton		370 00	185 00	184 00	30	75	38	75	2	2	2	1	-	-	-	2	1	7
Eastport		750 00	500 00	250 00	38	87	75	44	55	44	58	44	29	-	24	25	20	
Eden		464 50	641 00	232 25	27	90	27	60	62	50	35	32	18	-	45	40	20	5
Edgecomb		235 00	250 00	117 50	20	57	22	49	53	34	44	2	-	-	12	7	-	1
Edmunds		200 00	100 00	100 00	12	32	30	32	32	32	32	12	-	-	-	22	10	
Ellsworth		1800 00	1900 00	250 00	36	90	83	-	11	32	-	-	44	32	25	56	-	3
East Livermore		447 50	250 00	220 75	30	102	33	24	89	61	42	32	15	-	8	50	14	1
East Machias	Vill Dist	362 00	200 00	121 00	39	40	29	-	7	24	8	11	15	-	22	13	13	
Etna		210 00	110 00	94 25	18	89	43	65	87	49	48	13	-	-	2	44	7	19
Exeter		277 50	150 00	138 75	18	66	42	65	66	60	40	3	-	2	16	24	11	10
Fairfield		718 25	500 00	250 00	32	89	78	89	33	22	12	-	37	7	15	34	23	1
Farmingdale		282 00	200 00	141 00	36													
Farmington		839 40	500 00	250 00	32	42	35	9	14	12	12	6	30	5	24	34	12	
Fayette		285 00	150 00	142 50	38	100	49	74	100	58	74	21	2	-	-	12	12	
Foxcroft		1000 00	750 00	250 00	34	115	90	25	54	35	25	22	20	-	69	41	14	13

COMMON SCHOOLS.

Franklin		170 00	100 00	85 00	10	36	29	36	30	29	26	16	9	-	5	20	16	6
Freedom	No. 9	125 00	63 00	62 50	10	19	16	10	16	7	10	-	-	-	2	4	6	1
Freeman	No. 1	100 00	50 00	50 00	10	31	24	25	25	15	25	4	-	-	2	4	1	3
Freeport		1124 00	1200 00	250 00	36	73	68	12	14	24	-	-	56	12	36	45	12	4
Frenchville		300 00	150 00	150 00	22	44	30	13	44	37	37	23	-	44	13	13	13	19
Ft. Fairfield		500 00	500 00	250 00	24	46	44	14	16	15	-	-	12	4	17	13	-	6
Garland		125 00	125 00	62 50	10	65	46	-	49	34	20	10	-	-	4	16	9	2
Gardiner		3150 00	3000 00	250 00	36	149	135	70	36	-	20	-	73	32	98	82	35	4
Glenwood Pl.		93 61	50 00	46 20	10	49	23	25	22	13	19	8	-	-	-	1	-	-
Gorham		1266 00	1000 00	250 00	45	190	86	188	141	133	115	57	36	-	66	34	48	-
Gray		500 00	590 00	250 00	36	74	60	64	31	31	14	7	13	-	7	12	12	7
Greenville		487 50	250 00	243 75	30	53	47	53	46	31	25	7	11	-	14	21	-	4
Guilford		310 00	350 00	152 15	10	123	100	53	58	45	35	17	6	-	32	15	-	6
Hampden	Nos 7 & 8	125 00	63 00	62 50	10	34	29	27	34	34	17	-	-	-	-	9	4	8
Hampden	No. 12	102 50	57 00	51 25	10	21	17	21	21	17	12	2	-	-	-	1	4	9
Hallowell		1658 00	1312 00	250 00	36	77	73	-	35	8	28	-	28	16	69	20	16	2
Hancock	No. 3	165 00	83 00	82 50	10	35	32	35	35	33	27	11	1	-	7	15	10	1
Harmony		130 00	75 00	61 62	10	42	39	41	39	41	25	-	-	-	-	17	-	4
Harrington		400 00	200 00	200 00	16	69	48	55	50	16	18	32	6	-	14	20	-	5
Hartford		125 00	100 00	62 50	10	33	22	29	31	8	14	9	2	-	-	11	3	4
Hollis		135 20	120 00	60 00	10	50	34	50	49	50	48	7	1	-	3	3	3	-
Houlton		750 00	750 00	250 00	39	64	54	30	-	30	-	-	24	4	60	32	8	10
Islesboro		365 00	250 00	182 50	20	82	36	82	78	65	67	29	-	-	24	12	26	3
Jackson	No. 1	56 00	141 00	28 00	20	40	24	-	14	10	12	14	-	-	-	4	-	1
Jackson	No. 4	85 00	85 00	42 50	10	29	28	-	-	24	9	4	-	-	-	8	-	5
Jay		356 00	200 00	178 00	32	117	39	-	111	70	43	24	10	8	38	23	22	-
Jonesboro		106 00	75 00	53 00	11	36	33	28	36	30	36	8	-	-	-	3	3	1
Kennebunk	No. 5	1428 66	1250 00	192 15	36	47	40	45	-	17	19	9	37	-	22	32	-	-
Kennebunk	No. 9	402 00	225 00	57 85	24	27	22	14	27	26	16	9	-	-	7	1	-	-
Kingfield		100 00	50 00	50 00	10	33	29	26	33	22	16	4	1	-	-	15	12	-
Kittery		579 17	500 00	250 00	28	50	31	48	48	49	21	23	5	-	19	35	10	-
Lamoine		207 00	125 00	103 50	12	39	32	-	27	39	17	7	-	-	25	17	10	8
Lebanon		750 00	500 00	250 00	36	150	30	60	120	75	60	45	-	-	20	35	15	10
Lewiston		4500 00	4500 00	250 00	38	170	166	179	21	22	20	33	100	35	74	119	36	8
Levant		225 00	250 00	112 50	25	28	22	28	27	24	11	14	2	-	2	9	11	11
Liberty	No. 2	252 50	156 00	127 25	20	41	36	32	35	15	19	7	-	-	-	9	1	3
Liberty	No. 6	100 00	50 00	50 00	10	22	20	-	18	16	7	6	-	-	-	6	3	-
Limerick		650 00	500 00	250 00	32	55	45	50	12	35	-	-	25	-	-	30	8	-
Linneus		168 00	84 00	84 00	90	40	38	40	40	40	25	10	-	2	10	25	-	5

RETURNS FOR THE YEAR ENDING JUNE 1st, 1891—Continued.

Towns.	Districts.	Whole amount expended.	Amount provided by town or district.	Amount from State treasury.	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.
Lisbon		\$975 00	\$250 00	\$250 00	30	70	60	70	57	37	14	20	21	-	27	20	13	5
Litchfield		95 00	95 00	95 00	10	39	30	26	36	17	31	9	-	-	1	8	1	2
Littleton	No. 2	120 00	65 00	60 00	10	25	23	23	25	20	23	12	-	-	-	8	-	4
Livermore		256 63	150 00	124 86	18	58	29	35	35	20	10	20	-	-	8	17	12	3
Lubec		849 50	200 00	200 00	38	83	60	80	83	25	25	30	12	-	4	15	10	4
Machias		1240 00	500 00	250 00	34	48	39	-	5	17	6	-	48	-	22	18	14	3
Machiasport		285 00	142 00	142 50	15	45	37	35	32	25	23	-	-	-	9	16	-	6
Madison		523 50	250 00	250 00	35	100	90	77	65	70	54	45	12	-	37	37	18	8
Manchester		112 50	150 00	56 25	9	18	10	11	13	7	6	7	-	-	4	3	-	10
Mars Hill		100 00	50 00	50 00	10	29	20	29	25	11	11	11	-	-	3	10	12	1
Mattawamkeag		297 50	150 00	148 75	20	51	30	36	31	21	12	13	-	-	12	8	5	1
Medway		162 45	100 00	81 23	10	33	25	25	30	13	9	1	-	-	-	2	8	1
Milbridge		701 25	500 00	250 00	33	56	47	51	44	47	31	28	13	-	3	17	10	1
Milo		235 00	117 00	113 00	10	104	85	67	83	61	63	35	2	22	3	2	7	10
Minot		794 00	800 00	250 00	12	44	43	-	9	20	11	11	14	1	6	-	-	1
Monmouth		663 00	400 00	250 00	34	65	53	1	2	1	1	2	8	-	3	6	1	4
Monroe		258 50	139 00	129 25	19	69	42	-	45	10	14	-	12	-	15	6	-	12
Monson		500 00	250 00	250 00	30	56	50	19	24	20	30	21	16	17	18	15	17	5
Morrill	No. 1	100 00	50 00	50 00	10	7	4	4	6	3	4	1	-	-	2	-	-	4
Mt. Desert		304 00	150 00	150 00	24	84	30	69	75	58	84	28	6	-	48	22	18	4
Mt. Vernon		390 50	200 00	195 25	42	60	24	35	53	24	26	8	3	-	-	6	-	4
Newburg	No. 3	123 20	67 00	56 47	10	32	26	28	31	31	16	18	3	-	4	5	-	4
Newcastle	No. 1	50 00	25 00	25 00	10	9	8	3	9	7	8	3	-	-	2	2	-	4
Newfield		250 00	150 00	124 00	20	38	31	27	27	23	-	4	12	3	-	17	8	5

COMMON SCHOOLS.

New Limerick..	No. 6.....	142 00	71 00	71 00	10	35	28	21	35	9	22	8	-	-	-	3	7	1
Norway	No. 7.....	643 33	300 00	250 00	10	180	151	36	101	36	101	49	50	-	79	37	16	
Newport		500 00	250 00	250 00	30	144	123	114	135	64	83	22	3	-	35	25	3	7
New Portland		500 00	250 00	250 00	32	98	87	78	53	72	30	29	25	-	13	38	25	10
New Vineyard.....		112 50	100 00	112 50	10	25	21	21	20	20	9	21	-	-	3	7	2	6
Nobleboro'.....		237 50	250 00	118 75	20	46	32	42	43	36	40	14	-	-	-	1	6	5
No. Berwick.....		952 50	800 00	250 00	40	51	43	51	47	10	-	-	-	-	-	8	3	3
No. Haven.....		112 50	50 00	56 25	10	41	35	41	41	38	32	19	30	41	-	1	-	1
Norridgewock		500 00	500 00	250 00	19	76	56	64	64	55	52	35	10	-	-	37	5	7
Northport.....		100 00	100 00	50 00	10	42	33	36	40	36	36	15	-	36	-	-	5	2
No. Yarmouth.....		138 40	150 00	69 20														
Oakland		949 00	850 00	250 00	26	66	58	66	35	40	31	19	10	-	9	10	4	5
Old Orchard.....		460 00	500 00	230 00	36	25	22	9	9	9	9	9	5	-	10	14	11	
Old Town.....		1688 00	1312 00	250 00	36	74	68	61	19	-	10	39	38	8	4	62	16	5
Orono		1350 00	560 00	250 00	35	62	57	62	35	35	-	23	23	13	39	26	23	
Orrington.....		137 50	75 00	68 75	10	29	23	27	24	16	-	5	8	1	10	23	4	
Oxford		509 00	250 00	250 00	37	82	41	61	63	30	37	35	3	-	-	2	9	
Palermo	No. 2.....	150 00	75 00	75 00	10	39	28	31	39	25	12	8	-	-	5	14	4	3
Palermo	No. 3.....	175 00	88 00	87 50	10	34	28	22	26	15	11	6	-	-	2	10	-	5
Palermo	No. 13.....	175 00	88 00	87 50	10	40	31	38	36	28	15	4	-	-	12	24	5	8
Paris	No. 2.....	500 00	500 00	192 31	16	50	45	17	18	17	5	-	31	3	18	6	-	6
Paris	No. 9.....	150 00	75 00	57 69	10	44	40	35	30	40	-	14	14	-	-	17	1	3
Parsonsfield.....		737 50	500 00	250 00	23	46	37	46	44	28	-	17	8	-	31	12	4	10
Patten		600 00	350 00	250 00	34	35	28	30	17	20	-	-	5	2	12	24	-	4
Pembroke.....		978 83	250 00	250 00	32	93	76	55	89	65	32	30	7	-	17	30	11	7
Perkins.....		119 62	60 00	59 81	14	19	14	10	15	11	14	11	-	1	1	-	2	
Peru		175 00	125 00	87 50	20	67	58	56	63	30	33	26	1	-	8	5	1	8
Pittston		418 28	200 00	209 14	39	118	103	85	78	37	58	7	7	2	-	4	5	2
Phillips.....	No. 3.....	802 00	250 00	250 00	34	75	53	58	42	40	27	18	16	-	29	41	17	9
Phippsburg.....		215 00	108 00	107 50	10	52	26	52	46	18	23	17	-	-	10	7		3
Plymouth.....	No. 7.....	100 00	50 00	50 00	10	34	30	29	31	30	12	20	-	-	8	12	3	
Poland		530 00	250 00	250 00	20	49	41	40	28	24	18	12	5	-	10	18		
Portland		10058 00	15008 00	250 00	38	399	755	-	95	130	-	-	221	95	290	195	75	10
Presque Isle.....		625 00	1000 00	250 00	40	112	76	103	92	89	88	30	31	19	24	32	14	13
Princeton.....		470 00	250 00	235 00	37	186	53	60	60	60	44	-	-	-	12	15	-	2
Randolph.....		415 66	175 00	207 83	12	66	51	61	61	61	61	31	-	-	-	-	12	
Readfield.....		390 00	200 00	195 00	30	71	31	26	27	23	16	8	3	2	5	-	4	
Richmond.....		580 00	1000 00	250 00	16	58	44	58	40	-	-	-	25	20	25	-	10	3
Rockland.....		1250 00	1500 00	250 00	32	145	138	145	17	23	-	-	47	25	117	94	35	

APPENDIX.

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1891—Concluded.

Towns.	Districts.	Whole amount expended.	Amount provided by town or district	Amount from State treasury.	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.
Rockport.....		\$1024 00	\$500 00	\$250 00	32	59	49	24	24	24	14	9	28	6	15	19	-	4
Rome.....	No. 3.....	120 00	57 00	57 55	10	25	18	25	25	19	23	20	-	-	-	5	-	-
Saco.....		3500 00	3500 00	250 00	37	136	130	136	128	56	43	38	50	14	25	84	21	-
Sanford.....		750 00	500 00	250 00	-	86	77	86	71	62	14	29	26	4	30	29	19	2
Scarboro.....		644 00	500 00	250 00	20	52	33	49	50	44	18	24	-	25	-	27	32	1
Searsmont.....		187 20	93 00	93 60	10	40	30	31	40	23	22	-	-	-	-	19	4	1
Searsport.....		500 00	500 00	250 00	30	40	34	27	15	15	12	-	-	15	10	15	15	1
Sebec.....		250 00	125 00	125 00	20	75	68	-	63	52	45	20	-	-	5	12	13	5
Shapleigh.....		582 00	406 00	250 00	22	26	23	26	23	16	9	5	7	-	14	17	12	6
Skowhegan.....		1430 00	900 00	250 00	36	87	79	44	19	18	17	-	39	19	18	48	-	15
Smyrna.....	No. 3.....	110 00	100 00	55 00	9	44	39	39	43	30	20	7	-	-	-	8	17	10
So. Berwick.....		75 00	500 00	37 50	10	15	15	-	8	6	-	5	5	3	4	5	-	-
So. Thomaston.....	Grade.....	228 00	200 00	156 00	28	66	20	6	22	17	26	6	7	2	-	17	3	1
Solon.....		400 00	200 00	200 00	30	108	39	24	38	38	4	5	4	-	20	-	-	6
Springfield.....	No. 3.....	900 00	500 00	250 00	22	75	60	-	-	-	-	-	-	-	-	-	-	7
St. Albans.....		300 00	150 00	150 00	20	43	30	30	25	16	14	12	-	-	17	10	-	8
Starks.....	No. 2.....	101 03	46 00	46 40	10	53	29	12	53	26	14	30	-	-	-	-	13	3
Starks.....	Nos 5 & 7.....	119 00	58 00	58 00	10	30	22	25	29	16	12	14	-	-	-	8	8	4
Stetson.....		195 00	90 00	90 00	10	48	39	31	33	26	12	15	-	-	6	12	-	1
Steuben.....	No. 1.....	160 00	87 00	80 00	10	39	31	29	32	24	30	1	-	4	6	8	3	5
Sullivan.....		175 00	200 00	87 50	10	36	32	14	36	22	10	10	4	36	12	18	5	2
Sumner.....		200 00	100 00	100 00	16	51	39	-	40	28	24	7	5	-	2	15	6	5
Thomaston.....		1300 00	1000 00	250 00	34	97	82	97	30	-	-	-	48	16	45	45	35	2
Topsham.....		634 62	500 00	250 00	30	40	25	30	40	40	10	40	-	13	-	16	3	-

COMMON SCHOOLS.

Tremont.....	390 00	195 00	195 00	24	93	39	24	24	16	3	4	-	-	8	21	7	5
Trenton.....	200 00	100 00	100 00	18	61	30	27	31	31	31	-	-	-	-	7	8	1
Troy.....	200 00	150 00	200 00	20	73	57	61	48	43	14	9	-	-	23	21	2	16
Turner.....	470 00	410 00	235 00	29	73	73	69	61	57	23	10	12	-	-	21	6	5
Union.....	347 50	200 00	171 25	24	63	45	48	32	42	44	28	-	-	-	21	5	8
Unity.....	375 00	200 00	182 50	30	121	42	106	121	63	55	30	-	-	16	4	16	32
Vanceboro.....	540 00	500 00	250 00	33	42	31	42	42	42	37	34	4	-	4	4	42	1
Vassalboro.....	No. 7.....	249 10	117 05	10	54	44	37	46	27	12	4	-	4	13	30	17	3
Vinalhaven.....	1200 00	950 00	250 00	36	80	75	-	15	-	18	-	36	76	30	45	8	
Waldoboro.....	No. 6.....	480 00	300 00	32	40	31	30	30	26	19	16	4	7	23	8	-	3
Wales.....	200 00	200 00	100 00	20	62	54	-	60	20	24	12	-	-	-	8	4	
Washburn.....	382 30	200 00	183 23	24	77	43	72	68	40	28	24	3	-	12	6	8	15
Washington.....	250 00	125 00	125 00	20	60	51	-	60	50	45	28	1	30	-	20	10	8
Warren.....	875 50	750 00	250 00	30	62	49	20	25	25	24	18	-	-	34	26	21	7
Waterville.....	2869 08	5000 00	250 00	37	143	132	143	61	45	41	74	103	5	118	127	86	2
Waterford.....	282 00	300 00	141 00	20	72	63	66	64	22	44	13	6	8	-	9	2	6
Wayne.....	259 50	200 00	129 75	26	58	43	68	69	66	41	20	9	3	4	12	8	5
Webster.....	327 00	200 00	163 50	32	107	35	98	107	70	56	18	2	-	4	19	18	2
Wellington.....	No. 1.....	59 50	24 00	23	25	24	22	20	15	11	19	-	-	2	9	6	4
Wellington.....	Nos. 5 & 11.....	90 00	42 00	10	17	16	12	14	10	9	7	-	-	1	10	4	5
Wells.....	500 00	500 00	250 00	40	95	24	70	61	65	23	35	19	-	47	48	7	5
Westfield Pl.....	No. 2.....	69 00	36 00	10	18	15	13	16	6	8	7	-	-	-	2	2	2
Wilton.....	No. 3.....	516 30	266 00	24	33	27	30	12	13	-	3	18	2	11	9	3	3
Windham.....	228 25	250 00	228 25	21	62	50	54	51	43	34	13	11	-	6	24	9	10
Windsor.....	240 00	120 00	120 00	20	27	20	22	19	20	15	5	-	-	16	12	13	5
Winterport.....	400 00	250 00	198 30	17	73	54	70	37	26	52	24	1	1	-	4	14	4
Winthrop.....	531 55	250 00	250 00	32	58	45	45	-	10	-	-	-	44	24	25	10	4
Winn.....	540 00	250 00	250 00	20	97	63	43	55	52	41	19	10	-	15	19	-	9
Wiscasset.....	409 50	500 00	250 00	36	120	38	21	13	12	-	16	19	1	23	14	16	4
Woodstock.....	No. 4.....	255 00	214 00	20	54	45	29	28	12	15	12	2	-	5	10	5	2
Woolwich.....	Nos. 1 & 6.....	135 00	135 00	10	30	26	30	20	22	12	15	5	-	7	6	1	
Yarmouth.....	868 00	1200 00	125 00	24	63	48	56	27	22	21	21	32	13	23	16	12	1
York.....	337 50	400 00	168 75	20	41	38	41	36	41	21	18	-	-	-	21	18	1
	147,574 76	124,358 00	39,521 08	5406	15,739	12,836	9954	9750	7718	5568	3458	3305	1298	3930	4987	2432	976

APPENDIX.



PROCEEDINGS
OF THE
TWELFTH ANNUAL MEETING
OF THE
MAINE PEDAGOGICAL SOCIETY
AT
CITY HALL, PORTLAND,
Dec. 31, 1891, Jan. 1 & 2, 1892.

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PROCEEDINGS
OF
MAINE PEDAGOGICAL SOCIETY.

TWELFTH ANNUAL MEETING.

THURSDAY EVENING SESSION.

At 7.30 o'clock on the evening of Thursday, January 1st, nearly five hundred of the representative teachers and educators of Maine assembled in Reception Hall, city building, Portland, for the opening session of the annual meeting of the State Pedagogical Society.

The meeting was called to order by President Sampson who at once introduced Judge J. W. Simonds of Portland who delivered the following

ADDRESS OF WELCOME.

By authority of the mayor of the city, who could not be present to-night, I have the honor to extend the official welcome of Portland to this society of the teachers of Maine, at the opening of its twelfth annual meeting.

At the same time it may almost be said, that whatever pertains to public instruction and education, or any learned body which represents it, is too much at home in a New England city to need any formal words of welcome, or even to render them appropriate. The New England school and the New England town are too well acquainted with each other, they have known each other too long, for either of them to assume many airs in the presence of the other.

They landed on these shores together. The soil and the air belong to one as much as to the other. They were playmates together, in the old times, when the margin between the wilderness and the sea shore was a dangerously narrow one. They have always cherished the common memories of childhood, and have never parted company. The table was never spread in a New England municipality without a seat for its inseparable companion, the school, by the board and the fireside. Its presence was never the stranger's presence, to be greeted with hospitality; it was "to the manner born," and needed no authority but its own, no welcome but that which it brought with itself. The freedom of the city belonged to it, not as to the guest, the distinguished visitor, by formal courtesy; but by original right, as to one born within the city gates, claiming its rightful inheritance, the special and exclusive privileges conferred upon it by constitution and charter.

In our history there was never a time, I believe, when the educational interests of the State held any secondary place. They were always among those of the first importance. The love of learning grew in New England as the common flower by the cottage door, in the sun and rain; and often most lovingly and most luxuriantly by the humblest home. The school, the academy, the library, the college, all the institutions of learning, rest here I might almost say upon the same foundations, at least upon foundations as old, as those which support the church. The early New England theology may not always have been wholly consistent with itself, but in its essential spirit—whether this is true of its creed or in all instances of its practice, or not—in its spirit it loved liberty and had faith in the freedom of the human mind. It had no fear of popular intelligence or the learning of the schools. It did not shun the light.

It is a Swiss saying that "The church and the school may well be placed side by side; they are two fingers of God's hand." There is a simple, perhaps almost a crude, literalism in that, but at the same time in its own way, simple or crude, it expresses something of the spirit of the history of New England, as of that older confederacy which has held its home among the mountains against Roman invasion, middle age turbulence and barbarism, and the vast armies and more dangerous diplomacy of modern Europe.

Even the brief reference to the past which I have made, is enough to remind us how much more difficult and complex are the educational problems of our day than those of a century, or even a genera-

tion, ago; with what startling rapidity all social conditions have changed or are changing in this country; how different are the phases society has assumed within a comparatively brief period, and how new are many of the questions proposed to those who are laboring to advance the social welfare.

How to preserve in the minds of those who are to succeed us the purity and simplicity of republican ideas and modes of life, with wealth rolling in upon the country as upon ancient Rome, with the same vast inequalities in its distribution, with the splendor of material interests and the tendency to luxury and corruption which it implies; how to keep in the minds of the new generation, the old ideals of life, the old landmarks of faith and hope, or with what to replace them, in the midst of the sudden and vast accession to our knowledge of the material world, and the radical changes of speculative thought which it involves; how to maintain, with the present affluence of all educational resources and facilities, that love of learning, and hunger for knowledge, which sent the sons and the grandsons of the men who first broke the stubborn soil of Maine miles away through the woods for a few terms at the distant academy, and which enabled them to accomplish so much with opportunities and advantages so meagre; in the midst of the uniformity of process, and elaborate methods, and almost perfect finish of the product of modern schools, to give as free range as the old schools did to the movement of individual peculiarity and capacity, to loose from the common standard those to whom it should not apply,—not fret them by an unequal yoke; not hurry too much those whose natural pace is slow and who by and by may be all the stronger for that, nor on the other hand fetter nor impede the steps of genius, nor put Pegasus in pound as an estray, after the manner of the wise men of the village in Longfellow's poem;—it is easy to suggest problems like these which life after life may be expended in working out to their true solution.

Here whatever affects the interests of the schools, or their usefulness for the future, in little things and in large, may be freely discussed. From this centre of educational influence for the State, may the light stream through all its borders.

President Sampson replied appropriately to the address, and then introduced Miss Louise M. Callahan of Lewiston. Miss Callahan recited the poem, "How Salvator Won." Pedagogues are supposed to frown upon horse racing; but we suspect that not a few of those

who heard Miss Callahan's spirited and really excellent rendering of that piece will take an early opportunity to see a race.

The second address of the evening was delivered by Mr. A. W. Edson of Worcester, agent of the Massachusetts State Board of Education. His subject was

THE IMPROVEMENT OF OUR PUBLIC SCHOOL SYSTEM.

He favored the substitution of the town for the district system, better school houses with better appliances, employment of trained teachers, skilled supervision, especially in the country schools and a better adaptation of the school to the needs of the child so that all the faculties of the mind may be developed harmoniously. The kindergarten and the teaching of drawing, music, cooking, manual work, etc., were commended in this connection. Mr. Edson then proceeded to describe

THE THREE FACTORS

of greatest importance in the management of schools :

The three factors that control the management of the schools and are thus responsible for their condition, are the people, the school committee and the teachers. Upon each in a large measure depends their future progress. The public pulse should be quickened. The people should know from personal observation what the schools are doing and then their criticisms if offered will be well founded and valuable. The people should visit the schools frequently and during regular school hours. These visits will prove an inspiration to the pupils, an encouragement to the good teacher and a spur to the poor teacher. They should examine into all differences between pupils and teachers and support the teacher in proper management. Critical comment of the teacher by parents is always disastrous to pupils. They should insist upon promptness and regularity on the part of their children, if they expect good work. They should thoroughly agitate all public school questions. A measure so vital, so personal, so well founded on broad and statesmanlike principles, so necessary to the intellectual and moral welfare of the people, will always bear the closest investigation and sharpest criticism. Like a diamond it will shine all the brighter for the rubbing. They should approve a liberal appropriation for the support of the schools. There are some things which do more than a low tax rate to make a place attractive to settlers and investors, chief

among which are good schools. They should see that all school interests are kept free from politics. When party faction enters into school questions, an unbiased judgment is out of the question.

They should select the very best men and women for members of the school committee; men and women who appreciate the difference between a good and a poor school; who are willing to make great sacrifices for the good of the schools, who have a good stiff backbone which will enable them to do the right thing irrespective of personal and political influences. A school committee has more to do in shaping the present and future life of any place than all the other town officers combined. Ladies should be represented on every school committee. Again, the people should demand skilled supervision. This means that at the head of the school system in any town or city, there shall be an expert critic teacher, a deep student of the science and art of teaching, one who understands thoroughly the principles involved in good teaching and can detect, at a glance, when any of these principles are being violated. Such a man can do infinitely more for the schools in training teachers, than can any committee individually or collectively.

THE SCHOOL COMMITTEE.

The second factor in advancing the school interests is the school committee. In this body is vested by law the whole management of the schools. It is their business to see that suitable buildings are provided, properly heated, lighted and ventilated, with special attention given to the sanitary arrangements, and to see that an abundant supply of good books, apparatus, etc., is provided. The committee have the responsible and delicate duty of selecting the teachers, and thus directly making the schools what they are. Here the wisest wisdom and most careful care should be exercised as the teacher for years is sure to leave an impress of her intellectual life and moral nature upon hundreds of children, an impress which time and home influences can never erase. The pressure often brought to bear upon a school committee by friends of certain candidates is simply demoralizing.

No protest can be too vigorous against those many influences, personal, social or political, that are brought to bear to shape school interest. Because this candidate lives in our vicinity, even in our family, is a member of our church, has influential friends, or dependent relatives in straitened circumstances, is no reason whatever why

she should be selected to teach and train, give a mental and moral bias to the many children deserving the best of instruction—the best none too good. Any town or city makes a mistake in selecting all its teachers from “home talent.” In this case the teachers are apt to move in small circles; not likely to see much better work than their own; to teach as they were taught years ago. Any place is the gainer by taking, at least twenty-five per cent of its teaching force from outside its limits. New blood is invigorating and healthy. Again the committee should act fearlessly and decisively in removing a poor teacher when occasion requires. A tenure of office which secures a teacher her position irrespective of her efficiency or moral influence, may be a curse to any community. And again, the committee should introduce into the school curriculum from time to time whatever promises to be of educational value. There are and always will be advancing ideas on what constitutes a public school education. Our schools, the course of study, the education offered, should grow with the growth of thought.

THE TEACHER.

The third factor in school improvement is the teacher. We are beginning to realize as never before that teaching is a profession—a life business. Certainly there are as many people engaged in teaching as in the three leading professions combined—people as cultured, as scholarly, as consecrated as in any other field of labor. What is true of the part should be true of the whole. Hardly would a student to-day think of entering the profession of law, medicine or theology without taking a special preparatory course; no sooner should he think of presenting himself for a teacher's position until he had first thoroughly prepared himself for the work. Not until the teachers as a body are united in an earnest support of all agencies for advancing the standard of admission to their profession, not until they demand the removal of poor and advancement of good teachers, nor until they recognize the fact that there is always room for improvement, however so long they continue in the service, have they the right to claim that teaching is a profession. In many ways teachers can cultivate a professional spirit,—by thought and study; by reading educational books and journals; by school visitation; by attending institutes, conventions and summer schools. Teachers also have it in their power to cultivate a healthy educational senti-

ment in any community. With a little tact and perseverance they can get the people into the schools and enlist their hearty sympathy and co-operation.

Thus the people, the committee and the teachers, working together, each doing its part fully and cheerfully, may advance the school interests in the near future to a standard as yet but dimly realized.

FRIDAY MORNING SESSION.

The first business on Friday morning was the selection of Principal M. H. Small of Norway as secretary *pro tem.*, Mr. H. M. Estabrooke of Orono being unable to attend the meeting.

In the absence of Principal H. J. Tatterson of Biddeford, Levi Turner, Jr., formerly superintendent at Rockland, now a practicing attorney in Portland, opened the discussion of the need of

UNGRADED SCHOOLS IN CITIES.

Mr. Turner confined himself entirely to the disciplinary and moral value of such schools. He said that in many instances the teacher was obliged to consume much time and her best force and energies in watching and disciplining one or two incorrigibles, but for whom her control of the room would be perfect and her entire strength left free to be employed in legitimate teaching. By sending vicious pupils of this kind to the miscellaneous school the most of the harmful elements might be eliminated from all the rooms of the city. In the second place the certainty of being transferred to the miscellaneous school for persistent misconduct would operate like a veritable sword of Damocles and be potent in its moral effect and influence. Again, pupils of gross and immoral tendencies could be effectually segregated from those upon whom their influence would be most pernicious, for brilliant boys of vile habits and obscene language always have more followers and imitators than the virtuous and good. There always seems to be a subtle gravity that coöperates and assists in the reduction of human nature from higher moral planes to lower ones, while a movement in the opposite direction requires the most powerful jackscrews known to the moralist's art. Thus the quondam disciples of total depravity were not entirely without foundation for the faith that was in them. The principal of such a school should be a first-class disciplinarian, for every boy should learn as early as possible that there is an authority superior

to his own simple will,—not that a boy's spirit should be crushed or his individuality and self-assertion killed out, but that he should early learn respect for the wholesome restraints of society and government. Yet the teacher's character and habits and his bearing toward his pupils should be such as to command the respect and be worthy of imitation by those under his charge.

Principal Corthell of Gorham thought that if such an ungraded school were made a place of punishment, it would fail to reach just the class of boys for whom it should do the greatest good. There is an imperative need for an ungraded school in every city where a portion of the boys have to work during a good part of the year, but wish to attend school for the balance of the time, when if not in school they will spend their time on the streets or worse. They enter the regular schools but are unable to keep the place among those of their own age and so they have to enter lower grades. They become poor scholars because they are out of place and feel it. For such pupils an ungraded school should be provided with as good a teacher as can be found. He should be a good disciplinarian, able to command the respect of his pupils, and show them that it is not how much they learn but the training they get.

Dr. J. W. Wood, principal of the East Corinth Academy, was next introduced, and read the following able paper on

WHAT IS THE MATTER WITH THE TEACHERS OF ENGLISH GRAMMAR?

“Tain't no use to study grammar.”

Since this subject was assigned to me I have listened to grammar recitations conducted by different teachers, in different grades, and in different towns. And it may be as well to say at once that the uncomplimentary allusions to be made to those recitations are not criticisms on the teachers but criticisms on the work they are required to do. For I enter upon this discussion an uncompromising enemy of grammar.

The examples of grammar work to be used are presumed to be such as every teacher of grammar is familiar with. One class to which I listened took up the following sentence: *The river overflowed its banks.* The pupil said “*River* is the object about which we are thinking, therefore it is the subject. *Overflowed its banks* tells something about the object represented by the subject, there-

fore it is the predicate." In another sentence occurred the word *science* which the teacher tried to make the pupil call a noun. She said, "Don't you know that science is the name of something." The pupil answered, "No." Notice what this work of grammar is. A sentence is broken into two parts, called subject and predicate, and then into separate words and the words are classified into nouns, verbs, &c.—that is, if any one can tell what is the verb. Grammar, then, is a science, the science of dissecting sentences and classifying words.

More than that, grammar is a fictitious science. In another recitation I heard this: "*Hope* is any one of a number of objects of the same class or kind, therefore it is a common noun." Think of telling a bright earnest boy that hope is a common noun! I defy any teacher of grammar to make such a definition of *hope*, of *class*, of *common noun*, as will make this classification of the word *hope* intelligible and profitable to the average adult, say nothing of a boy of fourteen. At another time a pupil said he couldn't see how yesterday could be an object. I was glad he couldn't. I insist, then, that grammar is a fictitious science.

It is fictitious and as a natural result it is disputatious. You are all familiar with the fact that the books do not agree and the teachers do not agree as to the classification of particular words or particular groups of words. I once visited a school (not this winter but several years ago, so that I have had time to recover from the shock) where the teacher showed me the work for the day and, pointing out a particular word, asked me what I would call it. I looked at it a moment and said, "I think I should call it a conjunction," I wish I could give you the tone with which she said, "It is an adverb!" This is given as an example of disputatiousness; but, bless you, there was no dispute. I couldn't dispute. That tone silenced me.

Not only is grammar a science, fictitious, disputatious; it is a narrowing science. Notice that it deals with words and not with ideas. It cuts up sentences into parts and breaks up those parts into words and classifies those words. We might use here the language of the great poet. You remember when old Polonius comes in and finds Hamlet reading, he says, "What do you read, my lord?" Hamlet replies, "Words, words, words." So if you go into a grammar recitation and ask, "What are you at work on here?" the answer should be, "Words, words, words." Grammar is a narrowing science.

Again, not only is grammar a fictitious, a disputatious, a narrowing science; it is quite unpedagogical, —and for two reasons. First, it is unpedagogical, because it is so largely occupied with definitions. To require a pupil to learn definitions is to begin at the wrong end. I heard a class reciting definitions—of Person, Number, Case. They were giving those rules for the formation of the plural. Did you know that some words form their plurals by adding *s* and some by adding *es*? Some plurals end in *os* and some in *oes*. Some change a final *y* into *ies*, and some — don't. While some words, God bless the mark, are irregular in the formation of their plurals! Did you ever hear of it? The plural of *man* is not *mans*, but *men*; the plural of *sheep* is not *sheeps*, it is *sheep*! One poor little victim of this method of teaching English was asked to give that metaphysical definition of number: Number is the—something or other—by which we distinguish one from more than one. Well he couldn't remember it any better than I can to-day. So he hesitated and blundered over it a while and finally said, "Number is—is singular and plural." I ventured to say to the teacher that I thought the boy's definition the better of the two. This learning of rules and definitions is, I repeat, beginning at the wrong end. Rather should we begin with the details of a subject, and when these become familiar the definitions will take care of themselves. For notice what definition means. It means marking out the limits. And when we teach the child these definitions in grammar, worded in language so abstract and unusual that even an adult would not understand them, we are marking out the limits before we have anything to include in those limits.

Second, grammar is unpedagogical because it deals with detached sentences. What more unattractive conglomeration of printed matter than that paragraph of unconnected sentences which takes so large a place in our grammars. These sentences are not thought; they are only bits cut away from a thought for convenience in dissection. They are no more fit for the study of language than the dry brush-heap by the side of the road is fit for the study of botany. They violate two fundamental principals of literary art—unity and continuity. They are not fit for the study of language because they cannot properly be called language. They are not fit to present to the mind of the pupil, because they distract the attention with a confused partial image of one thought abruptly exchanged for a confused partial image of another thought.

Grammar is unpedagogical, then, because it deals so largely with definitions and detached sentences.

One thing more. I find that the first school grammar was published about the beginning of the Christian Era. It was a grammar of the Latin language, and for any thing that I know it has been in the schools ever since. Notice, it was a grammar of the Latin language, and that is what the grammar we are studying to-day is. That is, we have taken over that Latin grammar and applied it to our English language, a language quite different from the Latin. When I asked my beautiful friend Alice what she remembered of her instruction in grammar, she answered very promptly, "*I love, you love, he loves; we love, you love, they love.*" That paradigm was evidently drawn up in imitation of the Latin. Notice the difference. In those six English forms there is but one change, the verb remains the same in five forms out of the six. Recall the Latin *amo, amas, amat; amamus, amatis, amant.* That is, we have a different word for each of the six different forms. Further, while we have in English exactly the same word, *love*, for noun and verb; in Latin the noun has a different form, *amor*. These are simple illustrations of the fact with which you are all familiar, that Latin is a language of terminations, a grammar language, while English is not a grammar language, does not depend on terminations. The bigger an English grammar, the more is it an application of Latin grammar to the English language; and the more the Latin arrangement is abandoned, the smaller the grammar. So that the pages of paradigm that we were obliged to learn have given place to a book scarcely half an inch thick. The attempt to cut up and pigeon-hole the English language in order to give it the regularity of the Latin shows a failure to appreciate the fundamental difference between the two languages—between Latin, the grammar language and English, the grammarless language. All this work of the grammarians is putting on the English something that does not belong to the English. Grammar is a borrowed science. It is a borrowed, a fictitious, a disputatious, a narrowing, above all an unpedagogical, science.

Why is this borrowed, fictitious, disputatious, narrowing, unpedagogical science in our schools? Take the purpose usually stated—that it teaches the correct use of English, or as a teacher of grammar answered me, "It learns the scholar to talk properly." In one of the recitations to which I listened this fall a poor little fellow dis-

posed of a word as the object of the pronoun I. One of his classmates with great grammatic eagerness raised his hand and when allowed to speak said, "A pronoun don't have no object." That's how grammar learns the scholar to talk properly!

But supposing grammar to be a good sound science, which it is not, and supposing the attainment of correctness in English to be a worthy purpose, I insist that the study of grammar is totally unfit for that purpose. For this reason. Grammar is a science; the use of English is an art. What is an art? The skilful doing of something. What is a science? The classified knowledge of something. And it is simply impossible to learn to do something skilfully by learning the classified knowledge of that something. That is not the way we gain skill of other kinds. How does the young lady learn to play the piano? By practice, practice every day in the week and almost every week in the year. It was only the other day that a very skilful pianist said to me that even two or three days' neglect of practice showed itself in poorer execution. Again, how does the boy learn to skate? Does he, forsooth, get a text book on skating and learn and recite lessons therefrom? Does he memorize definitions of ice and smoothness, of skates and sharpness, of stiff ankles and equilibrium? How absurd! As soon as he can get a pair of skates, he puts them on and stands up and—sits down again; and so up and down, up and down, infinite trial and practice, till he can stand up and skate with the best of them. That is, he learns by practice, practice, practice. And so he learns to play ball by playing ball; he learns to play marbles by playing marbles. Going further back in the history of his development and coming nearer to the subject of this discussion, observe how the boy gets his first lessons in language. The same method again—practice, practice, practice. Think of the numberless trials before the child can speak the first word. Think of the countless errors before he is able to speak as his parents speak. But he does learn to use the English language and to make himself pretty well understood, without even knowing that there is such a thing as a grammar. The method of learning by practice is also applied to the study of modern languages. Instead of learning lessons in a French grammar, as we had to do, the student of to-day begins at once to say something in French. But this extended illustration was not needed. Everybody knows that skill requires practice. And skill in language does not differ in this from skill in other arts. Grammar cannot give skill in lan-

guage because it is not practice in language. Grammar is a science, the science of sentences. Good English is an art, the art of expressing thought, to be acquired only by practice in expressing thought.

If there were time I would like to tell you about the lessons in language to which I listened, in which no text-books are used. As to the language books which are coming into so general use, this should be said—they are an improvement so far as they leave out grammar. But to some that I have examined there is this serious objection. They continue to use the detached sentences and detached topics, already commented on as one of the worst features of the old system.

But mere correctness, even if grammar could accomplish it, is too narrow a purpose. It's a very mean little fellow that is always perfectly correct—not more than so big. The study of English should have a broader purpose than mere freedom from grammatical error. Its purpose should be to develop facility in the expression of the individual's own thought. *Facility in the expression of the individual's own thought.* This facility can be acquired only by constant practice, as in music, in skating, in base ball, in marbles, in learning to talk, in learning modern languages. Practice in the expression of thought must be of two kinds,—conversation and composition, composition and conversation. Not that kind of composition of which two specimens are produced in a term, that hateful piece of literary effort—worthless or stolen thought on a worthless or incomprehensible subject. But the simple expression of my thought on the subject in which I am interested. Nor that conversation in which the teacher asks questions to be answered in the language of the text-book or to be answered with the rising inflection. But again the simple expression of my thought on the subject in which I am interested.

But what subject am I interested in? That is, how is the subject matter for thought to be provided? By observation. Observation should furnish the main subjects for thought, and should be supplemented by reading. This is what I would understand by supplementary reading of which we hear so much now a days. Not reading supplementary to text-books, but reading supplementary to observation. The importance of observation need not be dwelt on here. Let it be taken for granted that observation is the fundamental process in the acquisition of information. But the supple-

mentary process, reading, I wish to discuss more fully. It seems to me that when our pupils become good readers many of the problems in the conflict of studies will be easily solved, solved by putting reading in the place of memorizing. The modern text-book is a reversal of the order of nature. It is a very plain law of physiology that the food of the child should be more dilute and bulky than the food of the adult. Meats and rich sauces may be digested by adults, but they are not considered fit for children. For children milk is considered better than meat, fruit better than cake. See how in our nurture of the intellect we turn nature wrong end to. If we adults wish to be thoroughly informed on a particular topic, we read not condensed statements of principles, but the long articles and big books of those who know most on that topic. We read not word by word, or sentence by sentence, or chapter by chapter, but we seize rapidly such parts as will answer our questions. But to the children we offer the condensed text-book. Our reading is much like our conversation—in the midst of many words a few good thoughts. To the children we offer a kind of Liebig's Extract of History, of Physics, of Civil Government, of Physiology. The result is too often an intellectual dyspepsia. Rather should we give them the most readable reading on every topic on which we wish them to be informed. We should put before them the best papers and magazines of the day and the best books that are still considered readable by adults. From such material they can obtain for themselves such information as is most useful to them. They will get much nearer the truth, and will learn the very important lesson that the truth cannot be put into a little book. I believe that if a boy were to thoroughly memorize one of our ordinary text-books and after leaving school were to rely upon that information in making his decisions he would be led wrong quite as often as he would be led right. Moreover, the using of many books and papers would develop a habit worth more than any science—the habit of choosing.

To follow this method the pupil must be a good reader. What is a good reader? First of all the good reader must read rapidly. He must recognize the words instantly, pronounce them unhesitatingly, and hasten on from sentence to sentence and paragraph to paragraph, never losing sight of the author's purpose. Not only must he read rapidly; he must read skipingly. He must learn to tell at a glance where the real meat of the article is, and when he has found the meat he must not waste time on the husk. But this

method of culling is not to be applied to the best literature. In reading novels it may be possible to omit parts without much loss; but the better the novel the less will be the inclination to merely suck the juice. Skipping may be said to be less allowable in novel reading than in reading the ordinary scientific article in the magazine, while in the highest kind of literature—in poetry and the drama—a quite different method should be followed. Poetry should be read aloud. The good reader must be an elocutionist. Do not understand me to say that he must be a public reader. I mean simply that he must be able to read a poem aloud so as to express its music and its beauty. The good reader must not only be able to read rapidly, to read skippingly, to read aloud with appropriate expression, he must also discriminate between the good and the worthless, he must decide by the briefest examination whether the particular book is worth his reading or whether he is qualified to master and appreciate it. One thing more. He must like to read, and he must like the best.

Such facility in the art of reading will not only give the pupil easy access to the best thought of the day and enable him to appreciate the best thought of the best minds; it will also show itself in the language he uses. Association will work here as it does at home, before he comes to school. If he hears his mother say “too awfully nice,” he says “too awrully nice.” If he hears his father damn, he damns in the same way. So will he use the words and the expressions he becomes familiar with in his favorite author. But he must *use* them. I do not claim that reading is going to make a boy speak well and write well. That can come only by continual practice. He should talk and write every day under proper supervision. Reading will not take the place of speaking and writing; but it will give him something to speak and write about, and it will make him familiar with the best forms of expression as found in the masters of English.

This, then, is the broader, more worthy purpose of instruction in English: Facility in the expression of the individual's own thought. It is to be attained by daily practice in conversation and composition. The subject matter of thought is to be obtained from observation as the fundamental source; and from reading supplementary to observation,—reading, which will give a mastery of all kinds of information and unconscious imitation of the best writers of English.

What, then, is the matter with our teachers of English grammar?

First, the matter with our teachers of English grammar is: They are teaching English grammar. They are teaching a science when they should be cultivating an art. They are teaching the science of sentences, a borrowed, fictitious, disputatious, narrowing, unpedagogical science, when they should be cultivating the art of expressing thought. That is the matter. What is the remedy? The remedy is simply this: The total exclusion of grammar from our schools.

Again, what is the matter with our teachers of English? The matter with our teachers of English is: They haven't the English to teach. Ask a real lover of books into your school room, ask him to pick out from the five or six, or the fifteen or twenty, volumes on your desk such as he would call books and would like to have in his library. Can he find a single book among them all? Yet these volumes on your desk stand in the pupil's mind for books. Who can blame him if he doesn't like to read? These volumes are masterpieces of—condensation—but they are not masterpieces of style. And it is style that makes literature literature. So the matter with our teachers of English is that they haven't the English to teach. What is the remedy? Again the remedy is simple. Put into our schools the best current literature and such of the English classics as can be used in the particular grade.

Once more. What is the matter with our teachers of English? The matter with our teachers of English is: They have not the English in themselves. They have not themselves that readiness in conversation and composition which it is their duty to cultivate in their pupils. They have not themselves the skill to seize the essential thought in a long essay. They have not the reading habit. They have not the genuine preference for the great masters of English. The matter with our teachers of English is they have not the English in themselves. What is the remedy? I can think of only one remedy. It is this: Let the teacher become a fellow reader with his pupil. When he throws away the grammar with its pettiness and the condensed text-book with its indigestibility, let him throw with them the infallibility of the teacher. Get rid forever of that most false of all false ideas associated with the school-room—that idea that the teacher knows it all. Remember that the platform is but six or eight inches higher than the floor, the teacher is but a step above his pupil. We know but in part. Except ye become as little children, ye cannot enter into the kingdom of scholarship.

There is another principle involved in this discussion, a principle of infinitely greater importance than good English. If we were asked what we would that our pupils should carry with them when they leave school, we would not say, let them be fine Latin scholars or wonderful mathematicians, or distinguished in this science or that. Would we not rather say, let them carry away from my school clear judgment and the strength and taste to choose the better? *Clear judgment and the strength and taste to choose the better.* The wide reading which has been advocated would be a constant culture of judgment and taste. What shall I read? What shall I read? What shall I read? Shall I read my daily paper and stop there? Shall I read a weekly story paper and stop there? Shall I read my monthly magazine and stop there? Shall I read the organ of my party, my trade, my profession, and stop there? Shall I read all that belongs to my specialty and stop there? What shall I read? What shall I read? What shall I read? I am compelled to choose. What is to determine my choice? The young man's choice of reading is to be determined by his school experience. If reading instead of memorizing is made the principal part of school work, the boy will be choosing every day between different kinds of reading, between literature and rubbish. If we can train the boy to read rapidly; if we can develop in him a skill that shall quickly run through a magazine article, pick out the nugget, and throw away the dead dirt of rhetoric; if we can lead him up to an enjoyment of Longfellow and Hawthorne, of Tennyson, to get inspiration from Emerson, to converse with Shakespeare; if by daily conversation and composition we can lead him to express his thought in language unconsciously toned to such high company; we shall make of him a good speaker and writer of English, and, what is infinitely more, we shall make of him *a good chooser*.

In the absence of Prof. H. M. Estabrooke of Orono, Prof. F. C. Robinson of Brunswick opened the discussion of Dr. Wood's paper, pointing out that the arguments against grammar would go to prove that not a single science had any existence. There is absurdity everywhere, and we must try to get as much improvement as possible. The teachers are doing about as well as can be expected from the pay they get. In all the lower grades of schools there is much waste time. Much is taught which ought to be omitted from courses of study. We are not all wrong, however, and no sudden change will bring the millennium. The teachers as a body must work grad-

ually, working always in the line of giving the best results to the average scholar. Teachers must get the most out of each boy and girl, leaving the bringing out of special forms of development to home and influence.

Prin. J. R. Dunton of Lewiston declared that he had never seen a grammar school class studying technical English grammar that he believed knew what they were talking about. When the average child begins to learn the grammar text-book, the faculties are not developed which are requisite to the understanding of this very abstract subject. Grammar requires no observation, but much thought distinction, using the same faculties as metaphysics and psychology. The trouble is not so much with the teachers as with the children, and through no fault of the children. More grammar can be taught in the first two years of the high school course than in all the grammar school course.

The discussion was continued by Messrs. Stetson, Sampson, Stuart, Files, and Parsons.

The next paper, presented by D. E. Owen of Thornton Academy, Saco, continued the consideration of the same general subject under the topic of

ENGLISH, HOW MUCH AND HOW?

The course in English should be practical, giving a command, in speaking and writing, of good, idiomatic English. It is not the extension, but the diffusion of English which is needed in our schools. There are lessons enough in English by itself, but few schools make English a part of every lesson. The schools neglect elocution, note-taking, and the abstracting of lectures and talks. Spelling should be taught by more heroic methods, and be carried even into the high school. English should be taught more after the methods of teaching a foreign language. An excellent exercise is the reproduction of masterpieces of classic English after hearing them read by the teacher. This develops both attention and memory. It makes good listeners, and this is what every teacher wants most in his classes.

Prin. G. A. Dickey of Berwick Academy in discussing this topic said :

A great deal is said at teachers' meetings of the advantages to be derived from the study of language. I am ready to assent to pretty extreme views in this line, and I take it that none of us will assign

to English a secondary place among the languages. Half the arguments adduced for the study of Latin and Greek would fail were it not for the fact that a knowledge of them is a great aid to a critical knowledge of the English.

In the first place I want to say a word of the *reflex* influence of language upon the thoughts and feelings of him who uses it. The man who has at his command a large vocabulary of choice language has in it a powerful aid to the development of noble feelings and sentiments.

Two individuals, each otherwise capable of the same thoughts and sentiments may both look upon the same scene and be very differently affected because their powers of expressions are unequally developed. The words expressive of the emotions as they run through the mind enhance those emotions be they good or bad.

Many of you may otherwise have as fine natures and as keen a sense of appreciation of the grandeur of nature as did Lord Byron, and yet when you stand upon the shore of the ocean you never have the sublime feelings he felt when he wrote :

“Roll on thou deep and dark blue ocean, roll!
Ten thousand fleets sweep over thee in vain.”

With a sufficiently large and rich vocabulary you might write an apostrophy to the ocean superior to his. Had he lacked the power of expression, he never would have penned those lines and never would have risen in feeling to the heights of those sublime thoughts.

We all realize how the recollection of such words or their utterance by some one in our hearing thrills our nature and awakens sublimer thoughts than we are otherwise capable of. Why should they not produce a similar effect upon him who utters them?

It is not sublime thoughts alone that stir our feelings—the orator is most careful in the choice of his language, as by that he moves his audience quite as much as by the selection and disposition of his argument, and by it he is himself inspired to nobler feelings and greater eloquence.

“To thine own self be true
And it follows as the night the day
Thou canst not then be false to any man.”

“How far that little candle throws his beams;
So shines a good deed in a naughty world.”

“Our doubts are traitors
And make us lose the good we oft might win by fearing to attempt it.”

These are simple thoughts, and yet, although they express eternal truths, had they been expressed in dull prosaic language they had never lived to create controversy over their authorship, and had never lived at all if their author had lacked the power of expression. Language which has such a powerful effect upon the hearers must be a powerful reflex inspiration to him who utters it. Many of our best thoughts fail not only to impress others but to ennoble ourselves (when we attempt to utter them) because of the paucity of our language. Our ideas are lost for lack of language. Our concepts are formed one by one and laid away marked by the name we give them, to be called up by memory. By their names they are preserved and distinguished. He who has the best command of names can most surely preserve and readily recall his previously found thoughts. It is a trite remark that "if one cannot tell a thing he does not know it." It is equally true that many do not know things because they cannot tell them.

Ask a man to describe to you a landscape or a large building and you will test the value of language. He has in mind a complete picture of the scene or building as a whole, but he has no language to describe its parts and, in fact, no knowledge of their details. He has in mind the same picture, the same general impression of the scene, the same idea of the building in its entirety that another has whose linguistic powers have been cultivated and who as a result is able to describe every detail. No one doubts whose is the superior knowledge.

Herein lies the advantage of language to aid us in the analysis of the more intricate problems of mathematics and the sciences. In fact language is indispensable to any mathematical or scientific progress.

Not only thought, for we always think in language, and the possibility of the retention of a thought once conceived, analysis and reasoning, not only all these, but the character of thought, the character and sentiments of the thinker are largely dependent upon language. It should, therefore, have a large place in all our schools, and because its value is being appreciated more and more in the lines that I have named, it is continually commanding a larger place in our educational system.

HOW MUCH?

The child is always studying English intentionally or otherwise after he begins to understand, and he is continually studying it so long as he comes in contact with it written or spoken. He learns to read in the primary school—that is he learns there a few words, but he adds to that vocabulary, if he has a fairly active mind, until the day of his death; and he adds to it from the language that he reads and hears. If he hears cultured conversation and reads the best literature he accumulates a cultured vocabulary, he thinks in cultured language. He is learning English when he is studying arithmetic and geometry almost as much, possibly more, than when he studies grammar. And when he *recites* his arithmetic and geometry, if required to do it carefully and accurately, he will learn an invaluable lesson in English. Oral recitation and written examination combine effective means for the cultivation of fluent and accurate English. What I have claimed for arithmetic and geometry is true of every other branch pursued in the schools.

He learns English—good or bad—when he reads a novel, history, poetry, the newspapers. He adds to his vocabulary when he hears a sermon, a lecture, a political address just as surely, and perhaps more effectually than when he sits at his desk studying grammar or rhetoric. He learns English at his meals, and when he walks with his companions upon the streets or stands on their corners.

In life the “how much” depends upon the mental activity of the individual; in the school it depends largely upon the faithfulness with which we improve our opportunities of indirect instruction.

The school offers a good course in English if it gives the child one study from the primary room to the high school directly in this line. This seems to be a great deal of time to spend in the acquisition of one’s native tongue and yet even this will not be enough if it is not well supplemented by the indirect work.

HOW?

The old method of teaching children grammar as a science is an utter failure, so acknowledged by all who have any intelligent thought upon the subject; yet many still teach it in that way, definitions and rules from the beginning of the book to the end with few illustrative examples.

Those who are fortunate enough to have children of their own have learned a great many things from them. You have observed how readily they learn by example, how quickly they distinguish a correct from an incorrect expression. My boy of six years sometimes says: "I don't want no potato." I ask him what kind of English that is, and he immediately corrects his expression, and he not been told many times—perhaps half a dozen—what is correct. I have never undertaken to explain to him the reason why the one is right and the other wrong. It takes mature minds to understand why two negatives are equal to a positive or affirmative.

It is nothing new to suggest the importance and advantage of teaching grammar by example instead of rule, yet there are still many who fail to do it.

Latin and Greek were formerly taught as English is now in many schools, by going through the grammar from beginning to end, rules and exceptions, coarse print and fine, with no general application of the principles to sentence elements or building, analysis, or synthesis. All this with minimum results. Now the language is placed in the pupil's hands before he has seen a grammar; he learns the vocabulary and becomes interested in the composition of a foreign language before he has seen a rule of grammar, and almost without special effort he acquires the principles of its structure. Here we may learn how to teach English from the approved method of teaching Latin and Greek.

In teaching English we have the advantage of being native instructors. Let the pupils hear good English—we all need to be on our guard at this point—give them good examples to read, give them *many* good examples to copy, and they will daily acquire a correct use of the language and a love for literature.

In the matter of copying, the typewriter is said to serve an excellent purpose, and I think it may; we determine the correctness of our English upon paper largely by means of the eye. This organ, therefore, must be cultivated, and it is probably more readily and perhaps more accurately trained by print than script.

The same method should be pursued with rhetoric and literature; we must teach them by example first; if the rule is ever given it must come afterward.

To state what constitutes a metaphor is one thing; it is quite another and much more instructive to the student to show him beautiful metaphors in composition where he will observe how much they

add to its beauty and significance. Familiarity with rules of rhetoric alone add very little to the accuracy or elegance of one's style of composition. We learn to write by reading and writing.

The student learns when Thackeray lived and died and that he wrote *Vanity Fair*, *Pendennis*, *Henry Esmond*, and a dozen other books whose contents he has never seen. He gets a similar knowledge of Shelley, Shakespeare, Ben Johnson, and a score of other writers and fancies he has taken a course in English literature. But without reading the stories, or lives or plays of these writers, he straightway forgets their biographies. Select for him some of their best stories, place in his hands some of their plays or poems and ask him to read them, and he has already begun to absorb their English and he loves it of course, and the language will be gradually incorporated into his own vocabulary.

Every department in the school should help the English course; no history should be read or used in school that has not literary merit as well as chronological accuracy. The geometry, political economy, algebra and psychology should all possess merit from a literary standpoint. Our best publishers always have a care for the literary value of their publications.

There is no subject in which pupils are more easily interested than in English, if it is presented in well chosen examples suited to their age and development. And these examples need not be senseless twaddle for primary children and simple stories about goody girls for the next grade above. Young children can comprehend Dickens' *Christmas Stories* and *Holland's* or *Hawthorne's* prose. Children of ten years will get something from the "Psalm of Life" and I may add the *Psalms of David*, if indeed the critics will allow that David ever wrote any. Many intelligent men and women have lived and died without reading a word of Shakespeare because they have fancied that it was beyond their comprehension, while some of his plays, or selections from them, should have been placed in their hands in the grammar school; then had their education not extended beyond the elementary grades they never would have forgotten their Shakespeare or ceased to read it. And no other author has left a richer treasury of sentiment or language. I have used some of the English classics in my school and, although they have been taken as a fourth study, students have usually become much interested in them.

For pupils, then, to acquire a correct use of English is an easy task, and this in turn will develop into a taste for good literature, which is the surest road to the development of all the intellectual faculties, and a strong upright character.

The forenoon session was closed by President M. C. Fernald of the State College at Orono, who urged the teachers of Maine to attend the Saratoga meeting next June.

AFTERNOON SESSION.

For the first period of the afternoon session the meeting was held in two sections, primary and secondary. In the primary section, Miss Lucy Wheelock of Chauncy Hall, Boston, gave the following

TALK TO TEACHERS.

We see largely according to our training. The farmer may travel from end to end of the country and see only wheat-fields, while the geologist will read the history of the earth on its many crumpled stone pages,

“And a wise man can pluck a leaf,
And find a lecture on it.”

In his “Mother Play” Froebel has indicated the way in which the mother and teacher may lead the child to read the pages of the great story-book the Father has written. Activity is the very essence of a child’s nature, and he is first attracted by active life. Froebel suggest that a bird-cage be suspended above a child’s cradle, so that when he first begins to observe objects, the movements of the bird may arrest his wandering gaze and prevent that aimless staring into vacancy which soon becomes tiresome to the little one. This watching furnishes mental occupation as well, and tends to the early formation of the habit of observation. Later the child notices the birds, chickens, the pigeons in the pigeon-house, the bees in the garden, the butterflies, the weather-vanes turning in the wind, the trees waving their green branches,—all the many phases of the activity of nature. The child looks at all this and is glad in the very joy of active life; but that the windows of his soul may be opened and “the out door sights and sounds sweep gradual gospels in,” there must be the vivifying of the mother’s or teacher’s words, the connection shown between the child’s own life and that of nature, and the final seeking for the cause of all he sees.

Unfortunately, in the school we cannot, in most instances, take the children to these "outdoor sights and sounds;" so we must bring them, as far as possible, within the four walls of the school-room. Every kindergarten has its cabinet to which the children add their stores as well as the teacher. During the summer, collections of shells, stones, leaves and flowers are made, to be brought back to the kindergarten.

Some children in an advanced class of the kindergarten, who had begun to see in their study of different flowers "how Nature loves the number five," took away with them to the country, last summer, little note books, in which every flower gathered with five petals was to be recorded by making a figure 5, and there was great eagerness to learn how to make this mystic symbol for that purpose. It was decided that two sticks and a half-ring would represent it, and then the reproduction was easy. In a few days two children reported seventeen and nineteen flowers each as the result of their observations, and the tiniest flower in a crack of the wall was quickly spied and examined. The morning talk offers an opportunity for the examination of the different objects brought by the children; but the teacher must have her well-defined plan for the year and aim at something more than the mere filling of the time in these conversations. This first half-hour is the most important in the whole day; it furnishes the keynote for the whole, as all the other lessons are grouped about the subject introduced at this time.

The ultimate end of these exercises, is it not to show our children the plain, sufficing face of Nature to lead them to listen to her teachings? And as Nature speaks with a different voice at different seasons, shall we not suit our lessons to her moods? And do not the objects peculiar to each season furnish us our text?

The one word which Nature utters everywhere, at all seasons, is *life*; the one truth which she teaches as well by the falling leaf as by the budding trees of spring, is that nothing ever ceases to be; that the end of all is life, not death; and that everything has its own place and work in this great world of ours. As the utterance of this truth varies during the year, so let us plan our lessons.

With the year scheme fully in mind, the teacher is able at times to vary the programme according to the leading of the children, as they will sometimes anticipate her thought. In the autumn, when the kindergartens reopen, the prominent idea in nature is surely that of fruitage, of the harvest. The summer has gone, the time for

growth has ceased, the childhood of the plant-world has passed; but the time for greatest usefulness has come.

The children come to us, their hands full of the red and yellow leaves from vine and tree. What have the leaves to tell us? In order to find out we must know something about them. Let us look first at some common leaf of nearly conventional form, as the elm leaf. After noticing shape and color, some sharp eyes are sure to see the "lines" on the leaf, and one child once discovered a tree on his leaf, the mid-rib showing the trunk and the veins, the branches. This discovery of "the lines" leads us back to the great tree itself, with its countless little pipes carrying sap to all the leaves and branches. But leaves are falling and the trees are bare.

Now we will sing "Dear Little Leaves," or, "The Song of the Flowers,"

The summer is gone and we are so old,
That when the wind blows, we shiver with cold.
We're in summer dress, so help us, dear trees,
To find us a blanket to cover us please.

And the trees answer :

You dear little things, that bloom at our feet,
All summer you've breathed your perfume so sweet,
Now you are tired and ready for bed,
We'll give you a quilt of yellow and red.

This song gives the child a hint of the great truth that nothing dies or ceases to be of use, that somewhere in some form everything in God's creation must still exist. The child who has dimly felt in the dawn of life any great universal truth, is ready to grasp its full meaning when the fuller light of day comes. Surround a child with truth from the very first. Says Froebel, "All truths which take shape in the world are the blossoms of plants, whose seeds were sown thousands of years ago, and have gone on germinating for centuries before they could bear fruit." The same lesson is impressed in the story of the acorn, which seemed to be lost when it was buried, but grew up into the lordly oak, the king of the forest. It is illustrated again in the lesson on coal. A bit of stone with a fern impression upon it serves to introduce the story of the huge trees and ferns which lived so long ago, and seemed to have perished from the earth, but the heat and sunshine were only stored away in another form for a higher use.

A lump of coal may tell its own story :

I am as black as black can be,
 But yet I shine.
 My home was deep within the earth,
 In a dark mine.
 Ages ago I was buried there,
 And yet I hold.
 The sunshine and the heat which warmed
 That world of old.
 Though black and cold I seem to be,
 Yet I can glow :
 Just put me on a blazing fire,
 Then you will know.

Every morning the opening exercises of the kindergarten lead the thoughts to some of the works of God. The sunshine or the rain give us our first theme.

The cloud has its voice of teaching :

What are you doing, white little cloud,
 Up in the heavens, sailing so proud?
 Helping my brothers, here in the blue
 Hide the hot sunshine, baby, from you.
 Where are you going, flying so slow,
 White cloud so lazy, I'd like to know?
 Gathering raindrops out of the air,
 For the poor flowers, dying down there.
 When will you scatter some of the showers,
 You have been saving down to the flowers?
 Where the Lord sends me, always I roam,
 When the Lord bids me, baby, I'll come.

The story of the resurrection is told in the spring songs and poems. Each flower has its own message: The violet teaches modesty, the daffodil courage, the cowslip the value of little things, and the dandelion, a very necessary lesson in this age of materialism, that the beautiful has its place as well as the useful.

In the kindergarten we find "tongues in trees, books in the running brooks, sermons in stones, and good in everything."

In the secondary section Mr. G. F. Robinson of Kennebunk read the following paper on

ANALYSIS AND SYNTHESIS IN TEACHING.

Give a boy a screwdriver, a wrench and his mother's sewing-machine, and if the lad is like most urchins, of an inquisitive turn, I venture to assert that there will be an analysis of that machine more or less complete, in proportion to the curiosity, energy and determination of the youngster under discussion.

But—the *Synthesis*? Ah! *that* will require the work of an expert! Let the youngster, or a much older person even, place the parts away, ever so carefully, as he disconnects them, that the various nuts, screws, bolts and sections can be remembered, and *then* undertake to put them back in their proper order and I doubt not but that there will be a difficulty in making the machine work as originally intended—some nut has been tightened too much or some screw not enough—in short the various parts have not been properly *timed* with reference to one another.

The lad does not understand the machine until he can properly perform the synthesis.

We have selected these two words, *Analysis* and *Synthesis* as they seem quite suitable to convey a few thoughts which we wish to present upon the subject of *teaching* and the *teacher*.

First let us make clear our conception of the word, teaching. Does "teaching" mean simply making another mind know what the teacher knows? Is it, simply, filling a vessel—or cutting and chiseling in order to produce a finished statue? Is it not something beyond? Is it not so dealing with the mind to be taught as if it were something living, something possessing sentient power? The mind is *not* a vessel simply to be filled—nor is it wax to be moulded. It is something that is vital, it possesses the *germ* of growth within it. It is intended to expand, increase in power, to develop and of itself in time to produce. Thinking thus, the teacher should as it seems to us ever give the child's mind the opportunities to develop, expand and grow in strength.

It is through the synthesis in teaching that the mind is made to grow. The *Analytic* part of teaching deals with *facts* only. The *attention* of the child may be held by a presentation of facts—its memory may be strengthened, it is true, by a training in recalling facts

—but the faculties of the child mind can only be developed by exercises in preception, judgment and reason *through* a synthesis of the facts obtained. Now, if in teaching, we go no farther but stop with analysis, we are producing a moulded form in wax, or an inanimate statue; but if we advance and employ synthesis we are recognizing the fact that the child's mind is a living power, a germ governed from within, not a vessel to be filled, a form to be fashioned, or even a machine governed by a law outside of itself.

Give a child the tools he is to work with, a pencil and slate. After gaining muscular control of the same let him proceed to the drawing of lines—let him learn the names of the lines—now advance to the simpler plane figures and learn their names. So far you are dealing with isolated facts. “This figure is a triangle—a certain kind of triangle—that a square—or a circle” and so on. Now place before him some figure, as of a chair or of a ladder. Analyze the same and the child will see that by a combination of the lines he has learned the figure has been produced. So far, by means of perception you have lodged in his brain a thought. Proceeding forward by means of synthesis from this thought you can show him that other combinations can be made and so teach him that he too can combine lines and curves, combine squares and triangles and other plane figures,—and so by means of synthesis you are developing a young designer.

Apply this to penmanship. Analyze each letter and by synthesis following closely you will be surprised at the result. So much for object teaching.

Not long ago we listened to an analysis, so called, of a portion of *Paradise Lost*. Beautiful! “This is a complex sentence”—very complex subject of the principal part way off there some ten or fifteen lines from the predicate which was nicely indicated, all the various modifiers clearly pointed out, the etymology was attended to, so was the syntax, various rules were rattled off at the tip of the tongue. Charming!!

And yet the same pupils presented some very poorly constructed sentences while passing a written examination. Why? For the simple reason, to my mind, that the *synthesis* in their instruction had been neglected! Had they received less of technical grammar and more of such training as is given in such books as Southworth's *Elements* or Hyde's *Lessons in English*, and had received it at the hands of intelligent teachers, they would have received the *synthetical*

training they so sadly needed. Of what practical benefit is it to boys and girls to analyze thoughts and sentences of others if at the same time they are unable to build up decent sentences, which will express their own thoughts?

Those of us who have had more or less training in the Latin and the Greek know full well that the mere translation was not the whole of it, nor the parsing; but that when we were forced to close our books and *put back again* our English translation, then and only then did we really begin to understand the passage. The analysis gave the English, the synthesis gave the Latin and *that* was what we were studying.

To a class in United States History who had been through the "War of the Rebellion" and could give many of the isolated facts as worded in the book this question was put: "Which was the more important victory, that of Vicksburg or Gettysburg?" Such a synthesis of facts was new to them. Here are some of their thoughts:

Vicksburg. (1) Because it gave us the control of the Mississippi. (2) Because it made known General Grant who finally put down the Rebellion. (3) Because the navy helped.

Gettysburg. (1) Because it *took less time*. (2) For had they been successful they could have taken Philadelphia and so carried the war North.

Now, none of them thought of the opportunity of taking Washington. And only when they were told that treaties are made with the "government at Washington" did they begin to see which was the more important.

Such questions belong to synthetic teaching. Some time ago while tarrying in a country town, within plain sight of the little white house on the hill we found a farmer's boy harnessing up to go to the neighboring village. A long length of stove pipe was placed in the wagon. Object in view was to carry the same to the tinman to procure an extra length of pipe and have a damper fixed in it. Why all that pipe? Now, upon a chat with the boy we ascertained that in the winter schools he had been through "Greenleaf's National"—yes, he knew what a circle was, a diameter, radius, a cylinder, etc., and he "done the sums"—yet practically he didn't know how to get the "diameter" of that stove pipe!

We consider that there had been a lack of synthetic training on the part of his various teachers. He had all the facts, but never

had been taught to put such facts together. Evidently in all "those sums done" the aim had been to get the answer!

Sometimes the complaint is made that the miscellaneous examples proposed in certain arithmetics are too difficult. When we know of the lack of *previous* reason work of synthetic training we are not at all surprised. The thought and reason work has not gone by the side of the mechanical and memory work—the rule work—what we call the analytic work. And this is one of the beauties in the kindergarten methods—the child is constantly advancing by synthesis—building up from its analytic work. Gradually, if you watch the course of such a training, you perceive the child's mind growing in strength. Such training produces independent action on the part of the pupil; *individual thought* becomes encouraged and is not crushed as is so often the case in an ordinary school routine where masses are taught to think as one, if taught to think at all; and also is a love of knowledge and for knowledge inspired. Wherever in our primary schools the work partakes of the kindergarten teaching you will perceive an awakened interest on the part of the children.

Again let me illustrate: At the close of a term in a city school a class was called up to recite in geometry. At the tap of the bell they rose—at the tap of the bell they advanced and filed by their teacher, each one taking a card from out of an oblong box as they passed her. Each card presented a theorem indicated by number, and also various questions. As if by magic the blackboards soon become covered with geometrical figures. Quietly the work was done, each by himself, no communication. It was a beautiful picture to see those lads and lasses do that work and then face about in place. The questioning begins. The pointer is quickly passed about. Text-book statements are glibly given, theorems correctly stated. What a drill those pupils must have received and how the lady assistant was to be congratulated upon such a showing!

The gray-haired superintendent had silently listened, but when the class was about to be dismissed he called upon a member of it to draw one of the figures as he directed. A figure was produced the reverse of the one in the book in every particular, as if the book figure had been held upside down in front of a mirror. Out of a class of twenty but five dared venture try the proof and two only were there who showed any clear idea of what were the principles involved and to be demonstrated.

As a specimen of *Analytic* training, memory and mechanical work it was grand success! As a specimen of *Synthetic* work—thought and reasoning work—mind developing work it was a complete failure! We feel confident that the class knew but little really of the truths contained in that one book of geometry.

Suppose now there had been no superintendent or expert present, suppose that style of teaching had been carried on into the future of that class and some among the number were to be presented for examination to a higher institution where the questions given were framed so as to bring out the ability of the candidates to think and not so much as to remember. Where would lie the blame should those aspirants be “turned by.”

By these illustrations we have endeavored to present what we mean by Analysis and Synthesis in teaching. It is an erroneous idea that many teachers have that *memory* is the only faculty. It is an erroneous idea that a child's mind is but a receptacle to be packed with facts, and that teaching consists merely in pouring in facts then pumping them out again only to look them over and drive them in once more to be repumped out again on some future occasion.

In addition to the mind culture of the human being there is also the body culture and the soul culture, and these conditions of the child's nature should certainly be recognized and endeavors made that more or less physiological and ethical instruction should be given in addition to the intellectual. Here too we hold that in our efforts to maintain the physical and moral health of the child our teaching should be *synthetic*, as well as analytic. Of what avail is it to have the various laws of health, as *facts*, memorized and yet permit the same to be daily violated in school-room and on playground. Gum chewing, if not worse, still exists. We tell the child that in youth its bones are soft and easily shaped and we allow it to pass to its seat and assist in the bringing on a curvature of the spine! It is told that when the action of the heart is increased, heat is evolved and the pores of the skin expand and such heat should not be suddenly checked,—yet, panting from recess frolic and exertion, the boy is allowed to raise the window and sit in a draught. What an ironical situation it is to listen to a recitation upon the lungs and their action—how oxygenated blood is furnished to the heart to be sent throughout the system—while the mercury in the tube is gaily creeping towards the eighties and a miasma of carbonic acid gas is rising and pulsing in unison.

Of what avail is it to read in the morning extracts from the book of books, if no attempt is made to put into practice some of the precepts therein given! The mottoes on the wall might just as well be turned to the wall if there is no synthetic—or putting into practice—teaching in regard to them.

In the beginning of this paper we referred to the *boy*, the *machine* and the *expert*. In closing we return to this picture: The boy *may teach himself* to understand in a measure the machine. But won't it be at the expense of the machine? Yet in very many of our country schools, through lack of something, *that* is precisely what is being done.

Does the ordinary high school fit a boy or girl graduate sufficiently to enter at once upon teaching?

Does the ordinary academical and collegiate training fit a graduate to at once enter upon teaching?

Judging from various testimonials written by former teachers—college presidents and professors—concerning numerous candidates with whom we have had to deal we should answer in the affirmative—but judging from experience we earnestly protest.

We look upon teaching as a *profession* and no profession should be entered upon without due preparation, and that preparation consists not merely in knowing *what* but knowing *how*. A mind filled with academical and collegiate facts is not the whole of it. A normal training should be insisted upon.

The preparation of the future physician is under the eye of experts. The minister must know more or less of his church history, its methods, its system. The lawyer at the very start must show what he would or would not do or decide under such and such a supposable case.

Is teaching of less importance that it should be left to those outside of the guild to say *who* shall teach?

Who gives leave to the lawyers to practice?—the lawyers. Who decides whether a young man shall preach?—the ministers. Who says the student of medicine is qualified to practice?—the professors in that calling.

Though we may wish that no one should be a teacher in our public schools who has not specially prepared himself by a psychological and normal study and training under the eye of an expert; though we may wish that no one be allowed to enter the profession as a stepping-stone to something else; though we may wish that in the

State of Maine we had a State board of education backed up by law, whose certificate only was to be acknowledged; though we may long for a thorough and intelligent supervision of our schools, that neither money nor time be needlessly wasted; though we may wish the town system—the only *just* system—prevailed; though these helps may be in the far shadowy distance, existing only in the brains of some of us “cranks” perhaps,—still we do think that much can be done by those now in the profession of teaching to elevate it and themselves into experts if they, one and all, will but consider the *synthesis* in teaching as of equal importance to that of the *analysis*.

After a brief discussion of Mr. Robinson’s paper, participated in by Messrs. B. P. Snow, G. A. Dickey and Levi Turner, Jr., who heartily endorsed the views presented, the convention again assembled in general session, and Mr. I. O. Winslow of St. Albans, Grand Lecturer of the State Grange, and author of Winslow’s Principles of Agriculture, presented the following topic:

SHALL THE TEACHERS OF MAINE ENCOURAGE THE STUDY
OF THE SCIENCE OF AGRICULTURE?

Among the improvements of modern times a reform in the methods and the matter of public education is one of the most important. The difficulties involved, however, have rendered progress slow, and have, as yet, left our schools far short of perfection. In matters and methods of education, there is a natural tendency to perpetuate. In this direction our filial respect for the footprints of the fathers is strikingly manifested.

Even now hundreds of young men and young women, inspired with an erroneous zeal, responsive to misguided parental wishes, or a false public sentiment, are spending the better part of their energies during the seven years which constitute the formative period of life, thumbing the classical dictionaries, young men and women who have no natural taste for a literary life, and who, after completing this tedious course, find it necessary to readjust themselves to that condition and situation for which nature designed them.

In far too many of our common schools there is still an exclusive adherence to the dry back-bone of the old fundamentals, the difficulties of mathematics, the intricacies of grammars and the monotony of geography.

I would not speak lightly of these matters. They certainly have their place.

The classical course at college must not be abandoned, but it should be more closely confined to those whose inclinations and whose line of life, run naturally in that channel. The old standard studies of the common schools cannot be omitted, but they should not be pushed to the extreme of excluding everything else.

In no department of public management is there greater need of strict economy of time and matter, than in our common, public education.

Under careless management, the school days of our boys and girls flit away and leave them with a comparatively poor preparation for life.

As a rule, parents are too busy with their daily cares, and are not well enough informed, to take active part in determining what the nature of the education of their children shall be. A majority of the common teachers in the lower schools find it easier to slip along in the old, frequented paths, than to venture upon new ways. So those public educators, who have espoused the cause of progress and are working in the line of improvement, have a vast amount of labor before them.

Casting away the trammels of the past and considering the question in the pure light of sound common sense, to what kind of study would you have your child devote his time? Would it be in mechanically performing mathematical problems, the reasoning of which is beyond his comprehension; or in memorizing difficult words and meaningless definitions; or would you have his attention occupied with something within the reach of his own intelligence; something practical and tangible; something connected with the routine of his own life, as it is and as it is to be?

We often approach the problem of education in the wrong direction. Instead of mapping out an artificial line of study and attempting to mould the child's nature in accordance with it, we should seek to follow, build up, and assist, in his mind, the natural flow of active and spontaneous thought.

In this line of progress and reform there is no step more needed, at the present time, than a general introduction of the study of natural sciences into the common schools. Our common course of study, particularly in rural schools, is generally too dry and uninter-

esting. Arithmetic, grammar, geography, and history, become monotonous and tedious, when pursued exclusively, year after year.

These studies, developing especially the reasoning and reflective faculties, fail to round out a complete mental development.

The argument given for a close adherence to these branches is that they are practical, but what knowledge is more practical than that which pertains to our daily life and surroundings? Nothing can be of more practical use in life than a knowledge of the natural world with which we are always in contact.

To the ignorant, the manifestations of nature which come through eye and ear, either become common-place and monotonous, or at best, excite wonder and superstition. To him who understands them they become a perpetual source of enjoyment; illustrating natural law and revealing the wisdom of Omnipotence.

There is nothing in the nature of the study of natural sciences which should exclude it from the common schools, or from schools of the grammar grade. It is not too difficult. The elements of chemistry, physics, geology, and botany, are less difficult than arithmetic and grammar. They are mainly descriptive.

An account of atoms and molecules, with their properties and combinations, an understanding of the air which we breath, a history of the soil and rocks beneath our feet, and a description of the methods of the life and growth of plants and animals, are simply facts, and when properly presented, may be no less interesting than a fairy tale.

From the agricultural standpoint, the same conclusion is reached, by a different road. During the past few years there has arisen among agricultural thinkers an increasing demand for more general instruction, particularly among the rural classes, in the scientific principles of agriculture.

On the one hand it is claimed that for the farmer and his children, dwelling as they do in the wildest of nature's surroundings, some knowledge of the natural sciences is especially interesting and appropriate. On the other hand it is also urged that the highest success in practical agriculture, and consequently the material prosperity of the country, depends largely upon a knowledge and an application of these scientific principles.

It is said that our district schools tend to educate the children away from the farm rather than toward it.

Whatever force there may be in this argument, there certainly is one point which cannot be refuted. It is neither consistent nor just to expect our farmers, often at great sacrifice, to send their children, term after term, to the corner school house, there to receive an education as remote as possible from the pathway in which their footsteps tread.

Education is at best, sufficiently indirect, visionary and mystical. If there is one branch of study bearing directly upon the daily life and occupation of the child by all means let him have it.

The idea of adding this branch to the course of studies was first conceived with special reference to the *rural* schools, in order that the education of our country pupils might be more natural and directly beneficial. With this understanding the objection has been raised that the measure would be unfair. "Class legislation" has been the captious phrase over which some have stumbled. "You must," say the objectors; "you must make your course of study general and equally applicable to all classes."

With this view what becomes of the grading of schools and our systems of elective studies. Our courses of study are elastic. They are subject to the approval of local authorities and dependent upon circumstances.

If some branch of study is especially adapted to a certain class of pupils in any school, they should not be debarred from pursuing it because it is not naturally interesting to certain other pupils. Moreover these matters are generally decided according to majorities, and it may be properly claimed that, not only in our rural schools but in the schools of our numerous villages, a very large majority of the pupils are directly connected with rural life and agricultural pursuits.

Furthermore, the narrow view taken by the class of objectors referred to, has generally sprung from a misunderstanding of the subject matter intended to be covered by the so called "principles of agriculture." These people have failed to distinguish between the art and the science, between farming and agriculture, between the common practices of country life, and the world of thought involved in nature's laws, which lie underneath and pervade the whole.

At this point the advocates of a more practical and economical education, the advocates of more natural science, and the advocates of agricultural education, meet. The term *agriculture*, from the educational standpoint, the standpoint from which we are regarding

it, is a very general term. It involves, first, a knowledge of the earth beneath, and the atmosphere above, which are the fundamental conditions, or background for all things human; and secondly, a consideration of the laws and principles which control the life and growth of the vegetable and animal worlds. Whatever narrow meaning may be popularly attached to the word, the field which it covers is broad and general, whether considered from the material or the intellectual side.

The language of the legislation of last winter covering this matter is "The elements of the natural sciences, especially as applied to agriculture." This, when interpreted, simply means, that our teaching of the natural sciences should be turned, so far as possible, in a practical direction, and that we should use for our illustrations and examples the most familiar matters connected with the common things of life.

The same subject matter might have been included and considered under a different title as "The elements of natural science," but as it happens the measure has sprung from the agricultural side, and its advocates, from their natural interest in the agricultural classes, have selected an agricultural name.

What does it matter? In the broad sense in which the term is intended to be used who will object? Who is there so completely estranged from our mother earth by an artificial life as to give no sympathetic response to things natural, or rural or agricultural!

In point of fact the world is agricultural in nature and instinct. Many inhabitants of the crowded metropolis, seek above all other pleasures, to cultivate a garden of vegetables or flowers, or to care for some pet animals. Many others to whom these are denied, often drop an unconscious tear, when musing upon the scenes of their childhood "down on the farm." The newspapers tell us, and point to the fact as an indication of wholesome, progressive taste, that at the theatres the plays which attract the largest audiences are those based upon rural matters, depicting the familiar scenes of country life. The nearer we can keep to nature, the more susceptible we are to the still voices of earth, and sea and sky, the safer our government, the more genuine our patriotism.

There remains to be considered a single question, whether this subject can be practically taught in the schools. Are our teachers competent to manage it? Is there room for it in the course of studies?

This is a branch of study which, for the highest success, requires some oral instruction ; oral instruction requires original effort ; and original effort is the one thing above all others which a certain class of teachers would seek to avoid.

It is to be regretted that our low standard of instruction still admits of so many teachers of this class. By these a study of this kind cannot be *efficiently* taught. Neither can arithmetic or grammar. In the hands of such teachers all branches of study must partially fail. To the true teacher who loves knowledge for its own sake, and who takes pleasure in imparting instruction, studies in natural science are always easy and interesting.

Is there no room for another new study in the school course? If there is no room let us make room at once. Let us be practical and reasonable in this matter. Apply to the course of study a process of practical sifting. Throw out all that is remote, indirect, and of questionable utility, and plenty of room will be found.

Instead of giving your pupils a minute knowledge of the geography of the other side of the earth which they will never see ; instead of racking their brain with mathematical problems quite beyond their power to comprehend ; and the subtle distinctions and relations of grammar and rhetoric, which belong alone to flights of poetic imagination which they may never reach, bring them back to things common and real and practical.

A multiplicity of different studies in school may not be objectionable. It is far better to learn a little of a variety of subjects, provided that little can be thoroughly mastered and well understood, than to strive to push the knowledge of a single subject to completion, even beyond the power to comprehend. That education is most effectual and valuable which develops the mind gradually in all directions, which gives us a little distinct knowledge of all the subjects to which our course of life is particularly related ; and step by step, according to the natural increase of capability.

This plan does not require that any particular term of school shall be crowded with many subjects. There is a real benefit in variety and change.

“Shall the teachers of Maine encourage the study of the science of agriculture?” By all means do so. Do so with genuine zeal. Add something to the list of studies which will give your pupils an insight into the lessons of creation, and thus teach them to “look through nature, up to nature’s God.”

Mr. B. Walker McKeen of West Fryeburg, president of the State Board of Agriculture, commended Mr. Winslow's paper highly. The elevation of the producing class in a state was, in Mr. McKeen's opinion, of the highest social and political importance. He believed that in no way could the farmer's ideas be elevated and broadened better than by an acquaintance with the secrets of his profession. The love for the home farms of the State should be preserved. The studies of chemistry, geology and botany should be taught in the common schools. He believed there was room for the study of these branches. There are 4835 schools in Maine, of which 3909 are ungraded. In 1278 of the ungraded schools there are taught studies other than those specified in the statutes—such studies as the languages, music, drawing, etc. If there was room for these there might be room for the study of the science of agriculture. In 2416 of the ungraded schools history is taught, in 2426 physiology, and in 1612 book keeping. Where there was room for these studies there might be room for the science of agriculture.

Professor Jordan, director of the Experiment Station at the State College, followed Mr. McKeen. He believed that the farmer had a right to complain of the everlasting technique taught his children on subjects not even remotely connected with the farmer's profession. The farmer's children should have a training which would give them a fundamental knowledge of scientific facts. It was difficult to understand why a physical fact pertaining to a flower or the soil was less essential than a fact pertaining to physiology. The ignorance of people about facts relating to natural science was appalling, and such as to enable them to be humbugged and imposed upon in many ways. People know little even about the constitution and relative value of articles of food.

Mr. G. F. Robinson of Kennebunk asked Prof. Jordan how many of the graduates at the State Agricultural College became farmers.

This brought forward President M. C. Fernald, who never fails to appear when anything like an assault is made on the college. Although Mr. Robinson may not have known it, he hit a tender spot, since it is to this that most of the legislative assaults on the State College are made.

President Fernald showed that of 330 living graduates of the college, forty-one are farmers, or engaged in allied pursuits, such as professors of agriculture, botanists, florists, etc. There are twenty-four actual farmers. President Fernald said it must be remembered

that the college was for the teaching of the mechanic arts as well as agriculture, and that a young man may be working in agricultural lines even if he be not an actual farmer. There was, for instance, Professor Scribner, of the Agricultural Department at Washington, and an early graduate of Maine State College. Professor Scribner's work in investigating the relations of insects to plant life, was, in President Fernald's opinion, of more value to farmers than all the money that had been put into the agricultural college since its founding.

The paper on "Teachers tenure of office," by Superintendent W. W. Stetson of Auburn, was next on the programme, but he graciously gave way for Principal J. W. Mitchell of Rockland, whose paper on school savings banks had been crowded out of the forenoon.

Mr. Mitchell's paper dealt with a novel subject, and was listened to with great interest. It is here presented in full.

THE SCHOOL SAVINGS BANK.

In a noble phrase that deserves to be written in letters of gold, the school laws of Massachusetts, declare it to be the duty of instructors of youth to impress on the minds of their pupils "the principles of piety and justice, and a sacred regard for truth; love of their country, humanity and universal benevolence; sobriety, industry, and frugality; chastity, moderation and temperance, and those other virtues which are the ornament of society, and the basis on which a republican constitution is founded." This is a statement of the legal duties of teachers in Massachusetts but no human words can frame a higher or better statement of the moral duties of teachers everywhere.

The school readers of Benjamin Franklin's day emphasized frugality almost to the exclusion of those other virtues so eloquently enumerated above. All the stories were of boys who manfully refused to squander sixpence on gingerbread but saved it and became rich men. Every page of the spelling book was spattered with maxims going to show that "a penny saved is a penny earned." "many a little makes a mickle," "satins and silks put out the kitchen fire," etc.

Now it is those other virtues that are chiefly taught, and frugality has been jostled down from the high place she held. But as surely

as there is a true line of conduct between riot and asceticism, so there is a frugality that is not parsimony and a liberality that is not extravagance. It is to be feared that in the attempt to avoid the Scylla of miserliness we have steered too near the Charybdis of improvidence. Certain it is that almost no stress is laid on teaching frugality in our public schools, and it is comparatively rare to find a child that is any ways strictly taught on this subject at home. Is not the extravagance of city, state and national governments merely the reflection of a similar condition on the part of the people? Are not the foundations of a republican government disturbed when it is maintained that a public debt is a public blessing? Perhaps the teachings of Franklin led to one extreme, but surely the tendency of the present day is toward the other, but the rapid growth of institutions of saving within recent times shows that we are on the return beat.

France may be cited as one case in which frugality proved the foundation on which a republican government was laid. When she was prostrate at the feet of Germany and an indemnity was exacted that would have bankrupted most nations, her humble people, her middle class, poured out their hoarded millions, and republican France rose before the eyes of an astonished world. This was not accomplished in a single day, but was the result of many years of wise economy. Perhaps no other nation is more wisely economical than France, and she wisely begins training her citizens to habits of frugality in the impressionable years when they are in the public schools. It was here that the school savings bank started, and here it has been most successful. How successful I am unable to say, for I have not been able to get more information on this matter than is contained in a single clipping from an educational journal some year or so since. In the year 1889 the school children of France deposited more than ten million francs. The system of savings societies is as much a part of the school system as arithmetic or grammar. From France it spread to Germany, and from Germany to England, and school savings banks are very common in both these countries now. I do not understand, however, that it has become a part of the system of schools except in France.

The first school savings bank in the United States was established in Long Island City, New York, March 16, 1885. Its founders were Commissioner Thirry and Miss Mary McGee. In that society there is now to the credit of the depositors, \$14,346.27. The next

year three were established, the first one being in Rutland, Vt. This was the first one in New England, and till February of this year was the only one. There are now 1,140 schools depositing in these societies, counting each room a school, the most of these being in Pennsylvania and New York, and there is on deposit to the credit of these societies, \$86,614.86. These banks represent thirty-nine different cities and towns, and the system is general in eight cities. Twenty-five thousand children are enrolled. During the last year the number of savings societies has increased fifty per cent.

Now I have told you about all I know or have been able to find on the general subject of school savings banks. The subject is so very new that not even the latest cyclopedia has a word touching it. Occasionally an item may be found in some educational journal. The statistics I have been able to give were contained in a sheet sent me by Mrs. S. L. Oberholtzer of Norristown, Pa., Superintendent of the department of School Savings Banks of the National W. C. T. U.

But I am satisfied it was not the intention of this society that I should treat at length the general subject, for otherwise I am sure you would have chosen some one better acquainted with the subject, and better able to give you information. I find myself to-day much in the position of Mr. Dobbins, inventor of the Incomparable Lubricating Fluid. He was a good, moderate man but by some stroke of luck or genius invented a really excellent lubricating fluid. It was his joy and his pride, and when he learned that it was used on the great Corliss engine he traveled a thousand miles to attend that great exhibition expressly to see it work—I don't mean the engine but that lubricating fluid. To him it was the most wonderful exhibit there. He once wrote an article on the Triumphs of Modern Engineering, and when an injudicious friend pointed out the fact that more than half the article treated of the excellencies of Dobbin's Incomparable Lubricating Fluid, he squelched that friend by remarking that he did not know much about modern engineering but he was an expert on lubricating fluids. The main line of his thought was lubricating fluids, and the modern engineering merely came in as incidental. Now I remark with Captain Cuttle that "The pint of this lies in the application on't." It was my good fortune last spring to establish a savings society in my school. It was the second in New England and the first in Maine (?) It was altogether owing to this I am sure, that I am invited to read to you this paper on the school savings bank, therefore I trust you will wink at the egotism

of what follows. It seems quite the right thing under the circumstances that I should describe the organization and workings of this particular society. I am sure that this was just what Mr. Luce intended when he suggested this paper to your committee.

I had always been more or less interested in the subject of savings societies and my interest was brought to a focus one night last January by a visit from Mr. Judson Shaw, agent for Heath & Co. We are not always real glad to see a book agent, and I cannot say that I was truly so at first this time, but I certainly was before he went away. He was introducing a work on political economy which naturally led us to this subject. He proposed soon publishing a book and so had much information to give me concerning these societies. I formed a determination then to organize such a society in my school.

The idea seemed to be favorably received by the scholars, and I went to the Rockland Savings Bank to make arrangements with them to take our deposits. They declined to do so, saying they did not wish to be troubled with small amounts; that the children would put money in for fun and draw it out when it ceased to be fun. This seemed to be the end of the enterprise so far as we were concerned; a few days afterward, however, the president suggested that we make our deposits at the school-house, open an account at the bank with the society, and keep at the school-house our accounts with the individual members. And so it happened that what we had regarded as our greatest misfortune proved our greatest blessing, for it is just the fact that we do keep our own accounts and were compelled to organize a society that led us to adopt the most valuable features in our constitution.

A few days afterward, in the afternoon, those who wished to form such a society met in the main room; a constitution was read and adopted and members given a chance to sign; the officers were elected and our society was born on the 12th day of February, 1891.

The constitution is as follows:

CONSTITUTION OF LINCOLN STREET GRAMMAR SCHOOL
SAVINGS SOCIETY.

ARTICLE I—NAME.

This society shall be known as the Lincoln Street Grammar School Savings Society.

ARTICLE II—OBJECT.

The object of this society shall be to encourage the habit of small savings.

ARTICLE III—MEMBERSHIP.

SEC. 1. Any person may become a member of this society if elected by a majority vote at any regular meeting.

SEC. 2. Any member may withdraw at pleasure, or his name may be dropped at any regular meeting of the society.

SEC. 3. Each member shall sign this constitution and give the following promise to the directors: I will deposit weekly with the cashier in my room, what small savings I can make with reasonable economy. While a member of this society I will practice the habit of saving. I will conform to all regulations of the society so long as I am a member.

ARTICLE IV—OFFICERS.

SEC. 1. The officers of this society shall be a president, three vice presidents, secretary, treasurer, three cashiers, and a board of five directors and three auditors.

SEC. 2. All officers shall be elected by a majority vote at a regular meeting. The president, secretary, treasurer, and two directors shall be elected at large. Each room shall elect one vice president, one cashier, one director and one auditor.

SEC. 3. Each officer shall sign the following agreement in the secretary's book: We, and each of us agree to do faithfully all the duties that officers of such societies usually do, and such special duties as this society may require.

SEC. 4. The duties of the president, vice presidents and secretary shall be those usually performed by such officers.

SEC. 5. The treasurer shall give a bond in the sum of \$25 to safely keep all money of the society, to deposit in the Rockland Savings Bank at his earliest opportunity any amount more than one dollar that he may have of the society's funds; to safely keep the society bank book; to keep correct account with the society, and to do other usual duties of a treasurer.

SEC. 6 The directors shall enroll all new members, apportion all dividends, and have general power to do all business of the society that is not specially assigned to others.

SEC. 7. Cashiers shall receive the deposits in their several rooms, verify their accounts each month, and turn over all deposits to the treasurer at once. Each cashier shall give a bond in the sum of five dollars.

SEC. 8. Auditors shall report monthly on the financial concerns of the society as they may be directed by the society.

ARTICLE V—MEETINGS.

SEC. 1. The regular meetings of this society shall be on the last Friday in each month at three o'clock.

SEC. 2. The directors may call special meetings.

ARTICLE VI—AMENDMENTS.

SEC. 1. The constitution shall go into effect when adopted by the society.

SEC. 2. This constitution may be amended by two-thirds vote at any regular meeting.

This indicates in a general way what we do and how we do it. I will describe more specifically how our society is conducted.

TAKING DEPOSITS.

There are three rooms in my school. A cashier was elected in each of these rooms to take deposits from the scholars of that room. Every Friday afternoon at one o'clock the cashiers go into the recitation room connected with room one and the members of the society make their deposits with them. The cashiers furnish each depositor with a slip like this :

LINCOLN STREET GRAMMAR SCHOOL SAVINGS SOCIETY.

No. Room

Name

Date

.

\$

LINCOLN STREET GRAMMAR SCHOOL SAVINGS SOCIETY.

Received of

For deposit in this Society

Dollars cents.

.

Date Cashier of Room.

The depositors' slip is given to the cashier and the depositor takes his receipt. The instructions to the cashiers—and I think they follow their instructions—are to compare the amount deposited, first with the depositors' slips and if the amounts are the same to enter it on the small book which the cashier has, then to make out a receipt for the depositor. At half past one the school is called to order and each cashier counts his money, adds his slips and adds the amounts on his book. If these agree there is hardly room to doubt that all has been correct. He then passes it to the treasurer who gives him a receipt in due form. The treasurer is instructed to count the money before he issues a receipt. As soon as the treasurer has received it he deposits it in the local savings bank, in one account, and as soon afterwards as possible, usually on the same day, he enters on the ledger the several amounts deposited by the several members. Each member of the society has a number corresponding with the page of the ledger on which his account is kept. Before making any entry whatever the treasurer adds together the amounts on the slips; if this is the same as the amount deposited in the bank he proceeds to enter these in the ledger. The slips are first placed in the ledger next to the page on which the account is kept; when the treasurer has entered them all he goes over the several accounts and adds together the amount of the entries. If these entries are the same as the amount deposited in the bank it is morally sure that he has made no mistake in any of the items. The deposit slips are then put in an envelope marked with the number of the room and the amount and date of the deposit, and laid away for future use if it ever becomes necessary to justify the accounts.

In this way checks are put at every step of the way from the time the money is deposited until it goes into the bank, and it is almost impossible for any mistake to occur. The cashiers in three different ways compare the amounts they have received, and the correctness of their work is tested again when the treasurer counts the money; it is further proved when the money is counted at the bank, and twice afterwards in entering the items in the accounts and in testing the entries.

It might be thought that great trouble would arise from mistakes of the children and that children of that age are incapable of sufficient care taking to insure correct results, but the facts are that through the year 731 deposits have been taken and entered into 92

different accounts, and for the first six months there was not a mistake made of any sort. A somewhat hasty examination of the books in the preparation of this paper would indicate that there is a difference of six cents between the account at the bank and the account of the cashiers. It is a question who made the mistake if any, we or the savings bank. I assume, however, that we will get the discredit of it whether we did it or not.

APPORTIONING DIVIDENDS.

Every six months a dividend is declared at the bank on our whole deposit. This is divided among the depositors under the same rules followed at the bank except that interest is given on amounts smaller than five dollars. Suppose John had four dollars in the bank and Mary had four dollars in their own names neither would get any interest, as interest is not given on amounts smaller than five dollars, but by putting their deposits into the savings society the two are taken together and there would be a dividend of sixteen cents which would be divided equally between John and Mary. So those who have five dollars or more get as much interest as they would get at the bank, and those who have deposits smaller than five dollars get interest when they would not if they had deposited them to their own account at the bank.

On the last Friday of each month a meeting of the society is held during the last period in the afternoon. At this meeting a record of the last meeting is read; the reports of the officers, if any, heard; whatever business may come before the meeting transacted, and the remaining time taken up in some general work. An attempt is made to have the meetings conducted in an orderly, parliamentary way, and perhaps one of the chief benefits that come out of these meetings, is the knowledge it gives the scholars of the proper way of conducting a public meeting. Of course it serves to stimulate the interest of the school in the work. At this time the other scholars in the school are given a study period.

But it may be asked "Who does this work? Is it bone fide work done by the scholars, or does the teacher do it all and the scholars have merely the name of it?" I will answer that the scholars do it nearly all. Of course I look after it at every stage, but the cashiers take their own deposits, give their own receipts, and test the correctness of their own accounts; and I have not been called on more than three or four times to help them out of any

difficulty into which they had fallen. The treasurer is mainly charged with keeping the books, and does it once or twice under my eye, after that on his own responsibility. At the end of each term or at stated times I carefully audit the accounts and correct any errors that may possibly have been made. Of course the auditors cannot do the actual work of auditing the accounts, but they can verify the results at which I have arrived. It is one of the great benefits of the society, it seems to me, that the work is actual business and the scholars do it themselves. My school covers the 8th, 9th, and 10th years of the grammar grade.

BENEFITS OF THE SOCIETY.

In conclusion I would speak of the benefits that it seems to me are had through this society. First, there is an amount of money saved which would otherwise have been expended. Over \$370 have been deposited and less than \$70 drawn out so far. There is now to the credit of the members of this society \$300 on deposit in the Rockland Savings Bank and in the Loan and Building Association. This represents an amount which would probably have been expended frivolously save for this society, for not a large number of those who deposit in the society have bank accounts of their own. Again, it gives the scholars acquaintance with business forms. They learn what a bank is, why it pays interest, how the interest is reckoned at the bank, and how to put money into and take it out of a bank, and other matters incidentally. But the great benefit is in the formation of habits of frugality. Habits of this sort do not differ from others, they are formed by doing, and by doing regularly. The society provides the conditions for just this; it makes of the members a class in frugality and operates on the members just as a class operates on the pupils. It is not impossible that any pupil in our public schools may do good work in his studies if not as good work, out of school as in, but it certainly would be a rare case; and so in the case of the savings society, it is not impossible that a scholar out of the society would deposit as much and deposit as regularly as he does in it, but it would be a rare case. It makes regular an act which would otherwise be desultory, and so provides the conditions for the formation of habit. It gives an opportunity for direct instruction which could not be reached by other means. Their minds are open to receive and retain matters pertaining to the society and its work. It gives opportunity for instruction in parlia-

mentary rules, in the history of banking and management of banks, ways of reckoning interest, etc., which have greater weight at this time than at some other because their minds are in a better attitude then. Much can be done at these meetings to stimulate the scholar to more regularity in depositing; for instance, give them a table showing the results that would come from a deposit of one cent made each week day, indicating the dividends with red ink, and they will be astonished to see how rapidly it increases. Show them that were a boy of ten years to begin depositing at this rate he would have at the age of 21, \$44.53, more than one-third of which would be interest. Now of course every scholar knows that he can deposit a good many times one cent if he wants to and so have a good many times \$44 53.

The plan of membership indicated in the constitution is defective. Members should be received at any time they wish to deposit, and as a matter of fact are. A better plan occurs to me than the one we have adopted, and I think I shall attempt to put it into operation. It seems to me that shares of stock in a loan and building association is a better investment, and better for the purpose of building up habits of frugality. These associations are really in form a savings bank. The loans are all in real estate and they are all local. There is no accumulated capital, and usually very small salaries are paid to the officers. So it happens that loan and building associations pay a larger rate of interest than the banks do, as the earnings of the association go to the depositors, whereas the earnings of the banks go, to a great extent, to its officers. But the great benefit that comes from shares of stock in a loan and building association, viewed from my standpoint, is that it requires the depositor to pay a certain amount at regular times. The shares are usually \$100, and payment on these shares is one per cent. or one dollar a month. These associations pay usually six or seven per cent interest compounded semi-annually. They mature in from nine to eleven years. Thus if a boy at the age of ten years deposits 25 cents a week, in nine years he would have \$200. The advantage is, besides the increased interest, that it requires the scholar to deposit regularly, and it provides the proper conditions for the formation of habit.

The teacher who would run one of these societies successfully must be vigilant, for vigilance is the price of success; and if he would be very successful he must interest the parents, but how to do that I

am somewhat at a loss to say, as I have not been very successful in this matter myself, at least if I may judge from the expressions of interest I have received. But few parents have mentioned the matter to me. It is not particularly adapted to country schools. It seems to me that the stamp savings scheme that is being adopted by so many banks in the State is better adapted to those.

This movement is full of promise; it is a slow growth, but sure. Half the school savings banks so far established in the United States were established last year. At this rate it will not be long before the school savings bank becomes a common institution. The success of it depends largely on the teaching profession, and its success in Maine depends largely on the Pedagogical Society, for if this be introduced at all in our State, information concerning it must first be brought to our teachers. This society has held many profitable sessions, but I believe this will be one of the most profitable if, when it adjourns a committee has been appointed to make general inquiries into this subject and give their results to the teachers in Maine.

President Sampson said that this system of school savings banks was established in one of the grades of the Saco schools, as well as in Rockland. He heartily endorsed the establishing of them wherever practicable.

After a brief recess Supt. W. W. Stetson of Auburn, in his usual incisive and interesting style of extemporizing, discussed the next topic on the programme :

THE TEACHER'S TENURE OF OFFICE.

The present system breeds injustice, tyranny, strife, and feuds. It is unstable, making changes for simple love of change. Proper systemization of work is impossible, because a complete system cannot be worked out and put into execution. The teacher is crippled by uncertainty as to the future and by the distractions incident thereto. He does not dare lay out his work for the present and future. He must work largely for the present, and cannot be sure that he will have a chance to vindicate a complete outline of work. Teachers are appointed without proper examination as to scholastic qualifications or general fitness. They are dismissed to gratify the whim of some individual or clique. While politics does not enter largely into the schools, political methods are used. We have

instances where money, time, and strength are put into securing positions or retaining them, where they ought to be put into fitting for better work and in doing it. Some teachers even forget themselves to the extent of cringing, flattering, and fawning; a degradation to themselves and an insult to the profession. Many of the very best talent refuse to enter the profession because of the means they must use to obtain or retain a position. The present system permits slight preparation, careless selection, drives out many of the best teachers, and submits all to the dishonor of being dismissed without cause.

Among the benefits of a longer recognized term are: The teacher becomes a member of the community, makes its interests his own, takes root and grows. He becomes identified with the best in the community, and is considered one of the community by his fellow citizens. He is left free to put his money, time and energy, into preparing for and doing his work. He is justified in making his plans for years instead of for days. He does not dare strive for effect nor to startle. He does try to make the best use of his powers, and to make the most and the best out of those committed to his care. He has entire responsibility and will receive due credit for success. This makes the position attractive, and brings to it the very best talent. Merit is sure of employment. The teacher is independent, self-respecting, interested. He zealously elevates the tone of the profession, and removes the temptation that is our greatest reproach. It raises teaching to the dignity of a profession, and makes scholarship, talent, and character necessary to appointment and promotion. The new order of things means scholastic and professional training, rigid examinations, successful experience, and intelligent certification based on examinations prepared and graded by experts. The teacher will be dismissed from failure to be abreast of the times or to discharge her duty satisfactorily. Such a tenure of office should be based on examinations, given under the direction of the State, the first certificate for two and a second for three years. At the end of five years if the candidate has met with success all succeeding appointments to be during faithful service.

Hon. J. O. Bradbury of Saco continued the subject as opened by Superintendent Stetson. He argued that, under the present system very few men dare to consecrate their life to the teaching profession. It is used as a stepping stone to something in which there is a security for ability and success. There is no shirking of the responsi-

bility and its labors on this account, although this would be but natural. It is honestly and nobly done, but it is not a life work. No man or woman can do the best work under such conditions. The mind has something else in view behind this temporary employment. The schools have suffered very greatly just because so many of our most honored and distinguished fellow-citizens once kept school for a few terms. The profession can never be dignified and placed beside all other professions till the State and the people, by popular enactment, give good teachers a security in their work. All teachers do better work when they know that their position is secure, and that their endeavors are appreciated in hard cash. The normal schools have done much to give tone and dignity to the profession, and about these the State must rally, unless the next generation of citizens is to be trained to its duties by those who are themselves untrained. Tenure of office would bind all teachers together into one noble profession. But these professional teachers must remember that the American people are very indulgent in letting anybody take any position he has a mind to. Then they test him, and demand his ability to hold the place he has chosen for himself.

Master A. H. Kelly of Boston explained the great advantages derived from the Boston tenure of office system, and proposed a resolution, which was adopted, urging upon the legislature the adoption of some legislation tending in this direction.

The last paper on the programme for the afternoon was by Principal A. F. Richardson of Castine State Normal School on the

NEEDS OF OUR RURAL SCHOOLS.

He held the foremost and most pressing need to be the abolition of the school district system. Out of the operation of this system grow many—most of the defects in the rural schools which need remedy. Chargeable to this system is the employment of unfit teachers, sometimes because of their relationship to the district agent, in most cases perhaps because the system compels either the employment of cheap teachers or the having of a single short term, or at best, of two short terms. To it is due the continued support of unnecessary small schools with all the waste of money entailed thereby. To it can be attributed the existence of unfit school-houses. It renders supervision ineffective for good and bars the way to making the instruction of these schools, systematic, symmetrical and

in the highest degree efficient and thorough, because it compels not only the employment of unskillful teachers, but too frequent change of teachers.

In the course of his remarks he illustrated the points he made by citations from a large number of town school reports, often raising hearty laughs at their patness. It was a sharp and slashing presentation of the topic, and it is to be regretted that Principal Richardson is unwilling to have it printed in full.

EVENING SESSION.

The evening was devoted to the subject of

PHYSICAL TRAINING IN THE SCHOOLS.

City Hall was packed by the members of the convention and citizens of Portland, when the President introduced the first speaker of the evening, Dr. F. N. Whittier, Director of Sargent Gymnasium at Brunswick. Dr. Whittier said in part:

Within the last fifty years the mode of life of the New England people has greatly changed. That old fashioned life, described so well by Harriet Beecher Stowe and Elijah Kellogg, is now hard to find. The so-called manual occupations are rapidly being given up to foreigners. Everywhere one sees deserted farms.

We are told that this giving up of hand work for head work is but a natural step in the evolution of our civilization, and surely the changes of the last hundred years, the harnessing of steam and electricity, the invention of so many labor saving appliances, give plausibility to this view. But as a natural result of this change we have come to undervalue the importance of physical health and strength. In the training of children parents and teachers join hands in the vain attempt to develop brains without bodies. We forget that the health of the mind depends upon the health of the body, and that to have healthy, well developed bodies we must have vigorous physical exercise.

No nation ever gave up hand work for head work and farm work for shop work so suddenly as have New Englanders. There is no doubt but what our health and strength have been greatly injured by this change. The people of our towns and cities seem puny in comparison with the fine looking men and women one sees in England, Germany and Sweden where physical training is made a part of public school education.

But a change for the better seems to be near at hand. Out of door sports have evidently come to stay. I believe that their popularity is due mainly to a national instinct of self-preservation. Within the last year or two the number of New England cities requiring gymnastics in their schools has probably increased three fold. Our colleges are every year giving more attention to this matter of physical education.

At Bowdoin College we have the system devised by Dr. Sargent of Harvard University. Each student is subjected to a careful medical and physical examination, and then special gymnastic exercises are prescribed with the view of strengthening the parts found to be weak.

This system is supplemented at Bowdoin by a graded plan of class work which includes military drill, Swedish gymnastics, Indian club swinging, dumb bell exercises, wrestling and fencing.

In giving any course of physical training we must have several objects in view :

(1) Exercise. There are many people whose whole idea of gymnastics is covered by this one word. Such people propose sawing wood as a substitute for physical education.

(2) Recreation. No system that fails to make its exercises attractive can ever meet with the highest degree of success.

(3) The correction or prevention of physical weaknesses or defects. In any course of gymnastics for schools this object should receive special attention.

(4) Another object is to secure co-ordination between mind and muscles or power of the brain to control muscular movement. It is the lack of this co-ordination that makes people awkward and clumsy.

(5) A course in physical training should also give mental and moral training. As for example by strengthening the power of will and self control.

There is much that goes under the name of gymnastics that totally fails of the accomplishment of any one of these ends. The physical training that figures so largely in the catalogues of many of our schools, often consists merely of certain thrusting movements of the arms, carefully arranged so that they can be performed by young ladies whose corsets are laced tightly about them—exercising chiefly the muscles of the arms, which in the average school child are relatively strong enough, and letting the muscles of the back and waist severely alone. Such exercises are so light and easy that they do

no direct harm, yet indirectly they may do much damage to the cause of physical education, because from seeing these many people naturally jump at the conclusion that the whole thing is a sham.

Principal M. H. Small of the Norway High School followed Dr. Whittier: He said that it would be vastly easier for the teachers to prevent than to correct the evils of the school-room, saving the specialist the labor of correcting them. In the primary room the child has been used all his life to using his legs, while the muscles employed in sitting have been almost entirely idle. They need careful development before it can be possible for the child to sit for any length of time erect and comfortable. Very few children in the average school have seats that are not too high or too low. Bad habits formed in the lower grades very soon develop into deformities. When the exercises are introduced for ten minutes twice daily, the pupils get a much needed rest and return refreshed and brightened to their recitations. Strength should be made the basis, but temperament cannot be neglected. The nature of the exercises is very important if they are to be sustained. Gentle movements should begin, always progressive, and never monotonous. Aim at developing the trunk and the great life centers. Free movements with running exercises and gymnastic games in a large, open room, give all the essential training.

Miss Jennie M. Colby of Gorham State Normal School continued the topic by describing her very successful work with the pupil-teachers of that institution. She said:

We as a people, know and acknowledge, that between our schools and the commonwealth is a close relationship. The minds and bodies that as teachers we are to-day training, will in a few years fill the important places in the world.

The children of the present betoken our future nation "as morning shows the day." Then on us, in a degree, depends the future mental and physical strength of the nation. We have the child five or six hours five days in a week, the mother the remaining hours of the seven days in the week. The child's confidence is firmly established in the mother and in the teacher.

The teacher exerts an influence over the taught, second only to that of the mother.

If it is best for the people of the next age to be people of mental and physical brawn, the children of today must be trained and taught to that end. We know that strong minds dwell in weak bodies sometimes, and are the means of much good in the world, but not of the largest amount of good, and more often the mind and the body sympathize and are interdependent.

A strong healthy mind in a strong healthy body is a joy to its possessor and a means of much good to those who have personal contact with its workings, and more for influence reaches out and on "as doth the ripple on the lake's clear surface."

A chance for a tired, restless class of pupils to change their positions for a few minutes, makes those aching, wriggling limbs comfortable and quiet; now the hands and feet move only at the command of minds freed from fretfulness, out of which the cobwebs of indifference, caused by poor circulation have been swept. Thus they are enabled to work much harder and with better results after the change.

Since our schools are to be instructed in those branches which do and shall work for our country's highest and best good; and since physical exercises are conducive to the mental and physical health of the taught, and are essential aids to discipline, gymnastics should be taught in some form.

What kind depends upon the means obtainable. But like every other subject, a judicious mixture of systems seems desirable.

In Gorham Normal School we have been working under Dr. Whittier's direction for nearly two years. We use light gymnastics with something of the Swedish system, dumb bells and wands.

In beginning the work two years ago, we first presented the subject to the graduating class of pupil teachers, picturing to them some of the needs of the public schools, and showing how they may be relieved by the use of gymnastics. This was done by giving simple exercises, and making the results plain by drawing on their personal experience as students; for example, the neck flexion which is restful taken after a study period, the shoulder blade movements which strengthen the muscles and thus tend to bring the round shoulders into their proper place, the lateral trunk movements and waist tortions which are of great hygienic value, etc.

The class became very much interested in the work. I was even importuned to give private instructions, and the books furnished by our principal were carefully read.

The first obstacle that presented itself was dress. I said but little about it, but wore a suitable blouse; very soon the A class girls appeared in pretty waists of various light tints, looking more attractive than ever; the other classes followed their example, and now that obstacle has practically disappeared.

The enthusiasm spread and when I took the school as a whole they were ready to receive the work.

A few of the lower class pupils were afraid it would be hard work, and some of the exercises might prove injurious to the health but when we began to use music with the drills, the enjoyment of the participants was so apparent, that none but those who were physically incapable feared longer. At the present time, all in the school are required to take the exercise daily unless excused.

The whole school take light gymnastics from five to seven minutes, the classes as the A, B and C take dumb bells or wand drill together for eight or ten minutes, making an average of fifteen minutes daily.

We have in no case on any occasion picked pupils for the exercises; of course it is much easier for some than for others, but that it does all good is evident to the most casual observer, the improvement being noticeable in the gait, in the standing position and in the general carriage of the person.

Before we began work with the children, they had seen exercises given by the pupil teachers, had heard the music daily, and were longing to try the movements themselves. So that when I began to give the exercises to the lower grammar grades, it was both pleasant and profitable for them, and to add to their pleasure I taught them a short wand drill, which we took to counts, the music of the harmonica, or as a great treat, we went to the large school room and used the piano. Certainly "music hath charms" to the young as well as to the old. I not only had the five minutes stated work in light gymnastics, but on hard days, which will come to all teachers, I would call them up for a little exercise at any time; the eyes would brighten, the tired look leave the face, and pupils and teacher would feel refreshed.

Our primary teacher, at the same time taught the little ones light gymnastics and it proves beneficial to those grades.

This year I have taught the pupils in the highest grammar grades gymnastics. I use wand drill as an extra pleasure for them too. They will work a little harder if we can get time to have a drill, and

already they are pleading for dumb bells. The parents believe in them with few exceptions, the few believe the good old way well enough.

At the meeting of our County Institute in Gorham, the children came long distances in the rain, to give their part in the exercises. The parents in two cases brought daughters six miles.

The exercises are enjoyed so much that often the pupils take parts of them at recess on the playground, and if the teacher will go out and direct the work their joy is full.

The receiving the command in an intelligent manner develops attention, the following the command increases the ability to do as directed, thus developing the power to govern the mental and physical being. We do not expect to rival the ancient Greeks, and produce the greatest orator, or the greatest creative poet, or another leader among the philosophers of the world, by means of these exercises, but we do expect to send the boys and girls on in life with better moral, mental and physical powers, by having had this start in early life in habits of mental and physical discipline.

If the school superintendents, committees, and people in authority could realize the benefit these exercises are to pupils and to teachers, we should have gymnastics in some form in every school in the good State of Maine.

The evening's exercises concluded with a gymnastic exhibition given by ten young ladies from the Brunswick High School, under Dr. Whittier's direction. The young ladies showed the main points in the German system, open movements, wand, and bar exercises, the Ling system, the ring exercises of Dr. Dio Lewis, Indian club and dumb bell work. Their work was a perfect illustration of the "American" system, an adaptation from all the others, while they showed in all their movements the fine results of their training.

SATURDAY MORNING SESSION.

THE REPORT OF THE COMMITTEE ON PROFESSIONAL READING,

presented by Rev. B. P. Snow of Yarmouth, was the first business on Saturday morning. The following books were recommended: Fitch's *Lectures on Teaching*, Quick's *Educational Reformers*, and Howland's *Practical Hints*, as the beginning of a reading course to be pursued by the members of the Society. This course will be continued, and

made the foundation of a progressive course of professional reading, leading up to a certificate or diploma from the Society for those who complete the course with credit.

The next exercise was by Supt. Geo. I. Aldrich of Newton, Mass. It was a most entertaining and valuable talk, only an abstract of which can be given, on

ARITHMETIC.

Very few people use any arithmetic, except school teachers in the school-room. The New England people attach an unwarranted degree of importance to it, and by it alone many teachers are judged. Arithmetic should be taught for a knowledge of numbers, expressions, operations, and the relations of numbers. The teacher should have a clearly defined outline of the subject. All knowledge is based upon experience, and the duty is to give the child the largest possible amount of number experiences. Enlarge the scope of experience. Bring the learner face to face with the thing he is to know; statements about the thing are useless. The terms used are figures of what the teachers should aim to present as real life. The mechanical part of arithmetic, the ciphering and doing of examples, requires no particular skill or knowledge. Practice in it gives ready reckoners, facility in counting numbers. Accuracy should come first, then speed and independence of symbols.

There should be automatic action of the mind. Mental arithmetic is a growing need, as giving this quick, automatic action of the mind and the freedom from symbolic representation. The thought side of the work has for its end accuracy in the reasoning processes. Speed shows itself in the quick penetration of problems. It is power rather than facility which is sought. There should be plenty of drill work, every bit of which should result in increased knowledge or skill. The habit of attention should be cultivated.

The teacher should make the pupils plucky and self-reliant. Explain very little and tell nothing. Never send the arithmetic lessons home, for fond relatives to do. The great value of arithmetic is not in the acquisition, but in the manner of acquiring it. The rules and definitions of the books are complete and well worked out, orderly in arrangement, but they do the child absolutely no good if they are learned as they stand, because they are in the book. In arithmetic, as in all teaching, so manage that the process shall value more than the knowledge that is produced.

The next topic assigned for the morning was a discussion of the the question,

WHAT EDUCATIONAL EXHIBIT SHALL MAINE MAKE IN
THE COLUMBIAN EXPOSITION?

Mr. Luce, the State Superintendent of Schools, outlined a plan for this. Those who attended the Philadelphia Exhibition of 1876, may remember that Maine's exhibit of school work there consisted of examination papers, etc., bound in volumes. Mr. Luce's plan for Chicago is more satisfactory and elaborate. He believes that Maine should make a good exhibit, to show what our schools are doing, and to give something for educators in other states to study. While not extensive it should be comprehensive and graphic. There should be first, a series of attractively drawn charts showing the distribution and effectiveness of our common schools, high schools, academies, normal schools and colleges as a whole and in detail. These charts should be colored like the maps in the census report, and show at a glance, the diffusion of the various kinds of educational opportunities in Maine.

Second, there should be pictures and drawings showing exteriors and interiors of representative school buildings from the primitive log school-house to the most elegant and elaborate school building in the State.

And third there will be State and town reports and catalogues, circulars, etc., to show the workings of our school system and its results.

Fourth, the actual work of the schools will be shown objectively in examination papers, etc., bound in volumes after the manner of the exhibition at Philadelphia.

President Fernald, of the Maine State College, showed to what extent the State College and other similar institutions could assist in the exhibition.

Mr. Dunton of Lewiston, made some valuable suggestions as to the contributions which the common schools could make to the exhibit.

The last exercise of the session before taking up the closing business was a paper, here presented in full, by Principal H. K. White of Lincoln Academy, Newcastle, on

PATRIOTISM AND THE SCHOOLS.

Fashion, craze, fad, called by whatever name, what curious things those are which start, have a run, die out and are forgotten. Think of the number even the last few years have brought and have carried away: blue glass, the rage for decoration, the craze for the antique, the roller skate lunacy, the spelling match, and so on and so on—some good, some bad, some indifferent, all transient and fleeting. Get almost anything started and it is as sure to have a run as the grip. Where do the things start? What makes them go? Do *we* have more than our share of them? Or are they general enough to be covered by that meaningless phrase “a trait of humanity?” Perhaps here is another of those distressingly numerous “fields for the curious investigator.” Somehow most of the universe seems to be laid out into fields of this sort. Must we put the “flag over the school-house” in the same category with the other transient things I have mentioned? I am afraid those of us who live ten years will be compelled to do so. It is a calamity for so good a thing to be in such company. A movement in every way praiseworthy, and of great importance, is having—I had almost said, has had—a run. Regard for the flag ought not to be allowed to die out. We, who can remember war times, wonder that there could have been any necessity for rousing interest in the stars and stripes. We realized in a vague sort of way that with the scholars of to-day the war was but “a name and a tradition.” We had, in a measure, got used to seeing a look of amused surprise come over the faces of the boys and girls when we asked them if they could *remember* the Battle of Gettysburg. We knew that the tears which started to our eyes when we spoke of the death of Lincoln, seemed to them like Mark Twain’s weeping at the tomb of Washington.

But somehow we had never thought that they didn’t look on the flag as we did. Poor things, how could they? They had seen it used for decoration only, or swung across the street as a sort of sign board for the names of party candidates.

The attempt to awaken in the young an interest in the old flag came none too soon. The flag should be conspicuously displayed in every school-room; and the State should insist upon it that every teacher talk flag to the school.

To come more directly to my subject, what are some of the ways in which the public school can help and ought to help in developing in boys and girls a love of their native land? It is worth noticing that many causes have made oratory a much less important force than it once was. Saying that it is a great and glorious thing to be an American doesn't move even the young, as it once did. The flag no doubt may be made a powerful indirect teacher of patriotism, and much teaching is better done indirectly. Most teachers agree, for instance, that instruction in temperance, manners and morals is better given indirectly. In this, as in all teaching, the first and great commandment to the teacher is, Thou shalt know what thou teachest, and the second is like unto it, Thou shalt know a little more. The teacher must be intelligently patriotic. No perfunctory going through with a lesson on patriotism will have much effect on scholars, not even if it is conducted in accordance with the most exact scientific formula for teaching. The man who really loves his country will make a dozen different things teach patriotism; while the man who has only a sneer for our institutions, is no fit instructor for the young. The teacher needs to be full of American history; not stuffed with dates and facts, but alive with the spirit of our history, adventures, Indian stories and all. He needs to be a citizen, with an appreciation of a citizen's privileges and duties. And if the teacher happens to be a woman, *she* needs these things all the same, if she is to educate patriots. My impression is that a woman is more likely to fail here than in any other department of teaching.

It is undoubtedly true that neither history nor science of government constitutes patriotism. The sublimest exhibitions of patriotism have come from people who knew no history, who had no national history behind them, but who made history. Still the nation's past, intelligently taught, and intelligently learned, has an enormous influence. To know what our fathers did, and why they did it, inspires us. Of course, memorizing dates is not history in this sense. A compend of history is an offense to the young. No sensible man undervalues original critical historical research and investigation, but the place for these things is not in the average school, with the average scholar. I should prefer that a child be interested in the legend, if so it be, of John Smith and Pocahontas rather than that he be repelled by uninteresting facts. It will be well for the teacher to realize that romance and fiction are often truer than facts. Suppose a halo is thrown over the past, we need it. We do not need to

be told that a lack of veneration is an unfortunate characteristic of the young. Ancestor worship may be irrational, but it is better for a man to worship his grandmother than to worship nothing at all.

Children probably appreciate and enjoy the biographical part of history most. What nation ever had men whose lives were more suitable for the young to study—more calculated to rouse and inspire them?

In the study of history don't let the founding of Rome usurp the place of the founding of America. Don't think that anybody can teach the history of the United States, while Greece and Rome need the attention of a scholarly instructor. American history deals with matters as vital to humanity as any the world has known. The high school would be the gainer if it dispensed with some of the Latin and mathematics, and even with some so-called science, and taught carefully American history and government.

Much more ought to be made than is made of *local* history. Strange how it is neglected. One school-house in my town is situated on the spot where a garrison house stood in Indian war times. The garrison was attacked several times, and no spot in the country has a more thrilling history. Yet a lady, who attended school there, tells me that she never heard any of these things mentioned in school, though the children were made to commit the dates and leading events of King Philip's war. She said further that she supposed they never had a teacher who knew any of these things. In another district in the same county was a garrison house where, a part of the men having been surprised and killed or captured by the Indians, only two men were left to fight.

A woman with a baby in her arms kept watch all night in the watch tower—that baby was my great-grandmother. No one ever thought of mentioning the thing in school. This same great-grandmother saw Arnold on his way up the Kennebec, in his expedition against Quebec, and she lived until I heard her tell the story. But in a school-house which overlooked one of the places where he landed, I have heard scholars recite about the expedition of Arnold without a hint that it was in any way different history for them than the expedition of Alcibiades against Syracuse. I had a chance once to question some children who went to school in the district where Sir Wm. Phipps was born. Think of the story of that man's life, and then just try to realize that those children never heard of him!

Of course these examples could be multiplied indefinitely. If you care for none of these things you can't teach history; at any rate you can't make history teach patriotism.

Not to dwell on the fact that local events appeal more powerfully to the young, while events at a distance are unreal, we at the present time need especially to be interested in local matters. The virtue of seeing and appreciating things near at hand is a cardinal one. The children have long enough been taught about "the glorious land of somewhere else." I wouldn't teach scholars to sing "I love thy rocks and rills," and tell them the same day that this particular spot "isn't fit for a white man to live in," and that "Maine is a good State to emigrate from."

I have small faith in that man's patriotism who cries down his own state and his own town. We have all heard of the people who are extremely solicitous for the salvation of the heathen, and neglect the common morals of their own families. The tendency isn't by any means confined to religion. Men who would most hotly resent being called unpatriotic will say to you "This town hasn't the least public spirit;" "it is the most dead and alive place;" "the greatest place for gossip;" "a one horse town." Did they ever think what the Psalmist meant when he said, "If I forget thee, O Jerusalem, may my right hand forget her cunning."

If a man doesn't love his town which he has seen, how can he love his country which he has not seen? In a most decided sense patriotism begins at home. Teach the children that their first duty is to the place where they were born. Teach them something of what we have to be proud of; not necessarily of the great West or the sunny South, but what Maine, Portland, Newcastle has to be proud of. Make them understand that a common man is better off here than in most places. I wish we could more justly POINT WITH PRIDE, as the politicians say, to our country school-houses, our roads, and some other things; but it is well to impress it upon the young that patriots do not necessarily stand still and *point with pride* to what somebody else has done. We have had so much done for us that we almost forget that we are in the world to do for ourselves; not to grumble at wrongs and imperfections, but to set about making things better. What right have we to find fault because *everything* was not done for us. We have no reason to mention wrongs except as we try to right them. No important duty is performed for our country by an indiscriminate criticism of the present order of things.

So far from showing strength and independence, it shows weakness. It takes a strong mind to see the good and have faith in the possibility of improvement, in spite of the bad.

The most useless man for the country is he who sums up his politics by saying: "Both the great parties are corrupt, it is hard choosing between; I let politics alone." Teach scholars that they have no more right to let politics alone than they have to let daily labor alone.

As I have said before, science of government is not patriotism, but some knowledge of how we are governed is essential to intelligent citizenship, and the schools ought to give it. Let the young people learn how the town, the city is governed; that a man ought to go to town meetings (and a woman too); that a man to be a patriot must be interested in the smallest local affairs; that a man need not necessarily be a democrat or a republican to be a patriot—he may even be mugwump or a third party man. There is the great advantage in this kind of teaching, that the boy (and the girl too) is interested.

The school can teach and ought to teach something of the significance and proper observance of holidays, that is, of *American* holidays. The old worthy who said that the day of the declaration would be celebrated with firing of cannon, bonfires and ringing of bells has much to answer for. In our smaller villages the observance of the *glorious Fourth* has degenerated into a time when the young hoodlum feels that he is free to perpetrate crimes against society, for which he would be arrested on any other day. There is no more patriotism in this pandemonium celebration than there is in the monkeyish tricks of an April fool's day. Something, it seems to me, might be done towards teaching young people to celebrate the day rationally.

The celebration, more properly the *desecration*, of Decoration Day may well demand attention. If the day is to be observed, let the school have exercises appropriate to it, instead of being turned loose for a general good time. We all know that prominent Grand Army men advocate the *ABOLITION* of the holiday because of its abuse, and the observance of Sunday instead. One man cannot do much, but I will not allow boys to play ball on my school grounds on that day. Some years since, the son of a dead soldier belonged to the base ball nine in my school. The boys were arranging to go away for a game. This soldier's son refused to play. Some of

the boys, surprised, spoke to me about it. I told them I supposed he would naturally object to playing ball at his father's funeral. The idea was new to them; they had never really thought what Decoration Day was. We who are old enough to have searched with agony the list of killed and wounded after some great battle—we who have followed with muffled drums our own dead soldiers to the grave, know something of its meaning. If you younger teachers don't, try from the ranks lessening every year who scatter flowers over their dead comrades, to catch its significance, and teach your boys that it is not a day for base ball and boat races. Let what is said of these two holidays suffice for all. The remedy for their abuse does not lie in abolishing holidays; make them mean something. If boys and girls look forward to them simply as days when they can escape from school, holidays serve no good purpose for them.

It has often been remarked that a man will dispute for his religion, fight for it, die for it—do anything but live for it. Now these remarks need not be restricted to religion. There is a sense, of course, in which it is true, "Greater love hath no man this, that he lay down his life." Still it is nothing incredible that a man may be surly, disagreeable, rather a poor specimen of husband and father, and yet in some supreme moment, may not hesitate to give his life for one of his family. Not every man who has laid down his life for his friends, was a paragon of loveliness. Somehow, living for a thing is harder than dying for it.

If the dreadful calamity of war should again fall on us we should not lack defenders. Your school, and my school, have in them those who would be ready. He who thinks men will fail then, does not know the stuff men are made of. Our need of patriotic teaching, however, does not to-day lie in that direction. After all, the poorest use you can make of a man is to kill him. War is an evil—an evil which, please God, humanity will one day outgrow; but when that day comes, when men shall beat their sword into plowshares and their spears into pruning hooks, the need for patriots will be as urgent as ever. The Civil War—glorified as it was by a splendid outburst of patriotism, left behind it many evils, as all great wars must do. Humanity instinctively bows with reverence before those who voluntarily hazard life for their country, and this reverence goes far toward creating patriots in war. Let us teach that the man who lives for his country, deserves the same reverence as the man who

dies for it, that the multitude of commonplace patriots in peace is the nation's safety.

Everybody agrees that young people ought to know something of what is going on in the world, but whether or not the knowledge of current events as gathered from the average newspapers will teach patriotism is quite another thing.

In the first place some teachers would get more patriotism out of the rule of three, than others would, out of the "Star Spangled Banner."

Again most newspapers are gossips on a large scale. There is nothing elevating or inspiring to the young in reading the details of murder trials or crimes and accidents, which occupy so large a part of the ordinary newspaper, while the average political paper labors rather to abuse and misrepresent the opposition than to inculcate correct political ideas. On the whole, the thoughtful man who tries to read all sides is likely to find himself saying with Josh Billings, "I'd rather not know half so much than to know so many things that are not so." I should hesitate about encouraging the study of the sensational daily or the intense partisan paper. With our numberless publications we still lack the paper to put into the hands of scholars.

But you say,—“How much do you expect us to teach, anyway?”—“We already have more than we can attend to.” Well it *would* be a curiosity to see in one list, *all* the things various cranks have insisted that the school is especially bound to teach. Most of them too, quote that old Greek who said, “Teach the boys what they are to practice when they become men.” It is so handy to fall back on a creed or a proverb, instead of using one's common sense;—and if one hasn't the common sense, the creed or the proverb comes in all the handier. The old Greek may have meant all right, although he probably meant, teach the boys to fight, and never dreamed of the application to be made of his words. Like many half truths, this is responsible for a multitude of evils. Anybody who stops to consider must see that in most respects you absolutely *can't* teach in school the things boys are to practice when they become men. But with referencē to teaching patriotism, you can, if you can anywhere, follow the maxim with safety.

Just a word here on another point which I think belongs to my subject. People are re-discovering the fact that man is physical as well as mental, that physical and manual training are necessities, if

you want the best results. Some of you who teach in the country may envy the splendid opportunities of the city teacher.

But the city is finding the need of that training the farm gives a boy, and learning that in order to compete with the little country school, manual training schools are necessary.

A few years since there were living three of the leading theologians of the United States, all from one little obscure country district away down east in Maine.

The New York Tribune in an article on the country boy in business said, "It seems then as though the only chance for the city boy in business is that some country boy, when well established in the city, will want him for a clerk." A leading New England educator said to me "Three generations away from the soil, and the common family is worthless."

Of course both of these statements are exaggerations, but there is truth in both. They mean, for one thing, that the country teacher with all his discouragements, is more likely to have a hand in training men and women who make their mark in the world, than is the teacher of the crowded city school. Tell the boys and girls the advantages of country life; advise them to stay on the farm. So will you teach the most practical patriotism. Heaven pity that poor fellow, the village boy, without either the stamina of his cousin on the farm or the culture of his city cousin.

I thought while listening to last evening's programme, that after all, the best gymnasium is all-out-doors, and the best *movements* those which useful work calls for. The boy who gets up two hours before sunrise, builds fires, cuts wood and tends cattle, and walks two miles to school, whatever else he may need, will hardly feel the need of light gymnastics. The girl who practices general housework three or four hours a day, will find it an excellent substitute for school maneuvers, especially if the housework is supplemented by a little out door work, such as driving the cows to pasture, gathering apples or chasing the pigs.

I have seen at one time two of my boys on the boat crew at Bowdoin, two others on the college base ball nine, two others on the foot ball team and one in the tug of war team, while another was one of the two who reached the falls in the famous Labrador expedition last summer. All these were boys who were trained before they went to college in country gymnastics only. This I say, not to disparage physical training, for I believe in it thoroughly, but simply

to call attention to the fact that the country boy has here a great advantage, especially if he has a good stirring father behind him.

Finally, if the State has a right to demand anything of the school which it supports, it certainly has a right to demand that scholars be taught to love their country and be instructed in their duties to their country.

When traced to its source, the right of the State to educate children rests on the necessity of training citizens. What could be more absurd than entrusting three-fourths of this training to women and then shutting women out from all participation in public affairs! If they are either incapable of taking part in the affairs of the State, or are unwilling to do so, then are they, on that ground alone, unsuited to teach in the public schools. Whatever the school of to-morrow may be, it must be an American school. Whatever the demands the school of to-morrow may make upon the teacher, the time is surely coming, when the young lady who doesn't read the papers need not apply for a school.

BUSINESS SESSION.

The following officers were elected for the ensuing year :

President—A. F. Richardson, Castine.

Vice President—O. M. Lord, Portland.

Secretary and Treasurer—M. H. Small, Norway.

Executive Committee—A. F. Richardson, O. M. Lord, H. M. Estabrook, G. A. Stuart, Mary A. Snow.

Advisory Board—S. G. Jordan, I. Barton, F. C. Russell, Sarah M. Taylor.

Councillors—G. A. Purington, W. DeW. Hyde, O. M. Lord, E. P. Sampson, G. B. Files, G. A. Robertson, Miss Mary A. Snow.

THE RESOLUTIONS.

The committee on resolutions reported through Principal B. P. Snow of Yarmouth Academy.

The resolutions condemn the district system of schools ; commend the vigorous manifestation of professional feeling ; favor the movement for a course of professional reading ; call for more efficient supervision of town schools ; that legislation be secured to permit committees to elect teachers to serve during the pleasure of the committees ; urging an increase of temperance instruction ; commending

the movement to establish school savings banks ; urging the establishment of school libraries ; favoring instruction deprecating cruelty to animals ; favoring some instruction in the science of agriculture ; thanking the city of Portland, railroads, etc., for courtesies extended.

The committee to examine the system of school savings banks was appointed as follows : Messrs. Mitchell of Rockland, Stetson of Auburn, and Chase of Belfast.

MAINE SCHOOLMASTER'S CLUB.

After the final adjournment of the society, Messrs. Parsons, Lord and Mitchell reported a constitution for the Maine Schoolmaster's Club, and it was organized with the following officers :

President—Pres. Wm. DeW. Hyde of Bowdoin College.

Vice President—O. H. Drake of Pittsfield.

Secretary—J. R. Dunton of Lewiston.

Membership Committee—President Fernald of Maine State College ; F. W. Chase of Belfast, and Supt. Russell of Rockland.

Executive Committee—The President and Secretary, *ex-officio*, G. C. Purinton of Farmington, G. A. Stuart of Lewiston, and E. P. Sampson of Saco.

The object of this society is the promotion of education in the State by an interchange of ideas and the fostering of acquaintanceship among teachers.



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