

MAINE STATE LEGISLATURE

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BEING THE

ANNUAL REPORTS

OF THE VARIOUS

Public Officers  Institutions

FOR THE YEAR

1893.

VOLUME II.

AUGUSTA :

BURLEIGH & FLYNT, PRINTERS TO THE STATE

1893.

THIRTY-NINTH ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

COMMON SCHOOLS.

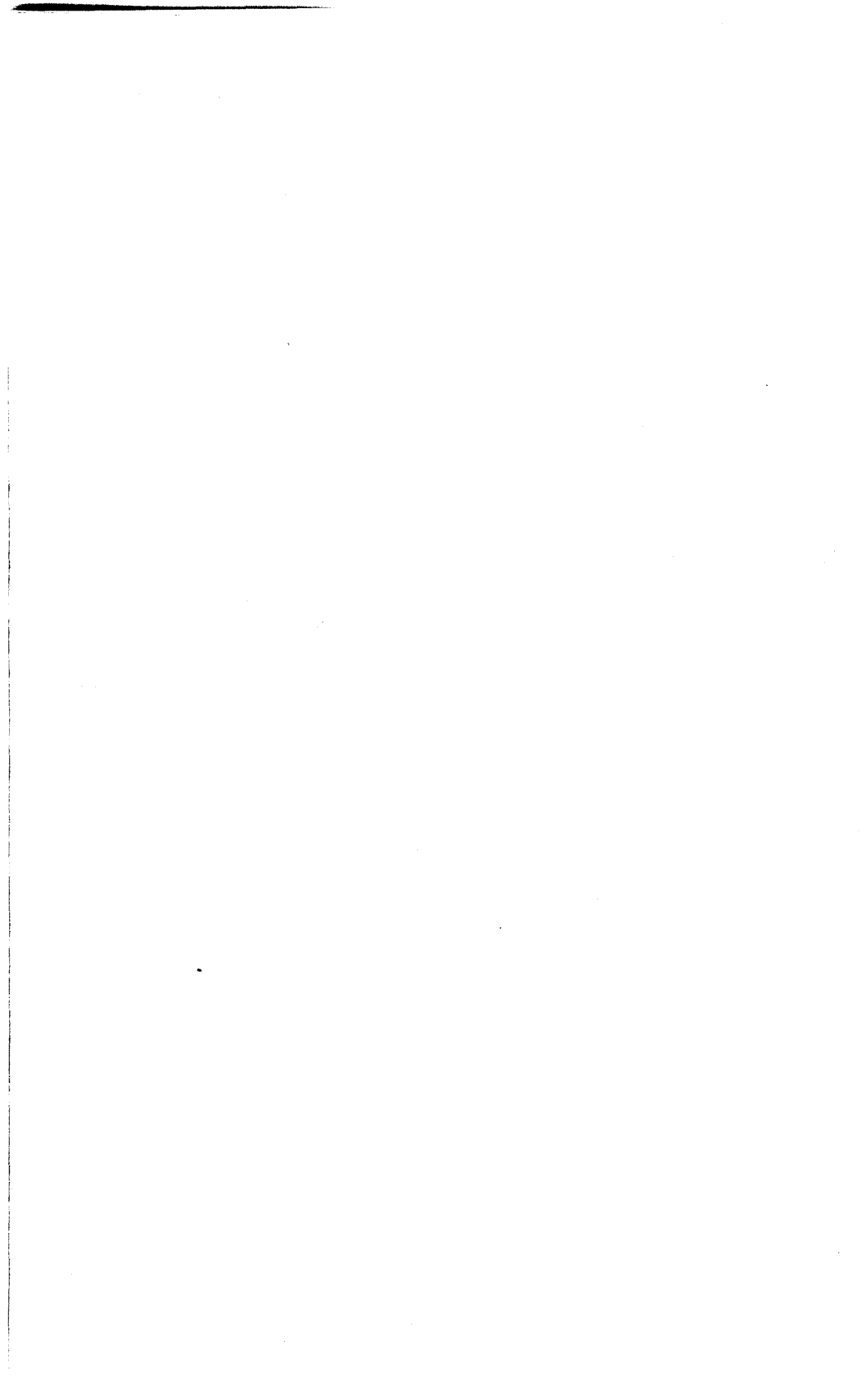
STATE OF MAINE.

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STATE OF MAINE.

EDUCATIONAL DEPARTMENT,
AUGUSTA, December 31, 1892 }

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

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

Very respectfully,

Your obedient servant,

N. A. LUCE,

State Superintendent of Common Schools.



REPORT.

COMMON SCHOOLS.

For statistics showing in detail the condition of the common school system of every town in the State, so far as the statistics required by our laws are capable of showing that condition, reference is made to the tables appended to this report.

The condition of the system as a whole, both actual and as compared with that of the preceding year, is shown by the statistics collated, corrected and grouped in the following

COMPARATIVE SUMMARIES.

I. *Of Scholars and School Attendance.*

	1891-92.	1890-91.
Whole number of scholars in State	210,472	210,997
Decrease	525	
Whole number of different scholars attending school during year...	136,634	141,433
Decrease	4,799	
Average registered attendance per term for year	113,692	122,766
Decrease	9,074	
Average daily attendance per term	90,191	103,062
Decrease	12,871	

II. *Length of Schools.*

Average length for year	24w 3d	22w 1d
Increase	2w 2d	
Aggregate number of weeks per year	116,407	103,218
Increase	13,189	

III. *Teachers.*

	1891-92.	1890-91.
Number of male teachers in spring and summer terms	283	311
Decrease	28	
Number in fall and winter.	1,274	1,299
Decrease	25	
Number of female teachers in spring and summer terms	4,633	4,415
Increase	218	
Number in fall and winter.	4,532	4,050
Increase.	482	
Aggregate number of terms taught by male teachers during year.	1,557	1,610
Decrease.	53	
Aggregate number taught by female teachers, Increase.	9,165	8,465
Increase.	700	
Number of different teachers employed during year	7,686	7,314
Increase.	372	
Number continued in same school during year	2,123	2,343
Decrease.	220	
Number who had previous experience.	6,288	6,268
Increase	20	
Number who had not had previous experience	1,398	1,046
Increase.	352	
Number who were graduates of normal schools	756	782
Decrease	26	
Average wages of male teachers per month excluding board.	\$35.75	\$34.90
Increase.	\$0.85	
Average wages of female teachers per month excluding board.	17.32	17.56
Decrease	\$0.24	

IV. *Text-Books and School Appliances.*

	1891-92.	1890-91.
Amount expended for free text-books.....	\$75,556	\$170,014
Decrease	\$94,458	
Number of ungraded schools furnished with globes.....	580	532
Increase.	48	
Number furnished with wall maps.	1,538	1,710
Decrease	172	
Number furnished with charts of any sort..	1,646	1,601
Increase.....	45	

V. *Number and Character of Schools.*

Whole number of different schools.....	4,744	4,621
Increase.	123	
Whole number of graded schools.....	955	839
Increase.....	116	
Whole number of ungraded schools	3,789	3,782
Increase.	7	
Number of ungraded having classes in history	2,859	2,739
Increase.....	120	
Number having classes in physiology.....	2,640	2,633
Increase.....	7	
Number having classes in book-keeping ...	1,891	1,668
Increase.....	223	
Number having classes in other than studies required by law	1,244	1,160
Increase.....	84	

VI. *School Districts and School-Houses.*

Number of towns and plantations having unit or town system.....	151	142
Decrease	9	
Number of school districts in State	3,124	3,194
Decrease	70	
Number of parts of districts	235	258
Decrease	23	
Number of school-houses in State.....	4,348	4,319
Increase.....	30	

COMMON SCHOOLS.

	1891-92.	1890-91.
Number reported in good condition	3,242	3,219
Increase	23	
Number built during year	58	58
Cost of same	\$62,302	\$109,728
Decrease	\$47,426	
Estimated value of all school property	\$3,803,970	\$3,670,385
Increase	\$133,585	

VII. *School Supervision.*

Number of towns electing supervisors	344	338
Increase	4	
Number of towns electing committees	165	164
Increase	1	
Number of school boards failing to make re- turns according to law	3	7
Decrease	4	
Number of terms of school not visited as law requires	618	819
Decrease	201	
Amount paid by towns for supervision	\$42,479	\$41,883
Increase	\$596	

VIII. *Resources and Expenditures.*

Amounts available from town treasuries	\$770,552	\$781,712
Decrease	11,160	
Amounts available from State treasury	471,055	391,959
Increase	79,096	
Amounts derived from local funds	49,009	37,581
Increase	11,428	
Total current resources	1,291,516	1,211,252
Increase	80,264	
Total current expenditures	1,213,494	1,163,968
Increase	49,526	
Balance unexpended	78,022	47,284
Increase	30,738	
Amounts expended for local supervision	42,479	41,883
Increase	596	
Amounts expended for new school-houses	62,302	109,728
Decrease	47,426	

	1891-2.	1890-91.
Amount expended for free text-books.....	75,558	170,014
Decrease	94,456	
Total expenditures	1,393,833	1,485,593
Decrease	91,760	
Amount of school money voted by towns for ensuing year.....	730,476	720,661
Increase.....	9,815	

COMPARATIVE CONDITION.

1. *As to attendance*—In this regard the condition shown is exceptional. With a decrease of 525 in the number of persons of school age, there was a decrease of 4,799 in the whole number attending school, a decrease of 9,074 in the average registered attendance, and a decrease of 12,871 in average daily attendance. This exceptional condition must be due to an exceptional cause. That cause, however, is not far to seek. There can be little doubt that these figures measure the ravages among the youth of that epidemic so widely prevalent during the year, and so severely prevalent, the grip. Such being the case the condition shown is not indicative of any defect in the schools themselves, or any diminution in public interest in them. It is a thing to be regretted, but which could not have been prevented. It is a condition, moreover, whose recurrence is not probable.

2. *As to length of schools*—Here again the changes in condition from that of the preceding year are quite as marked as in attendance. An increase of 13,189 in the aggregate number of weeks of school had during the year, giving an average increase per school of two weeks and one day, is something remarkable. Yet this change was to have been anticipated in view of the increase of \$80,264 elsewhere shown in the current resources for support of schools. As this increase in resources, largely due to the increase in state school moneys derived from the mill tax consequent upon an increase in the State valuation, will continue through the present

decade, and will probably from year to year grow constantly larger from increases in that portion of the tax on savings banks which goes to the support of schools, the gain in length here shown will be still further increased year by year. If in addition to these causes tending to increase the length of schools, the wasteful and useless expenditures resulting from the school district system of management, shall be stopped by the abolition of that system, there can be little doubt that our common schools will, within the decade, reach an average length of thirty weeks per year. We shall then stand, in this respect, somewhat nearer on a level with the most advanced states in the Union.

3. *As to teachers*—While the schools were evidently largely improved in quantity of work done as measured by length, there is not evident a corresponding improvement in quality as evidenced by the statistics showing the character of the teachers employed. The increases shown of 372 in the number of different teachers employed, and of 352 in those not having had previous experience; and the decreases of 220 in the number continued in the same school during the year, and of 26 in the number of normal graduates employed, are evidences of the opposite of improvement. Of like significance, also, is the decrease, small though it be, in the average wages of female teachers who form so large a majority of all. On the other hand, because of the smaller pay for equal services commanded by females, it may be safely assumed that the decrease in the number of terms taught by male teachers, and the increase in the number of those taught by female, is indicative of improvement in quality of instruction.

On the whole the showing here made is not so satisfactory as it might have been. Had the full increase of \$80,264 in the year's resources, already referred to, been accompanied by a corresponding increase in school expenditures, instead of only an increase of \$49,526, and had the balance or a part of it been expended to secure better teachers, a better show-

ing would have resulted, and a wise use have been made of the money.

4. *As to text-books and appliances*—The school year here reported is the second since the law requiring towns to furnish free books, went into effect. Nearly every town in the State has complied with the letter and spirit of that law. A very few have failed of full compliance, though none have completely failed. As the results, for the first time in the history of our schools, there is practically both uniformity of books within all necessary requirements, and, what is quite as essential, prompt and full supply. And the expense of the plan has been very much smaller than was anticipated. The average cost per pupil supplied for the two years has been less than one dollar per year. The average for the last year was fifty-eight cents. As regards text-books then, the condition of our schools to-day is far superior to anything in the past. It needs only wise and vigilant care on the part of school committees and supervisors to keep them to their present superior condition.

As regards supply of other appliances, such as globes, wall maps, charts, &c., the improvement is not so marked. There appears to have been an increase in the number of ungraded schools supplied with globes and charts, and a larger decrease in the number supplied with wall maps. No marked improvement, indeed, is to be expected in this direction, so long as the burden of supply falls upon the school district. The district system of school management, in this as in other things, is a hindrance to improvement.

5. *As to number and character of schools*—In the number of different schools reported there was an increase of 123, of which 116 were graded, and seven ungraded. Other things being equal, the grading of schools necessarily increases the number. But graded schools are more efficient than ungraded. Hence in this regard the statistics indicate notable improvement.

There also appears to have been substantial improvement in the character of the ungraded schools as indicated by increases in the number having classes in the more advanced common school branches of instruction. The increases of 120 in the number of these schools having classes in history, of seven in those having classes in physiology, of 223 in those having classes in book-keeping, and of eighty-four in those in which branches were taught of higher rank than the ordinary statute studies, are very significant of improved conditions.

6. *As to school districts and school houses*—All the statistics grouped under this head, taken together and separately, show improvement. There was a gain of nine in the number of towns putting their schools under an improved, more equitable, more economical and more efficient management by the abolition of school districts, resulting in a reduction of seventy in the number of districts in the State, and giving evidence that, slowly indeed but surely, our people are coming to see that the district system, framed to suit the conditions of a century ago, is not suited to the present radically changed conditions. Doubtless, moreover, in part as a result of this change, there was an increase of thirty in the number of school-houses in the State, of twenty-three in the number in "good condition," and of \$133,585 in the value of school property. As the new school-houses erected—in number the same as for the preceding year—cost but \$62,302, there must have been improvements in those existing, to the extent of \$71,283. Of the fifty-eight new buildings erected but four were within city limits, and cost \$2,500 or more apiece. The improvement in this regard was, therefore, where most needed, in the rural towns and for the rural schools. Thirty of these new buildings were in towns which have abolished the district system, which, in view of the fact that the number of such towns is but 151, while the number of those which still have that system is 358, can hardly be accidental.

7. *As to school supervision*—All of the items grouped under this head, too, are indicative of improvement. As special evidence of more vigilant and careful oversight of school affairs, is the decrease of four in the number of towns whose school officers failed to make returns according to law ; of 201 in the number of towns not visited as the law requires ; and the increase of \$596 in the amounts paid for supervision.

8. *As to resources and expenditures*—The evidence furnished by the statistics here grouped, is in line with and substantiates that furnished by those under all other heads except that of attendance. The more significant of them have already received incidental notice. It is further to be observed that all items of resource and expenditure directly affecting the instruction of the schools, show substantial increases ; and that, in the increase of unexpended balances and of amounts voted by towns, is promise of larger resources and expenditures, with consequent improvement, for the ensuing year. The aggregate of these two items alone is sufficient to give an increase of one week in the average length of the schools.

9. *Summary*—Striking the balance between gains and losses for the year, in all the items and groups of items which are for or against improvement in the condition of our common schools, that balance seems to be decidedly on the side of gain, notwithstanding the exceptional losses in attendance. In length, in scope of instruction, in text-books and appliances used in and affecting the quality of teaching, in the organization and administration of their affairs, in their housing and supervision, the gains were real and noticeable ; while in the quality of instruction as inferable from the character of teachers employed, there was certainly no loss. On the whole, in spite of a seriously defective system of organization and management in nearly three-fourths of all our towns, and in spite opposing conditions not within the control of human powers, the year's work in this department of our system of public schools, was a substantial improvement on that of the preceding year.

ACTUAL CONDITION.

I. *Defects.*

While on the whole our common schools show improvement from year to year in many particulars, as shown by comparison of statistics, their actual condition is yet very far from that state of efficiency to which they may and should be brought. To support this general conclusion needs little argument. Nor does it require very critical and searching examination of statistics, and of the annual reports of the local school authorities, to discover the directions in which improvement is to be sought, the hindrances in the way of attaining it, and the changes which must be made in the organization and administration of the system, before it can be attained. As to their actual condition the following statements are easily demonstrable :

1. Attendance is much too small, and too irregular. Many children leave the schools finally at much too early an age. No inconsiderable number even of the ages during which the law requires their attendance, through the influence of parental indifference or parental greed, do not attend ; and because of the same influences too, and because in some cases of lack of attractive force in the schools growing out of indifferent teaching or poor school-houses, there is too large an amount of truancy.

2. The schools are too short on the average, and there is too great inequality of length in different towns in the same section, and in different sections of the same town. In these regards we are in the rear rank of all the states having the more efficient school systems. Our average to-day is the equivalent of three short terms of eight weeks each in all the schools, while we ought to have the equivalent of as many terms of ten weeks. Moreover the disparity in length is often such in the same towns, that in some districts the schools are less than sixteen weeks in length, while our law requires that all children in those districts, between the ages of eight and fifteen years, shall attend a public school at least sixteen

weeks every year. Our present laws, therefore, make demands with which they at the same time, in their practical operation, make it impossible to comply.

3. The teaching force is too numerous, too frequently changed, and too largely incompetent especially in professional skill. During the past year 7,686 different teachers were employed to teach 4,744 schools. As the aggregate number of terms was 10,722, each of these schools averaged 2.3 terms per year; while the average number of terms per teacher was not quite 1.4. Moreover only 2,123 of these 7,686 teachers were employed in the same school during the year. In 2,621 of the 4,744 schools, therefore, or more than half of them, there was a change of teachers. Every one of these changes entailed a waste of the time and energy for at least one week on the average, of every pupil in the schools where such changes occurred. And this waste was where it could be least afforded, not in schools of more than average length, but in those of less. The condition here shown is one surely needing amendment, and largely capable of amendment.

Of the 7,686 different teachers employed 1,398—almost one-fifth—were without previous experience, were new to their trade. Granting that all these were qualified in knowledge of the subjects which they were called upon to teach—which is surely granting far too much—a very small percentage were qualified by study of, or training in the most efficient methods of teaching those subjects, which of the two things is by far the more important. Doubtless some of these did fair work because they imitated the methods of others better qualified by training or experience; but even then their work was crude and less efficient than it should have been. Of the work of the majority—the large majority, indeed—it must be said that, if moderately efficient even, it must have been such by accident rather than design.

But incompetence is not wholly due to inexperience. Of the 6,288 who had had previous experience, all were not so qualified for their work in knowledge and skill, as the impor-

tance of that work demands. Many of these were of those whose experience and skill was that of but a term or two; many were wanting either in knowledge of what they were called upon to teach, or in those natural qualities of mind and heart which are essential to the teacher.

In short, one has only to read the reports of the local school officers to learn how large a waste of the time and effort of our children, and of the public moneys expended for their education, is entailed by the employment of incompetent teachers, and to conclude that herein is a serious defect in our system.

4. Few of the schools, and notably the rural schools, are furnished with the necessary appliances to aid in instruction. In every other line of human effort improved appliances, suited to the securing of the largest and best results in the least time, are sought and utilized; but in teaching there seems to be too prevalent the opinion that, given a school-house, a teacher and books, and all necessary conditions of successful work are complied with. Herein is a serious mistake. In the educational processes of to-day, looking to the fit preparation of our children to perform wisely and well life's duties of to-morrow, are demands imperative for all the helps obtainable. Maps, charts, apparatus are as much needed in the modern school, if it is to cope successfully with the demands made upon it, as improved tools and machinery are needed on the farm, in the shop, and in the factory. In the one case as in the other, the demand is for the largest measure of results in the least time.

Every school-room in the State, every rural school-room, if properly furnished, would have at least a globe, a series of outline maps, of primary reading charts, of charts for teaching penmanship, for teaching physiology and hygiene as required by our laws, for drill in rapid work in arithmetic, and for instruction in civil government. These are absolutely essential to the best and most fruitful instruction. Yet out of 3,789 ungraded schools in the State, 3,209 are not furnished with a globe, 2,251 have not even a wall map of any

sort, and 2,143 are without any sort of charts. It is not putting it too strong to say that this condition of things is disgraceful.

5. There are too many schools. The average enrollment of pupils per school was last year less than twenty-five. But there were by far a larger number of schools having a smaller, than of those having a larger than this average enrollment. There are probably between 1,000 and 1,200 existing schools in the State, whose enrollment was twelve or less. A careful investigation running through a series of years has shown that between 600 and 800 schools could be abolished without detriment.

The conditions here shown result in large inefficiency and waste. No school of less than twenty pupils can, in the nature of things, be of the highest efficiency. There is wanting in such that life, and interest, and enthusiasm, which are potent forces in successful school work. It is not by accident that the terms "small and backward" are almost invariably coupled in characterizing the condition of certain schools. But whenever such schools can be dispensed with, whenever from location and contiguity to other schools they can be abolished, and their pupils sent to such other schools, their continued maintenance is not only a wrong to those attending, but is a wicked waste of public funds, against which all good citizens should make effective protest.

6. The school-houses are not what they should be. The statistics show that one-fourth of them are not in suitable condition, even under local estimate of what constitutes "good condition." Deducting from the estimated value of all school property in the State the value, \$1,691,000, of 259 school houses in thirteen cities, and the average value of the remaining 4,089 is but \$517. If in making this estimate of average value all school-houses worth \$2,000 each, had been eliminated from the calculation, the average value of the remainder, a majority of all, would have fallen to about half the average shown. Surely in view of the exhibit here made, our school-

houses are not everywhere centers of local interest and sources of local pride.

7. The local management and direction of the schools, their immediate supervision, is not at its highest practicable efficiency. It should be intelligent and vigilant, and, in order to be this, permanent and directly responsible for results.

In most of our towns the schools are locally managed by school district agents, and a school committee or supervisor as the town may from year to year determine. The school agent as a rule serves for a year and then gives place to another. The supervisor's term of office is also one year, but he is not infrequently given successive terms, if he be not too radical and insistent in his efforts to improve the schools. The school committee has, indeed, a measure of permanence in tenure of office; but, as will be seen by a glance at the statistics, is found in less than a third of the towns. This condition of affairs in which change instead of permanence is the rule, makes against the planning and following to successful issue of any policy of improvement. As the result the schools are too generally run in ruts.

Again the agent, wholly irresponsible for the work of the school and having no voice in directing that work, is charged with the very important duty of selecting the teacher, and practically his selection is final, though theoretically subject to the veto of the supervisor or school committee. But the supervisor or committee attempting to control selection by refusing to certificate any teacher employed, in most cases finds that the result is not satisfactory as conducive either to his own comfort or the well being of the school. Hence, while charged with the duty of "directing the general course of instruction," his responsibility for such instruction is rendered a practical nullity by lack of power to control the selection of proper instructors. The practical operation of our laws dividing responsibility between school agents and supervisor, destroys responsibility in both.

Neither permanent nor responsible, the management—the supervision of the schools, can not have that intelligence which comes from continued careful study of their condition and needs, nor that vigilance which sees those needs and at once properly meets them. In the very nature of the case, it must be largely inefficient, how earnest soever and desirous to be efficient, may be those charged with its duties. And out of this inefficiency grows another evil. The value of supervision as an essential force in any efficient system of schools is cheapened in public estimation. No officers are so grudgingly paid for their services as those having charge of our schools. This in turn reacts upon and weakens the efficiency of our otherwise inefficient system of supervision. To get the best in any line of human effort, the best must be appreciated.

8. Finally there are inequities, discriminations, and wastes in the financial management of the schools. Public schools are established for the common good. All property is supposed to be equitably taxed for their support, and all children should share as equally as practicable in their benefits. Any system of support which limits one child to a smaller share of those benefits than it gives another, is vicious. Yet our system does just this thing. It was framed to suit conditions radically different from those of to-day, and under those conditions, operated to give equal benefits, just as now under changed conditions it not infrequently gives the children in one section of the same town four-fold the benefits given those in another. But this inequity is especially vicious in that it takes the form of discrimination in favor of the village child and against the farmer's child. The schools of less than average length are invariably those in the farming communities. This must be the case inevitably so long as under present laws, the amount of money available in any district or section of the town, is made to depend upon the number of children in such section and not upon their needs.

The large wastes in school expenditures are of two sorts. First, there is large waste in the legally warranted but repre-

hensible use of school moneys for repair of school buildings. The original purpose of the law allowing a sum not exceeding ten per cent of such funds to be used for repairs, was to obviate the necessity of district action for the raising of money by a tax whenever it became needful to mend a window, or repair a door, or make any other incidental repairs. But under that law the custom has grown up of using the full ten per cent and sometimes more for extensive general repairs. While the law requires the school district to provide a suitable school-house at its own expense, under this ten per cent arrangement it, at the same time, allows it to shirk that burden and shoulder it in part upon town and State. Last year \$72,643 of the school money was thus used, a sum sufficient, if it had been devoted to legitimate use, to have added a week and three days to the average length of all the schools.

A second and quite as large a waste is found in the support of unnecessary schools. Assuming that there are 600 of these—and there are nearer 1000—that it cost per week for each one-half the average for all, and that each was kept for the average length of all, there was thus wasted the sum of \$75,276, a sum sufficient to increase the average length of all the others by one week and four days. Such a waste is little short of criminal. But such waste will continue so long as the system under which it has grown up, and which perpetuates it, is in vogue; for under that system—the district system—the stopping of this waste would only benefit the few for whom these needless schools are maintained, and the few for whose benefit the schools are into which these would be merged if abolished; and these few have themselves no power to abolish. The other schools in the town would in no way be affected thereby. Hence as the town at large only can abolish, and the town would not be directly benefited by so doing, it is rarely done.

II. *Causes and Cure.*

Such are the leading defects in our system of common schools, as compared with any fair standard of what that system should be. These defects will continue so long as the causes of which they are the direct or indirect effects, continue operative. Remove the causes and the consequent defects are cured or readily curable. But these causes have their roots in the organization of the system, in the laws which give form and direction to the management of the schools. Hence set in operation by law, or want of law, they must be removed by law. In legal enactments only can be found a radical cure for them.

More specifically, what are the causes and cure for the defects in

1. *Attendance*—The chief causes of too small and too irregular attendance are parental indifference or parental greed, and poor, backward, uninteresting schools. The parent must send the child to school; the school must hold the child when sent. If the parent fail in his duty, the school is powerless. If the school be dull and uninteresting, or not up to the child's needs in advancement, the child will be truant on every slightest temptation.

To meet and counteract the parent's failure in duty, whether having its source in indifference or greed, there is need of a compulsory attendance law which shall be a truant law as well, and which can be and will be enforced—which has teeth in it that will on occasion bite sharply. Our law—and we have one looking to this end—should be so amended as to define more sharply the parent's duty, to hold the town more strictly to the appointment of truant officers, and to enlarge the powers of those officers by making them real truant officers with properly restricted authority to arrest truants and take them to school.

The existence of dull, uninteresting and backward schools, is due in nine cases in ten to the district system and its accompanying inefficient supervision. That system should

be abolished, and supervision should be so reorganized as to make it responsible and effective. Let there be made these two reforms, and the poor, small, backward, ill-taught schools will gradually but surely die.

2. *School length*—The defects here—too short schools on the average, and too great inequality in length—are directly due to the practical operations of the district system. There is money enough expended annually, if wastes in expenditure be stopped, to give to all our schools an average annual length of thirty weeks. And those wastes would soon stop after the abolition of this system. Moreover, with its abolition school funds would no longer be divided among the districts in such manner as to compel the inequality in length of schools now existing, but would stand as a common fund for the support of all for equal periods.

3. *As to teachers*—The defects in this regard are also due chiefly to the district system, though in less degree to the faulty organization, lack of permanence, and consequent inefficiency of local supervision. With the system abolished, the necessity for employing the cheapest of teachers, and consequently inexperienced and untrained beginners, for the small and poor schools, would largely cease. The employment of teachers passing to those who are to direct their work, thus making them directly and solely responsible for the success of the schools, more rigid scrutiny into fitness could and would result, and successful teachers would be longer retained in the same school. And if with abolition of the district system should be coupled provisions making supervision more permanent, by putting the general management of the schools into the hands of a board which could not be entirely changed from year to year, the inevitable tendency and effect would be to employ the best teachers available for continuous service, thus weeding out the incompetent, reducing the number employed, and thereby adding in large measure to the efficiency of instruction.

4. *As regards appliances*—Here again the district system is the direct cause of existing defects. The district is responsible for the furnishing of all apparatus and aids to the general instruction of the school, other than text-books. To provide for these it must either assess taxes or vote to use a portion of the school money apportioned to it. Both provisions are utterly impracticable in a large majority of the districts, and, hence, the schools are without these aids, and suffer in efficiency thereby. With the system abolished, the town would become responsible for the furnishing of these things, and the town could do, and would be more likely to do, what the district can not and will not do.

5. *As to number of schools*—Here again, also, in the district system will be found the origin of existing defects, and only in its abolition can remedy for them be found. It must be made for the interest of a majority of the town to wipe out the too many small and needless schools, in order to secure their abolition. With the system abolished it would be at once for everybody's advantage to save all unnecessary expenditures in order to increase the length and efficiency of the needed schools. Indeed, so much would this be the case, that, in any law abolishing the system, it will be necessary to provide safeguards for the protection of such small schools as from location are necessary.

6. *As to school-houses*—To the district system must be attributed almost wholly the unsatisfactory condition of the many school-houses, especially in the rural districts. The conditions of wealth and population in these districts are such, that often the expense of providing suitable houses would be so burdensome as to render their erection and maintenance practically impossible. With the system abolished such expense would rest equally upon the whole town, and thus be comparatively easy to be borne. One of the most noticeable results of abolition in those of our towns which have abolished, is the improved condition of the school buildings.

7. *As to local management*—Abolition of the district system would at once remove the cause of most of those defects in local school management which render that management irresponsible, and, hence, not efficient for the best results. Couple with abolition, provisions for the entire management of the schools by a permanent board or committee varying in number of members to allow all sections of small and large towns to be fairly represented; require that board to act directly upon the schools themselves through a responsible visitor or supervisor elected by the board, having certain specific duties to perform, and suitably paid for his services; let the board serve without pay so that membership on it should not be sought for its profits, but be accepted as an honor, and because of deep interest in the well being of the schools, and the local management of our school system would become fully responsible and vastly more efficient for good than now. And so constituted and efficient, it would quickly assume a vastly higher place in public estimation as an essential educational force.

8. *As to financial wastes and discriminations*—On this head little needs be said additional to that said under the corresponding head in the foregoing discussion of the defects of the system. To put the financial management of our schools on an economical, equitable, and business-like basis, the district system with its wastes, inequities, and discriminations must be succeeded by something without these defects, and the local management must be made responsible, permanent, and efficient.

III. *Specific Legislation Needed.*

To remedy the defects in the actual condition of our common school system in accordance with the foregoing suggestions, I recommend the enactment,

1. Of a bill amending chapter 22 of the Public Laws of 1887, so that said chapter shall read as follows:

SEC. 1. Every person having under his control a child between the ages of eight and fifteen years, shall annually cause such child

to attend, for at least sixteen weeks, some public school, which time shall be divided, so far as the arrangement of school terms will allow, into two terms, each of eight consecutive weeks, which terms shall be the first terms of the school year; and for every neglect of such duty, the person offending shall forfeit a sum not exceeding twenty-five dollars, to the treasurer of the city or town, for the use of the public schools in such city or town; *provided, however,* that any such child may be excused from attending a public school as aforesaid by attending a private school for a like period of time, whose trustees or managers shall have submitted to the superintending school committee satisfactory evidence that the instruction in said school is equivalent in scope and character to that of the public school which said child may be required to attend; and provided further, that any child may be excused from such attendance upon school, whose physical condition is such as to prevent attendance, or application to study.

SEC. 2. Children living remote from any public school in the town in which they reside may be allowed to attend the public schools in an adjoining town under such regulations and on such terms as the school committees of said towns agree upon and prescribe, and the school committee of the town in which such children reside shall pay the sum agreed upon out of the appropriations of money raised in said town for school purposes.

SEC. 3. Cities and towns shall annually elect three or more persons, to be designated truant officers, who shall inquire into all cases of neglect of the duty prescribed in section one and ascertain the reasons therefor, and shall promptly report the same to the superintending school committee, and such truant officers, or any one of them, shall, when so directed by the school committee or supervisor in writing, prosecute in the name of the city or town, any person liable to the penalty provided in said section; and said officers shall have power, and it shall be their duty, when notified by any teacher, that any pupil is irregular in attendance, to arrest and take such pupil to school when found truant; and further it shall be the duty of such officers to enforce the provisions of sections one hundred fourteen to one hundred sixteen, inclusive, of chapter eleven of the revised statutes.

SEC. 4. Every city or town neglecting to elect truant officers, shall be debarred from drawing State school money so long as such neglect continues; and truant officers neglecting to prosecute when

directed as required by law, shall forfeit not less than ten nor more than fifty dollars to the use of the public schools in the city or town neglecting as aforesaid, or to the use of the public schools in the city or town where such truant officer resides. The municipal officers shall fix the compensation of the truant officers elected as prescribed in section three.

SEC. 5. Every boy between the ages of ten and fifteen years who refuses to attend school as required in section one and who may be found wandering about the streets or public places of any city or town during the school hours of the school day, while the school of which he is legally a scholar is in session, on complaint of the truant officers as provided in section three, shall be committed to the State Reform School; *provided, however*, that it shall be the duty of every truant officer previous to making complaint under this section, to notify the truant or absentee from school, also the person having him under control of the offence committed and the penalty therefor, and if the truant officer can obtain satisfactory pledges that the child will conform to section one of this act, he shall forbear to prosecute so long as such pledges are faithfully kept.

SEC. 6. Police or municipal courts and trial justices shall have jurisdiction of the offences described in section one.

2. Of the bill, with some slight changes, reported to the Legislature of 1891 and defeated in that body, reading as follows :

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

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

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

SEC. 3. This act shall not abolish or change the location of any school legally established at the time of its passage; but any town at its annual meeting, or at a meeting called for the purpose, may determine the number and location of its schools, and may discontinue them or change their location; but such discontinuance or change of location shall be made only on the written recommendation of the superintending school committee, and on conditions proper to preserve the just rights and privileges of the inhabitants for whose benefit such schools were established; provided, however, that in case of any school having, as now established, or which shall hereafter have, too few scholars for its profitable maintenance, the superintending school committee may suspend the operation of such school for not more than one year, unless otherwise instructed by the town, and may provide for the scholars belonging thereto, in other schools, for which purpose they may, if in their judgment necessary, procure the conveyance of said scholars to such other schools and pay for the same from the school moneys of the town.

SEC. 4. The corporate powers of every school district shall continue under this act so far as the same may be necessary for the

meeting of its liabilities and the enforcing of its rights; and any property held in trust by any school district by virtue of a gift, devise or bequest for the benefit of said district shall continue to be held and used according to the terms thereof.

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

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

SEC. 7. The inhabitants of any section of a town which fails or neglects to provide for the maintenance of free high schools, may organize a free high school precinct in the manner hereinafter provided, which shall have all the rights conferred upon school districts in the provisions of law relating to free high schools; on petition of any five voters resident in said section, reciting the limits of the precinct proposed, the municipal officers of the town shall call a meeting of the voters within said limits by causing notices, specifying the time, place and purposes of said meeting, seven days before the time appointed, to be posted in two or more conspicuous places within said limits. Said meeting shall choose a moderator and a clerk who shall be sworn, and shall, by a majority vote of those present and voting, determine whether said precinct shall be organized. It shall choose an agent who shall be duly sworn, whose powers and duties shall be the same as those of districts agents as defined in the law relating to free high schools. Such precinct may continue its organization from year to year by the holding of meetings called in the manner aforesaid, so long as the town shall neglect or refuse to support free high schools. Sections of adjoining towns may organize as herein provided and unite in

the support of such schools. But no more than two such precincts shall exist at the same time in any town. Moneys voted by said precincts shall be assessed and collected in the manner now provided for assessment and collection of moneys voted by school districts.

SEC. 8. The management of the schools and the custody and care of all school property in every town, shall devolve upon a superintending school committee consisting of three, five or seven members in each town, as the town may elect, who shall be chosen by ballot at the annual meeting of the town, and shall hold office for three years; provided, however, that in towns not having such committees when this act becomes a law, the committee then chosen, at their first meeting shall designate by lot a member or members to hold office for one, two and three years respectively, in manner as follows: if consisting of three, one for one year, one for two years, and one for three years; if consisting of five, one for one year, two for two years, and two for three years; if consisting of seven, two for one year, two for two years, and three for three years, and they shall certify such designation to the town clerk, to be by him recorded. Said committee shall have power to fill vacancies occurring during the interim between annual meetings, and shall annually elect one of its members supervisor of schools, who shall be, ex-officio, secretary of the committee, shall make the annual enumeration of scholars required by law, and shall examine the schools and inquire into the regulations and discipline thereof and the proficiency of the scholars, for which purpose he shall visit each school at least twice each term. He shall make all reports and returns relating to the schools of the town which are now or may be required by law to be made by superintending school committees, and perform such other duties as said committee shall direct. Provided, further, that in case the town so authorize, in lieu of the supervisor herein provided for, a superintendent may be elected who may or may not be a member of the committee. Said committee shall serve without pay, but the supervisor, or superintendent by them elected, shall receive for his services such sum as the town shall annually vote therefor, which sum shall in no case be less than two dollars per day for every day of actual service.

SEC. 9. All laws and parts of laws inconsistent herewith, except private and special laws authorizing towns, cities and incorporated

districts to choose school committees other than those herein provided for, are hereby repealed.

SEC 10 This act shall take effect on the first day of March, eighteen hundred and ninety-four.

I am fully convinced from careful study of its operations, or lack of operation rather, that our compulsory attendance law will continue to be as it has been and is, practically inoperative till amended to some such form as proposed in the first of the foregoing bills. I am as fully convinced from an equally careful study of all the conditions concerned, and from knowledge of the practical results wherever trial has been had, that the provisions of the second bill will prove a cure, immediate or prospective, of the many serious defects in our system; and that till those provisions take the form and force of legal enactment, no cure for those defects can be hoped for.

FREE HIGH SCHOOLS.

In their usual place and form in the appendix, will be found the detailed statistics showing the condition of this department of our system of public schools. The statistics there tabulated show how widely these Free High schools have become extended over the State, and how, under the wisely ordered and flexible provisions of law by which they may be established, they adapt themselves to varying local conditions.

Their condition as a whole, both actual and as compared with that of the preceding year, is shown in the following

COMPARATIVE STATEMENTS.

I. *Number and Length.*

	1891-92.	1890-91.
Number of towns in which supported	228	228
Increase		
Number in which towns supported	181	181
Number in which districts supported	47	47
Aggregate number of weeks	5,781	5,406
Increase	375	

II. *Attendance.*

	1891-92.	1890-91.
Number of pupils registered.....	15,884	15,739
Increase	145	
Average attendance.....	9,109	12,836
Decrease	3,727	
Number of common school teachers at- tending.....	1,027	976
Increase	51	

III. *Scope of Instruction.*

Number of pupils in reading classes... ..	9,109	9,954
Decrease	745	
Number in arithmetic	8,774	9,750
Decrease	976	
Number in English grammar.. ..	6,736	7,718
Decrease	992	
Number in geography	5,231	5,568
Decrease	976	
Number in United States history.. ..	2,807	3,458
Decrease	651	
Number in natural sciences	4,251	3,930
Increase	321	
Number in higher mathematics.....	5,710	4,987
Increase	723	
Number in book-keeping.....	2,301	2,432
Decrease	131	
Number in ancient languages.....	3,538	3,305
Increase	233	
Number in modern languages	1,359	1,298
Increase	61	

IV. *Fiscal.*

Whole amount expended.....	\$164,342	\$147,575
Increase... ..	\$16,767	
Amount paid by towns and districts... ..	124,111	108,054
Increase.....	16,057	
Amount paid from State treasury . ..	40,231	39,521
Increase	710	

ANALYSIS OF STATISTICS.

1. *As to number and length of schools*—It will be observed that there was no change in the number of towns in which these schools were supported, nor in the method of support as between those established by town action, and those established by district action. For the first time since their re-establishment in 1880 after suspension for a year, do these conditions appear. Hitherto each year has been marked by large increase in the number of schools supported, and that increase has been very generally of those supported by town action.

The condition shown can hardly have resulted from any diminution in public appreciation of the value of these schools. It is rather to be taken as indicating that their voluntary maintenance under present local conditions, has nearly or quite reached its maximum. Their relations to the common schools, however, are of such character, that should the district system of managing those schools be abolished, the consequent improvement in them would result in the ultimate establishing of these in many towns in which they do not now exist. For it is a noticeable fact and not a mere coincidence, that with few exceptions these schools have been established in those towns which have abolished that system and subsequent to such abolition.

While there was no change in the number of schools supported, there was, however, a quite marked increase of 375 weeks in their aggregate length. Such increase is equivalent to what would have been the result of the maintenance of eighteen new schools for two terms each.

2. *As to attendance*—There is shown a small increase in the number of pupils registered with a noticeably large decrease in average attendance. This latter condition is in line with that noticed in the common schools, and is doubtless due to the same exceptional cause there assigned.

3. *As to scope of instruction*—The statistics show that the grade of work done was greatly in advance of that of the

preceding year. The general large decrease in the number of pupils pursuing those studies which are a part of the common school courses, and increase in those pursuing the purely academical branches, is quite the opposite of the condition characterizing the schools of the preceding year. The cause then assigned for that opposite condition—failure in a measure to furnish free books in the academical studies—probably ceased to be operative. This assumption is in line with what is shown in the statistics of expenditures for free books for the year; the very considerable amount expended would be thus partly explained.

The condition shown is as it should be. Pupils when of suitable age and properly qualified otherwise, should be encouraged to take up the study of these more advanced and very valuable branches, because of their special potency in developing and disciplining the higher mental faculties. Only then will the high school and the common school come into proper relations to each other, each doing to the farthest practicable extent its own separate and peculiar work.

4. *As to cost*—The increase in the aggregate number of weeks of all these schools, would naturally lead to a corresponding increase in cost. But the increase in cost shown is more than can be thus accounted for, by about \$6,400. Evidently, therefore, the more advanced work done made necessary the employment of better qualified teachers at larger wages, the aggregate increase in which must be taken to account for this additional increase in cost.

NORMAL SCHOOLS.

No public school system is efficient unless its teachers possess some knowledge of educational principles, and ability to apply those principles in the practical work of the school. In proportion as the number employed possessing this knowledge and ability increases or decreases, the efficiency of the system increases or decreases. This fact is every year becoming more and more generally recognized. And with the recognition of this fact is that of another—that somehow the system must make specific provision for imparting this knowledge, and training to this ability, as preparatory to entering upon the actual work of teaching. The child mind is too precious and delicate a thing to be intrusted to the ignorant, unguided, hap-hazard experimenting of those just learning the rudiments of their trade. Hence the Normal school, devoting its energies directly and solely to preparation for teaching, by its instruction, in its organization, and through systematic and carefully directed practice work in model training schools composed of the same material and doing the same work as the public schools, has come everywhere to be an essential part of every efficient system of public instruction.

To do this work of preparation for teaching in the schools of the State at large, we have three of these special schools. For preparing teachers for the schools among the French speaking inhabitants along our northern border, we have a fourth. Greatly inadequate as this number is to meet the real demands, they are doing and have done a work whose influence for good is yearly widening and increasing. That there shall be any immediate addition to the present number of these is not to be expected. But the State may well see to it that their capacity and facilities for doing wider and better work year by year, shall be properly and generously provided for.

The year's history of these schools has been marked by increase in efficiency. This larger efficiency has been not only in work done by teachers and pupils, but by reason of increased attendance as shown by the following

COMPARATIVE SUMMARY.

SCHOOL.	Year ending.	Number entering.	Number graduating.	Average attendance per term.	LARGEST ATTENDANCE.	
					Number.	Term.
Farmington	June 9, 1892..	107	41	151	174	Spring.
Castine.	June 2, 1892..	80	22	89	98	Winter.
Gorham	June 22, 1892..	60	35	97	102	Winter.
Totals		247	98	337	374	
Farmington	June 11, 1891..	90	28	107	120	Spring.
Castine.....	June 4, 1891..	64	23	85	106	Spring.
Gorham	June 17, 1891..	89	52	116	134	Spring.
Totals		243	103	308	360	

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

REPORTS OF PRINCIPALS.

STATE NORMAL SCHOOL, }
 FARMINGTON, ME., June 9, 1892. }

To the Trustees of the State Normal Schools:

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

The attendance for the year has been as follows:

Fall term.....	123
Winter term	157
Spring term.....	174
Total attendance.....	454
Number of different pupils.....	235

Number of pupils beginning the course.....	107
“ graduates, regular course.. .. .	41
“ “ advanced course.....	2

The teachers for the year have been George C. Purington, A. M., principal; assistants, Dennis M. Cole, A. M., Wilbert G. Mallett, A. B., Lillian I. Lincoln, Lutie F. Luques, Harriet P. Young, Ardelle M. Tozier, and Ella J. Longfellow, principal of the Primary Training School.

Miss Merrill, for several years the first lady assistant, has spent the year in Europe perfecting herself in French and German, and Miss Swift, for four years the principal of the training school, has been studying psychology and methods in New York. The school has missed them very much during the year past, and we trust that they will be with us again the coming year. Their places have been ably filled by Mr. W. G. Mallett and Miss Ella J. Longfellow. Miss Luques who resigned to care for home friends returned to us in the fall.

The work of the year has been pleasant and harmonious. Measles somewhat interfered with it in the spring term, but on the whole it has been very satisfactory.

I renew my recommendation of the past three years that an additional Model School be established. We need to give our graduates more practical work in teaching. We cannot do it now as the present Model School is overworked.

We hope that the legislature to meet this winter will make a generous appropriation for a new building. Our present accommodations are inadequate and far behind the demands of the times. In the equipment of its Normal Schools Maine is far behind other states.

I recommend the following persons for graduation from the regular two years' course: Katherine E. Abbott, Chas. S. Bither, Ernest C. Butler, Maggie B. Cashman, Andrew J. Churchill, Cora B. Cothren, Emma F. Creighton, Nina A. Duley, Wm. H. S. Ellingwood, Mary B. Elwell, Josie M. Farrington, Kate Felker, Bessie M. Fletcher, Mabel G. Folsom, Ada E. Gerrish, Maud E. Goddard, M. Emma

Gorden, Carrie M. Gordon, Clara P. Haley, Blanche Heywood, Eva R. Hills, S. Agnes Holmes, Sadie M. Locke, Daniel A. Maloney, Hattie H. Moore, Annie L. Nickerson, E. Gertrude Penney, Alice B. Pratt, Susie L. Pratt, Caroline Reed, Alice E. Roach, Clemmie M. Robbins, Daisy M. Smith, Isaac A. Smith, Jennie M. Stetson, Margaret R. Wilson, Emma P. Winter, Amy C. Wood, Hattie F. Woodward, Caro E. Wyman, Persis B. Young.

From the advanced course : Grace S. Cowan and Sadie M. Locke.

Very respectfully submitted,

GEORGE C. PURINGTON.

STATE NORMAL SCHOOL, }
 CASTINE, MAINE, June 2, 1892. }

To the Trustees of the State Normal Schools :

GENTLEMEN :—I respectfully submit the following report of this school for the year ending June 2, 1892 :

ATTENDANCE.

Number of pupils entering during the school year, 80. Number graduating, 22. All of these except four have had experience in teaching.

Attendance by terms :

Fall term, 79 ; winter term, 98 ; spring term, 89 ; total, 266.

LIBRARY AND APPARATUS.

A few books have been added to the general library, and many of the old books in the text-book library have been replaced by new ones. We think it would be a great advantage to this school if free text-books could be furnished pupils. We need more and better apparatus.

TEACHERS.

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

NEEDS.

We need new blackboards, new curtains for the hall, and as a matter of economy the building should be painted.

THE YEAR'S WORK.

The attendance has been eleven larger than last year, and the number entering sixteen more. The pupils have been quiet and studious, and ready to obey all rules and regulations of the school. Perfect harmony has existed between teachers and pupils. There has been a larger demand for teachers, both for summer and winter schools, than we have been able to supply.

GRADUATION.

I recommend that State diplomas be granted the following students, they having finished the course in a satisfactory manner: Lucy A. Crawford, Fanny M. Gushee, F. Ernest Harvey, Dora S. Hennings, Lulu Hunt, Alonzo J. Knowlton, Frank K. Lane, Carrie E. Leadbetter, Victory Milliken, Carrie P. Perkins, Loren O. Teel, Kate A. Gardner, Evelyn Hamblen, Eloise M. Harvey, Granville E. Hoffses, Minnie M. Jones, Amy E. Lane, Grace D. Leach, Hattie K. Marden, Prudence Perkins, Hattie A. M. Turner, Amy C. Witherle.

Respectfully yours,

ALBERT F. RICHARDSON.

STATE NORMAL SCHOOL, }
GORHAM, MAINE, June 21, 1892. }

Messrs. of the Board of Trustees:

The year just closing has been one of general good work. Our numbers have not been quite so large as those of the highest term of the preceding year but maintaining a very good average attendance.

Number admitted.....	60
Number graduated.....	35
The highest number present at any one quarter.....	102
The average number for the year.....	97

The same teachers have been employed in the normal department as last year, save that Mr. Chas. B. Wilson has been in the place of Mr. Estabrooke. I recommend the election of Mr. Wilson to the place for another year with an addition to his salary of one hundred dollars for the year.

The change in the arrangement of the model school has worked satisfactorily. Miss Ida M. Taylor was employed in the lower grammar grade for the first quarter, leaving at the end of that quarter. Miss Ella F. Johnson was then employed. Her work has been satisfactory and progressive. I recommend her election at a salary of four hundred and seventy-five dollars a year.

Miss Cloudman, employed by the joint board who have that school in control, has had charge of the primary to the satisfaction of all. The efficiency of the normal school has been vastly increased by this opportunity of practice teaching. The same course of study as in previous years has been followed. The arrangement of the course has been slightly changed by putting English grammar later in the course.

Text-books are the same as last year and are as good as any probably.

The teachers have been earnest in work and have taught generally to the satisfaction of the principal.

The work in calisthenics has been extended during this year, and I suggest that twenty-five dollars be appropriated for the next year for the purchase of some apparatus very greatly needed to beyond what we are able to buy with the funds at our control.

The legislature has made elementary science obligatory on the teachers in the State. To do the work needed requires some special books, for which we need twenty-five dollars.

We need new black boards in some of the rooms, in fact must have them. I suggest that so far as the change is made, slate be put in instead of any substitute.

I ask very earnestly that the formation of new classes be allowed every quarter if a sufficient number of pupils to form a class desire to come. The enforcement of a rule that scholars should be admitted only twice a year does certainly keep some pupils out of the school who would otherwise enter it and causes some to fall out who would otherwise complete the course.

The following named persons, by consent of the inspectory committee, were graduated at the end of the second quarter of the school year, viz: Mary E. Allen, Mary F. Caswell, Alice J. Coffin, Clarinda Harriman, Hattie Hilton, Grace M. Lowell, Fannie E. Milliken, Ida M. Mitchell, Marguerite Pride, Ida A. Ricker, Susie E. Stone, Mabel E. Waite, Mary M. Wood.

I recommend that the following named persons receive the diplomas of the school: Maybon E. Brown, Laura Byrne, Bertha L. Cannell, Ella R. Carsley, Sadie J. Cobb, Mabel F. Drown, Annie B. Edwards, Louisa A. Goodell, Mabel C. Gordon, Winnifred C. Gowen, Bula L. Hall, Laura M. Hicks, Marion L. Horr, Hattie M. Kelsey, Io'a E. Lane, Eva G. Leavitt, Lillian E. Lowell, Emma L. Mann, Ella M. Melcher, Lena M. Miller, Bertha L. Milliken, Inez M. Rowe, Mabel G. Trickey, Susan G. Way.

Very respectfully,

W. J. CORTHELL.

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

To the Honorable Trustees of the Normal Schools:

GENTLEMEN :—The following report of the Madawaska Training School for the year 1891-92 is respectfully submitted.

The year began with an attendance of thirty and increased to fifty-seven before the close of the first term.

The whole attendance during the year was sixty-four, thirty-nine ladies and twenty-four young men.

The usual good attendance and devotion to study were maintained.

A class numbering six was graduated at the close of the year, receiving diplomas from the hand of the State superintendent.

The attendance of boys is increasing every year, but from necessity or a desire to earn money, few young men complete the course and are graduated. Among the fifty-five graduates, eleven only are young men. This difference is largely due to circumstances and the lack of remunerative opportunities in this locality for educated young men. The leading occupation being lumbering, the boys follow the impulse and remain in school only until they are sufficiently large and strong to work in the woods. This regretted evil will no doubt remedy itself in time—when our school system is carried on under more favorable conditions—when winter schools can be maintained, young men to teach in them will be necessary, and the desire on their part for a better education will be increased accordingly.

The new boarding house could not be used. This was a great drawback on the attendance, for it is very difficult now to obtain lodgings in the vicinity of the school. In one lodging house, fit only for about nine or ten persons, there were crowded *twenty scholars*—besides a family,—each doing sep-

arate cooking on one small cooking stove. It was not an uncommon occurrence for some of them to return to school for the afternoon session without any dinner.

It is hoped that the amount of money so necessary to render the building fit for occupancy, will be appropriated by the next legislature. Then with a school-room having a seating capacity for *one hundred* pupils should the proposed amendment to the constitution become a law, the *poor* young men of this section will be unable to cast reflections on the State, if they should be refused the privilege of voting because of their lack of educational qualifications.

Very respectfully yours,

VETAL CYR.

FISCAL.

The resources and expenditures for the year have been only of the regular character. They are concisely and specifically shown in the following

FISCAL SUMMARY.

RESOURCES.

Annual appropriation, Normal Schools.....	\$24,000 00
“ “ Training School	1,300 00
	<hr/>
	\$25,300 00

EXPENDITURES.

Salaries, Normal Schools.....	\$20,491 07
“ Training School.....	1,300 00
Fuel.....	1,114 88
Repairs.....	1,295 38
Diplomas.....	52 00
Text-Books, appliances, etc.....	1,046 67
	<hr/>
	\$25,300 00

SPECIAL NEEDS.

A meeting of the board of trustees having in charge the interests of these schools, will be held soon after the assembling of the legislature, to consider the special needs of each so far as those needs will call for special appropriations. Those needs can, therefore, at this time, be only indicated in general terms. When definitely formulated, they will be presented to the legislature in the form of resolves. In general terms they are as follows :

1. At Farmington the general assembly and study room is not only too small to accommodate present and prospective largely increased attendance, but its lack of present or practicable means of ventilation is a very serious defect, materially affecting the work of the school. Moreover, the steam heating apparatus has now been so long in constant

use, that it should very soon be replaced by new either in whole or in part. Herein are needs that must soon be met if the school is to be kept in its present flourishing condition. To meet them and to provide for its further prospective growth, the old main building should be replaced by an entirely new, large, modern structure, and the whole should be provided with the latest and most efficient ventilating apparatus. The entire cost would probably be \$30,000 at least. Any attempt to meet these needs by any other course would be a mere temporary make-shift, and in the long run a waste of money.

2. At Castine there is immediate and very pressing need of a proper system of water-closets and of efficient sewerage. The present condition in this regard could hardly be worse, and is a disgrace to the State. The need is one that should have been long since met by the making of a sufficient appropriation. Less than \$2,000 would be sufficient for doing the needed work, and provision should be made for it at the coming session of the legislature by the appropriation of a sufficient sum.

3. At Gorham there is need of more recitation rooms, and of enlarged rooms for the model schools, whose present accommodations are very inadequate. The needs here could be readily met by an addition to the rear of the present building, at comparatively small expense. Probably such addition as would give all needed increase of accommodations, could be built for \$10,000 to \$12,000.

4. At Fort Kent the boarding house erected in 1891 for the benefit of the Training School, needs painting inside, and to be plainly furnished, in order that it may be made available. There is pressing need of this as will be seen from the statements made in the report of the Principal of the school. The school building also needs enlarging to meet the exceptional increase in the number of students applying for admission. Built to accommodate sixty pupils, there are now crowded into it seventy-two. It has been found necessary to turn away some of the younger pupils to make room for older

ones, and to refuse admission to others. Had it been possible to keep and receive all desiring to attend, the attendance would have been about one hundred. The State cannot afford to long ignore the demands made upon the school for larger accommodations.

The coming legislature will be asked to make an appropriation large enough to paint and furnish the boarding house and to erect a new school building. It is proposed, if such appropriation shall be made, to erect a building large enough to accommodate one hundred and twenty pupils, and to attach the present building to it as a wing utilizing it for recitation rooms, library room, and model school room. An appropriation of \$8,000 should be made to carry out these plans. There will then be needed, moreover, an increase in the regular annual appropriation for the support of the school to meet the necessarily increased expense of its maintenance. The present appropriation of \$1,300 should be increased to \$1,800.

EDUCATIONAL ASSOCIATIONS.

Nothing more definitely measures the earnestness, zeal, and progressive spirit of the teachers of a state than their own voluntary efforts to improve themselves, and, hence, the schools under their charge. These efforts have their outcome usually in voluntary association in the state, county, and town organizations established and maintained by them for mutual help, through discussion of the practical questions which they are constantly called upon to solve in actual work. The general extension of these organizations, the number of teachers enrolled in their membership and attending their meetings, and the character of the work done in those meetings, form a very definite standard by which to judge the spirit and character of the teaching force of state, county, and town. Judged by that standard our teachers are not far behind those of our sister states of New England at least.

We have in Maine all three forms which these organizations assume—state, county and town. The extent to which town organizations exist, cannot be definitely stated from any available data. That they do exist in most of our cities, and some of our larger towns, and do very important and valuable work for the schools, is known in a general way. In most of our rural towns, however, the conditions requisite to their maintenance are wanting. Where the teaching force and supervision both lack permanence, the maintenance of such organizations is impracticable. Only when the reforms suggested in another part of this report—abolition of the district system, and the reorganization of local supervision upon a more permanent and efficient plan—shall have been effected, can any general diffusion of these town organizations be expected. Of our State and county organizations more definite information can be given. The former exists as a chartered institution under legislative action, and the latter are maintained at the State's expense, and in a measure under State supervision and control. They are

I. THE STATE PEDAGOGICAL SOCIETY.

This society holds annual sessions. It is at the date of this report in session at Lewiston with an attendance of between 600 and 800 of our most earnest and progressive teachers. The scope of its work is indicated by the published programme which is as follows :

PROGRAMME.

THURSDAY EVENING, DECEMBER 29 AT 7 O'CLOCK,

AT OAK STREET SCHOOL HALL.

Address of Welcome, Wm. H. Newell, Mayor of Lewiston.
 Books Which Our School Boys and Girls are Reading,
 Daniel E. Owen, Thornton Academy, Saco.
 Importance of the Grammar Grade,
 John W. Mitchell, Principal Grammar School, Rockland.
 Discussion,
 John R. Dunton, Principal Grammar School, Lewiston.

Freshman Fit, Prof. F. C. Robinson, Brunswick.
 Discussion, { John F. Moody, Principal High School, Auburn,
 } H. K. White, Principal High School, Bangor.

FRIDAY, DECEMBER 30, AT 9 A. M.

Psychology, and Ethics in Secondary Schools,
 B. L. Whitman, President Colby University.
 Discussion,
 W. J. Corthell, Principal State Normal School, Gorham.
 Manual Training,
 Charles F. Warner, Manual Training School, Cambridge, Mass.
 The Teaching of English,
 Miss Mildred B. Fairfield, Training School, Lewiston.
 Discussion, Supt. O. M. Lord, Portland.
 Importance of Placing Good Books in the Hands of Pupils,
 George B. Files, Principal Lewiston High School.
 Discussion, Prof. George C. Chase, Bates College, Lewiston.

AFTERNOON AT 2 P. M.

The Topical Method of Teaching,
 Wm DeW. Hyde, President Bowdoin College.
 Courses in Literature for Primary and Grammar Schools,
 Supt. J. E. Burke, Waterville.
 Discussion, Prof. H. M. Estabrooke, Orono.
 Phonetic Teaching of the Alphabet.
 Dr. J. H. Hanson, Principal Coburn Classical Institute, Waterville.
 Drawing in Common Schools,
 Henry T. Bailey, State Supervisor of Drawing, No. Scituate, Mass.
 Discussion,
 Rev. B. P. Snow, Principal No. Yarmouth Academy, Yarmouth.

EVENING, AT 7.30 P. M.

Lecture: "Lines of Advance,"
 Chas. C. Rounds, Principal State Normal School, Plymouth, N. H.
 The Abolition of the District System—Report of the Council,
 George C. Purington, Principal State Normal School, Farmington.
 A State Board of Education, Members of the Council.

SATURDAY, DECEMBER 31, AT 9 A. M.

Use of Tobacco Among School Boys,

E. M. Smith, President Maine Wesleyan Seminary and Female College, Kent's Hill.

Physical Training, (with class exercises by children from Lewiston schools.)

Miss Josephine P. Gilbert, Teacher of Physical Training, Lewiston.

Discussion,

F. N. Whittier, Director of Sargent Gymnasium, Brunswick.

The Teaching of Agriculture in the Schools,

Prof. Walter Balentine, Orono.

Business.

It is hoped that the more valuable of the papers presented may be obtained for publication in the appendix to this report.

But the important work of this society is not all done at its annual meetings. Its General Committee of Instruction with its sub-committees composed of specialists to consider the proper scope and methods of instruction in the various subjects taught, and to formulate their conclusions in brief pointed reports which shall be authoritative in character, holds sessions outside of the general meeting of the society. Its Council composed of some of the most progressive, energetic and influential educators in the State, organized at the last annual meeting, is to consider the condition and needs of the public schools, and to represent the society in its efforts to secure such legislation as may seem necessary to their improvement. That council has already done much work during the year, and will doubtless make itself felt in the coming legislature.

Another important line of work was inaugurated at the last annual meeting. A special committee on a course of professional reading for teachers was organized. That committee early took the matter assigned to it in charge, and as the result of its work distributed among our teachers as widely as they were able the following circular, here reproduced to give it still wider circulation.

MAINE PEDAGOGICAL SOCIETY.

COURSE OF PROFESSIONAL READING FOR TEACHERS—1892.

The Pedagogical Society, under recommendation of the General Committee on Instruction, and pursuant to the vote at the annual meeting, herewith places before the teachers of Maine a course of professional reading for the current year.

COURSE.

Believing that the first year's course should be comparatively brief, the following volumes, each of first rank in its department, have been selected :

- | | | |
|-----------------------------------|-------------------|--------|
| 1. Howland's Hints for Teachers | Price to members, | \$0 90 |
| 2. Quick's Educational Reformers. | “ “ | 1 35 |
| 3. Fitch's Lectures on Teaching. | “ “ | 1 12 |

PURCHASE OF BOOKS.

The books for the course can be had of Messrs. D Appleton & Co., 1, 3, & 5 Bond Street, New York, who will forward them by mail, post-paid, on receipt of the special prices appended.

REGISTRATION AND RETURNS.

The name and post-office address of each reader should be sent in promptly; and the committee would draw attention to the advantage to be derived from full returns of the work done.

EXAMINATION PAPERS.

Not later than October 10th, questions covering the contents of each volume will be sent to those pursuing the course, these papers to be filled up and returned not later than December 10th.

THE SOCIETY'S CERTIFICATE.

To those who complete the course and fill and return the examination papers, a certificate to that effect will be given by the society.

Those completing three annual courses will receive the society's diploma.

ELIGIBILITY.

All teachers, without respect to membership in the Pedagogical Society, and any persons intending to teach, may become enrolled readers and receive the society's certificate.

The special committee, voicing the emphatic view of the society as well as their own earnest conviction, would appeal to school boards, supervisors, and to the teachers of the State in general, to practically encourage and promote this forward movement, as one sure to prove in every way an advantage to individual teachers, and equally sure to elevate and strengthen our profession.

GEORGE C. PURINGTON, Farmington,	} <i>Committee on</i>	
B. P. SNOW, Yarmouth,		} <i>Professional</i>
O. M. LORD, Portland,		

NOTE.—The Committee requests that all correspondence and returns be addressed to B. P. Snow, Principal, No. Yarmouth Academy, Yarmouth, Me., who will cheerfully answer all inquiries.

It is to be hoped that our teachers will quite generally avail themselves of the opportunity here offered. The course is wisely arranged for the first year, and the names of the committee are guaranty that the courses to follow will possess equal merit.

II. COUNTY EDUCATIONAL ASSOCIATIONS.

There are nineteen of these organizations now active in our sixteen counties. Two of them failed to hold meetings during the year. The other seventeen held twenty-one meetings, four of them holding each two meetings—a spring and fall.

The general programme for the year, forming the basis of local programmes, and thus securing a measure of uniformity in work while at the same time allowing local needs to be considered, was as follows :

General Programme and Syllabus of Subjects.

FOR MEETINGS OF

COUNTY EDUCATIONAL ASSOCIATIONS—1892-93.

I. OPENING QUERIES—General discussion of:—(1) What can we do to make our next term's work better than the last? (2) To how many studies at one time should pupils be confined?

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. SCHOOL TACTICS:—(1) Calling and dismissing classes; (2) Giving recesses; (3) Helping pupils; (4) Dismissing school.

IV. THE DULL PUPIL:—(1) What can we do for him? (2) What can we lead him to do for himself?

V. TOPICS FOR ESSAYS:—(1) Temperance instruction; (2) Oral lessons in mixed schools; (3) Thorough teaching.

VI. STATE EDUCATIONAL EXHIBIT AT COLUMBIAN EXPOSITION:—(1) Extent of; (2) Character of; (3) Preparation of.

VII. EXHIBIT OF SCHOOL WORK AND APPLIANCES:—(1) Of Pupils—maps, test papers, written recitations, busy-work, specimens of penmanship, compositions; (2) Of Teachers—Self-prepared charts, apparatus, etc., etc.

The meetings held during the year were of exceptional excellence. In attendance, in interest, in the high character of the exercises, they were superior to any series of meetings held since the general organization of these associations.

One of these meetings, that of the association for Piscataquis county, deserves special mention, as it was in plan, in place of assembling, and in duration somewhat of a novelty in educational meetings; and its marked success has aroused among the teachers of other counties to whose attention it has been brought, a desire for other similar meetings where the conditions will allow them to be held.

Instead of two meetings of two days each, as had been the custom, the association decided to hold one of at least four days. Instead of a hall or school-building, the Methodist campground at Foxcroft was procured for place of meeting. Instead of the usual free entertainment furnished attending teachers, they were expected to care for their own entertainment, and most of them found temporary homes in the cottages upon the grounds. Instead of the usual form of exercises consisting of papers, essays, and discussions, the programme

took the form chiefly of the "summer school of methods." Classes were organized in arithmetic, grammar and history, taking up those subjects in review with reference to difficult points and best methods of teaching. Regular systematic instruction and drill were given by competent teachers in vocal music as taught in the best schools, in drawing, and in the Swedish system of school gymnastics. The evenings were devoted to lectures, discussions, the "query box" and social intercourse. While those having the meeting in charge would have felt satisfied with the attendance of forty working teachers, there were over a hundred present, and present constantly. It was a season of hard, enthusiastic work. As an experiment it was exceptionally successful; so much so that plans were then and there made for its repetition the present year.

The experiment thus tried and proved practicable and eminently successful, would seem worthy of more general trial. At least four such meetings could be held every year, at points easily accessible to a large number of teachers, not of one county alone, but of groups of counties. So feasible is such a plan, so promising of valuable results, that it would be wise legislation to increase the present appropriation of \$600 for defraying the expenses of teachers' meetings, to such extent as to make a more extended trial of it practicable. I therefore recommend that the annual appropriation for teachers' meetings be increased to \$1,000.

III. MAINE SCHOOLMASTERS' CLUB.

At the meeting of the Pedagogical society held at Portland for the year 1891, under the above name was organized a new agency for the promotion of the general educational interests of the State. The following constitution was there adopted, and the appended list of officers elected.

MAINE SCHOOLMASTERS' CLUB.

CONSTITUTION.

NAME.

This organization shall be known by the name of the Maine Schoolmasters' Club.

OBJECT.

The object of this society shall be to promote the educational interests of the State by an interchange of ideas upon educational topics, and by fostering acquaintance and good fellowship among its members.

MEMBERSHIP.

Any president or professor of any college or university, any superintendent of schools, any principal of a high, grammar or normal school of Maine shall be eligible to membership.

OFFICERS.

The officers shall consist of a President, Vice President and Secretary, who shall also be treasurer, to be elected annually. Their duties shall be such as are usually performed by such officers.

STANDING COMMITTEES.

There shall be a committee upon membership, which shall consist of three persons, to be elected by the society for a term of three years, provided that of those elected at the first meeting one shall serve for three years, one for two years, and one for one year, as determined by lot by the committee. It shall be the duty of this committee to investigate and report to the club upon all applications for membership.

There shall be an executive committee of five, to consist of the President and Secretary *ex-officio* and three members to be appointed by the club, whose term of service shall be the same as that of the membership committee

It shall be the duty of the executive committee to determine upon the time and place of meetings, to make all necessary arrangements

therefor, and to perform all other business not otherwise provided for.

MEMBERSHIP FEE.

There shall be a membership fee of one dollar.

AMENDMENTS.

This constitution may be amended by a two-thirds vote of all members present at any regular meeting provided that written notice of such proposed amendment be given to each member of the club at least one week prior to each meeting.

OFFICERS OF THE CLUB.

Pres. Wm. DeW. Hyde, Brunswick; V. P. O. H. Drake, Pittsfield; Sec. and Treas. John R. Dunton, Lewiston.

EXECUTIVE COMMITTEE.

Pres. M. C. Fernald, Orono; Supt. G. A. Stuart, Lewiston; Prin. E. P. Sampson, Saco.

MEMBERSHIP COMMITTEE.

Pres M. C. Fernald, Orono; Prin. F. W. Chase, Belfast; Supt. F. C. Russell, Rockland.

The first annual meeting of the club was held at Brunswick on the evening of November eleven last, at seven o'clock, at which meeting the membership was largely increased, plans were made for the future, and officers elected for the ensuing year. At eight o'clock by invitation of the President and Trustees of Bowdoin College, the members of the club present, some fifty in number, dined as guests of the college at the Tontine Hotel. After the dinner the time till midnight was occupied in a series of ten minute talks upon topics of special educational interest, followed by informal discussion. It was a most enjoyable occasion. To bring the prominent educators of the State into closer professional, social and personal relations than they have hitherto sustained, is the object of the club. The securing of such object can hardly fail to be of advantage to our educational interests.

OBSERVANCE OF COLUMBIAN DAY.

Perhaps no more notable event in the history of our county has occurred, than the almost universal celebration, by the schools, of the four hundredth anniversary of the discovery of the new world. That the millions of children enrolled in our public schools, could be brought to engage simultaneously in a uniform observance, by patriotic ceremonies, of that notable event, was an idea almost sublime in conception. And the event was worthy of the conception. The gathering of the children in holiday attire at tens of thousands of school-houses; the salutes by those children to tens of thousands of flags floating above those school-houses; the vows of devotion reverently taken with upraised hands, to that starry emblem and all that it symbolizes; the inspiration of patriotic song and recital of the nation's glories past and present, all combined to form a spectacle such as the world has never before witnessed, and which can hardly have failed to plant the seeds of a deep and fervent love of country in those who were actors in or observers of that spectacle.

In these observances the schools of Maine were not far behind those of other states. Unfortunately the time fell when only a part of our schools were in session. Few of those which were in session, however, failed to give fit observance to the event, either independently or in connection with others. Judging from the number of the programmes of exercises, prepared by the committee of the National Department of Superintendents having the matter in charge, which were distributed to schools calling for them, the children in nearly or quite two thousand different schools participated in those exercises. Probably more than one hundred thousand of the children of Maine on that twenty-first day of October took the oath of fealty to the national flag, and of loyalty to country.

APPENDIX.

COMMON SCHOOL STATISTICS,

COMPILED FROM ANNUAL RETURNS OF S. S. COMMITTEES AND FISCAL RETURNS OF MUNICIPAL OFFICERS,
FOR THE YEAR ENDING APRIL 1, 1892.

ANDROSCOGGIN COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years.		No. registered in spring and summer terms.		Average No in spring and summer terms.		No registered in fall and winter terms.		Average number in fall and winter terms.		Percentage of average attendance		Number of different pupils registered.		Average length of spring and summer terms in weeks and days, 5 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.	
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀				
Auburn	3362	1721	1602	1775	1626	.48	1937	12	612	12	1224	-	-	-	-	33	23	-	-	-	-	89,000	-	-	2	53																
Durham	351	217	188	213	180	.52	282	8	81	9	201	-	-	-	11	9	1	665	4,490	-	-	5	11																			
East Livermore	330	305	244	261	210	.69	375	10	140	10	140	-	-	-	7	7	-	-	6,000	-	1	2	9																			
Greene	247	60	51	89	65	.24	151	8	81	11	137	11	2	10	10	10	-	-	3,500	-	-	2	10																			
Leeds	338	200	89	211	135	.30	240	8	96	9	149	12	-	-	12	8	-	-	4,500	-	-	4	12																			
Lewiston	8258	2390	1938	2611	1923	.23	2889	11	715	26	1690	-	-	-	27	25	-	-	238,800	-	4	4	67																			
Lisbon	1131	645	540	670	532	.48	785	10	201	10	381	-	-	-	16	16	-	-	23,560	-	2	3	19																			
Livermore	301	185	156	201	190	.57	228	10	110	12	132	-	-	-	16	10	-	-	3,100	-	-	5	11																			
Minot	438	229	201	195	165	.42	322	10	103	11	195	11	3	-	9	6	-	-	10,000	-	1	1	12																			
Poland	714	403	348	439	365	.50	494	10	200	21	435	-	-	-	18	17	1	750	18,000	-	1	6	19																			
Turner	521	315	280	365	314	.57	384	10	210	10	212	-	-	-	20	18	-	-	10,500	-	-	9	21																			
Wales	140	84	70	120	91	.57	120	10	70	10	70	-	-	-	8	7	1	442	2,200	-	-	1	7																			
Webster	265	179	151	190	157	.58	217	10	90	9	81	-	-	-	10	8	-	-	3,000	-	1	1	8																			
	16,396	6933	5858	7340	5953	.47	8424	9	2709	15	5047	34	2	197	164	3	1857	416,590	10	45	259																					

COMMON SCHOOLS.

ANDROSCOGGIN COUNTY—CONCLUDED.

Towns.	No. of female teachers employed in fall and winter terms		No of teachers graduates of normal schools		Average wages of male teachers per month, excluding board		Average wages of female teachers per week, excluding board		Average cost of teachers' board per week.		Amount paid for school supervision.		Am't of school money voted in 1892.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from town treasury from April 1, 1891, to April 1, 1892		Amount available from State treasury from April 1, 1891, to April 1, 1892.		Amount derived from local funds		Total school resources		Total amount actually expended for public schools from April 1, 1891 to April 1, 1892.		Balance unexpended April 1, 1892.		Balance over-expended April 1, 1892			
	No.	No.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Per month.	Per week.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.	Total.	Per cent.				
Auburn	52	6	38 00	7 50	2 50	1500	16,500	7500	-	4 90	16,500	6,216	6	22,722	22,544	178																		
Durham	11	1	22 00	3 45	2 12	87	1,200	3 11	-	3 42	1,224	750	-	1,974	1,939	35																		
East Livermore	9	2	37 33	3 85	2 75	70	1,205	-	-	3 65	1,420	748	467	2,675	2,189	446																		
Greene	9	-	24 00	3 81	1 50	48	800	72	-	3 24	911	594	62	1,567	1,372	195																		
Leeds	9	5	21 00	4 30	1 60	53	800	1	-	2 33	917	770	-	1,687	1,641	46																		
Lewiston	67	35	126 30	9 25	3 50	1700	26,200	5839	-	4 98	27,000	17,926	4540	49,460	49,347	113																		
Lisbon	18	2	60 00	7 00	2 50	259	3,525	1029	-	3 12	3,825	2,489	173	6,487	5,695	792																		
Livermore	6	2	25 00	5 00	1 50	70	1,106	179	-	3 65	1,322	673	89	2,084	1,885	199																		
Minot	12	-	75 00	5 04	2 38	100	2,000	916	-	4 51	2,476	1,001	91	3,568	2,960	608																		
Poland	18	4	42 29	4 25	2 23	230	3,000	1012	-	4 20	3,092	1,554	337	5,043	4,797	246																		
Turner	12	1	28 44	4 55	1 77	188	2,200	587	-	4 22	2,907	1,255	-	4,162	3,418	744																		
Wales	6	6	25 00	6 50	2 50	30	600	239	-	4 29	654	326	-	980	898	82																		
Webster	8	3	45 00	3 83	2 17	61	1,374	613	-	5 20	1,424	616	55	2,095	1,904	191																		
	237	67	43 75	5 28	2 19	4396	50,504	18298	-	3 98	63,672	34,912	5880	104,464	100,589	3875																		

Mars Hill.....	342	189	137	175	111	.36	200	11	1	101	15	136	9	-	9	8	-	-	3,500	1	1	8
Masardis	85	64	46	48	48	.55	83	9	1	2	7	23	3	-	3	-	-	-	1,153	-	1	2
Monticello	439	240	180	154	110	.33	307	10	4	4	12	136	8	-	9	8	-	-	3,000	-	1	7
New Limerick.....	261	147	111	152	111	.42	153	9	4	4	12	84	6	-	6	4	-	-	1,850	-	2	2
O-ient.....	53	30	18	40	42	.47	45	6	1	2	10	19	10	-	3	-	-	-	1,000	-	-	3
Presque Isle	1167	469	280	501	237	.23	9c2	12			12	292	-	-	23	16	-	-	11,000	-	-	7
Sherman.....	332	217	178	204	132	.50	252	12			10	72	10	-	6	6	-	-	3,300	-	-	4
Smyrna.....	118	56	50	75	55	.44	66	11			7	41	7	-	4	-	-	-	921	-	-	4
Van Buren	562	263	202	182	97	.27	263	25	3	3	24	256	24	-	10	6	1	150	2,500	-	-	13
Washburn.....	424	281	184	250	186	.43	301	12	4	4	12	137	12	-	10	9	-	-	2,600	-	-	11
Weston	174	124	102	111	75	.50	131	9	2	2	9	38	11	2	4	3	-	-	750	-	-	4
Woodland.....	370	201	140	196	132	.37	251	9	3	3	13	88	13	3	124	7	2	8	2,800	1	3	8

AROOSTOOK COUNTY—CONTINUED.

Plantations.	No. of children belonging in town between the ages of 4 and 21 years.		No. registered in spring and summer terms.		Average No. in spring and summer terms	No registered in fall and winter terms		Average number in fall and winter terms.	Percentage of average attendance.	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 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.												
Allagash	121	97	84	-	-	.70	97	-	-	97	-	20	-	40	2	3	3	3	3	1	1	1	50	550	-	-	2	
Cary	157	95	74	96	76	.43	140	9	3	48	8	2	42	5	-	5	5	5	5	-	-	-	-	1000	-	-	5	
Castle Hill	225	173	137	130	89	.50	195	10	3	83	9	2	69	7	1	7	7	7	7	1	1	1	175	2250	-	-	8	
Caswell	121	35	28	60	40	.28	72	10	1	22	16	-	39	-	-	3	3	3	3	-	-	-	-	500	-	-	4	
Chapman	104	40	35	51	32	.37	75	8	3	26	9	3	39	5	-	2	1	1	1	-	-	-	-	400	-	-	3	
Connor	235	215	195	-	-	.79	225	12	-	60	9	-	60	5	-	5	5	5	5	-	-	-	100	500	-	2	9	
Crystal	137	102	74	47	41	.4	110	11	2	69	8	-	40	7	-	4	3	3	3	-	-	-	-	400	-	-	6	
Cyr.	233	133	81	78	25	.23	37	13	-	65	12	-	60	5	-	5	4	4	4	-	-	-	-	100	-	-	5	
Eagle Lake	172	112	79	-	-	.46	60	26	-	26	-	-	-	3	-	3	3	3	3	-	-	-	-	530	-	-	3	
Garfield	34	24	18	20	17	.53	24	12	-	12	12	-	12	1	-	1	1	1	1	-	-	-	-	450	-	-	1	
Glenwood	63	51	51	47	32	.66	51	8	2	26	13	1	40	3	-	3	3	3	3	-	-	-	-	100	-	-	3	
Hamlin	225	91	57	-	-	.25	91	19	3	98	-	-	-	5	1	5	5	5	5	-	-	-	-	600	-	-	6	
Hammond	45	28	23	28	20	.50	28	12	-	12	12	-	12	1	-	1	1	1	1	-	-	-	-	200	-	-	1	
Macwahoc	86	25	20	52	35	.31	53	10	-	20	10	-	40	2	-	2	2	2	2	-	-	-	-	600	-	-	2	
Merrill	75	50	46	39	30	.51	80	10	-	30	11	-	33	3	1	3	3	3	3	-	-	-	-	400	-	1	2	
Moro	93	68	57	66	54	.60	69	10	-	30	11	1	34	3	1	3	3	3	3	-	-	-	-	888	-	-	3	
Nashville	20	11	9	-	-	.49	13	24	-	24	-	-	-	1	-	1	-	-	-	-	-	-	-	100	-	-	1	
New Canada	127	75	64	-	-	.50	75	15	-	60	-	-	-	3	1	5	3	3	3	-	-	-	-	500	-	1	3	
New Sweden	275	147	116	212	144	.49	193	7	4	46	15	1	91	6	1	6	4	4	4	-	-	-	-	1000	-	1	5	
Oakfield	304	166	135	181	105	.38	248	10	-	90	11	-	79	7	2	7	7	7	7	-	-	-	-	1500	-	3	9	
Oxbow	No return.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Perham	189	104	95	101	79	.46	123	11	3	58	12	-	72	6	1	4	4	4	4	-	-	-	-	2000	-	-	2	5
Portage Lake	58	51	39	29	23	.53	52	10	-	20	10	-	20	2	-	2	2	2	2	-	-	-	-	700	-	-	-	2
Reed	91	59	56	51	40	.42	76	8	-	16	8	-	16	-	-	4	-	-	-	-	-	-	-	1280	-	-	1	5

COMMON SCHOOLS.

St. Francis.....	189	109	70	-	-	.37	109	20	3	62	-	-	3	-	2	2	-	-	500	-	-	3	
St. John.....	127	42	31	32	26	.22	42	18		36	12	-	12	2	2	2	-	-	500	-	1	2	1
Silver Ridge.....	64	40	28	44	31	.45	84	11		55	12	3	63	3	1	-	-	-	550	-	-		5
Wade.....	79	56	40	-	-	.51	56	11	2	46	7	2	30	4	-	4	1	1	208	900	-	1	4
Wallagrass.....	324	106	69	-	-	.21	106	20		60	-	-	-	-	3	3	1	300	1000	-	1	-	2
Westfield.....	70	30	23	52	40	.45	56	6	1	13	9	2	29	3	-	3	1	-	750	-	-	1	2
Winterville.....	56	48	29	-	-	.51	48	27		27	-	-	-	1	-	1	1	-	200	-	-		1
	20,296	10,611	7519	9028	6118	.43	13274	12	1	5454	10	4	4928	385	31	421	283	16	5274	155,117	22	95	444

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 1891.		Not less than 80 cts. for each inhabitant.		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, 1891, to April 1, 1892.		Amount available from State treasury from April 1, 1891, to April 1, 1892.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1891, to April 1, 1892.		Balance unexpended April 1, 1892		Balance over-expended April 1, 1892.	
	No	of	No	of	Average	wages	Average	wages	Average	cost	Amount	paid	Am't	of	Excess	Less	Amount	Amount	Amount	Amount	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total				
Amity	5	1			22 66	5 42	2 00	25 00	350							14	2 20	365		381	122		868					832	36							
Ashland	4	1			32 50	4 41	1 98	15 00	450							4	2 23	599		460	-		1059				988	71								
Bancroft	5	-				3 80	1 77	15 00	225					14		-	2 16	225		249	225		699				641	58								
Benedicta	2				20 00	4 00	2 00	10 00	242							11	1 64	258		301	50		609				553	56								
Blaine	3	1			25 65	4 52	1 46	25 00	517							110	1 57	541		729	14		1284				1140	144								
Bridgewater	2	-			25 66	4 13	1 64	68 00	757							-	2 35	661		714	111		1486				1274	212								
Cribou	21	4			21 20	5 33	2 31	190 00	6354					3084		-	3 74	3883		3511	-		7394				6622	772								
Dyer Brook	6	2				3 75	1 12	19 00	183							6	1 65	223		224	52		499				462	37								
Easton	9	1			36 00	4 33	1 75	96 00	900							118	2 32	717		863	99		1679				1630	49								
Fort Fairfield	27	5			23 00	5 16	1 96	300 00	2500							321	1 65	3555		3353	101		7009				5845	1164								
Fort Kent	18	7				4 44	1 00	40 00	350							-	37	419		1980	51		2450				2204	246								
Frenchville	12	1			14 00	3 89	90	20 00	375							-	29	504		2970	-		3474				3374	100								
Grand Isle	6	-				4 25	1 33	28 00	250							-	51	323		749	12		1084				873	211								
Haynesville	3	-			28 00	4 00	1 75	8 00	250							26	2 11	269		254	127		650				602	48								
Hersey	2	-			20 00	6 00	1 50	12 00	130							9	1 73	139		161	32		332				336	-								
Hodgdon	6	6			26 40	4 82	1 75	50 00	1000							-	2 29	1115		1001	54		2170				1982	188								
Houlton	16	4			33 50	8 40	2 59	250 00	3500							288	2 68	4901		2841	63		7895				7172	723								
Island Falls	3	2				4 25	1 72	17 00	200							22	2 00	276		195	150		221				569	52								
Limestone	7	1			26 60	4 37	2 25	30 00	746							-	2 13	970		800	140		1910				1849	61								
Linneus	7	1			30 25	4 48	1 93	50 00	800							28	1 92	878		958	108		1944				1861	83								
Littleton	8	-			24 00	3 75	1 90	66 00	739							-	2 16	841		782	-		1623				1525	98								
Ludlow	1	-			25 00	3 75	1 75	23 00	468							168	3 34	662		233	49		1044				637	407								
Madawaska	14	3			20 00	3 75	1 00	20 00	325							-	47	411		1535	1		1947				1834	113								
Mapleton	10	1			30 00	3 81	1 54	49 00	689							23	2 12	811		777	48		1636				1395	241								

Mars Hill	8	1	18 00	4 27	1 48	40 00	732	62	-	2 14	1022	793	-	1815	1372	443
Masardis	-	-	27 00	3 41	1 78	7 00	200	-	-	2 35	306	193	21	520	334	186
Monticello	5	3	27 25	4 27	2 23	46 00	906	-	-	2 06	934	961	76	1971	1951	20
New Limerick	4	2	24 00	3 25	1 40	50 00	590	136	-	2 26	684	519	46	1249	1181	68
Orient	3	-	-	4 58	1 90	7 00	200	5	-	3 76	123	177	175	475	397	78
Presque Isle	17	-	20 00	4 50	2 00	185 00	2800	363	-	2 40	4108	2549	400	7057	5261	1796
Sherman	5	1	27 50	4 75	1 27	25 00	875	148	-	2 63	875	734	-	1609	1476	133
Smyrna	2	-	27 50	3 08	1 70	10 00	273	31	-	2 31	243	240	-	483	441	42
Van Buren	5	2	-	4 00	1 25	30 00	935	685	-	1 66	2156	1198	-	3354	1890	1464
Washburn	10	-	18 00	4 50	1 65	80 00	900	22	-	2 12	1109	774	127	2010	1933	77
Weston	4	-	32 00	4 91	1 71	17 00	328	5	-	1 89	474	372	66	902	870	32
Woodlaud	6	-	25 66	4 41	1 90	30 00	700	-	206	1 89	602	797	184	1583	1402	181

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.		Amount paid for school supervision	Am't of school money voted in 1892.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1891, to April 1, 1892.	Amount available from State treasury from April 1, 1891, to April 1, 1892.	Amount derived from local funds.	Total school resources	Total amount actually expended for public schools from April 1, 1891, to April 1, 1892	Balance unexpended April 1, 1892.	Balance over-expended April 1, 1892
				Male	Female			Excess above am't required by law.	Less than the am't required by law.								
Allagash	-	-	16 00	3 75	4 50	15 00	75	-	-	62	75	378	-	453	446	7	
Cary	1	-	26 50	4 07	1 82	30 00	312	-	-	20 19	411	376	167	954	516	438	
Castle Hill	7	3	-	4 73	1 64	22 00	402	-	-	28 17	476	528	-	1004	905	99	
Caswell	3	2	-	2 25	2 25	15 00	205	35	-	1 78	383	227	-	610	418	192	
Chapman	3	-	21 40	3 79	1 55	7 00	175	-	-	1 68	209	242	-	451	384	67	
Connor	-	-	20 00	4 10	1 75	15 00	200	175	-	85	160	511	-	671	632	39	
Crystal	4	-	-	3 50	1 37	16 00	300	62	-	2 18	290	368	-	658	522	136	
Cyr	5	-	-	2 50	1 25	9 00	75	-	268	32	169	444	134	747	483	264	
Eagle Lake	-	2	-	3 00	1 00	13 00	60	-	-	15 35	73	406	22	501	444	57	
Garfield	1	-	-	6 00	2 25	1 00	100	29	-	2 94	80	135	-	215	218	-	
Glenwood	4	3	-	3 25	2 00	12 00	148	2	-	2 35	182	154	122	458	448	10	
Hamlin	-	1	-	3 70	1 10	15 00	150	-	-	67	424	518	1	943	593	350	
Hammond	1	-	-	4 25	2 00	4 00	100	-	-	2 22	208	102	-	310	163	147	
Macwahoc	2	-	-	4 00	2 25	3 00	225	9	-	2 50	310	188	-	498	453	45	
Merrill	-	-	20 00	3 50	1 75	10 00	181	-	-	12 41	180	202	-	382	379	3	
Moro	3	-	-	3 75	1 30	15 00	184	35	-	2 00	162	159	-	321	313	8	
Nashville	-	-	-	2 00	2 25	-	96	69	-	4 80	73	28	71	172	82	90	
New Canada	-	1	15 00	5 00	1 25	8 00	100	25	-	78	100	319	37	456	374	82	
New Sweden	2	1	27 00	4 71	1 85	30 00	500	-	-	82	556	639	-	1195	1055	140	
Oakfield	4	-	27 66	3 65	1 63	45 00	576	-	67	1 90	700	695	56	1451	1265	186	
Oxbow	-	-	-	-	-	-	110	35	-	2 94	144	88	-	232	196	36	
Perham	4	-	28 50	3 94	1 88	18 00	400	50	-	2 11	405	453	152	1010	895	115	
Portage Lake	1	-	-	2 50	2 50	10 00	200	8	-	3 45	282	120	-	402	197	205	
Reed	4	1	24 00	3 19	2 05	5 00	300	138	-	3 30	250	360	-	610	635	-	

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COMMON SCHOOLS.

St. Francis	-	3	-	3 75	1 25	6 00	150	50	-	78	217	399	-	616	328	288	
St. John	1	2	16 00	3 75	1 30	6 00	100	25	-	78	100	275	-	375	324	51	
Silver Ridge	5	-	-	3 16	1 83	15 00	122	-	34	1 90	208	131	101	440	399	41	
Wade	3	-	28 00	3 75	1 60	22 00	300	74	-	3 67	306	214	-	520	510	10	
Wallgrass	-	-	12 00	3 00	1 00	25 00	200	100	-	62	104	513	-	617	457	160	
Westfield	2	-	25 00	3 25	1 85	12 00	150	17	-	2 14	137	143	-	280	229	51	
Winterville	-	-	-	3 00	1 00	8 00	60	20	-	1 07	70	122	-	192	144	48	
	326	69	24 29	4 05	1 58	2365 00	37,991	6392	1120	1 97	43,716	44,865	3557	92,138	79,115	13055	32

Scarboro	522	289	249	286	216	.44	300	10	1	112	18	4	207	11	-	11	9	-	-	8,725	1	5	11
Sebago	237	157	132	136	114	.52	189	8		62	9		118	9	-	9	5	1	500	2,000	-	4	8
Standish	468	313	243	305	203	.48	313	8	3	113	8	4	246	13	-	13	12	-	-	6,900	1	7	12
Westbrook	2395	1295	1049	1171	1000	.42	1478	12		576	12		576	-	-	12	11	-	-	74,000	4	5	30
Windham	603	324	283	350	325	.90	350	8		151	9		259	18	-	18	15	-	-	5,000	1	5	18
Yarmouth	539	311	273	306	238	.47	398	10	4	86	11	2	184	-	-	9	8	1	1750	15,740	1	-	9
	26,881	15,495	12,229	15,513	11,968	.44	17,276	9	3	3,938	11	3	6,004	197	2	343	274	4	791	854,415	39	101	502

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 1892	Not less than 80 cts for each inhabitant.		Amount raised per scholar	Amount available from town treasury from April 1, 1891, to April 1, 1892	Amount available from State treasury from April 1, 1891, to April 1, 1892.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1891, to April 1, 1892.	Balance unexpended April 1, 1892.	Balance over-expended April 1, 1892.
								Excess above amt required by law.	Less than the amt required by law.								
Baldwin.....	11	-	25 50	4 16	1 82	70	1200	454	-	4 35	1,503	553	72	2,128	2,005	123	
Bridgton.....	17	2	26 87	4 38	3 25	200	3000	916	-	4 17	5,453	1,817	62	7,332	4,702	2630	
Brunswick.....	39	-	28 00	7 00	2 50	175	10000	5191	-	4 86	10,000	4,581	1146	15,727	14,785	942	
Cape Elizabeth.....	23	3	45 75	5 61	2 65	392	5300	933	-	2 85	8,661	4,175	209	13,045	9,855	3186	
Casco.....	7	1	23 00	5 00	1 77	40	800	125	-	2 85	804	625	120	1,549	2 85	20	
Cumberland.....	8	-	35 00	4 50	2 75	73	1295	105	-	2 53	2,086	1,115	93	3,294	2,684	610	
Deering.....	24	17	90 90	9 00	3 00	500	6700	2418	-	4 05	9,829	3,770	-	13,599	9,889	3710	
Falmouth.....	16	1	35 00	6 00	2 30	107	2000	736	-	4 03	2,228	1,117	-	3,345	3,040	305	
Freeport.....	19	1	16 16	4 45	2 08	160	3000	1014	-	3 92	3,018	1,254	-	4,272	4,506	-	
Gorham.....	20	8	49 00	7 88	2 75	142	4000	1690	-	4 60	4,305	1,969	17	6,291	5,142	1049	
Gray.....	12	1	-	4 33	1 93	60	1350	136	-	3 00	1,818	1,067	70	2,955	2,351	604	
Harpwell.....	9	5	34 60	4 25	2 50	95	1800	727	-	3 06	1,942	1,318	-	3,260	3,125	135	
Harrison.....	19	-	34 00	5 50	1 75	73	1300	443	-	4 12	1,304	736	223	2,263	2,256	7	
Naples.....	8	1	30 00	3 81	2 00	60	1000	323	-	4 01	1,147	575	-	1,722	1,649	73	
New Gloucester.....	8	2	32 00	4 45	2 10	85	2000	1013	-	5 78	2,461	611	266	3,368	2,650	718	
North Yarmouth.....	7	-	-	4 90	2 15	40	800	233	-	3 84	870	507	226	1,603	1,572	31	
Otisfield.....	8	-	23 33	4 07	1 37	52	1000	330	-	3 98	1,083	575	120	1,778	1,626	152	
Portland.....	152	-	140 00	12 00	1 50	2250	97000	67860	-	8 95	53,358	27,464	9090	89,912	89,912	-	
Pownal.....	15	2	27 00	3 40	2 00	56	1000	430	-	4 80	1,134	487	152	1,773	1,579	194	
Raymond.....	10	1	29 40	4 40	1 98	40	942	200	-	3 16	888	691	151	1,730	1,671	59	

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COMMON SCHOOLS.

Scarboro.....	12	2	41 20	4 19	2 42	170	2000	565	-	3 83	2,390	1,162	-	3,552	2,986	566	
Sebago.....	10	-	22 00	4 00	1 50	45	800	255	-	3 33	825	445	-	1,270	1,175	95	
Standish	19	5	38 66	4 83	2 11	108	1473	-	-	3 17	2,315	927	94	3,336	3,009	327	
Westbrook	31	18	84 45	9 00	2 50	550	11000	5794	-	4 59	10,520	5,555	-	16,075	15,880	195	
Windham	14	5	25 00	4 80	2 25	141	2000	227	-	3 31	2,513	1,341	146	4,000	3,466	534	
Yarmouth.....	9	6	48 00	8 22	2 75	100	2100	422	-	3 89	2,100	1,287	-	3,387	3,386	1	
	527	81	36 87	5 39	2 29	5774	164860	92540	-	4 04	134,555	65,754	12257	212,566	196,434	16366	234

FRANKLIN COUNTY.

Towns.	No of children belonging in town between the ages of 4 and 21 years.		No. registered in spring and summer terms		Average No. in spring and summer terms.		No registered in fall and winter terms.		Average number in fall and winter terms.		Percentage of average attendance		Number of different pupils registered.		Average length of spring and summer terms in weeks and days, 5 d'ys per w'k		Aggregate length of spring and sum'er 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 d'ys 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.			
Avon	168	85	70	162	128	.59	140	7	2	45	9	4	138	11	-	11	10	-	-	2,000	-	-	1	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Carthage.....	116	82	75	92	80	.67	93	7	2	51	8	4	62	7	1	6	3	-	-	1,200	-	-	1	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Chesterville	221	137	104	129	100	.46	153	7	4	85	10	3	127	13	1	13	10	-	-	2,800	-	-	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Eustis	113	70	61	70	57	.52	85	8	8	32	9	8	36	4	-	4	2	-	-	1,200	-	-	1	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Farmington	910	402	292	738	612	.51	813	8	8	131	13	2	301	17	5	21	16	1	600	15,000	-	1	5	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Freeman	150	45	32	90	70	.34	179	6	2	27	9	1	93	8	1	8	7	-	-	2,000	-	-	4	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Industry	175	88	75	99	63	.39	150	7	1	50	10	3	95	12	2	10	8	-	-	2,500	-	-	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Jay	453	215	143	247	142	.31	269	9	9	135	10	2	160	10	-	14	15	1	1800	5,000	-	-	14	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Kingfield	176	113	97	122	100	.56	132	7	4	39	11	3	82	2	-	3	3	-	-	3,000	-	-	1	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Madrid	143	97	83	106	78	.56	137	7	2	44	8	3	78	8	1	8	1	-	-	800	-	-	2	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
New Sharon	287	175	156	212	178	.53	229	7	3	107	9	3	225	19	2	16	10	-	-	4,000	-	-	3	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New Vineyard	221	131	111	80	61	.39	153	8	8	64	11	3	104	9	-	10	9	-	-	3,500	-	-	8	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Phillips	499	275	242	312	225	.47	369	8	2	103	9	3	202	15	7	16	10	1	2100	7,000	-	1	6	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rangeley	252	124	99	136	118	.43	401	8	8	48	9	1	55	4	-	4	2	-	-	1,000	-	-	4	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Salem	68	40	33	38	30	.46	45	9	8	18	9	1	28	-	-	2	-	-	-	250	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Strong	194	105	83	136	102	.47	157	7	2	60	9	2	104	8	1	7	5	-	-	2,800	-	-	3	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Temple	128	5	51	66	48	.39	82	6	3	42	2	8	84	9	1	7	5	-	-	2,600	-	-	2	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Weid	281	110	88	138	110	.35	203	8	2	85	8	8	109	11	2	10	8	-	-	4,000	-	-	8	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wilton	462	264	234	300	227	.49	379	8	8	97	9	1	115	12	3	13	11	-	-	3,000	-	-	8	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

COMMON SCHOOLS.

Plantations.

Coplin	25	15	14	12	11	.48	15	8	8	10	10	1	-	1	1	-	-	100	-	-	1		
Dallas	48	27	21	31	20	.44	40	8	16	11	1	34	1	1	1	1	-	-	500	-	1	1	
Greenvale			No	retu	rns.																		
Letter E	8	8	6	8	6	.80	8	6	6	10	10	-	-	1	1	-	-	250	-	-	1		
Perkins	2	12	10	8	7	.31	12	8	16	8	8	3	-	3	3	-	-	500	-	-	2		
Rangeley	2	18	10	16	11	.50	18	6	6	9	9	1	-	2	-	-	-	230	-	-	1		
	5215	2693	2192	3348	2614	.48	4262	7	3	1315	9	4	2282	175	28	191	141	3	4500	65,230	2	58	140

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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 1892.		Excess above am't required by law.		Less than the am't required by law.		Amount raised per scholar.		Amount available from town treasury from April 1, 1891, to April 1, 1892.		Amount available from State treasury from April 1, 1891, to April 1, 1892.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1891, to April 1, 1892.		Balance unexpended April 1, 1892.		Balance over-expended April 1, 1892.					
	No.	Sex	No.	Sex	Male	Female	Male	Female	Male	Female	Am't	Sex	Am't	Sex	Am't	Sex	Am't	Sex	Am't	Sex	Am't	Sex	Am't	Sex	Am't	Sex	Am't	Sex	Am't	Sex	Am't	Sex						
Avon	11	-	-	-	17	81	4	04	1	56	40	500	159	-	2	96	575	367	-	942	776	166																
Carthage	9	-	-	-	24	00	3	45	1	56	24	350	33	-	3	01	427	222	30	679	629	50																
Chesterville	9	1	-	-	22	00	2	81	1	55	48	770	154	-	3	48	753	507	37	1,297	1,203	94																
Eustis	3	-	-	-	25	00	4	44	2	00	13	275	18	-	2	43	314	183	45	542	514	28																
Farmington	21	-	-	-	137	00	4	46	2	03	200	3,450	884	-	3	79	4,073	1,992	50	6,115	5,350	765																
Freeman	6	-	-	-	24	25	3	83	1	50	30	500	129	-	3	33	543	364	-	907	912	-																
Industry	9	3	-	-	-	-	4	17	1	70	40	436	-	-	2	49	685	417	-	1,102	979	123																
Jay	13	1	-	-	25	00	4	57	2	00	85	1200	767	-	2	65	1,250	1,022	72	2,344	2,142	202																
Kingfield	3	1	-	-	40	00	4	40	2	14	25	375	-	106	2	13	387	374	82	813	805	38																
Madrid	8	3	-	-	26	00	3	13	1	59	30	353	-	10	2	46	485	317	25	827	768	59																
New Sharon	20	-	-	-	25	00	3	21	1	78	70	1000	149	-	3	47	1,195	590	82	1,867	1,803	64																
New Vineyard	10	4	-	-	-	-	3	58	1	44	40	630	102	-	2	85	731	507	-	1,238	1,098	140																
Phillips	12	5	-	-	34	68	4	28	1	96	120	2070	955	-	4	15	1,914	1,065	-	2,979	2,729	250																
Rangeley	6	2	-	-	33	00	4	87	2	00	24	550	57	-	2	18	562	573	40	1,175	1,152	23																
Salem	2	1	-	-	34	00	4	00	2	00	12	184	10	-	2	70	267	163	-	430	345	85																
Strong	6	-	-	-	29	25	3	70	1	54	37	550	48	-	2	83	550	462	87	1,099	1,078	21																
Temple	6	1	-	-	25	52	3	89	1	67	19	376	-	-	2	94	417	270	-	687	642	45																
Weld	6	-	-	-	25	33	2	65	1	42	60	708	-	-	2	52	811	657	-	1,496	1,429	67																
Wilton	16	4	-	-	27	00	4	00	1	77	96	1427	129	-	3	09	1,815	1,099	-	2,914	2,456	458																

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COMMON SCHOOLS.

Plantations.															
Coplin	1	2	-	4 75	2 00	2	100	43	-	4 00	125	57	-	182	182
Dallas	2	-	29 00	4 00	1 44	7	104	-	43 2	17	442	131	-	573	328 245
Greenvale	-	-	-	-	-	-	50	8	-	3 12	131	30	-	161	74 87
Letter E	1	-	-	3 00	1 40	3	50	27	-	6 25	51	28	-	79	73 6
Perkins	1	-	-	3 00	1 50	5	74	-	1 2	85	160	68	-	228	111 117
Rangeley	1	-	-	3 00	1 35	2	50	4	-	2 38	161	27	10	198	64 134
	179	26	33 55	3 69	1 70	1032	16132	3676	160	3 05	18,824	11,492	588	30,904	27,642 3,267 5

HANCOCK COUNTY.

Towns.	No. of children belonging in town between the ages of 4 and 21 years		No. registered in spring and summer terms		Average No. in spring and summer terms.		No registered in fall and winter terms		Average number in fall and winter terms		Percentage of average attendance		Number of different pupils registered.		Average length of spring and summer terms in weeks and days, 5 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 prop'ty 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.	
Amherst	118	59	53	65	42	.39	7	10										30	10	1		33	4			4	3					1,325			1	3						
Aurora	65	41	32	35	30	.48	4	9										27	12			24	3			3	2					400			-	3						
Bluehill	719	441	379	431	260	.44	504	9										189	10	1		295	19			18	15					5,000			5	21						
Brooklin	353	225	186	246	182	.52	322	10										90	9			81	9			9	9					4,200			4	9						
Brooksville	461	268	222	240	196	.43	320	8										81	8	1		141	9			9	6					3,750		1	6	9						
Buckport	786	250	169	394	322	.31	498	8										149	17	2		280	13			16	13					2,000			2	17						
Castine	306	152	132	143	121	.41	185	11										66	22			132				5	5					9,000			-	6						
Cranberry Isles	97	55	49	102	78	.65	102	8										32	8	1		41	5			4	4					1,800			3	4						
Deer Isle	1346	777	626	426	310	.36	928	8										128	9			193	21	6		21	19					13,600			14	22						
Dedham	128	78	70	76	63	.51	154	8										56	10	2		63	7			6	5					2,000			1	7						
Eastbrook	104	61	46	62	49	.46	67	8										44	9	1		36	4			4	4					1,600			1	5						
Eden	670	412	358	444	369	.54	452	9										238	10	2		495	19	2		23	15					30,000		2	7	13						
Ellsworth	1796	1080	944	1031	904	.51	1080	9										238	10	2		495	19	2		23	15					30,000		1	8	27						
Franklin	466	276	233	273	248	.51	291	8										80	9			81	10			9	7					5,500		2	4	10						
Gouldsboro	567	279	236	329	238	.42	402	8										103	9	2		199	13	1		12	11					8,000		1	3	11						
Hancock	419	126	97	218	132	.27	288	8										93	11	2		79	11	1		7	6					7,000			6	8						
Isle au Haut	64	30	21	28	23	.36	55	8										17	9	2		29	5	1		2	2					400			-	2						
Lamoine	236	142	122	143	97	.41	153	10										51	11	1		78	5			5	5					4,000			-	2						
Mariaville	88	80	60	64	64	.70	80	8										44	12	4		64	5			5	3					1,400			-	6						
Mount Desert	476	296	241	382	322	.59	393	8										82	13	4		139	10			10	8					3,400			-	4						
Orland	431	269	224	249	159	.41	269	8										123	9	2		198	14			11	9		1			6,850			1	14						
Otis	80	46	42	53	43	.52	54	8										25	11	2		35	3			3	3					400			-	3						
Penobscot	409	190	156	240	170	.39	253	8										86	11	3		151	11			11	10					6,500			2	19						
Sedgwick	363	230	196	246	162	.49	286	9										93	12	2		125	9	1		10	8					6,500			-	10						

COMMON SCHOOLS.

Sullivan	421	235	188	229	169	.54	235	8	4	71	13	1	105	7	-	7	5	-	-	7,600	-	3	8
Surry	329	206	181	172	140	.49	229	7	3	73	9	4	138	9	-	9	8	-	-	4,400	-	10	13
Tremont	715	337	296	479	319	.43	507	8		113	10	1	236	16	-	13	13	-	-	7,500	-	9	13
Trenton	152	119	101	123	97	.65	145	9	2	47	8	4	54	7	-	7	7	1	980	3,275	-	2	6
Verona	112	74	67	78	63	.58	78	8	1	34	14	1	57	4	-	4	4	-	-	1,500	-	-	4
Waltham	77	54	48	56	44	.59	63	8	2	26	12	2	38	3	-	3	2	-	-	1,900	-	-	2
Plantations.																							
Long Island	58	24	19	23	15	.29	30	6		12	12		12	1	-	1	-	-	-	250	-	1	1
No. 7	20	15	13	15	13	.65	15	6	1	13	6	1	13	1	-	1	1	-	-	500	-	-	1
No. 21	26	17	11	16	12	.49	17	10		10	10		10	1	-	1	-	-	-	46	-	-	1
No. 33	58	36	32	37	31	.53	44	8		8	10		10	1	-	1	-	-	-	500	-	-	1
Swan's Island	227	139	115	151	84	.59	180	8	1	33	10	3	53	4	1	4	2	-	-	1,200	-	4	4
	12743	7119	5912	7299	5601	.48	8801	8	3	2605	11	2	4218	278	14	284	226	2	1630	183,290	11	103	275

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.		Amount of school money voted in 1892		Not less than 80 cts for each inhabitant.		Amount raised per scholar		Amount available from town treasury from April 1, 1891, to April 1, 1892		Amount available from State treasury from April 1, 1891, to April 1, 1892.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1891, to April 1, 1892.		Balance unexpended April 1, 1892.		Balance over-expended April 1, 1892.			
Amherst	-	-	45	00	4	50	2	00	15	300	-	-	2	54	3	12	228	96	636	581	55													
Aurora	2	-	-	-	4	00	1	66	15	170	30	-	2	62	381	125	506	114	506	376	130													
Bluehill	20	-	32	00	3	80	1	95	122	1800	216	-	2	50	1,857	1,593	150	3,600	3,484	116														
Brooktn	5	2	36	00	4	50	3	25	51	840	3	-	2	37	870	802	-	1,672	1,593	79														
Brooksville	9	7	45	87	5	59	2	00	62	1050	2	-	2	27	1,152	1,078	-	2,230	2,096	134														
Bucksport	20	4	39	00	4	50	2	34	134	2500	163	-	3	18	2,852	1,860	5	4,717	4,288	429														
Castine	7	4	-	-	6	87	2	75	38	1225	435	-	4	00	1,227	700	175	2,102	2,077	25														
Cranberry Isles	3	-	33	67	3	68	2	16	16	263	-	-	11	71	316	247	-	563	514	49														
Deer Isle	16	3	37	07	4	90	2	39	75	2732	-	-	6	03	3,214	3,008	-	6,222	6,204	18														
Dedham	5	1	35	00	3	56	1	71	30	375	82	-	2	93	525	317	114	956	817	139														
Eastbrook	3	-	32	00	4	57	1	58	16	275	78	-	2	64	300	233	24	557	557															
Eden	8	2	41	72	4	75	3	00	440	3500	1943	-	5	22	4,179	1,427	130	5,736	5,273	463														
Ellsworth	21	-	35	83	5	72	2	68	243	4200	357	-	2	39	5,359	3,842	-	9,201	7,791	1410														
Franklin	7	1	34	00	5	00	2	65	36	1003	-	-	8	15	1,364	1,069	-	2,433	1,890	543														
Gouldsboro	14	8	39	66	4	43	1	99	74	1460	93	-	2	57	1,517	1,303	32	2,852	2,659	193														
Hancock	1	1	38	50	5	11	2	29	63	963	11	-	2	29	1,045	929	4	1,978	1,859	119														
Isle au Haut	3	-	-	-	3	40	1	70	12	225	60	-	3	52	333	147	-	480	281	199														
Lamoine	5	1	30	50	4	75	2	26	38	581	-	-	2	46	630	553	-	1,183	1,135	48														
Mariaville	6	1	-	-	3	50	1	75	16	250	33	-	2	83	380	206	4	590	567	23														
Mount Desert	7	-	38	75	4	53	2	13	90	1084	-	-	2	28	1,084	1,083	-	2,167	2,067	100														
Orland	18	2	30	00	4	26	1	91	66	1120	9	-	2	60	1,511	974	196	2,681	2,253	428														
Otis	3	-	-	-	4	46	1	82	17	225	36	-	2	80	274	188	34	496	419	77														
Penobscot	9	4	37	50	4	88	2	42	60	1110	60	-	2	71	1,336	947	-	2,282	2,226	57														
Sedgwick	16	1	-	-	5	03	1	99	89	850	40	-	2	34	1,059	688	54	1,801	1,583	218														

COMMON SCHOOLS.

Sullivan.....	7	-	42 71	4 90	2 53	29	1104	1	-	2 62	1,315	933	-	2,248	1,878	370
Surry.....	13	3	35 00	4 56	1 90	75	950	61	-	2 89	1,002	750	-	1,752	1,692	60
Tremont.....	9	2	37 50	4 79	2 20	112	1629	-	-	2 26	1,816	1,586	-	3,402	3,166	236
Trenton.....	4	1	32 50	4 17	1 85	38	520	98	-	3 35	600	381	-	981	845	136
Verona.....	4	-	-	3 43	1 87	20	285	27	-	2 54	331	272	-	603	543	69
Waltham.....	3	-	35 00	4 70	1 40	7	200	6	-	2 59	635	164	98	897	480	417
Plantations.																
Long Island.....	-	2	25 00	3 00	2 68	4	125	19	-	2 15	160	134	4	298	223	75
No. 7.....	1	-	-	2 50	2 00	1	53	2	-	2 65	52	41	9	102	97	5
No. 21.....	1	-	-	4 25	1 50	-	75	25	-	2 88	201	59	-	260	137	123
No. 33.....	1	1	26 00	6 50	1 50	3	100	10	-	1 72	203	150	-	355	322	33
Swan's Island.....	-	-	40 62	4 25	2 46	45	575	69	-	2 53	509	503	-	1,014	990	24
	251	51	36 01	4 49	2 12	2152	33718	3992	25	2 69	39,903	28,522	1129	69,554	62,963	6,591

Vienna.....	162	90	75	85	64	.42	127	7	2	58	10	1	101	10	-	10	5	-	-	900	-	3	8	
Waterville.....	2369	1012	940	992	838	.37	1060	11		275	12	2	725	-	-	10	11	1	6,000	52,000	-	1	2	32
Wayne.....	206	132	120	111	83	.49	165	8		64	10		90	-	-	9	7	-	-	3,500	-		2	9
West Gardiner....	235	128	111	129	103	.45	147	9	4	89	11	1	112	-	-	9	6	-	-	3,000	-	1	4	8
Windsor.....	258	159	133	126	100	.45	179	8	3	86	9		136	11	1	13	5	-	-	4,275	-		4	11
Winslow.....	604	239	197	247	193	.32	282	9		108	9		232	-	-	15	8	-	-	6,550	-		1	11
Winthrop.....	516	340	294	350	317	.58	415	10		120	20		240	9	-	10	9	-	-	19,450	-	1	1	11
Unity Pl.....	24	18	15	15	14	.60	22	8		8	12		12	1	-	1	-	-	-	25	-	-		1
	15978	8134	6796	8427	6593	.43	9898	9		3977	11	3	6247	150	2	346	254			6 25,535	368,801	22	68	343

KENNEBEC COUNTY—CONCLUDED.

Towns.	No of female teachers employed in fall and winter terms.	No of teachers graduates of normal schools	Average wages of male teachers per month, excluding board	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week	Amount paid for school supervision.	Am't of school money voted in 1891.	Excess above am't required by law.	Less than the am't required by law	Amount raised per scholar.	Amount available from town treasury from April 1, 1891, to April 1, 1892	Amount available from State treasury from April 1, 1891, to April 1, 1892	Amount derived from local funds	Total school resources.	Total amount actually expended for public schools from April 1, 1891, to April 1, 1892.	Balance unexpended April 1, 1892	Balance over-expended April 1, 1892.
Albion.....	7	-	24 00	3 45	1 55	89	836	2	-	2 96	1,052	673	-	1,725	1,544	181	
Augusta.....	43	8	122 22	3 56	-	375	8422	-	-	2 71	9,632	6,576	6050	22,258	18,520	3738	
Belgrade.....	24	4	-	4 39	1 79	84	1500	628	-	4 82	1,653	714	-	2,367	1,700	667	
Benton.....	17	1	-	4 13	1 75	62	1000	91	-	2 96	1,152	818	-	1,970	1,777	193	
Chelsea.....	11	-	20 00	4 01	1 95	36	750	-	-	2 55	996	648	-	1,644	1,373	271	
China.....	18	4	42 00	3 00	2 50	95	1138	-	-	2 86	1,185	961	-	2,146	2,034	112	
Clinton.....	13	-	37 53	4 60	2 35	100	1500	286	-	4 09	1,374	1,094	-	2,668	2,256	412	
Farmingdale.....	6	-	22 00	5 00	2 52	55	1000	343	-	4 81	1,174	503	-	1,677	1,532	145	
Fayette.....	7	3	30 00	5 50	2 00	53	612	93	-	3 01	1,209	449	-	1,658	1,333	325	
Gardiner.....	19	7	116 66	10 25	2 50	200	5700	1307	-	3 45	5,807	3,708	255	9,770	9,721	49	
Hallowell.....	13	-	117 00	8 50	3 50	150	2850	305	-	3 48	3,200	1,850	128	5,178	5,069	109	
Litchfield.....	8	-	20 80	5 09	1 50	59	901	-	-	2 98	1,090	702	-	1,792	1,663	129	
Manchester.....	7	-	-	4 00	2 00	38	600	110	-	3 68	679	374	-	1,053	1,026	27	
Monmouth.....	16	-	24 00	4 00	2 00	110	1600	610	-	5 14	1,824	613	-	2,437	1,900	537	
Mt Vernon.....	6	-	32 00	3 85	2 42	65	1000	248	-	5 26	1,345	410	-	1,755	1,632	123	
Oakland.....	10	2	32 00	4 50	3 00	175	2500	865	-	4 12	2,770	1,312	156	4,238	3,726	512	
Pittston.....	9	-	24 00	3 53	1 81	75	1066	41	-	2 72	1,115	860	-	1,975	1,636	339	
Randolph.....	5	2	-	7 80	3 00	40	1024	-	-	3 47	1,037	736	38	1,811	1,820	-	
Readfield.....	5	-	33 33	4 99	1 78	51	970	29	-	3 77	1,654	625	-	2,279	1,495	784	
Rome.....	2	-	23 00	2 87	1 68	18	400	-	-	2 66	411	340	-	751	744	7	
Sidney.....	23	-	22 00	4 33	1 59	85	1500	433	-	4 61	1,563	797	-	2,360	2,317	43	
Vassalborough.....	21	1	38 16	4 60	1 95	135	2500	858	-	3 79	2,843	1,188	-	4,031	3,666	365	

Vienna	7	2	21 20	3 75	1 58	25	495	99	-	3 05	637	394	-	1,031	933	98	
Waterville	32	-	80 00	12 00	-	1200	10000	4314	-	4 22	10,508	5,759	120	16,387	17,522	-	1135
Wayne	7	1	20 00	3 77	1 87	50	600		20	2 91	845	467	24	1,336	1,104	232	
West Gardiner	7	-	24 00	4 53	1 87	53	800	118	-	3 40	1,516	514	-	2,030	1,757	273	
Windsor	11	-	30 50	3 41	1 63	51	863	181	-	3 34	929	591	-	1,520	1,408	112	
Winslow	12	-	25 10	3 87	1 91	74	1500	49	-	2 48	1,490	1,436	-	2,926	2,565	361	
Winthrop	11	-	86 00	4 25	2 50	115	1806	111	-	3 48	2,567	954	190	3,711	3,832	-	121
Unity Pl	1	-	-	3 60	1 15	200	50	-	-	2 08	50	54	-	104	104	-	
	378	35	42 70	4 98	1 70	3918	55477	11121	20	3 43	63,507	36,110	6961	106,588	97,709	10144	1265

KNOX COUNTY—CONCLUDED.

Towns.	No. of female teachers employed in fall and winter terms.		No. of teachers graduates of normal schools		Average wages of male teachers per month, excluding board		Average wages of female teachers per week, excluding board.		Average cost of teachers' board per week.		Amount paid for school supervision		Am't of school money voted in 1892.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1891, to April 1, 1892.	Amount available from State treasury from April 1, 1891, to April 1, 1892	Amount derived from local funds	Total school resources.	Total amount actually expended for public schools from April 1, 1891, to April 1, 1892	Balance unexpended April 1, 1892	Balance over-expended April 1, 1892	
	11	2	31	3	1	55	864	Excess above am't required by law.	Less than the am't required by law.	2	40	1,466	847	6	2319	1,623									696
Appleton	11	2	31 00	3 60	1 90	55	864	-	-	2 40	1,466	847	6	2319	1,623	696									
Camden	11	-	56 25	5 15	2 50	81	2500	515	-	3 71	2,223	1,441	1913	5577	5,631	-	54								
Cushing	5	-	27 00	3 69	2 06	21	550	-	-	2 43	681	535	-	1216	1,068	148									
Friendship	-	-	49 00	5 50	2 50	28	750	48	-	2 82	856	618	-	1474	1,372	102									
Hope	10	-	32 50	4 08	1 71	34	650	137	-	3 63	823	492	8	1329	1,173	156									
Hurricane Isle	1	-	40 00	6 50	3 50	12	350	137	-	4 16	552	136	-	688	501	187									
North Haven	7	2	30 00	5 07	2 00	35	650	208	-	3 49	775	408	-	1183	1,105	78									
Rockland	30	4	106 25	8 70	4 00	1000	1000	3161	-	4 56	13,056	4,893	40	17989	16,177	1812									
Rockport	16	5	50 33	5 33	3 40	125	2200	303	-	3 04	2,777	1,838	523	5,138	3,050	2088									
South Thomaston	13	4	-	5 36	2 12	60	1417	190	-	2 65	1,639	1,171	71	2886	2,632	254									
St. George	23	-	31 00	4 56	2 85	82	1994	1	-	2 27	2,523	1,998	-	4521	3,849	672									
Thomaston	12	-	76 00	6 50	4 00	150	3400	993	-	3 55	5,175	2,159	-	7334	6,364	970									
Union	13	2	28 00	4 23	1 90	71	1148	-	-	2 98	1,310	751	7	2068	1,854	214									
Vinalhaven	15	9	-	6 32	2 66	150	3000	906	-	3 39	3,002	2,051	-	5052	4,986	66									
Warren	18	4	47 00	5 00	2 00	75	1630	-	-	2 53	1,834	1,486	300	3617	3,469	148									
Washington	7	2	40 00	4 00	1 85	50	986	2	-	2 54	1,231	850	-	2081	1,733	348									
Matinicus Isle Pl.	1	1	-	6 50	2 50	-	200	43	-	3 22	187	122	-	309	297	12									
	193	35	46 02	5 29	2 55	2035	32289	6944	-	3 14	40,107	21,801	2873	61781	56,884	7951	54								

APPENDIX.

LINCOLN COUNTY—CONCLUDED.

Towns.	No. of female teachers employed in fall and winter terms.		No of teachers graduates of normal schools	Average wages of male teachers per month, excluding board	Average wages of female teachers per week, excluding board	Average cost of teachers' board per week.	Amount paid for school supervision.	Am't of school money voted in 1892.		Excess above am't required by law	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1891, to April 1, 1892	Amount available from State treasury from April 1, 1891, to April 1, 1892	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1891 to April 1, 1892.	Balance unexpended April 1, 1892.	Balance over-expended April 1, 1892.
	Male	Female						Am't	Excess		Am't	Excess								
Alna.....	5	-	32	00	4 50	2 00	32	500	90	-	3 65	669	315	-	984	802	182			
Boothbay...	14	8	51	00	8 16	2 68	60	2000	626	-	2 88	2,481	1,624	262	4,367	3,940	427			
Boothbay Harbor.....	7	1	52	00	8 10	3 25	54	1500	161	-	2 58	2,000	1,348	71	3,419	2,945	474			
Bremen.....	3	-	23	02	3 95	1 72	30	678	103	-	3 24	752	498	-	1,250	1,143	107			
Bristol.....	11	2	40	00	4 50	2 50	110	3000	743	-	3 32	3,095	2,043	-	5,138	4,180	958			
Damariscotta.....	5	1	38	33	6 00	2 50	65	1000	190	-	3 83	875	598	-	1,473	1,371	102			
Dresden.....	6	1	25	00	4 75	1 95	48	850	16	-	2 81	904	682	-	1,586	1,392	194			
Edgecomb.....	6	2	24	00	4 66	2 41	42	800	201	-	3 21	1,021	575	-	1,596	1,482	114			
Jefferson.....	15	2	24	50	4 10	1 96	93	1391	278	-	3 46	1,519	913	-	2,432	1,977	455			
Newcastle.....	14	-	27	50	4 45	2 17	95	1020	-	-	3 05	1,181	834	-	2,015	1,856	159			
Nobleborough.....	4	2	30	04	6 06	1 75	60	945	187	-	3 13	1,202	650	-	1,852	1,559	293			
Somerville.....	9	2	26	00	3 00	1 60	20	400	46	-	2 37	557	410	-	967	740	227			
Southport.....	4	-	32	50	4 28	2 70	24	420	-	-	2 82	449	369	-	818	718	100			
Waldoborough.....	22	4	35	00	5 00	2 50	185	3050	246	-	3 07	3,473	2,252	-	5,725	5,27	498			
Westport.....	3	2	-	-	6 00	2 63	10	450	89	-	2 92	522	351	-	873	837	36			
Whitefield.....	11	-	31	40	3 90	1 95	70	1200	228	-	3 22	1,307	893	-	2,200	1,948	252			
Wiscasset.....	9	1	36	00	4 65	2 25	100	1500	114	-	2 77	1,594	1,339	30	2,963	2,500	463			
Monhegan Pl.....	1	2	-	-	4 75	2 55	4	145	73	-	4 02	235	54	-	289	209	80			
	149	29	33	07	5 04	2 28	1107	20861	3391	-	3 13	23,836	15,748	363	39,947	34,826	5121			

OXFORD COUNTY.

Towns.	No. of children belong- ing in town between the ages of 4 and 21 years.		No. registered in spring and summer terms.		Average No. in spring and summer terms		No registered in fall and winter terms		Average number in fall and winter terms.		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 week		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.	
	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer		
Albany	211	117	99	85	55	.36	162	7	4	62	9	3	97	10	-	-	-	10	7	-	-	-	-	-	-	-	-	-	-	-	-	2,500	1	2	7	7						
Andover	255	145	135	155	104	.47	220	10	3	69	10	3	70	-	-	-	6	5	-	-	-	-	-	-	-	-	-	-	-	-	4,300	1	1	7	7							
Bethel	555	339	285	348	265	.49	379	8	2	160	8	2	160	8	1	20	0	24	14	6	5	24	14	6	5	24	14	6	5	7,000	-	6	18	18								
Brownfield	359	199	159	217	115	.38	243	10	2	90	11	2	90	11	-	-	-	11	9	-	-	-	-	-	-	-	-	-	-	-	3,500	3	3	9	9							
Buckfield	346	190	164	203	178	.49	228	10	2	140	10	2	150	10	-	-	-	13	1	-	-	-	-	-	-	-	-	-	-	-	4,025	1	4	13	13							
Byron	60	35	24	28	26	.41	35	8	2	24	10	1	41	6	-	-	-	3	3	-	-	-	-	-	-	-	-	-	-	300	1	1	3	3								
Canton	356	238	208	216	178	.51	256	8	2	102	8	3	133	11	-	-	-	10	10	1	1	1	1	1	1	1	1	1	1	3,025	1	2	11	11								
Denmark	237	124	107	113	94	.43	180	8	4	84	9	2	140	13	-	-	-	9	7	-	-	-	-	-	-	-	-	-	-	3,500	1	3	8	8								
Dixfield	336	191	172	207	108	.32	262	6	4	62	10	2	91	9	2	9	7	2	9	7	1	1	1	1	1	1	1	1	1	4,500	1	3	8	8								
Fryeburg	435	265	236	251	190	.51	322	8	2	128	15	4	222	17	1	15	12	1	15	12	-	-	-	-	-	-	-	-	-	7,000	2	3	13	13								
Gilead	89	63	54	40	37	.52	63	8	1	50	9	1	46	6	-	-	-	6	4	-	-	-	-	-	-	-	-	-	-	900	-	-	6	6								
Grafton	22	14	11	14	11	.50	16	9	1	18	12	2	24	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3,000	-	-	2	2								
Greenwood	222	117	94	121	70	.37	154	8	1	65	10	2	122	12	1	12	6	12	6	-	-	-	-	-	-	-	-	-	-	2,750	-	5	12	12								
Hanover	61	29	19	33	30	.41	37	9	2	19	10	1	20	2	1	2	2	1	2	2	-	-	-	-	-	-	-	-	-	1,000	1	-	2	2								
Hartford	185	92	81	124	106	.50	141	8	2	89	9	2	142	12	4	14	7	4	7	-	-	-	-	-	-	-	-	-	-	2,500	-	7	11	11								
Hebron	142	96	76	106	87	.57	126	10	1	70	12	2	84	9	-	-	-	7	4	-	-	-	-	-	-	-	-	-	-	2,500	-	1	8	8								
Hiram	342	212	176	157	131	.45	234	8	2	78	10	3	165	7	-	-	-	11	10	-	-	-	-	-	-	-	-	-	-	5,000	-	2	11	11								
Lovell	261	155	142	164	128	.53	177	8	2	108	9	3	172	14	-	-	-	12	12	-	-	-	-	-	-	-	-	-	-	5,000	5	6	9	9								
Mason	31	22	17	21	16	.52	22	10	1	10	10	1	10	10	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	400	-	1	1	1								
Mexico	135	90	75	99	85	.59	108	8	4	44	10	1	50	5	-	-	-	5	2	-	-	-	-	-	-	-	-	-	-	1,000	-	2	5	5								
Newry	97	70	57	77	57	.58	85	9	1	53	11	1	65	6	2	6	6	2	6	6	-	-	-	-	-	-	-	-	-	1,458	-	2	6	6								
Norway	931	320	213	492	368	.31	562	10	2	180	10	2	321	15	1	17	15	1	17	15	-	-	-	-	-	-	-	-	-	10,000	1	2	20	20								
Oxford	409	159	93	124	107	.24	192	9	2	99	10	2	104	12	-	-	-	11	11	-	-	-	-	-	-	-	-	-	-	4,000	2	3	19	19								

Paris.....	917	529	472	522	203	.36	641	9	2	254	10	2	429	20	-	22	19	-	-	14,000	-	3	8	24	
Peru.....	250	151	133	129	104	.47	189	9	2	81	9	4	99	10	-	9	6	-	-	3,800	-	-	7	9	
Porter.....	318	202	171	188	151	.50	248	8	2	87	9	3	165	13	-	13	10	-	-	3,250	-	1	9	10	
Roxbury.....	62	25	22	51	28	.40	53	6	2	13	8	1	33	6	1	4	3	-	-	500	-	-	2	2	
Rumford.....	306	156	124	179	122	.40	179	8	2	82	8	9	179	13	2	13	13	-	-	4,000	-	1	3	10	
Stoneham.....	122	72	66	77	60	.51	119	9		36	12		24	4	-	4	2	-	-	1,500	-	1	1	3	
Stow.....	107	62	53	72	45	.45	94	7	1	50	10	1	82	8	-	7	7	1	300	2,000	-	-	1	7	
Summer.....	246	142	114	177	135	.51	190	8	4	121	10	3	146	14	2	15	8	-	-	3,000	-	2	6	12	
Sweden.....	103	72	59	88	71	.63	88	7	2	45	10	3	64	7	-	7	-	-	-	2,800	-	-	-	7	
Upton.....	88	73	61	69	55	.66	78	8		32	9		27	5	-	3	3	-	-	300	-	-	1	4	
Waterford.....	270	159	135	183	149	.52	194	10		90	14		140	-	-	13	8	-	-	4,500	-	-	2	9	
Woodstock.....	260	138	120	157	134	.49	182	7	2	75	10	2	115	11	1	10	6	-	-	3,700	-	-	4	10	
Plantations.																									
Franklin.....	37	27	21	29	15	.49	29	14		14	10	2	32	2	-	2	1	-	-	300	-	-	-	3	
Lincoln.....	21	15	11	18	16	.66	18	10		10	10		10	1	-	1	1	-	-	700	-	-	-	1	
Magalloway.....	16	20	12	11	9	.62	21	10		10	12		12	1	-	1	1	-	-	350	-	-	-	1	
Milton.....	80	39	32	-	-	.40	39	11		11	-		-	1	2	1	1	-	-	600	-	-	-	1	
	9270	5164	4313	5245	3844	.47	6566	8	4	2815	10		4275	295	24	341	236	3	1043	124,458	-	25	102	323	

APPENDIX.

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.	Amount of school money voted in 1892	Not less than 80 cts for each inhabitant.		Amount raised per scholar	Amount available from town treasury from April 1, 1891, to April 1, 1892	Amount available from State treasury from April 1, 1891, to April 1, 1892	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1891, to April 1, 1892.	Balance unexpended April 1, 1892	Balance over-expended April 1, 1892.
	No	of	No	of	Average	wages	Average	wages	Average	cost	Amount	of	Excess	above	Amount	Amount	Amount	Total	Total	Balance	Balance	
Albany.....	8	-	16	75	3	50	1	67	48	525	9	-	-	2	49	550	416	25	991	931	60	27
Andover.....	7	4	20	00	4	60	2	25	20	850	258	-	-	3	33	700	575	252	1,527	1,554	-	
Bethel.....	18	1	24	00	4	00	2	00	150	2006	233	-	-	3	60	2,053	1,246	144	3,443	3,055	388	
Brownfield.....	12	4	24	00	3	86	1	66	50	1019	112	-	-	2	84	1,233	697	-	1,900	1,801	99	
Buckfield.....	11	-	38	80	5	19	1	80	69	1200	240	-	-	3	47	1,503	763	126	2,392	2,142	250	
Byron.....	2	1	14	00	2	97	1	86	17	144	-	-	-	2	40	219	147	23	389	370	19	
Canton.....	17	1	39	00	5	00	1	93	70	1000	-	-	42	2	81	1,445	822	55	2,322	2,034	288	
Denmark.....	8	-	30	00	3	75	1	75	65	1000	396	-	-	4	22	1,057	560	33	1,650	1,450	200	
Dixfield.....	7	2	36	00	3	38	1	70	42	782	-	-	8	2	33	840	657	-	1,497	1,379	118	
Fryeburg.....	12	1	23	37	4	04	1	52	85	1400	266	-	-	3	22	1,466	992	-	2,458	2,326	132	
Gilead.....	5	-	-	-	3	59	1	93	22	269	-	-	-	3	02	283	231	14	528	521	7	
Grafton.....	2	1	4	00	4	00	1	67	-	100	22	-	-	4	54	138	59	98	295	261	34	
Greenwood.....	7	4	24	00	3	35	1	63	47	700	118	-	-	3	15	907	522	-	1,429	1,204	225	
Hanover.....	2	-	24	00	4	37	1	85	4	200	30	-	-	3	28	200	116	12	328	334	-	
Hartford.....	8	-	21	43	3	09	1	69	50	800	249	-	-	4	32	1,002	433	18	1,453	1,255	198	
Hebron.....	7	1	20	00	3	00	1	75	30	481	1	-	-	3	39	622	340	-	772	772	190	
Hiram.....	13	2	31	00	4	60	1	85	80	1000	150	-	-	2	92	1,050	816	-	1,866	1,757	109	
Lovell.....	11	-	23	58	3	46	1	47	60	900	218	-	-	3	59	1,067	571	201	1,839	1,587	252	
Mason.....	-	-	22	00	4	00	1	75	3	76	12	-	-	2	45	100	65	-	165	147	18	
Mexico.....	3	2	30	00	4	20	1	60	18	400	116	-	-	2	96	512	304	-	816	758	58	
Newry.....	4	-	20	00	3	15	2	50	20	332	58	-	-	3	42	389	217	50	656	584	72	
Norway.....	25	1	65	66	6	05	2	78	150	2500	378	-	-	2	68	3,245	2,114	45	5,404	4,516	888	
Oxford.....	18	2	22	50	4	34	1	95	72	1400	236	-	-	3	18	1,400	1,035	-	2,435	1,923	512	

Paris	33	3	35 00	3 93	1 82	112	3156	631	-	3 43	3,277	2,175	218	5,670	5,370	300
Peru	8	1	25 30	3 00	1 58	36	800	240	-	3 20	838	521	34	1,393	1,246	147
Porter	9	-	21 22	3 80	1 72	56	812	-	-	2 55	988	658	100	1,746	1,647	99
Roxbury	3	-	32 50	3 12	1 54	10	200	22	-	3 22	200	129	64	393	375	18
Rumford	9	1	23 00	4 20	2 00	50	805	87	-	2 59	882	675	224	1,781	1,534	247
Stoneham	3	-	30 00	3 50	1 87	15	300	42	-	2 46	318	276	6	600	584	16
Stow	7	-	20 00	3 75	1 15	20	400	167	-	3 73	649	251	-	900	636	264
Sumner	6	-	24 75	2 85	1 68	63	721	-	-	2 93	928	605	10	1,543	1,324	219
Sweden	6	1	-	3 85	1 64	30	300	36	-	2 91	402	265	100	767	675	92
Upton	5	1	30 00	3 00	1 85	7	19	10	-	2 22	196	168	150	514	512	2
Waterford	10	1	25 00	3 87	1 87	123	1000	199	-	3 70	1,001	634	34	1,669	1,698	-
Woodstock	8	-	23 50	3 40	1 92	35	800	113	-	3 08	844	504	-	1,348	1,280	68
Plantations.																
Franklin	3	-	-	3 10	1 46	9	91	1	-	2 18	134	86	16	236	222	14
Lincoln	1	-	-	4 02	1 90	4	100	53	-	4 80	150	37	-	189	160	27
Magalloway	1	-	-	5 00	1 50	1	50	-	-	8 34	417	162	-	569	178	391
Milton	1	-	-	5 00	2 00	5	200	31	-	2 50	200	191	1	385	377	8
	321	35	23 89	3 87	1 79	1748	29014	4734	-	58 3 14	33,378	21,015	2053	6,446	50,479	6029
																62

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APPENDIX.

PENOBSCOT COUNTY.

Towns.	No of children belonging in town between the ages of 4 and 21 years.	No. registered in spring and summer terms	Average No. in spring and summer terms.	No registered in fall and winter terms.	Average number in fall and winter terms.	Percentage of average attendance	Number of different pupils registered.	Average length of spring and summer terms in weeks and days, 5 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 d'ys 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.	
Alton	131	87	68	71	53	.46	105	8	40	11	1	68	5	1	5	2	-	1,400	-	-	2	5
Argyle	84	50	36	51	26	.37	65	9	2	38	16	4	67	4	4	4	-	2,500	-	-	2	4
Bangor	5449	2755	2418	2769	2195	.45	3031	12	2484	12	2	2484	15	-	36	36	-	125,000	4	-	4	90
Bradford	384	240	197	248	173	.48	302	8	2	118	9	2	207	15	15	11	-	4,800	-	5	5	14
Bradley	270	169	147	177	137	.52	200	8	40	11	4	55	-	-	3	3	-	5,000	-	1	2	4
Brewer	1190	683	475	684	568	.43	692	9	4	137	20	4	291	-	11	10	-	28,000	-	-	-	17
Burlington	176	114	98	91	68	.47	131	9	1	65	9	4	69	7	6	4	-	1,900	-	-	3	7
Carmel	327	191	161	204	136	.45	256	8	3	103	9	1	137	11	11	9	-	4,500	-	-	4	12
Carroll	196	143	117	102	54	.43	177	8	3	56	11	1	89	7	7	3	-	1,700	-	1	2	13
Charleston	306	188	154	194	150	.49	233	7	3	76	15	4	158	10	10	10	-	4,500	-	-	6	10
Chester	148	117	96	115	90	.63	126	9	1	63	10	5	50	-	6	5	525	1,500	-	-	1	7
Clifton	98	66	59	67	56	.58	67	8	1	33	11	5	55	5	5	3	-	1,500	-	-	-	4
Corinna	333	194	169	208	169	.50	288	8	8	102	18	237	-	-	14	10	-	5,000	-	-	5	14
Corinth	332	191	166	230	136	.65	257	8	3	104	9	1	140	13	12	10	-	9,000	1	-	4	12
Dexter	774	519	452	481	427	.56	570	8	3	159	9	3	331	13	1	15	13	30,000	2	-	2	16
Dixmont	288	153	129	189	100	.39	263	8	8	86	9	135	13	2	13	13	-	5,000	1	-	9	10
Eddington	216	127	101	122	97	.46	178	7	4	54	9	1	92	-	7	2	-	4,200	-	1	3	6
Edinburg	24	23	21	24	20	.83	24	10	10	10	10	20	2	2	1	-	-	400	-	-	-	1
Enfield	335	187	153	160	71	.33	265	7	2	72	7	2	72	7	7	4	1,986	2,500	-	-	2	7
Etna	206	113	108	133	111	.53	150	7	3	53	10	3	85	7	8	7	-	3,000	-	-	3	7
Exeter	252	132	117	172	160	.55	232	9	9	90	9	99	12	13	13	10	-	3,500	-	-	8	10
Garland	275	139	110	150	114	.41	166	8	1	74	8	2	139	-	10	-	-	3,830	-	1	3	8
Glenburn	184	80	68	102	92	.41	120	8	8	56	10	70	7	7	2	-	700	-	-	1	7	
Greenbush	238	146	125	144	105	.48	166	7	2	52	11	78	8	8	6	-	2,400	-	1	2	6	
Greenfield	73	39	35	64	58	.63	64	8	8	24	13	65	5	5	2	-	1,300	-	-	-	3	
Hampden	741	364	304	425	350	.44	497	7	4	140	10	4	197	18	1	18	6	9,500	-	-	9	17
Hermes	438	255	226	240	172	.45	265	8	1	107	10	1	204	14	-	13	-	3,500	-	-	7	13

COMMON SCHOOLS.

Holden	173	113	87	73	47	39	132	8	2	67	10	3	85	8	-	-	8	6	-	-	2,000	-	-	-	8
Howland	114	45	33	64	53	37	76	9	1	40	8	2	34	5	-	-	3	3	1	300	800	-	-	4	
Hudson	161	114	92	97	68	49	132	8	3	59	9	2	104	7	-	-	7	6	-	-	1,000	-	-	7	
Kenduskeag.	140	83	70	106	81	53	106	8		16	10	4	54	-	-	-	3	3	-	-	2,500	1	1	1	
Kingman	277	166	114	152	102	39	166	10		30	9		18	-	-	-	3	-	-	-	950	1	3	3	
Lagrange	247	161	137	165	132	54	170	7	2	44	9	2	110	5	-	-	5	5	-	-	4,475	-	2	8	
Lee	325	189	168	187	154	46	210	7	4	79	10	2	120	-	-	-	9	4	-	-	1,650	1	5	10	
Levant	286	141	119	186	126	45	224	8	3	60	10	3	12	7	1	7	7	-	-	-	4,300	1	4	7	
Lincoln	551	314	281	278	228	46	388	9		128	17		245	-	-	-	12	7	1	150	6,500	1	2	13	
Lowell	140	102	85	72	59	51	102	7	2	101	11		55	7	-	-	7	-	-	-	850	2	-	5	
Mattamiscotis	13	9	7	6	6	50	9	8		8	-		1	1	-	-	1	1	-	-	400	-	-	1	
Mattawamkeag	239	148	117	133	87	42	168	10		60	10	2	54	5	1	3	1	-	-	-	1,000	-	2	7	
Maxfield	51	40	25	21	15	40	46	10		50	11		22	4	-	3	3	-	-	-	500	1	-	4	
Medway	188	142	130	128	120	61	142	10		70	10		70	7	-	-	6	6	1	400	3,000	1	1	6	
Milford	243	143	121	151	118	49	194	9		54	11	1	119	-	-	-	4	3	-	-	4,500	1	2	5	
Mt. Chase	110	84	67	30	18	38	93	14	2	72	11	2	21	5	-	5	1	-	-	-	500	-	1	5	
Newburg	250	152	120	170	123	41	197	8	1	81	12	1	135	12	-	11	11	-	-	-	1,500	-	5	10	
Newport	364	188	165	197	137	41	242	8	4	97	10	4	193	-	-	10	6	-	-	-	5,475	1	3	10	
Old Town	1303	706	572	738	523	41	784	10		184	11	3	396	-	-	-	12	10	-	-	25,750	2	3	18	
Orono	837	503	456	531	410	51	564	21		266	11		110	-	-	-	11	9	-	-	16,000	1	1	13	
Orrington	371	229	199	240	167	49	277	8	1	91	10		171	11	-	12	9	-	-	-	4,000	-	2	11	
Passadumkeag	115	69	58	37	33	40	76	8		32	10	3	43	4	-	4	1	-	-	-	1,400	-	-	4	
Patten	352	181	148	237	190	48	256	10		90	11		99	-	-	8	7	1	285	3,285	1	4	7		
Plymouth	217	119	101	206	166	61	206	7	3	52	13	2	119	9	-	9	8	-	-	-	3,200	-	2	9	
Prentiss	140	109	82	113	87	60	222	9	2	57	12	1	74	6	-	6	5	-	-	-	1,400	-	2	6	
Springfield	238	110	95	90	81	37	110	10		60	12		72	6	4	6	6	-	-	-	1,000	-	6	6	
Stetson	165	99	85	120	98	56	129	9		63	10		1	90	-	-	7	7	-	-	2,500	-	1	7	
Veazie	178	98	81	106	78	45	121	8		16	10	4	54	1	-	2	1	-	-	-	2,950	-	1	2	
Winn	367	228	147	174	133	38	307	10	3	81	10		141	-	-	-	8	8	-	-	3,550	-	1	7	
Drew Pl.	48	31	25	15	12	38	33	9	1	19	9		18	3	-	2	2	-	-	-	300	-	1	2	
Lakeville Pl.	47	31	28	41	32	64	42	10	2	22	10	2	22	2	1	2	2	-	-	-	500	-	1	3	
No. G'nd Falls	23	6	6	16	12	35	22	8		8	8		8	1	-	1	-	-	-	-	100	-	-	1	
Seboeis Pl.	37	26	19	31	28	65	34	8		8	13		13	1	-	1	1	-	-	-	750	-	-	1	
Stacyville Pl.	79	51	38	37	19	35	72	8	4	26	13	3	55	4	-	4	1	1	225	900	-	1	3		
Summit Pl.	23	16	13	15	14	61	16	8		8	7		7	1	-	1	-	-	-	-	25	-	-	1	
Webster Pl.	59	45	37	-	-	62	45	12	3	51	-		-	4	2	3	-	-	-	-	150	-	-	4	
Woodville Pl.	90	36	26	26	22	26	68	8	1	17	10	1	31	4	-	2	-	-	-	-	300	-	-	2	
22926	12522	10563	12610	9967	48	14971	9			6680	11		8768	313	28	479	349	8	3871	375,890	28	146	545		

PENOBSCOT COUNTY—CONCLUDED.

Towns.	No. of female teachers employed in fall and winter terms.	No. of teachers graduates of normal schools	Average wages of male teachers per month, excluding board	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school supervision	Am't of school money voted in 1892	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1891, to April 1, 1892.	Amount available from State treasury from April 1, 1891, to April 1, 1892.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1891, to April 1, 1892	Balance unexpended April 1, 1892.	Balance over-expended April 1, 1892.
								Excess above am't required by law.	Less than the am't required by law.								
Alton	5	-	22 00	2 50	1 75	20	490	122	-	3 05	482	271	-	753	676	77	-
Argyle	4	-	26 00	3 91	2 20	30	429	139	-	5 10	626	174	-	800	809	-	-
Bangor	90	4	64 00	8 60	3 50	2200	33098	17816	-	6 07	32,598	10,987	319	43,904	43,904	-	-
Bradford	17	-	28 00	3 45	1 59	90	1000	28	-	2 00	1,116	886	93	2,095	1,896	199	-
Bradley	3	-	50 00	5 00	2 00	49	709	49	-	2 62	714	675	-	1,389	1,332	57	-
Brewer	19	-	-	5 81	2 00	200	3360	-	4	2 80	4,000	2,558	123	6,681	5,351	1330	-
Burlington	4	2	30 00	3 80	2 00	27	392	24	-	2 22	556	372	262	1,190	998	192	-
Carmel	11	-	27 50	3 45	1 64	50	853	-	-	2 30	982	658	64	1,704	1,545	159	-
Carroll	5	5	21 33	3 57	1 50	35	500	63	-	2 55	665	374	72	1,111	979	132	-
Charleston	9	-	27 00	3 67	1 56	60	800	33	-	2 61	916	734	79	1,729	1,687	42	-
Chester	4	-	18 00	3 60	1 70	56	300	6	-	2 03	616	344	-	960	699	261	-
Clifton	5	-	-	4 28	1 44	23	383	146	-	3 90	409	189	5	603	585	18	-
Corinna	21	2	17 00	3 57	1 52	100	1150	184	-	3 45	1,779	702	181	2,662	2,280	382	-
Corinth	12	1	21 75	3 62	1 76	60	923	-	-	2 77	1,110	797	63	1,970	1,803	167	-
Dexter	30	2	80 00	4 75	2 25	150	2600	414	-	3 35	2,841	1,751	198	4,790	4,615	175	-
Dixmont	5	-	26 00	2 93	1 60	54	906	171	-	3 15	945	664	104	1,713	1,562	151	-
Eddington	5	5	30 16	3 82	2 19	92	700	117	-	3 24	955	528	-	1,483	1,252	231	-
Edinburg	1	-	-	3 50	2 00	5	60	17	-	2 50	55	75	25	155	135	20	-
Enfield	6	-	27 25	4 75	1 90	22	550	-	65	1 34	604	829	60	1,493	1,352	141	-
Etna	7	1	27 00	3 00	1 50	29	569	52	-	2 76	606	455	-	1,061	995	66	-
Exeter	2	-	28 44	3 53	1 78	70	751	-	-	2 98	1,245	589	206	2,040	1,711	329	-
Garland	13	-	24 66	3 44	1 75	91	1000	222	-	3 63	807	625	100	1,532	1,435	97	-
Glenburn	6	-	20 00	3 28	1 75	42	550	84	-	2 98	679	351	180	1,210	1,183	27	-
Greenbush	5	-	28 00	3 93	2 07	40	575	48	-	2 41	590	512	-	1,102	1,027	75	-
Greenfield	6	-	-	3 50	2 00	15	275	90	-	3 76	318	165	-	483	476	7	-
Hampden	9	-	32 72	3 95	2 13	175	2500	503	-	3 37	3,406	1,731	-	5,137	3,514	1623	-
Harmon	13	1	25 00	3 20	1 56	66	1200	174	-	2 74	1,432	1,015	-	2,447	2,103	344	-

Holden	8	2	-	4 00	1 75	50	600	113	-	3 46	669	376	22	1,067	1,022	45	
Howland	4	-	-	3 56	1 84	9	300	163	-	2 63	461	99	-	560	525	25	
Hudson	9	-	-	3 63	1 61	40	420	12	-	2 61	695	367	111	1,173	1,053	120	
Kenduskeag	2	1	50 00	4 00	2 00	15	450	21	-	3 21	713	299	67	1,079	749	330	
Kingman	3	-	29 50	4 50	2 62	30	525	-	12	1 89	490	487	60	1,037	1,022	15	
Lagrange	8	-	23 00	4 34	1 75	25	600	23	-	2 43	671	517	54	1,242	1,258	-	
Lee	8	9	26 60	3 78	1 75	44	730	-	13	2 24	760	752	60	1,572	1,512	60	
Levant	7	-	31 25	4 41	1 75	50	700	-	-	4 25	1,146	719	25	1,890	1,566	324	
Lincoln	14	5	35 00	4 43	2 00	146	1400	-	6	2 54	1,400	1,321	227	2,948	2,845	103	
Lowell	5	2	22 00	3 62	2 50	22	400	49	-	2 84	569	358	66	993	794	199	
Mattamiscontis	1	-	-	3 50	1 25	-	40	2	-	3 08	110	32	-	142	78	64	
Mattawamkeag	5	4	38 00	4 29	2 48	23	550	44	-	2 30	542	541	236	1,319	1,199	120	
Maxfield	2	-	14 00	3 50	1 50	12	125	18	-	2 45	140	104	-	244	219	25	
Medway	6	3	28 00	4 00	2 25	30	660	138	-	3 51	574	550	88	1,212	1,071	141	
Milford	5	1	43 00	4 25	2 50	60	889	220	-	3 66	700	521	189	1,410	1,541	-	
Mt Chase	1	-	26 00	3 50	1 64	20	250	23	-	2 27	324	254	-	578	567	11	
Newburg	6	1	29 50	3 13	1 75	40	750	56	-	3 00	1,087	593	-	1,590	1,487	103	
Newport	9	1	32 66	3 52	1 81	99	1050	100	-	2 88	1,418	813	144	2,375	2,059	316	
Old Town	18	-	65 27	4 50	2 50	300	4400	150	-	3 37	5,150	2,465	85	7,700	9,044	-	
Orono	10	2	83 67	7 67	3 00	75	2300	68	-	2 74	2,500	1,852	-	4,352	3,881	471	
Orrington	9	1	29 00	5 18	2 13	80	1300	175	-	3 50	1,554	870	69	2,493	2,341	152	
Passadumkeag	4	1	-	4 37	1 60	9	350	76	-	3 04	408	267	-	675	528	147	
Patton	6	1	22 00	4 00	2 00	90	740	-	9	2 10	844	784	70	1,698	1,474	224	
Plymouth	9	-	28 00	3 28	1 47	40	700	149	-	3 22	767	467	-	1,234	1,187	47	
Prentiss	4	2	22 00	3 28	1 48	25	335	14	-	2 39	410	372	119	901	850	51	
Springfield	-	3	26 00	3 00	2 00	45	800	258	-	3 36	986	546	-	1,532	1,420	112	
Stetson	8	-	40 00	3 00	2 00	60	600	106	-	3 63	617	342	162	1,121	1,012	109	
Veazie	2	1	48 00	5 37	3 00	47	600	80	-	3 43	603	367	-	970	772	198	
Winn	8	5	68 00	4 66	1 99	55	1150	401	-	3 13	1,175	836	50	2,061	2,061	-	
Drew Pl	1	-	20 00	3 75	1 75	6	150	69	-	3 13	298	104	-	402	242	160	
Lakeville Pl	1	4	24 00	3 50	2 38	9	105	-	10	2 23	116	282	-	398	346	52	
No 2 Grand Falls Pl	1	1	-	4 00	1 75	5	72	18	-	3 13	82	66	12	160	115	45	
Seboeis Pl	1	-	-	3 50	2 00	3	110	-	-	2 97	109	48	-	157	123	34	
Stacyville Pl	3	-	12 00	3 75	1 71	3	300	100	-	3 87	640	176	-	816	412	404	
Summit Pl	1	-	-	3 00	2 00	-	48	-	-	2 09	58	-	-	58	85	-	
Webster Pl	-	1	-	3 50	1 75	5	100	-	48	1 69	299	187	-	476	299	177	
Woodville Pl	4	-	-	3 12	1 68	-	200	6	-	2 22	209	199	59	467	422	45	
	510	69	32 36	3 95	1 93	5423	81332	23154		170 2 93	90,336	47,854	4,109	142,299	133,085	10741	1527

APPENDIX.

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PISCATAQUIS COUNTY—CONCLUDED.

Towns.	No of female teachers employed in fall and winter terms.	No of teachers graduates of normal schools.	Average wages of male teachers per month, excluding board	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week	Amount paid for school supervision.	Am't of school money voted in 1892.	Excess above amt required by law.	Not less than 80 cts. for each inhabitant.	Less than the amt required by law	Amount raised per scholar.	Amount available from town treasury from April 1, 1891, to April 1, 1892.	Amount available from State treasury from April 1, 1891, to April 1, 1892.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1891, to April 1, 1892.	Balance unexpended April 1, 1892	Balance over-expended April 1, 1892.
Abbot	6	-	26 00	3 88	1 87	58	650	152	-	-	3 63	786	441	67	1,294	1,233	61	
Atkinson	9	-	-	4 00	1 67	30	500	16	-	-	2 37	562	485	60	1,107	1,004	103	
Blanchard	1	1	-	5 61	2 87	5	171	-	-	-	2 80	177	136	41	354	342	12	
Brownville	8	-	44 00	3 50	2 05	60	860	-	-	-	2 18	1,304	874	36	2,214	1,479	735	
Dover	13	3	30 10	4 57	1 85	91	1600	46	-	-	3 11	1,600	921	84	2,605	2,193	412	
Foxcroft	7	3	38 00	7 50	2 00	107	1400	19	-	-	3 33	1,400	999	72	2,471	2,212	259	
Greenville	4	2	-	5 00	3 00	24	650	45	-	-	2 50	650	587	50	1,287	873	414	
Guilford	7	-	42 00	6 70	2 35	35	1000	182	-	-	2 63	815	444	6	1,265	1,346	-	81
Medford	5	2	22 00	3 57	1 67	39	320	75	-	-	2 46	332	239	13	584	582	2	
Milo	10	3	37 50	3 52	1 91	40	850	27	-	-	2 55	895	583	79	1,557	1,391	166	
Monson	9	-	-	3 72	2 06	62	987	-	-	-	3 235	693	908	51	1,652	1,652	-	
Orneville	4	-	25 66	2 91	1 76	29	396	2	-	-	2 25	470	394	31	895	815	80	
Parkman	11	-	30 00	2 85	1 87	45	1000	350	-	-	3 77	972	600	30	1,602	1,330	272	
Sangerville	13	1	42 00	3 82	1 75	55	1000	11	-	-	2 82	1,022	617	52	1,691	1,643	46	
Sebec	10	2	33 46	3 69	1 74	65	800	220	-	-	3 57	899	498	100	1,497	1,410	87	
Shirley	3	-	-	4 21	2 57	-	200	-	-	-	33 2 00	200	176	150	520	520	6	
Wellington	8	-	23 50	3 20	1 30	21	465	-	-	-	2 2 58	465	428	-	893	848	45	
Williamsburg	2	-	-	3 50	2 00	12	200	70	-	-	3 5 66	201	134	-	335	335	-	
Willimantic	2	-	25 00	3 50	1 95	17	320	-	-	-	39 2 35	255	299	74	628	587	41	
Bowbank Pl.	2	-	-	3 15	1 25	4	200	130	-	-	7 69	150	63	20	233	168	65	
Elliotsville Pl.	2	-	-	3 50	-	-	76	34	-	-	5 43	60	28	-	88	56	32	
Kingsbury Pl	3	-	-	4 00	1 50	4	166	2	-	-	2 10	166	186	-	352	352	-	
	141	17	32 24	4 08	1 95	803	13811	1381			77 3 09	14,074	10,040	1016	25,130	22,373	2838	81

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 1892.	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, 1891, to April 1, 1892.	Amount available from State treasury from April 1, 1891, to April 1, 1892.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1891 to April 1, 1892.	Balance unexpended April 1, 1892.	Balance over-expended April 1, 1892.
Arrowsic	3	-	20 00	3 62	2 70	11	200	58	-	-	3 57	250	143	-	393	345	48	
Bath	41	2	85 17	8 73	3 57	817	14000	7022	-	-	4 85	9,211	6,826	138	16,175	16,175	-	
Bowdoin	18	-	17 00	4 15	1 85	59	1150	398	-	-	4 65	1,403	666	-	2,069	1,944	125	
Bowdoinham	13	4	24 00	6 12	2 25	105	1700	494	-	-	4 31	1,500	854	-	2,654	2,623	31	
Georgetown	12	3	31 00	5 00	2 75	64	900	221	-	-	3 25	942	598	-	1,540	1,457	83	
Perkins	1	-	-	7 50	2 00	6	62	7	-	-	2 34	75	58	-	133	140	-	
Phippsburg	10	4	32 00	4 31	4 52	75	1250	133	-	-	2 80	1,256	945	-	2,201	2,110	91	
Richmond	16	7	71 66	5 85	2 16	166	2750	284	-	-	3 69	3,268	1,812	10	5,090	4,607	483	
Topsam	13	2	112 50	5 50	2 25	177	1500	385	-	-	3 79	2,172	1,058	33	3,263	2,311	952	
West Bath	4	-	-	3 75	2 00	-	400	154	-	-	4 44	466	164	-	630	571	59	
Woolwich	10	8	31 00	5 94	2 45	55	950	143	-	-	3 25	1,105	706	-	1,811	1,740	71	
	151	30	47 15	5 49	2 59	1435	21862	9299	-	-	3 72	21,948	13,830	181	35,959	34,023	1943	7

APPENDIX.

Skowhegan.....	1467	802	682	868	724	.47	875	8	1	200	10	3	516	-	-	24	18	-	-	20,000	1	1	24
Solon.....	293	184	161	240	206	.60	249	7	4	95	9	4	113	13	-	12	8	-	-	3,100	1	3	11
Starks.....	240	154	135	183	147	.58	200	7		84	10	4	158	14	2	13	11	-	-	1,265	-	2	12
Plantations.																							
Carratunk.....	95	80	75	90	80	.81	97	8		32	8		32	4	-	4	4	-	-	1,200	1	-	3
Carrying Place.....		No	return																				
Dead River.....	40	23	19	32	31	.70	32	10		10	10	1	21	2	-	2	1	-	-	500	-	1	1
Dennistown.....	32	20	20	17	17	.59	21	8		8	10		10	1	-	1	1	-	-	200	-	-	1
Flagstaff.....	35	30	24	30	24	.68	30	8		8	10		10	1	-	1	1	-	-	400	-	-	2
Highland.....	28	10	8	20	16	.43	22	5		5	7		14	3	-	3	2	-	-	200	-	-	1
Jackmantown.....	70	31	21	26	17	.26	35	11		11	10		10	1	-	1	1	-	-	100	-	-	1
Lexingtown.....	61	15	13	61	45	.47	61	5	1	11	7	1	43	7	-	7	-	-	-	200	-	1	2
Moose River.....	78	38	34	38	34	.43	38	8		16	8		8	1	1	1	1	-	-	475	-	-	2
No. 1, R. 2, W. K. R.	63	22	20	41	37	.53	41	7		14	8		32	4	1	3	-	-	-	300	-	-	2
The Forks.....	44	31	30	25	22	.59	31	10		30	10		30	3	-	3	2	-	-	1,000	-	-	3
West Forks.....	58	51	40	52	40	.69	52	10		30	10		30	3	-	2	1	-	-	800	1	1	2
	9936	5722	4832	6227	4985	.49	6676	7	4	2436	9	4	4248	274	16	329	214	1	645	125,715	14	58	273

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 1892.	Not less than 80 cts for each inhabitant.		Amount raised per scholar	Amount available from town treasury from April 1, 1891, to April 1, 1892.	Amount available from State treasury from April 1, 1891, to April 1, 1892	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1891, to April 1, 1892.	Balance unexpended April 1, 1892.	Balance over-expended April 1, 1892.
								Excess above am't required by law	Less than the am't required by law.								
Anson	20	4	28 33	3 22 1 32	67	1644	489	-	3 22	1,649	1,031	21	2,701	2,554	147		
Athens	2	-	22 20	3 50 - 50	55	1000	142	-	3 07	1,134	665	162	1,961	1,879	82		
Bingham	12	-	-	4 37 1 63	82	663	67	-	2 92	719	591	63	1,373	1,300	73		
Brighton	8	1	18 00	3 70 1 30	22	480	133	-	2 45	506	449	13	968	934	34		
Cambridge	2	1	25 00	4 21 1 75	22	378	38	-	3 26	481	324	30	837	638	199		
Canaan	13	-	31 00	4 75 1 51	75	942	38	-	2 81	1,115	890	146	2,151	1,818	333		
Concord	7	-	-	3 95 81	24	276	-	-	2 58	330	249	2	581	433	148		
Cornville	13	2	-	3 23 1 55	60	800	170	-	3 43	818	557	103	1,478	1,289	189		
Detroit	5	-	28 00	3 22 1 69	25	475	3	-	2 76	618	387	60	1,065	1,019	46		
Embden	7	-	19 00	3 64 1 08	21	462	-	-	1 2 42	577	381	-	958	865	93		
Fairfield	19	6	35 50	4 15 2 00	300	4500	1692	-	4 32	4,187	2,286	-	6,473	6,229	244		
Harmony	10	-	25 00	3 60 1 25	38	563	-	-	2 59	737	498	100	1,335	1,191	144		
Hartland	9	-	51 00	4 25 1 75	32	850	71	-	1 07	995	705	89	1,789	1,565	224		
Madison	25	2	43 73	4 46 1 93	154	1452	-	-	2 25	1,837	1,291	104	3,232	3,075	157		
Mercer	7	-	35 00	3 45 1 70	25	567	100	-	3 46	549	396	-	945	902	43		
Moscow	10	1	22 50	4 27 1 54	25	340	2	-	2 11	505	331	33	869	802	67		
New Portland	11	2	22 12	3 34 1 50	75	1000	173	-	3 40	1,122	777	-	1,899	1,604	295		
Norridgewock	18	1	52 00	3 60 1 75	90	1325	-	-	1 02	1,432	1,019	43	2,494	2,408	86		
Palmyra	16	-	32 00	3 33 1 36	78	805	2	-	2 57	1,092	677	50	1,819	1,643	176		
Pittsfield	18	6	60 00	4 37 1 56	114	2500	498	-	3 30	2,785	1,559	-	4,344	4,053	291		
Ripley	5	3	-	4 50 1 38	20	382	-	-	2 42	507	356	32	895	851	44		
St. Albans	13	-	30 00	3 09 1 50	92	1190	225	-	3 43	1,349	895	61	2,305	1,968	337		
Smithfield	6	-	20 00	3 89 1 36	30	452	69	-	3 64	457	319	-	776	764	12		

Skowhegan	26	13	116 00	5 70 2 30	800	6000	1956	-	4 09	5,500	3,079	1273	9,852	9,585	267	
Solon	9	-	24 20	3 88 1 63	78	766	-	16	2 58	762	664	107	1,533	1,364	169	
Starks	13	-	22 00	3 30 1 50	49	766	143	-	3 19	839	539	5	1,383	1,296	87	
Plantations.																
Carratunk	4	2	20 00	5 00 2 00	-	140	-	14	1 47	140	200	50	390	390		
Carrying Place			No return.													
Dead River	1	-	24 00	5 00 1 53	5	85	2	-	2 12	116	95	53	264	241	23	
Dennistown	1	-	-	4 00 2 75	1	75	22	-	2 34	70	72	-	142	128	14	
Flagstaff	2	-	-	5 00 2 28	-	70	-	-	2 00	122	142	-	264	199	65	
Highland	2	-	-	4 25 1 34	5	60	-	-	2 15	72	59	-	131	116	15	
Jackmantown	1	-	-	5 00 2 00	2	174	-	-	2 47	80	131	-	211	162	49	
Lexington	4	-	22 50	3 80 1 13	10	199	40	-	3 5	177	168	-	345	325	20	
Moose River	1	-	-	6 02 2 50	8	140	4	-	1 79	164	156	-	320	222	98	
No. 1, R. 2, W. K. R.	4	-	-	3 00 1 00	4	100	-	2	1 94	110	65	-	175	171	4	
The Forks	3	-	-	3 75 2 00	-	160	4	-	3 64	265	111	-	376	319	57	
West Forks	2	1	27 50	4 00 2 25	4	75	-	42	1 29	196	212	-	408	317	91	
	334	48	3294	4 06 1 65	2493	32056	6083	75	2 98	34,116	22,326	2600	59,042	54,619	4423	

Swanville	224	133	98	142	106	.45	160	8		47	10		62	6	1	6	4	-	-	2,850	-	5	8
Thorndike	192	162	139	184	164	.78	184	8	2	74	7	4	68	10	-	10	6	-	-	2,050	-	4	8
Troy	267	164	130	189	152	.53	295	8	4	84	10		110	11	3	11	8	-	-	1,800	-	5	12
Unity	281	214	185	226	148	.59	256	9	3	113	10	1	122	12	-	12	8	1	400	5,000	1	5	12
Waldo	21	59	42	136	103	.35	148	8	1	49	9	2	76	7	-	7	7	-	-	2,500	-	6	6
Winterport	615	133	110	272	227	.27	340	7	4	147	9	2	289	16	-	16	14	-	-	6,500	-	9	20
	8413	4430	3658	5318	4123	.47	6073	8	2	2145	10	1	3404	258	28	261	183	1	400	92,223	9	129	255

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 1892.		Not less than 80 cts. for each inhabitant.		Amount raised per scholar.		Amount available from town treasury from April 1, 1891, to April 1, 1892.		Amount available from State treasury from April 1, 1891, to April 1, 1892		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1891, to April 1, 1892.		Balance unexpended April 1, 1892		Balance over-expended April 1, 1892.					
	No	of	No	of	Average	wages	Average	wages	Average	cost	Amount	paid	Am't	of	Excess	Less	Amount	Amount	Amount	Amount	Total	Total	Balance	Balance												
Belfast	30	6	44	50	4	50	2	50	150	5000	735	-	58	5,096	3,194	3000	11,290	10,887	403																	
Belmont	3	2	27	00	3	50	1	93	12	416	34	-	12	416	328	-	744	1,380	737	7																
Brooks	1	-	32	16	4	05	1	77	48	586	2	-	70	915	705	-	1,532	1,380	152																	
Burnham	7	-	28	50	3	89	1	79	42	672	-	-	25	731	705	34	1,473	1,392	81																	
Frankfort	11	2	35	00	4	26	2	17	60	879	-	-	50	1,401	859	-	2,263	2,331	38																	
Freedom.	7	2	31	00	3	50	1	42	28	404	-	-	68	450	344	29	823	785	-																	
Islesborough	5	6	31	66	4	77	2	75	30	900	95	-	88	1,077	829	-	1,906	1,870	36																	
Jackson.	3	-	28	92	2	61	1	53	32	546	128	-	73	592	365	-	957	1,035	23																	
Knox	2	-	23	71	3	09	1	41	31	526	-	-	64	580	478	-	1,058	1,035	23																	
Liberty	7	2	34	00	3	40	1	80	37	688	20	-	96	818	537	-	1,355	1,224	131																	
Lincolnton	13	5	25	00	3	00	1	90	45	1239	20	-	98	1,150	916	-	2,066	1,928	138																	
Monroe	10	-	36	75	3	72	1	78	45	1100	237	-	71	1,337	718	-	2,055	1,808	247																	
Montville	13	1	30	25	3	07	1	35	50	954	15	-	88	932	684	-	1,616	1,420	196																	
Morrill	2	3	33	33	3	58	1	59	19	352	-	-	55	424	319	-	743	639	104																	
Northport	6	2	29	30	3	46	1	93	32	700	116	-	36	716	409	-	1,125	1,105	20																	
Palermo	12	-	23	25	3	58	1	45	45	710	-	-	59	969	641	-	1,610	1,435	175																	
Prospect	11	-	36	00	4	08	1	83	45	558	-	-	10	919	800	65	1,564	1,351	213																	
Searsmont	8	1	27	83	3	57	1	72	58	1143	228	-	39	1,291	766	-	2,057	1,785	272																	
Searsport	12	3	36	00	5	87	3	00	100	2500	1144	-	11	2,483	936	-	3,419	3,266	153																	
Stockton Springs	12	1	37	50	4	85	1	85	63	1200	231	-	50	1,005	802	2	1,809	1,781	28																	

Swanville.....	2	1	29 33	4 27	1 77	42	552	1	-	2 46	686	514	20	1,220	1,043	177
Thorndike.....	3	1	26 40	3 15	1 84	37	50	30	-	2 61	587	476	13	1,076	923	153
Troy.....	6	-	27 20	3 25	1 50	48	700	6	-	2 62	848	673	49	1,570	1,377	193
Unity.....	7	-	35 00	3 00	2 50	40	900	162	-	3 14	953	664	-	1,617	1,498	119
Waldo.....	1	1	33 00	3 23	1 50	25	575	110	-	2 78	649	481	35	1,165	1,010	155
Winterport.....	22	5	26 60	3 90	1 88	100	2200	659	-	3 58	2,552	1,380	-	3,932	3,611	321
	216	45	31 12	3 73	1 87	1264	26455	4235	-	21 2 98	29,613	19,185	3247	52,045	48,385	3728
																68

Jonesborough.....	217	122	107	123	110	.49	143	10	50	10	50	-	-	5	3	-	-	2,500	1	1	4		
Jonesport.....	793	409	320	404	277	.37	498	8	107	9	3	214	13	1	10	9	-	8,500	1	7	11		
Kossuth.....	27	25	20	15	.63	26	14		28	12		12	2	2	2			800	-	1	2		
Lube.....	769	380	203	436	324	.35	492	10	120	12	1	149	11	-	11	8	1	800	1	10	15		
Machias.....	798	408	379	426	373	.47	468	10	140	21	2	278	9	-	9	9	-	17,600	2	3	12		
Machiasport.....	491	291	236	293	247	.49	338	9	87	9	2	123	10	-	8	7	-	5,200	1	5	8		
Marion.....	44	25	20	23	18	.43	27	8	24	9		18	4	-	3	-	-	400	-	-	3		
Marshfield.....	127	82	67	96	74	.55	92	9	27	12		36	2	2	2	-	-	700	1	2	2		
Meddybemps.....	51			34	27	.53	34		-	8		16	2	-	2	1	-	600	-	1			
Milbridge.....	612	411	363	392	314	.53	411	10	130	8	3	112	11	1	12	11	-	5,000	4	4	9		
Northfield.....	41	28	24	34	26	.61	39	7	15	8		16	-	-	3	1	-	200	-	2	2		
Pembroke.....	560	314	262	296	242	.45	426	10	110	9	1	94	-	-	11	11	1	387	4	5	10		
Perry.....	364	220	190	230	200	.53	243	8	82	12	1	122	10	-	11	5	-	2,500	-	2	11		
Princeton.....	398	189	153	177	153	.38	531	9	58	11	3	124	4	-	4	4	-	4,000	2	4	3		
Robbinston.....	315	153	109	192	131	.38	223	8	51	10	3	91	6	-	6	4	-	3,000	-	3	6		
Roque Bluff.....	60	36	29	37	30	.48	41	9	19	10	1	21	-	-	2	1	-	650	-	-	2		
Steuben.....	308	213	185	236	198	.61	236	9	100	10		100	11	-	11	9	-	4,000	-	1	11		
Talmage.....	46	38	31	40	34	.69	41	11	22	13		26	-	-	2	2	-	500	1	1	1		
Topsfield.....	130	79	62	73	59	.46	96	10	50	11		55	4	1	4	3	-	2,000	-	3	8		
Trescott.....	202	114	95	113	86	.45	114	7	45	9	4	59	7	-	8	1	-	1,000	-	1	6		
Vanceboro'.....	296	241	196	239	160	.60	248	11	57	12	3	117	1	2	3	3	-	3,500	1	1	4		
Waite.....	73	52	41	38	34	.50	55	10	40	7	1	15	2	1	3	2	-	600	-	-	3		
Wesley.....	70	50	39	45	39	.56	59	8	32	8	1	34	4	-	4	4	-	2,550	-	1	2		
Whiting.....	162	104	84	86	73	.48	117	8	53	13	4	39	5	-	5	2	-	1,500	1	1	5		
Whitneyville.....	132	69	52	95	62	.43	102	9	18	17		34	-	-	2	1	-	1,200	-	1	2		
Plantations.....																							
Codyville.....	26	19	13	17	13	.50	19	11	22			1	-	1	1	-	-	400	-	-	1		
Lambert Lake.....	51	39	25	28	21	.45	39	10	20	10		10	-	2	-	-	-	625	-	-	1		
No. 14.....	34	15	12	17	13	.35	18	8	17	8	1	17	2	-	2	2	-	500	1	1	1		
No. 18.....	9	6	6			.61	6	12	12			1	-	1	1	-	-	100	-	-	1		
No. 21.....	35	17	11	22	16	.37	25	10	10	12		12	1	-	1	1	-	700	-	1	1		
	16511	9010	7301	9181	7032	.48	11212	9	4	2987	10	4	3977	208	20	270	207	3	1537	193,295	41	96	293

APPENDIX.

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 1892		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, 1891, to April 1, 1892		Amount available from State treasury from April 1, 1891, to April 1, 1892.		Amount derived from local funds.		Total school resources.		Total amount actually expended for public schools from April 1, 1891, to April 1, 1892.		Balance unexpended April 1, 1892.		Balance over-expended April 1, 1892.	
	No.	Mo.	No.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.	Mo.			
Addison.....	12	1	25	50	4	31	1	52	70	1000	182	-	3	08	1,013	637	4	1,654	1,571	83														
Alexander.....	2	-	38	66	4	10	1	57	25	351	81	-	2	78	403	290	79	772	700	72														
Baileyville.....	5	-	-	-	3	16	1	61	10	305	134	-	3	20	319	192	-	511	454	57														
Baring.....	2	1	45	00	4	17	2	35	12	275	57	-	2	95	275	231	62	568	534	34														
Beddington.....	-	2	29	00	6	00	2	31	9	229	122	-	2	66	192	257	-	449	422	27														
Brookton.....	2	2	31	40	3	50	3	00	11	375	32	-	2	77	483	317	102	902	705	197														
Calais.....	23	2	20	00	4	00	3	00	300	4500	1332	-	1	76	4,500	6,035	-	10,535	10,509	26														
Centerville.....	-	-	34	00	-	-	2	37	1	120	29	-	2	22	189	134	30	353	261	92														
Charlotte.....	-	1	35	00	4	35	1	63	25	305	-	-	1	96	411	353	64	828	763	65														
Cherryfield.....	13	2	90	00	6	80	3	25	100	1500	70	-	2	35	1,775	1,520	5	3,300	2,920	380														
Columbia.....	6	2	31	25	5	41	1	86	25	610	140	-	2	60	639	544	20	1,203	1,147	56														
Columbia Falls.....	5	3	42	50	5	56	2	75	35	645	87	-	2	39	626	589	-	1,215	1,051	164														
Cooper.....	3	-	24	75	3	50	1	40	17	300	89	-	2	91	397	200	58	655	530	125														
Crawford.....	1	-	24	00	5	00	1	75	10	200	88	-	4	00	200	115	-	315	315	-														
Cutler.....	9	-	40	00	4	00	1	96	20	642	112	-	2	46	803	607	112	1,522	1,354	168														
Danforth.....	7	5	78	00	5	50	2	75	49	1500	650	-	3	22	900	965	85	1,950	3,548	-	1598													
Deblois.....	1	-	-	-	5	00	1	75	2	70	9	-	2	80	131	57	27	215	188	27														
Dennysville.....	3	2	-	-	7	25	3	00	30	418	56	-	2	78	380	374	5	759	693	66														
East Machias.....	14	-	39	00	4	47	2	18	65	1400	90	-	2	47	1,454	1,332	53	2,839	2,673	166														
Eastport.....	17	-	65	00	6	00	3	00	100	1700	773	-	2	16	4,700	4,782	8	9,490	8,196	1294														
Edmunds.....	-	-	24	00	5	67	2	50	30	316	-	-	1	81	356	394	108	858	922	-														
Forest City.....	2	3	48	00	5	00	2	75	10	250	20	-	1	97	240	279	-	519	489	30														
Harrington.....	7	5	40	00	4	50	2	25	40	912	-	-	8	2	31	1,166	906	-	2,072	1,945	127													

COMMON SCHOOLS.

Jonesborough.....	4	2	28 00	3 75	2 20	30	410	53	-	1 89	518	446	19	983	812	171
Jonesport.....	15	2	34 75	3 90	2 66	60	1535	1	-	1 93	1,747	1,833	-	3,580	3,323	257
Kossuth.....	-	1	26 00	2 25	2 25	8	85	31	-	3 15	110	66	89	265	265	-
Lubec.....	5	3	37 00	4 50	2 25	30	1975	320	-	2 57	2,378	1,624	-	4,002	3,075	927
Machias.....	12	5	82 86	7 50	2 75	100	2100	472	-	2 63	2,226	1,841	36	4,103	3,523	580
Machiasport.....	9	3	36 00	4 77	3 86	50	1150	28	-	2 34	1,366	1,124	-	2,490	2,203	287
Marion.....	2	-	-	2 50	1 50	10	100	28	-	2 28	256	97	13	366	212	154
Marshfield.....	1	-	36 33	3 08	2 67	11	300	61	-	2 36	300	299	2	601	598	3
Meddybemps.....	-	-	35 00	-	1 50	5	200	75	-	3 99	204	111	-	315	267	48
Milbridge.....	11	1	39 00	5 50	2 55	75	1950	380	-	3 04	1,645	1,242	-	2,887	2,619	268
Northfield.....	-	-	26 00	4 00	2 80	10	150	36	-	3 66	221	105	11	337	299	38
Pembroke.....	10	-	53 28	6 08	2 50	75	1661	412	-	2 96	1,565	1,564	-	3,129	3,015	114
Perry.....	9	2	35 00	4 50	2 00	60	756	-	-	2 07	795	827	56	1,678	1,646	32
Princeton.....	5	1	30 57	4 55	2 42	25	1000	177	-	2 51	1,049	933	-	1,982	1,872	110
Robbinston.....	3	2	35 00	5 00	2 25	45	750	110	-	2 38	826	709	93	1,628	1,299	328
Roque Bluff.....	2	-	-	3 02	2 00	6	140	17	-	2 33	140	138	-	278	242	35
Steuben.....	10	3	37 50	4 50	1 60	50	932	146	-	2 02	1,011	720	18	1,749	1,561	188
Talmage.....	1	2	27 00	4 00	2 00	8	100	10	-	2 17	100	122	65	287	356	-
Topsfield.....	1	1	25 33	3 50	2 00	25	400	100	-	3 08	452	283	120	855	844	11
Trescott.....	6	2	30 00	3 50	2 04	20	391	3	-	1 93	411	394	-	805	717	83
Vanceboro'.....	4	3	60 00	7 50	1 50	35	800	104	-	3 70	800	680	203	1,683	1,334	349
Waite.....	2	1	-	4 30	2 00	8	175	48	-	2 39	275	184	92	551	452	99
Wesley.....	3	-	26 66	3 65	1 46	11	182	-	-	2 60	299	159	78	536	442	94
Whiting.....	2	-	37 50	4 00	2 00	22	325	11	-	2 00	539	342	12	893	700	193
Whitneyville.....	3	-	45 00	4 33	3 50	20	365	35	-	2 76	431	326	9	766	648	118
Plantations.																
Codyville.....	-	1	-	3 25	1 25	10	50	-	-	8 192	201	57	-	258	120	138
Lambert Lake.....	1	-	-	4 50	2 00	-	325	203	-	6 37	325	147	-	472	551	-
No 14.....	1	-	22 50	4 00	2 31	9	130	40	-	3 82	269	85	73	427	279	149
No. 18.....	-	-	-	3 00	2 00	8	30	6	-	3 33	30	58	-	88	87	1
No. 21.....	-	-	22 00	3 00	1 63	5	100	35	-	2 85	100	86	-	186	186	-
	256	68	35 78	4 15	2 14	1827	39490	7065	-	16 2 65	42,141	37,712	1811	81,664	75,438	8036 1810

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APPENDIX.

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Saco	1772	1010	979	1054	896	.52	1096	11		285	12	2	696	-	-	16	13	-	-	86,000	4	6	30
Sanford	1630	641	521	671	549	.32	746	11	1	254	11	3	449	14	2	14	10	-	-	23,000	2	4	20
Shapleigh	292	178	157	160	128	.49	191	8		58	10		139	10	-	9	8	-	-	3,050	-	4	7
South Berwick	1040	472	397	494	354	.36	573	10		150	11		330	-	-	13	10	-	-	7,275	-	-	15
Waterborough	395	353	303	361	327	.79	365	8	3	111	11		132	12	-	13	12	-	-	6,000	3	6	8
Wells	629	385	323	276	190	.40	449	9	4	167	10	4	224	17	-	17	11	-	-	7,500	-	7	17
York	705	403	337	405	313	.46	427	9		144	8		240	-	-	14	7	1	1200	5,770	1	6	15
	18612	9220	7810	9209	7222	.46	10632	9	1	3484	11		6468	246	16	330	266	3	3800	129,295	29	99	353

YORK COUNTY—CONCLUDED.

Towns.	No. of female teachers employed in fall and winter terms.	No of teachers graduates of normal schools	Average wages of male teachers per month, excluding board	Average wages of female teachers per week, excluding board.	Average cost of teachers' board per week.	Amount paid for school supervision	Am't of school money voted in 1892	Not less than 80 cts for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1891, to April 1, 1892.	Amount available from State treasury from April 1, 1891, to April 1, 1892	Amount derived from local funds	Total school resources	Total amount actually expended for public schools from April 1, 1891, to April 1, 1892	Balance unexpended April 1, 1892.	Balance over-expended April 1, 1892
								Excess above am't required by law.	Less than the am't required by law								
Acton	8	2	24 00	3 75	1 97	48	702	-	-	2 80	702	536	36	1,274	1,263	11	
Alfred	8	-	43 50	6 00	2 50	60	1300	476	-	4 33	1,562	716	13	2,291	2,055	236	
Berwick	15	2	73 34	5 17	2 00	135	3000	1265	-	4 95	3,827	1,461	-	5,288	4,415	873	
Biddeford	34	1	92 00	10 67	3 50	1800	19000	7446	-	4 13	20,000	9,356	-	29,356	58,157	-	28801
Buxton	16	7	32 00	6 00	2 00	110	2000	371	-	3 96	3,076	1,214	-	4,290	2,947	1343	
Cornish	7	1	20 00	6 00	2 00	70	1000	106	-	3 09	1,300	777	18	2,095	1,912	183	
Dayton	3	1	23 00	4 94	1 94	12	700	390	-	4 93	834	347	-	1,181	1,032	149	
Eliot	8	5	38 00	5 00	2 75	60	1800	630	-	4 73	1,927	884	-	2,811	2,548	263	
Hollis	11	2	26 62	3 49	1 98	52	1250	228	-	3 47	1,638	825	-	2,463	2,014	449	
Kennebunk	16	2	-	7 50	3 00	140	2500	-	38 3	12	2,503	1,556	-	4,059	3,900	79	
Kennebunkport	13	5	50 00	7 00	3 00	145	2000	243	-	3 25	2,272	1,414	-	3,686	3,172	509	
Kittery	23	3	52 50	7 40	3 50	130	2700	409	-	3 58	2,783	1,769	-	4,552	4,159	393	
Lebanon	12	4	40 00	5 00	2 75	112	1028	-	253	2 61	1,172	872	-	2,044	1,881	163	
Limerick	8	1	20 66	5 04	1 82	75	1005	232	-	3 99	1,211	496	-	1,707	1,534	173	
Limington	10	-	30 00	3 89	1 80	63	1000	126	-	3 16	1,318	702	-	2,020	1,836	184	
Lyman	8	-	31 00	4 53	2 03	51	804	121	-	3 06	833	605	6	1,444	1,341	103	
Newfield	3	1	28 00	5 00	2 50	28	797	162	-	3 76	842	420	-	1,262	1,249	23	
North Berwick	15	-	34 00	4 00	2 75	100	2000	558	-	3 65	2,074	1,264	136	3,474	3,040	434	
Old Orchard	3	-	48 00	4 50	3 00	20	702	-	-	4 80	459	347	-	806	879	-	
Parsonfield	9	-	22 50	4 00	2 00	115	1300	182	-	3 34	1,633	979	40	2,652	2,323	329	

Saco.....	35	4	86 00	7 00	3 50	600	11500	6640	-	6 43	9,850	3,959	37	13,846	15,685	-	1839
Sanford.....	33	-	62 33	7 09	2 40	140	3400	39	-	2 08	3,783	3,323	-	7,106	5,902	1204	
Shapleigh.....	8	-	28 50	4 85	2 12	50	719	-	25	2 53	964	664	45	1,673	1,479	194	
South Berwick.....	15	2	-	8 73	2 40	164	3000	253	-	2 87	3,554	2,549	-	6,103	4,745	1358	
Waterborough.....	5	1	32 00	6 00	2 30	50	1084	-	2	2 75	2,247	908	2	3,15	2,297	860	
Wells.....	15	3	40 00	5 17	2 50	168	2800	1177	-	4 47	2,413	1,225	51	3,689	3,627	62	
York.....	22	2	28 00	5 00	2 50	209	2500	546	-	3 54	2,049	1,611	-	3,660	3,463	197	
	363	49	40 21	5 73	2 47	4707	71621	21510	318	3 31	76,826	40,779	384	117,989	138,930	9772	30713

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.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.	W.	D.				
Androscoggin.....	16,396	6,933	5,858	7,340	5,953	.47	8,424	9	2	2,709	15	2	5,047	34	2															
Aroostook.....	20,296	10,611	7,519	9,028	6,118	.43	13,274	12	1	5,454	10	4	4,928	305	31															
Cumberland.....	26,881	15,495	12,229	15,513	11,968	.44	17,276	9	3	3,938	11	3	6,004	197	2															
Franklin.....	5,245	2,693	2,192	3,348	2,614	.48	4,262	7	3	1,315	9	4	2,282	175	28															
Hancock.....	12,743	7,119	5,912	7,299	5,601	.48	8,801	8	3	2,605	11	2	4,218	259	14															
Kennebec.....	15,978	8,134	6,796	8,427	6,593	.43	9,898	8	3	3,977	11	3	6,247	141	2															
Knox.....	9,715	5,418	4,338	5,595	4,499	.45	6,342	8	2	2,250	10	3	3,179	136	6															
Lincoln.....	6,789	3,845	3,306	3,851	2,897	.45	4,562	8	3	1,650	9	4	2,443	172	8															
Oxford.....	9,270	5,164	4,313	5,245	3,844	.47	6,566	8	4	2,815	10		4,275	274	24															
Penobscot.....	22,926	12,522	10,563	12,610	9,967	.48	14,971	9		6,680	11		8,768	297	28															
Piscataquis.....	4,911	2,760	2,207	2,852	2,246	.45	3,494	9		1,333	10	1	1,687	112	10															
Sagadahoc.....	5,850	3,600	2,945	3,674	2,941	.53	4,171	9	3	1,352	11	1	2,147	38	-															
Somerset.....	9,936	5,722	4,832	6,227	4,985	.49	6,676	7	4	2,436	9	4	4,248	74	16															
Waldo.....	8,413	4,430	3,658	5,318	4,123	.47	6,073	8	2	2,145	10	1	3,404	256	28															
Washington.....	16,511	9,010	7,301	9,181	7,032	.48	11,212	9	4	2,987	10	4	3,977	208	20															
York.....	18,612	9,220	7,810	9,209	7,222	.46	10,632	9	1	3,484	11		6,468	246	16															
	210,472	112,676	91,779	114,717	88,603	.47	136,634	9		47,085	11		69,322	3124	235															

SUMMARY—CONCLUDED.

Counties.	Am't of school money voted in 1892.	Not less than 80 cts. for each inhabitant.		Amount raised per scholar.	Amount available from town treasury from April 1, 1891, to April 1, 1892.	Amount available from State treasury from April 1, 1891, to April 1, 1892.	Amount derived from local funds.	Total school resources.	Total amount actually expended for public schools from April 1, 1891 to April 1, 1892.	Balance unexpended April 1, 1892.	Balance over-expended April 1, 1892.
		Excess above am't required by law.	Less than the am't required by law.								
Androscoggin.....	50,504	18,298	-	3 98	63,672	34,912	5,880	104,464	100,589	3,875	-
Aroostook.....	37,994	6,392	1120	1 97	43,716	44,865	3,557	92,138	79,115	13,055	32
Cumberland.....	164,860	2,540	-	4 04	134,555	65,754	12,257	212,566	196,434	16,366	234
Franklin.....	16,132	3,676	160	3 05	18,824	11,492	588	30,904	27,642	3,267	5
Hancock.....	33,718	3,992	25	2 69	39,903	28,522	1,129	69,554	62,963	6,591	-
Kennebec.....	55,477	11,121	20	3 43	63,507	36,120	6,961	106,588	97,709	10,144	1,265
Knox.....	32,289	6,944	-	3 14	40,107	21,801	2,873	64,781	56,884	7,951	54
Lincoln.....	20,861	3,391	-	3 13	23,836	15,748	363	39,947	34,826	5,121	-
Oxford.....	29,014	4,734	58	3 14	33,378	21,015	2,033	56,446	50,479	6,029	62
Penobscot.....	81,332	23,154	170	2 93	90,336	47,854	4,109	142,299	133,085	10,741	1,527
Piscataquis.....	13,811	1,381	77	3 09	14,074	10,040	1,016	25,130	22,373	2,838	81
Sagadahoc.....	24,862	9,299	-	3 72	21,948	13,830	181	35,959	34,023	1,943	7
Somerset.....	32,056	6,083	75	2 98	34,116	22,326	2,600	59,042	54,619	4,423	-
Waldo.....	26,455	4,235	21	2 98	29,613	19,185	3,247	52,045	48,385	3,728	68
Washington.....	39,490	7,065	16	2 65	42,141	37,712	1,811	81,664	75,434	8,036	1,810
York.....	71,621	21,510	318	3 31	76,826	40,779	384	117,989	138,930	9,772	30,713
	730,476	216,815	2060	3 14	770,552	471,955	49,009	1,291,516	1,213,494	113,880	35,858

COMMON SCHOOLS.

SPECIAL COMMON SCHOOL STATISTICS.

COUNTIES.	No towns making re- turns.		No. different schools in county.		No. graded schools.	No. ungraded schools.	Per cent of graded schools to whole num- ber.	No. ungraded schools in which U. S. History is taught	No. ungraded schools in which Physiology is taught.	No. ungraded schools in which book-keeping is taught.	No. ungraded schools in which are taught branches other than those mentioned in the statutes.	No. ungraded schools supplied with globes	No. ungraded schools supplied with wall maps.	No. ungraded schools supplied with charts	No. different teachers employed.	No. of teachers contin- ued through the year
	No. towns	No. re- turns.	No. schools	No. towns	No. schools	No. schools	Per cent	No. schools	No. schools	No. schools	No. schools	No. schools	No. schools	No. schools	No. teachers	No. teachers
Androscoggin.....	13	257	105	152		.41	122	132	71	69	52	90	84	374	138	
Aroostook.....	66	451	25	426		.08	314	293	165	124	57	291	235	636	178	
Cumberland.....	26	365	108	257		.29	227	226	157	84	56	105	146	731	321	
Franklin.....	25	196	17	179		.08	119	125	88	36	26	55	43	320	42	
Hancock.....	35	287	29	258		.10	225	227	128	104	51	97	163	515	98	
Kennebec.....	30	360	86	274		.24	199	171	148	107	37	118	149	617	190	
Knox.....	17	189	65	124		.38	111	102	63	34	26	36	59	296	84	
Lincoln.....	18	187	24	163		.13	132	99	86	44	22	66	33	294	59	
Oxford.....	39	358	31	327		.08	227	199	130	111	32	159	104	561	98	
Penobscot.....	64	533	126	407		.23	276	256	172	114	49	97	181	868	259	
Piscataquis.....	22	157	24	133		.15	106	82	61	49	19	34	36	234	43	
Sagadahoc.....	11	128	51	77		.39	58	50	38	27	18	41	39	181	62	
Somerset.....	37	333	42	291		.12	192	190	234	79	32	111	87	566	116	
Waldo.....	26	269	25	244		.09	194	152	136	108	31	37	56	477	68	
Washington.....	53	291	81	210		.27	149	145	83	51	13	64	69	488	148	
York.....	27	383	116	267		.31	208	193	131	103	59	137	163	523	219	
	509	4744	955	3789		.23	2859	2640	1891	1244	580	1538	1646	7686	2123	

SPECIAL COMMON SCHOOL STATISTICS—Concluded.

COUNTIES.	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.	Amount expended for teachers' wages and board, and janitors' services, school year 1891-2.	Amount expended for fuel	Amount expended for repairs.	Amount expended for apparatus and appliances	Amount actually paid for insurance.	Amount expended for free text-book for school year 1891-2.
Androscoggin.....	308	66	.82	-	-	12	10	74,443	7,123	7,363	6,741	1,152	5,745
Aroostook.....	478	158	.75	3	58	62	15	56,102	4,391	3,222	1,194	320	6,035
Cumberland.....	641	90	.87	2	34	47	9	93,366	10,816	11,748	8,306	1,252	7,565
Franklin.....	276	44	.86	-	-	12	7	24,114	1,403	1,924	400	200	3
Hancock.....	420	95	.81	1	36	62	6	51,629	3,526	3,894	828	755	3,611
Kennebec.....	470	147	.76	2	47	39	17	76,074	7,556	6,961	1,958	1,348	5,889
Knox.....	258	38	.87	-	4	11	4	47,880	3,119	5,102	703	93	4,942
Lincoln.....	210	84	.71	2	11	21	2	30,445	1,905	1,496	431	286	2,116
Oxford.....	452	109	.80	6	20	67	7	45,061	2,438	1,756	564	479	3,653
Penobscot.....	725	143	.83	4	35	52	25	104,576	7,304	9,644	2,538	338	10,733
Piscataquis.....	222	12	.94	-	-	21	5	19,375	1,161	1,145	437	108	2,273
Sagadahoc.....	133	48	.73	-	-	19	6	28,737	2,028	1,822	827	30	3,273
Somerset.....	467	99	.84	-	28	60	9	46,573	3,340	2,935	1,048	372	3,558
Waldo.....	363	114	.76	7	15	55	-	42,131	2,529	2,747	559	242	4,109
Washington.....	417	71	.85	-	11	35	19	64,644	4,298	5,136	2,802	501	5,036
York.....	448	80	.84	1	26	48	5	95,656	6,936	5,748	3,234	646	7,048
	6288	1398	.84	28	340	618	146	880,806	69,873	72,643	32,567	8122	75,558

COMPARATIVE STATEMENT—I.

Items.	1892.	1891.	Increase.	Decrease.
Whole number of scholars between four and twenty-one	210,472	210,997	-	525
Number registered in spring and summer terms	112,676	116,048	-	3,372
Average attendance in spring and summer terms	91,779	99,198	-	7,419
Number registered in fall and winter terms	114,717	129,484	-	14,767
Average attendance in fall and winter terms	88,603	106,927	-	18,324
Per cent of average attendance to whole number.....	.47	.53	-	.06
Whole number different scholars registered during year.....	136,634	141,433	-	4,799
Average length of summer schools in weeks and days.....	9 w.	9 w. 1 d	-	1 d
Average length of winter schools in weeks and days.....	11 w.	10 w. 3 d	2 d	
Average length of schools for the year.....	20 w.	19 w. 4 d	1 d	
Number of school districts in State .. parts of ..	3,124	3,317	-	193
school houses " ..	235	258	-	23
reported in good condition, ..	4,378	4,209	169	
school houses built during ..	3,242	3,219	23	
the year	58	58		
Cost of same.....	\$62,302	\$109,728	-	\$47,426
Estimated value of school property in State	\$3,803,970	\$3,670,385	\$133,585	
Number of male teachers employed in summer	283	311	-	28
Number of male teachers employed in winter	1,274	1,299	-	25
Number of female teachers employed in summer	4,636	4,415	221	
Number of female teachers employed in winter ..	4,532	4,050	482	
Number of teachers graduates of normal schools.....	756	782	-	26
Average wages of male teachers per month, excluding board	\$35 75	\$34 90	\$0 85	
Average wages of female teachers per week, excluding board	4 58	4 40	18	
Average cost of board per week	2 05	2 01	04	
Amount school money voted by towns for common schools	730,476	720,661	9,815	
Excess above amount required by law.....	216,815	204,309	12,506	
Average amount per scholar.....	3 47	3 20	27	
Amount available from town treasury for school year.....	770,552	781,712	-	11,160
Amount available from State treasury for school year.....	471,955	391,959	79,996	
Amount derived from local funds.....	49,009	37,581	11,428	
Total school resources	1,291,516	1,211,252	80,264	
Am't expended for common schools, ..	1,213,494	1,163,968	49,526	
Net balance unexpended	113,880	83,786	30,094	
Amount paid for school supervision..	42,479	41,883	596	

COMPARATIVE STATEMENT—II.

Items.	1892.	1882.
Whole number of scholars between four and twenty-one....	210,472	212,521
Number registered in spring and summer schools.....	112,676	121,413
Average attendance " "	91,779	99,150
Number registered in winter schools.....	114,717	122,961
Average attendance " "	88,603	100,477
Per cent of average attendance to whole number.....	47	47
Whole number scholars registered for the year.....	136,634	147,697
Average length of summer schools.....	9 w.	10 w.
winter schools	11 w.	11 w. 1 d
schools for the year	20 w.	21 w. 1 d
Number school districts in State	3,124	3,984
parts of districts "	235	315
school houses in "	4,378	4,286
reported in good condition.....	3,242	3,028
built during the year	58	57
Cost of same.....	62,302	99,522
Estimated value of all school property	3,803,970	3,070,326
Number male teachers employed in summer.....	283	286
female " winter.....	1,274	2,113
summer.....	4,633	4,698
winter.....	4,532	2,587
Wages of male teachers per month, excluding board.....	\$35 75	\$29 59
female " week, "	4 58	3 65
Average cost of teachers' board per week	2 05	1 25
Amount of school money raised by towns.....	730,476	630,779
Excess above amount required by law.....	216,815	145,409
Average amount per scholar.....	3 14	2 97
Amount received from State treasurer.....	471,955	320,189
local funds.....	49,009	22,755
paid for school supervision.....	42,479	29,422

STATEMENT.

**Amount of School Fund and Mill Tax Apportioned to the Several
Cities, Towns and Plantations in the State, for the Year 1892,
and Payable January 1st, 1893, Together with the State Tax
Assessed for the Year 1892.**

Towns.	Scholars.	School Fund and Mill Tax.	State Tax.
Abbot.....	179	\$414 70	\$489 54
Acton.....	250	579 20	821 93
Addison.....	324	750 65	801 27
Albany.....	211	488 85	386 57
Albion.....	282	653 33	1,107 16
Alexander.....	126	291 92	205 83
Alfred.....	300	695 04	1,282 58
Allagash Plantation.....	121	280 34	
Alna.....	137	317 40	579 97
Alton.....	131	303 50	193 55
Amherst.....	118	273 38	314 25
Amity.....	159	368 37	314 66
Andover.....	255	590 79	471 43
Anson.....	506	1,172 30	1,739 02
Appleton.....	359	831 73	880 35
Argyle.....	84	194 61	197 64
Arrowsic.....	56	129 74	250 91
Ashland.....	192	444 82	376 69
Athens.....	326	755 28	1,000 75
Atkinson.....	211	488 85	498 96
Auburn.....	3,362	7,789 07	17,067 34
Augusta.....	3,101	7,184 39	22,443 11
Aurora.....	65	150 59	173 36
Avon.....	168	389 22	363 61
Baileyville.....	92	213 14	178 08
Baldwin.....	276	639 44	1,073 10
Bancroft.....	104	240 95	200 61
Bangor.....	5,449	12,624 22	33,537 30
Baring.....	93	215 46	209 45
Bath.....	2,886	6,686 27	17,678 62
Beddington.....	86	199 24	250 00
Belfast.....	1,395	3,231 93	8,192 00
Belgrade.....	311	720 53	1,301 30
Belmont.....	196	454 09	287 97
Benedicta.....	147	340 57	159 83
Benton.....	337	780 76	1,100 72
Berwick.....	605	1,401 66	2,543 96
Bethel.....	553	1,285 83	2,157 03
Biddeford.....	4,597	10,650 31	20,774 77
Bingham.....	227	525 92	604 90
Blaine.....	329	762 24	403 52
Blanchard.....	61	141 33	142 62
Bluehill.....	719	1,665 78	1,487 66
Boothbay.....	691	1,600 91	1,353 98
Boothbay Harbor.....	581	1,346 06	1,737 64
Bowdoin.....	247	573 25	823 14
Bowdoinham.....	394	912 82	1,968 56
Bowerbank Plantation.....	26	60 24	
Bradford.....	352	815 51	931 67
Bradley.....	270	625 54	423 10
Bremen.....	209	484 20	507 79
Brewer.....	1,190	2,756 99	3,608 05
Bridgewater.....	322	746 01	784 23
Bridgton.....	719	1,665 78	3,434 91
Brighton.....	196	454 09	244 25
Bristol.....	902	2,089 75	1,972 39

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and MILL TAX.	State Tax.
Brooklin.....	353	8817 82	\$484 17
Brooks.....	217	502 75	632 88
Brooksville.....	461	1,068 05	668 31
Brookton.....	135	312 76	288 68
Brownfield.....	359	831 73	883 02
Brownville.....	394	912 82	901 40
Brunswick.....	2,058	4,767 96	10,749 23
Buckfield.....	346	801 61	1,042 78
Bucksport.....	786	1,821 00	3,068 79
Burlington.....	176	407 76	443 75
Burnham.....	298	690 40	693 19
Buxton.....	505	1,169 98	1,865 03
Byron.....	60	139 01	108 38
Calais.....	2,550	5,907 83	6,610 09
Cambridge.....	116	268 75	334 94
Camden.....	674	1,561 53	7,613 13
Canaan.....	335	776 12	1,085 28
Canton.....	356	824 78	1,264 62
Cape Elizabeth.....	1,857	4,302 30	6,416 45
Caribou.....	1,699	3,936 24	2,154 97
Carmel.....	327	757 60	771 69
Carratunk Plantation.....	95	220 09	
Carroll.....	196	454 09	325 12
Carrying Place Plantation.....	7	16 22	
Carthage.....	116	268 75	250 81
Cary Plantation.....	157	363 74	104 20
Casco.....	280	648 70	798 91
Castine.....	306	708 94	960 90
Castle Hill Plantation.....	225	521 28	250 79
Caswell Plantation.....	121	280 34	97 31
Centerville.....	54	125 11	188 06
Chapman Plantation.....	104	240 95	
Charleston.....	306	708 94	
Charlotte.....	155	359 10	213 14
Chelsea.....	254	588 47	630 79
Cherryfield.....	637	1,475 80	1,436 97
Chester.....	148	342 88	168 61
Chesterville.....	221	512 02	759 72
China.....	397	919 77	1,648 94
Clifton.....	98	227 04	167 17
Clinton.....	367	850 27	1,672 84
Codyville Plantation.....	26	60 24	
Columbia.....	234	542 13	363 09
Columbia Falls.....	269	623 22	487 57
Concord.....	107	247 90	233 09
Comor Plantation.....	235	544 44	
Cooper.....	103	238 63	164 61
Coplin Plantation.....	25	57 92	
Corinna.....	333	771 49	1,319 02
Corinth.....	332	769 17	1,233 83
Cornish.....	327	757 59	1,250 51
Cornville.....	233	539 80	1,041 24
Cranberry Isles.....	97	224 73	289 57
Crawford.....	50	115 84	92 42
Crystal Plantation.....	137	317 40	203 44
Cumberland.....	512	1,186 20	1,912 62
Cushing.....	224	518 97	347 03
Cutler.....	261	604 69	296 12
Cyr Plantation.....	233	539 81	147 29
Dallas Plantation.....	48	111 20	
Damariscotta.....	261	604 69	1,464 95
Danforth.....	465	1,077 31	495 09
Dayton.....	142	328 98	675 83

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.	State Tax.
Dead River Plantation.....	40	\$92 67	
Deblois.....	25	57 92	\$ 67 74
Dedham.....	128	296 55	265 13
Deering.....	1,648	3,818 08	9,056 07
Deer Isle.....	1,346	3,118 40	1,414 33
Denmark.....	237	549 08	789 96
Dennistown Plantation.....	32	74 13	
Dennysville.....	150	347 52	475 78
Detroit.....	172	398 49	406 63
Dexter.....	774	1,793 21	3,187 36
Dixfield.....	336	778 44	846 19
Dixmont.....	288	667 23	778 25
Dover.....	514	1,190 84	1,859 49
Dresden.....	302	699 67	1,124 23
Drew Plantation.....	48	111 20	
Durham.....	351	813 20	1,043 18
Dyer Brook Plantation.....	99	229 36	
Eagle Lake Plantation.....	172	398 49	
Eastbrook.....	104	240 95	178 38
East Livermore.....	330	764 54	1,370 20
East Machias.....	566	1,311 31	1,079 46
Easton.....	392	908 18	576 35
Eastport.....	2,168	5,022 81	2,635 61
Eddington.....	216	500 43	367 88
Eden.....	670	1,352 26	13,852 95
Edgecomb.....	249	576 88	511 27
Edinburg.....	24	55 61	128 64
Edmunds.....	174	403 13	192 07
Elliot.....	380	880 38	1,286 44
Elliottsville Plantation.....	14	32 44	
Ellsworth.....	1,796	4,160 97	6,230 49
Embden.....	191	442 50	751 11
Enfield.....	335	776 12	595 56
Etna.....	206	477 26	343 19
Eustis.....	113	261 80	256 88
Exeter.....	252	583 83	1,145 68
Fairfield.....	1,041	2,411 79	4,664 53
Falmouth.....	496	1,149 13	2,578 76
Farmingdale.....	232	537 49	1,381 50
Farmington.....	910	2,108 29	5,069 04
Fayette.....	203	470 31	741 63
Flagstaff Plantation.....	35	81 08	
Forest City.....	127	294 24	197 46
Fort Fairfield.....	1,511	3,500 68	2,464 85
Fort Kent.....	937	2,170 84	382 39
Foxcroft.....	420	973 06	1,339 45
Frankfort.....	351	813 20	559 08
Franklin.....	466	1,079 62	810 17
Franklin Plantation.....	37	85 72	
Freedom.....	152	352 15	491 06
Freeman.....	150	347 52	363 76
Freeport.....	765	1,772 35	3,482 01
Frenchville.....	1,300	3,011 84	509 47
Friendship.....	266	616 27	531 10
Fryeburg.....	435	1,007 81	2,318 09
Gardiner.....	1,652	3,827 35	9,250 85
Garfield Plantation.....	34	78 77	
Garland.....	275	637 12	1,053 19
Georgetown.....	273	632 49	536 91
Gilead.....	89	206 19	401 04
Glenburn.....	184	426 29	419 84

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.	State Tax.
Glenwood Plantation	63	\$ 145 96	
Gorham	368	2,010 98	\$4,132 99
Gouldsboro	567	1,313 63	1,100 28
Grafton	22	50 97	193 71
Grand Falls Plantation	23	53 29	
Grand Isle	490	1,135 23	449 09
Gray	450	1,042 56	1,749 06
Greenbush	228	551 39	228 68
Greene	247	572 25	908 92
Greenfield	73	169 13	125 78
Greenville Plantation	16	37 07	
Greenville	260	602 37	873 12
Greenwood	222	514 33	392 24
Guilford	380	880 38	1,102 82
Hallowell	819	1,897 46	4,560 13
Hamlin Plantation	225	521 28	201 30
Hammond Plantation	45	104 25	
Hampden	741	1,716 75	1,875 59
Hancock	419	970 74	1,014 20
Hanover	61	141 33	228 44
Harmony	217	502 75	577 37
Harpswell	588	1,362 27	1,695 80
Harrington	395	915 13	759 80
Harrison	315	729 79	1,208 18
Hartford	185	428 61	814 18
Hartland	277	641 76	1,186 10
Haynesville	118	273 38	189 64
Hebron	142	328 94	536 30
Heron	438	1,014 75	949 00
Hersey	75	173 76	175 82
Highland Plantation	28	64 87	
Hiram	342	792 34	980 39
Hodgdon	436	1,010 12	717 85
Holden	173	400 81	434 36
Hollis	360	834 05	1,148 99
Hope	179	414 70	622 70
Houlton	1,305	3,023 42	4,653 21
Howland	114	264 12	129 84
Hudson	161	373 01	312 47
Hurricane Isle	84	194 61	92 79
Industry	175	405 44	324 02
Island Falls	100	231 68	306 82
Isle-au-Haut	64	148 28	171 36
Islesborough	347	803 93	736 04
Jackmantown Plantation	70	162 18	
Jackson	146	338 25	492 68
Jay	453	1,049 51	1,808 06
Jefferson	402	951 35	1,410 51
Jonesborough	217	502 75	388 32
Jonesport	793	1,837 22	945 72
Kenduskeag	140	324 35	462 51
Kennebunk	800	1,853 44	4,904 87
Kennebunkport	611	1,415 57	3,438 70
Kingfield	176	407 76	752 45
Kingman	277	641 76	348 45
Kingsbury Plantation	79	183 02	
Kittery	753	1,744 55	1,533 05
Knox	199	461 04	625 33
Kossuth	27	62 56	110 14

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.	State Tax.
Lagrange.....	247	\$572 25	\$565 04
Lakeville Plantation.....	47	108 89	
Lambert Lake Plantation.....	51	118 16	
Lamoine.....	236	546 75	658 48
Lebanon.....	394	912 82	1,168 06
Lee.....	325	752 96	386 28
Leeds.....	338	783 07	913 09
Letter "E" Plantation.....	8	18 53	
Levant.....	286	662 60	770 22
Lewiston.....	8,258	19,132 10	33,447 36
Lexington Plantation.....	61	141 33	172 72
Liberty.....	246	569 93	746 64
Limerick.....	252	583 83	1,202 79
Limestone.....	350	810 88	414 12
Limington.....	316	732 11	1,015 08
Lincoln.....	551	1,276 56	1,204 58
Lincoln Plantation.....	21	48 66	
Lincolnhville.....	432	1,000 85	1,076 78
Linneus.....	416	963 79	590 60
Lisbon.....	1,131	2,620 30	4,508 59
Litchfield.....	302	639 67	1,658 16
Littleton.....	342	792 34	743 85
Livermore.....	301	697 36	1,265 80
Long Island Plantation.....	58	134 37	69 92
Lovell.....	251	581 52	1,078 85
Lowell.....	140	324 35	196 33
Lubec.....	769	1,781 62	911 20
Ludlow.....	140	324 35	315 25
Lyman.....	263	609 32	956 66
Machias.....	798	1,848 80	2,200 77
Machiasport.....	491	1,137 55	568 16
Macwahoc Plantation.....	86	199 24	100 18
Madawaska.....	682	1,580 05	462 53
Madison.....	646	1,496 65	2,799 02
Madrid.....	143	331 30	192 46
Magalloway.....	16	37 07	
Manchester.....	163	377 64	721 42
Mapleton.....	325	752 96	382 34
Marlville.....	88	203 87	207 61
Marion.....	44	101 94	81 77
Marshfield.....	127	294 24	171 63
Mars Hill.....	342	792 34	473 16
Masardis.....	85	196 92	157 82
Mason.....	31	71 82	80 29
Matinicus Isle Plantation.....	62	143 64	64 82
Mattamiscotis.....	13	30 12	41 05
Mattawamkeag.....	239	553 71	385 76
Maxfield.....	51	118 16	93 07
Meddybemps.....	51	118 16	78 98
Medford.....	130	301 18	181 57
Medway.....	188	435 55	393 83
Mercer.....	161	373 00	445 31
Merrill Plantation.....	75	173 76	173 65
Mexico.....	135	312 77	290 02
Milbridge.....	642	1,487 38	1,075 56
Milford.....	243	562 98	592 53
Milo.....	333	771 49	878 92
Milton Plantation.....	80	185 34	154 89
Minot.....	438	1,014 75	2,072 69
Monhegan Plantation.....	36	83 40	32 03
Monmouth.....	309	715 89	1,903 94
Monroe.....	296	685 77	1,026 42
Monson.....	420	973 06	592 97

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.	State Tax.
Monticello.....	439	\$1,017 07	\$ 722 16
Montville.....	296	685 77	1,014 21
Moose River Plantation.....	78	180 71	
Moro Plantation.....	93	215 46	161 17
Morrill.....	138	319 72	381 54
Moscow.....	161	373 00	258 96
Mt. Chase.....	110	254 85	125 35
Mount Desert.....	476	1,102 80	1,571 05
Mt. Vernon.....	190	440 19	985 70
Naples.....	249	576 88	739 46
Nashville Plantation.....	20	46 34	
Newburg.....	250	579 20	793 28
New Canada Plantation.....	127	294 24	
Newcastle.....	336	778 44	2,130 90
Newfield.....	212	491 16	638 74
New Gloucester.....	346	861 62	2,513 78
New Limerick.....	261	604 68	472 78
Newport.....	364	843 32	1,115 51
New Portland.....	294	681 14	1,072 99
Newry.....	97	224 73	276 09
New Sharon.....	287	664 92	1,250 55
New Sweden Plantation.....	275	637 12	297 62
New Vineyard.....	221	512 02	548 22
Nobleborough.....	302	639 67	663 64
Norridgewock.....	438	1,014 75	1,606 08
North Berwick.....	547	1,267 29	2,005 52
Northfield.....	41	94 99	154 04
North Haven.....	186	430 92	416 74
Northport.....	208	481 89	651 56
North Yarmouth.....	203	470 32	1,092 44
Norway.....	931	2,156 94	3,257 26
No. 1, R 2, W. K. R. Plantation.....	53	122 79	
No. 7 Plantation.....	20	46 34	
No. 14 Plantation.....	34	78 77	
No. 18 Plantation.....	9	20 85	
No. 21 Plantation (Washington County).....	35	81 08	
No. 21 Plantation (Hancock County).....	26	60 24	
No. 33 Plantation.....	58	134 37	
Oakfield Plantation.....	304	704 31	290 81
Oakland.....	607	1,406 30	3,067 15
Old Orchard.....	146	338 25	1,487 26
Old Town.....	1,303	3,018 79	3,105 45
Orient.....	53	122 79	141 32
Orland.....	431	998 54	959 40
Orneville.....	176	407 76	234 26
Orono.....	837	1,939 16	2,023 40
Orrington.....	371	859 54	1,107 46
Otis.....	80	185 34	121 07
Otisfield.....	252	583 83	701 28
Oxbow Plantation.....	32	74 13	
Oxford.....	409	947 57	1,261 04
Palermo.....	274	634 81	577 08
Palmyra.....	310	718 21	910 78
Paris.....	917	2,124 51	3,494 03
Parkman.....	265	613 95	580 07
Parsonsfield.....	389	901 23	1,541 64
Passadumkeag.....	115	266 43	126 04
Patten.....	352	815 51	815 79
Pembroke.....	560	1,297 41	875 80
Pemboscot.....	409	947 57	736 76
Perham Plantation.....	189	437 87	311 90

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.	State Tax.
Perkins.....	26	\$60 24	\$125 27
Perkins Plantation.....	26	60 24	
Perry.....	364	843 32	793 18
Peru.....	256	579 20	572 03
Phillips.....	499	1,156 08	1,455 44
Phippsburg.....	446	1,033 29	1,220 15
Pittsfield.....	756	1,751 50	2,426 62
Pittston.....	392	908 18	1,255 06
Plymouth.....	217	502 75	540 79
Poland.....	714	1,654 20	3,123 24
Portage Lake Plantation.....	58	134 37	
Porter.....	318	736 74	780 57
Portland.....	10,829	25,088 60	104,481 06
Pownal.....	208	481 89	842 40
Prentiss.....	140	324 35	242 22
Presque Isle.....	1,167	2,703 71	2,739 88
Princeton.....	398	922 08	528 29
Prospect.....	265	613 95	480 67
Randolph.....	295	683 45	889 99
Rangeley.....	252	583 83	451 35
Rangeley Plantation.....	21	48 65	
Raymond.....	298	690 40	614 13
Readfield.....	257	595 42	1,366 37
Reed Plantation.....	91	210 82	
Richmond.....	745	1,726 02	4,568 49
Ripley.....	158	366 05	346 99
Robbinston.....	315	729 79	335 84
Rockland.....	2,189	5,071 46	12,045 19
Rockport.....	722	1,672 73	
Rome.....	150	347 52	282 32
Roque Bluffs.....	60	139 01	
Roxbury.....	62	143 64	79 92
Rumford.....	306	708 94	998 46
Saco.....	1,772	4,105 37	11,389 42
St. Albans.....	347	803 93	1,212 94
St. Francis Plantation.....	189	437 87	107 13
St. George.....	878	2,034 15	1,239 61
St. John Plantation.....	127	294 24	
Salem.....	68	157 54	166 44
Sanford.....	1,630	3,776 38	3,236 58
Sangerville.....	353	817 82	1,225 54
Scarborough.....	522	1,209 37	2,262 18
Searsmont.....	337	780 76	1,016 24
Searsport.....	489	1,132 91	2,517 50
Sebago.....	237	549 08	477 91
Sebec.....	224	518 97	497 17
Seboeis.....	37	85 72	
Sedgwick.....	363	841 00	553 49
Shapleigh.....	292	676 50	706 70
Sherman.....	332	769 17	461 84
Shirley.....	100	231 68	209 46
Sidney.....	325	752 96	1,631 00
Silver Ridge Plantation.....	64	148 26	119 46
Skowhegan.....	1,467	3,398 75	11,077 93
Smithfield.....	127	234 24	358 95
Smyrna.....	118	273 38	257 55
Solon.....	293	678 82	1,067 13
Somerville.....	169	391 54	262 20
South Berwick.....	1,040	2,409 47	3,110 49
Southport.....	151	349 84	824 21
South Thomaston.....	534	1,237 17	906 42
Springfield.....	238	551 39	385 49

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.	State Tax.
Stacyville Plantation.....	79	\$ 183 03	
Standish.....	468	1,084 26	\$1,778 92
Starks.....	240	556 03	800 23
Stetson.....	165	382 27	674 55
Steuben.....	308	713 57	505 86
Stockton Springs.....	342	792 34	878 55
Stoneham.....	122	282 65	183 82
Stow.....	107	247 90	332 80
Strong.....	134	449 46	687 69
Sullivan.....	421	975 38	1,725 21
Summit Plantation.....	23	53 28	
Sumner.....	246	569 93	761 49
Surry.....	329	762 23	587 04
Swan's Island Plantation.....	227	525 92	282 87
Swanville.....	224	518 97	409 77
Sweden.....	103	238 63	374 14
Talmadge.....	46	106 57	195 23
Temple.....	128	296 55	403 17
The Forks Plantation.....	44	101 94	
Thomaston.....	958	2,219 49	5,102 31
Thorndike.....	192	444 82	729 85
Topsfield.....	130	301 18	225 16
Topsham.....	395	915 13	2,162 32
Tremont.....	715	1,656 50	1,754 76
Trenton.....	152	352 15	398 22
Trescott.....	202	467 99	158 29
Troy.....	267	618 59	747 61
Turner.....	521	1,207 06	2,107 86
Union.....	386	894 28	1,709 23
Unity.....	286	662 60	1,144 83
Unity Plantation.....	24	55 60	50 51
Upton.....	88	203 87	169 60
Van Buren.....	562	1,302 04	577 49
Vanceboro.....	296	685 77	597 74
Vassalborough.....	659	1,526 77	2,652 15
Veazie.....	175	405 44	474 01
Verona.....	112	259 48	191 34
Vienna.....	162	375 32	448 92
Vinalhaven.....	884	2,048 05	1,397 02
Wade Plantation.....	79	183 03	
Waite.....	73	169 13	115 05
Waldo.....	207	479 58	481 11
Waldoboro.....	994	2,302 90	3,299 91
Wales.....	140	324 35	569 65
Wallagrass Plantation.....	324	750 65	137 61
Waltham.....	77	178 40	217 33
Warren.....	643	1,489 70	2,407 01
Washburn.....	424	982 33	594 89
Washington.....	387	896 60	895 53
Waterborough.....	395	915 13	1,024 02
Waterford.....	270	625 54	861 32
Waterville.....	2,369	5,488 49	15,041 41
Wayne.....	206	477 26	781 21
Webster.....	265	613 95	1,191 82
Webster Plantation.....	59	136 69	
Weld.....	281	651 01	601 54
Wellington.....	180	417 02	302 52
Wells.....	629	1,457 27	1,698 05
Wesley.....	70	162 13	145 62
West Bath.....	90	208 51	528 07

School Fund and Mill Tax—CONTINUED.

Towns.	Scholars.	School Fund and Mill Tax.	State Tax.
Westbrook.....	2,395	\$5,548 72	\$8,967 39
Westfield Plantation.....	70	162 12	
West Forks Plantation.....	58	134 37	
West Gardiner.....	235	544 44	848 27
Weston.....	174	403 13	143 66
Westport.....	154	356 79	280 15
Whitefield.....	373	864 17	1,229 40
Whiting.....	162	375 32	246 86
Whitneyville.....	132	305 80	191 91
Williamsburg.....	56	129 74	82 84
Willimantic.....	136	315 08	305 46
Wilton.....	462	1,070 36	1,900 80
Windham.....	603	1,397 03	2,888 48
Windsor.....	258	597 73	775 82
Winn.....	367	850 26	532 44
Winslow.....	604	1,399 35	1,853 97
Winterport.....	613	1,420 20	1,701 78
Winterville Plantation.....	56	129 74	
Winthrop.....	516	1,195 47	3,700 22
Wiscasset.....	540	1,251 07	1,762 75
Woodland.....	370	857 22	471 42
Woodstock.....	260	602 37	583 84
Woodville Plantation.....	90	208 51	153 63
Woolwich.....	292	676 50	1,427 35
Yarmouth.....	539	1,248 75	3,459 78
York.....	705	1,633 34	3,386 32
<i>Wild Lands.</i>			
Aroostook County.....	-	-	14,542 35
Franklin ".....	-	-	2,941 01
Hancock ".....	-	-	1,939 97
Oxford ".....	-	-	2,406 76
Penobscot ".....	-	-	4,618 76
Piscataquis ".....	-	-	13,373 88
Somerset ".....	-	-	9,714 96
Washington ".....	-	-	3,115 09
<i>Timber and Grass on Reserved Lands.</i>			
Aroostook County.....	-	-	318 58
Franklin ".....	-	-	67 91
Hancock ".....	-	-	41 58
Oxford ".....	-	-	51 68
Penobscot ".....	-	-	87 80
Piscataquis ".....	-	-	299 13
Somerset ".....	-	-	209 98
Washington ".....	-	-	66 22

RECAPITULATION BY COUNTIES.

Counties.	Scholars.	School Fund and Mill Tax.	State Tax.
Androscoggin.....	16,396	\$37,986 20	\$69,589 74
Aroostook.....	20,428	47,327 52	42,511 45
Cumberland.....	27,981	64,826 29	179,107 30
Franklin.....	5,161	11,956 99	20,614 93
Hancock.....	12,743	29,522 94	44,420 40
Kennebec.....	15,978	37,017 78	85,153 46
Knox.....	9,615	22,276 00	36,270 98
Lincoln.....	6,789	15,728 73	21,147 92
Oxford.....	9,270	21,476 70	31,863 77
Penobscot.....	21,994	50,955 63	78,592 99
Piscataquis.....	4,911	11,377 80	25,971 19
Sagadahoc.....	5,850	13,553 26	31,289 79
Somerset.....	9,943	23,035 90	48,350 80
Waldo.....	8,413	19,491 20	28,292 37
Washington.....	16,510	38,250 32	32,470 82
York.....	18,612	43,120 22	76,093 99
	210,594	\$487,903 48	\$851,741 90

Free High School Statistics.

Bowdoin	100 00	50 00	50 00	10	32	27	21	14	11	8	2	-	-	7	20	5	7
Bowdoinham	585 00	500 00	250 00	36	59	42	14	13	13	9	9	-	-	19	12	9	7
Bradley	204 00	173 00	102 00	12	35	27	14	35	35	15	9	-	-	-	9	8	7
Bradford	No. 10	180 00	90 00	10	43	37	36	43	40	21	15	-	-	10	21	14	13
Brewer	1,288 00	1,400 00	250 00	36	83	59	35	6	-	-	-	-	-	37	16	9	4
Bridgton	1,346 00	1,100 00	250 00	36	56	45	13	22	18	-	10	-	-	29	31	24	3
Bristol	345 00	175 00	172 50	20	97	85	97	90	90	82	40	-	-	12	4	30	20
Brooklin	400 00	700 00	200 00	24	90	36	24	36	24	30	20	-	-	2	16	18	19
Brooks	Nos. 1, 2	333 00	175 00	20	95	75	89	90	60	75	10	-	-	3	2	5	5
Brownville	175 00	80 00	87 50	10	30	24	30	14	16	9	4	-	-	7	3	14	2
Brunswick	2,796 00	500 00	250 00	36	111	98	14	7	32	-	-	-	-	24	50	68	30
Buckfield	360 00	175 00	175 00	10	95	82	64	92	59	65	18	-	-	5	5	10	3
Bucksport	No. 1	803 00	2,500 00	39	45	45	8	11	5	-	-	-	-	26	39	28	16
Burnham	No. 7	100 00	50 00	10	26	21	20	23	18	-	-	-	-	5	5	10	5
Buxton	945 00	800 00	250 00	36	37	33	20	10	10	11	15	-	-	5	17	16	11
Calais	1,750 00	1,500 00	250 00	36	110	90	-	-	-	-	-	-	-	90	40	50	-
Camden	Megunticook	1,073 00	700 00	250 00	34	74	50	-	19	16	-	-	-	27	59	35	-
Canaan	No. 8	50 00	25 00	10	19	16	11	19	19	12	-	-	-	-	3	-	9
Canton	400 00	200 00	200 00	20	50	46	50	44	35	42	10	-	-	-	-	8	-
Cape Elizabeth	1,400 00	1,500 00	250 00	33	94	91	11	11	14	-	33	-	-	11	64	62	35
Caribou	1,240 00	1,000 00	250 00	34	117	78	95	80	75	40	30	-	-	25	40	50	25
Casco	No. 6	120 00	60 00	10	30	26	25	25	23	17	6	-	-	1	6	11	7
Castine	479 00	325 00	239 37	33	35	29	8	13	10	10	16	-	-	30	8	24	-
Castle Hill	156 00	80 00	78 10	17	48	20	23	15	17	17	3	-	-	-	3	16	3
Cherryfield	1,124 00	300 00	250 00	36	94	86	51	29	35	51	-	-	-	20	20	11	4
Chester	203 00	100 00	95 80	18	42	27	29	27	17	22	11	-	-	2	3	5	12
Chesterville	225 00	225 00	112 50	36	37	31	37	37	24	24	10	-	-	-	7	4	1
China	No. 4	436 00	228 00	20	36	30	18	14	7	11	6	-	-	6	13	16	4
China	No. 13, 14, 17	324 00	75 00	20	31	17	31	27	29	10	-	-	-	-	10	5	9
Clinton	158 00	300 00	79 00	15	65	57	58	64	41	34	13	-	-	-	9	6	2
Columbia Falls	192 00	100 00	94 20	12	39	32	39	30	29	17	-	-	-	-	27	12	1
Corinth	No. 13	105 00	53 00	10	32	26	31	31	31	12	2	-	-	-	10	9	1
Cornish	845 00	500 00	250 00	33	50	40	-	15	7	8	15	-	-	14	25	-	5
Cumberland	1,299 00	1,248 00	250 00	33	74	53	51	37	28	24	15	-	-	9	48	33	20
Danforth	396 60	400 00	195 50	12	78	69	-	32	34	34	24	-	-	-	18	26	-
Deer Isle	758 00	500 00	250 00	41	101	90	-	72	74	74	27	-	-	5	7	34	-
Deering	1,813 00	2,000 00	250 00	33	98	38	-	2	-	-	-	-	-	77	88	71	12
Dennysville	442 00	235 00	220 75	32	31	18	25	18	18	12	12	-	-	2	5	7	11
Dexter	1,272 00	850 00	250 00	33	72	55	55	25	23	-	13	-	-	7	47	35	27
Dixfield	No. 1	230 00	115 00	10	98	86	44	77	36	42	-	-	-	7	10	10	4
Dixmont	No. 2	100 00	98 50	10	25	23	23	21	16	11	-	-	-	-	13	13	8
Dover	500 00	250 00	250 00	39	29	33	29	82	60	63	42	-	-	4	23	32	5
East Livermore	505 00	250 00	250 00	40	68	52	57	56	50	28	12	-	-	7	6	20	15
East Machias	No. 1	350 00	150 00	37	40	36	27	20	17	12	24	-	-	23	25	30	16
Easton	310 00	150 00	150 00	23	44	27	12	25	7	13	-	-	-	-	-	5	5
Eastport	750 00	500 00	250 00	38	115	81	59	71	33	82	36	-	-	10	22	34	17

APPENDIX.

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1892—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 Arithmetical.	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.
Eddington	No. 5	\$170 00	\$73 00	\$72 78	10	36	31	29	35	23	22	-	-	-	3	65	13	5
Eden		553 00	500 00	250 00	34	116	28	16	100	90	75	35	40	-	25	66	50	10
Edgecomb		200 00	250 00	100 00	20	55	44	43	46	29	45	10	-	-	11	13	10	3
Edmunds		350 00	200 00	175 00	20	39	20	24	24	24	24	12	-	-	6	47	23	3
Ellsworth		1,500 00	1,900 00	250 00	36	90	70	-	23	-	-	-	30	29	62	47	10	3
Etna	No. 6	120 00	60 00	49 20	10	39	30	38	31	14	4	-	-	-	2	20	2	2
Exeter		338 00	175 00	168 75	27	84	26	20	30	17	15	3	-	-	11	13	7	2
Fairfield		762 00	500 00	250 00	36	76	44	31	23	12	19	27	9	38	11	13	16	2
Farmingdale		370 00	200 00	184 96	36	25	20	17	1	4	9	9	11	3	18	24	7	2
Farmington	No. 4	1,152 00	500 00	250 00	32	41	33	36	14	-	-	-	3	31	27	31	10	2
Fayette		295 00	150 00	147 50	38	85	26	27	36	24	8	-	1	-	5	5	6	2
Freedom	No. 1	75 00	35 00	35 00	10	21	17	13	14	10	13	-	-	-	1	1	1	1
Forest City		321 00	300 00	160 35	29	47	29	15	34	34	26	26	8	8	8	8	1	24
Fort Fairfield		862 00	750 00	250 00	36	106	73	24	46	40	16	16	-	-	47	57	8	6
Foxcroft		678 00	500 00	250 00	33	61	46	61	19	20	20	14	3	48	34	12	6	2
Franklin		180 00	100 00	90 12	10	37	29	37	29	26	22	9	-	5	16	16	7	3
Freeport		1,455 00	1,400 00	250 00	36	79	70	70	20	28	9	66	17	39	51	10	3	20
Frenchville		300 00	150 00	150 00	24	43	32	8	43	43	20	-	43	-	-	-	8	4
Friendship		138 00	188 00	68 75	10	31	24	28	29	26	16	15	-	79	7	1	4	1
Gardiner		3,150 00	3,000 00	250 00	36	149	134	149	31	-	-	-	1	49	114	149	31	10
Garland		250 00	125 00	125 00	20	50	45	47	47	17	10	-	-	8	6	6	4	1
Gorham		1,240 00	1,000 00	250 00	43	154	128	105	107	76	69	27	13	25	49	49	7	4
Gray		500 00	250 00	205 00	36	85	75	75	31	23	23	20	9	38	41	14	2	4
Greenville		450 00	250 00	225 00	30	41	29	28	15	33	35	9	10	22	13	5	3	4
Gulford		310 00	350 00	152 00	10	147	125	48	104	64	57	3	-	30	25	-	3	3
Hallowell		1,825 00	2,220 00	250 00	36	97	70	-	-	14	33	-	55	14	45	46	14	4
Hancock	Union, 2, 3, 4, 5	173 00	93 00	26 25	10	47	44	47	47	45	46	22	-	25	19	25	19	4
Harmony		120 00	130 00	58 00	10	48	42	54	36	35	20	9	-	27	27	22	2	2

COMMON SCHOOLS.

Harrington.....		371 00	200 00	185 50	15	54	42	54	42	30	15	20	8	-	15	21	-	8
HarpSwell.....	No. 19.....	85 00	45 00	42 50	10	39	33	-	30	10	29	3	-	-	-	-	-	-
Hartford.....		113 00	35 00	56 25	10	25	21	23	25	18	9	20	2	-	-	4	4	5
Hebron.....	No. 5.....	500 00	250 00	250 00	32	32	25	22	12	13	6	6	9	4	6	11	3	3
Herdon.....	No. 5.....	115 00	50 00	50 00	10	36	27	31	36	31	18	4	-	-	-	10	20	26
Hodgdon.....		92 00	125 00	46 00	8	52	38	44	49	32	16	15	-	-	22	9	26	3
Houlton.....		1,250 00	1,000 00	250 00	38	64	55	23	19	-	-	-	26	3	39	49	17	10
Jackson.....	No. 1.....	120 00	60 00	60 00	10	64	19	18	20	16	10	12	-	-	-	6	4	4
Jackson.....	No. 4.....	100 00	100 00	50 00	10	20	18	15	20	16	7	12	-	-	-	4	4	2
Jackson.....	No. 9.....	100 00	50 00	50 00	10	20	16	12	15	6	10	12	-	-	24	3	2	2
Jay.....		248 00	200 00	124 00	24	123	109	113	98	79	62	45	13	-	24	36	35	6
Jonesboro.....		180 00	90 00	90 00	12	45	42	38	45	25	38	7	-	-	9	6	6	-
Kenduskeag.....		155 00	100 00	69 37	10	50	44	50	50	24	24	17	-	-	-	14	19	5
Kennebunk.....	No. 5.....	1,115 00	1,000 00	183 00	36	48	42	48	8	-	15	-	40	-	15	25	5	-
Kennebunk.....	No. 9.....	373 00	200 00	67 00	35	39	28	32	31	24	17	19	-	4	5	-	4	4
Kennebunkport..		696 00	500 00	250 00	36	43	33	38	33	30	-	4	32	-	-	2	3	3
Kingfield.....		225 00	100 00	112 50	18	49	44	30	34	20	32	20	-	8	16	-	4	4
Kittery.....		720 00	500 00	250 00	36	59	45	46	43	38	-	15	7	-	20	24	12	4
Lamoine.....		203 00	125 00	101 50	13	26	22	8	21	25	20	6	-	-	12	12	3	3
Lebanon.....		750 00	500 00	250 00	54	140	28	20	22	12	9	11	-	-	3	15	5	5
Lewiston.....		50 00	50 00	250 00	37	209	177	209	21	65	20	-	119	22	22	56	46	10
Liberty.....		488 00	230 00	230 00	20	52	42	45	51	32	18	4	-	-	3	16	15	4
Limerick.....		500 00	500 00	250 00	33	50	43	-	26	19	-	26	21	-	16	14	4	4
Limestone.....		292 00	146 00	146 00	26	98	71	52	50	23	38	12	-	-	8	8	6	6
Lincolnville.....		235 00	125 00	117 50	20	75	58	71	70	61	65	11	2	-	2	16	3	3
Lisbon.....		1,306 00	250 00	250 00	64	80	62	72	24	25	16	-	16	-	39	65	4	4
Litchfield.....		293 00	147 00	146 50	30	72	25	7	19	15	15	5	-	2	6	6	3	3
Lubec.....		782 00	200 00	200 00	35	90	52	29	72	65	26	32	25	-	9	39	5	5
Livermore.....		257 00	150 00	125 15	18	66	30	66	23	26	8	9	3	-	6	16	12	6
Machias.....		1,240 00	500 00	250 00	34	48	41	-	25	-	8	-	40	5	24	30	7	6
Madison.....		499 00	250 00	238 37	32	113	48	104	97	82	47	39	11	-	19	19	6	6
Machiasport.....		243 00	130 00	121 27	12	57	45	45	57	45	32	12	6	-	31	15	22	12
Madawaska.....		384 00	200 00	192 00	29	89	62	32	89	32	89	32	-	60	-	32	12	12
Manchester.....		120 00	100 00	60 00	12	37	28	31	37	15	37	10	-	-	6	7	2	2
Mapleton.....		126 00	75 00	63 00	10	33	24	30	30	12	24	14	-	-	13	3	7	6
Mercer.....	No. 8.....	80 00	40 00	40 00	10	11	9	8	11	10	3	2	-	-	1	1	1	1
Milbridge.....		723 00	600 00	250 00	32	61	48	44	45	44	21	24	8	-	8	7	14	4
Milo.....		235 00	100 00	100 00	10	90	72	75	90	70	82	36	-	-	-	60	10	8
Minot.....		1,077 00	800 00	250 00	36	38	21	27	15	2	-	-	17	-	24	14	8	6
Monmouth.....		620 00	300 00	250 00	30	40	37	14	25	15	12	12	8	17	14	25	10	6
Monson.....		500 00	250 00	250 00	30	45	43	-	14	14	14	-	25	32	44	16	-	6
Mt. Desert.....		361 00	200 00	180 37	27	67	25	27	15	27	-	13	5	-	67	32	13	3
Newburg.....	No. 3.....	210 00	100 00	95 00	20	38	30	30	23	29	25	12	3	4	3	4	4	4
Newburg.....	No. 1.....	150 00	75 00	75 00	10	25	22	22	15	16	13	8	-	-	-	7	6	1
Newcastle.....		403 00	200 00	199 20	42	116	31	24	30	20	17	9	-	-	1	4	8	3
Newfield.....		265 00	150 00	132 50	20	47	19	47	37	35	33	8	-	-	-	21	6	6

RETURNS FOR THE YEAR ENDING JUNE 1st, 1892—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.
Newport.....		\$500 00	\$250 00	\$250 00	30	136	120	103	115	72	62	14				20	4	6
New Limerick.....		104 00	100 00	50 00	10	25	17	17	24	4	21	3						
New Portland.....		496 00	250 00	242 00	32	70	63	46	60	37	14	9				39	11	12
New Vineyard.....		240 00	125 00	119 00	20	37	25	30	30	29	10	30				4	4	4
Nobleboro.....		132 00	132 00	62 75	10	36	24	26	30	20	20	6				10		2
Norridgewock.....		553 00	500 00	250 00	21	77	61	57	69	43	32	6			16	24	7	7
North Berwick.....		949 00	800 00	250 00	33	45	40	45	30	25	—	14			11	36	11	16
North Haven.....		125 00	60 00	62 50	10	30	25	30	30	30	32	30				6	7	8
Northport.....	No. 8	100 00	100 00	50 00	10	39	33	35	35	26	35	26				6	6	5
Norway.....	No. 7	950 00	425 00	250 00	30	75	73	—	30	32	—	40			52	37	22	15
Orono.....		1,360 00	500 00	250 00	36	70	65	54	48	47	—	28			20	24	19	3
Oakland.....		1,134 00	850 00	250 00	25	54	50	54	14	14	—	14			6	4	4	—
Old Town.....		1,482 00	1,400 00	250 00	36	81	51	44	21	21	10	18			32	53	—	—
Old Orchard.....		478 00	450 00	238 75	36	22	22	9	9	9	9	6			6	6	8	—
Oxford.....		500 00	250 00	250 00	24	74	33	20	55	36	35	17			5	12	6	6
Palermo.....	No. 3	180 00	90 00	90 00	10	30	28	21	23	14	17	4			2	6	2	—
Palermo.....	No. 17	160 00	80 00	80 00	7	37	25	25	35	25	16	10			5	6	1	15
Paris.....	No. 2	500 00	500 00	250 00	14	54	47	54	19	17	5	10			24	36	—	5
Parkman.....	No. 13	40 00	40 00	20 00	10	15	11	—	7	7	7	4			—	—	—	—
Parsonsfield.....		794 00	566 00	250 00	41	39	29	4	34	37	11	17			10	22	8	6
Patten.....		550 00	500 00	250 00	34	59	36	50	49	39	22	6			33	35	—	11
Pembroke.....		799 00	250 00	250 00	25	115	81	41	41	39	49	23			—	37	—	5
Perkins.....		120 00	120 00	60 00	15	12	11	9	10	10	10	9			—	1	—	—
Peru.....	No. 5	100 00	63 00	50 00	10	21	17	17	17	12	12	12			—	—	—	—
Phillips.....	No. 3	782 00	250 00	250 00	30	36	27	31	31	31	—	13			—	26	—	14
Pittston.....		431 00	225 00	213 62	33	136	111	86	101	41	51	6			—	20	—	4
Poland.....		675 00	450 00	250 00	36	53	44	49	34	31	16	15			14	24	—	2
Portland.....		10,196 00	14,000 00	250 00	32	464	431	464	81	81	—	—			362	362	29	2
Presque Isle.....		1,250 00	1,000 00	250 00	37	138	67	54	69	63	65	31			32	32	13	12

Princeton.....	485 00	250 00	242 50	32	52	43	-	38	37	20	12	3	-	-	-	-	20	6	3
Randolph.....	376 00	175 00	184 18	12	61	58	-	33	61	61	30	-	-	-	-	-	19	1	-
Readfield.....	393 00	200 00	196 50	33	67	26	-	-	16	22	-	-	-	-	-	-	4	4	-
Richmond.....	1,290 00	1,000 00	250 00	36	46	34	-	37	9	12	11	9	5	1	11	16	10	4	-
Rockland.....	2,550 00	1,500 00	250 00	33	156	136	-	-	7	7	-	-	-	-	-	-	4	15	2
Rockport.....	1,024 00	500 00	250 00	32	70	64	-	-	12	23	15	5	8	10	92	16	14	2	-
Ripley.....	120 00	100 00	60 00	10	48	40	-	-	37	37	23	4	4	-	-	17	16	3	-
Saco.....	4,100 00	3,850 00	250 00	37	143	137	-	-	39	41	26	45	26	48	17	85	25	12	2
Sangerville.....	500 00	300 00	250 00	30	48	24	-	-	17	20	14	18	14	12	12	14	3	4	-
Sanford.....	850 00	600 00	250 00	45	73	46	-	-	73	39	73	4	4	4	13	13	3	3	-
Scarboro.....	598 00	500 00	250 00	26	56	39	-	-	37	34	14	20	20	15	17	17	25	2	-
Searsport.....	592 00	500 00	250 00	32	43	35	-	-	18	18	16	12	12	27	29	29	3	3	-
Sebec.....	250 00	125 00	121 00	20	62	56	-	-	58	43	17	-	-	-	21	5	4	4	-
Sedgwick.....	389 00	250 00	194 50	28	68	25	-	-	26	29	9	7	-	1	3	8	4	4	-
Shapleigh.....	739 00	150 00	250 00	22	32	28	-	-	32	20	3	-	-	23	6	6	3	3	-
Skowhegan.....	577 00	500 00	250 00	36	95	89	-	-	63	39	23	23	76	81	29	10	12	3	-
Smithfield.....	86 00	49 00	35 00	10	18	11	-	-	17	16	-	-	-	-	10	-	-	-	-
Solon.....	344 00	200 00	169 32	28	102	36	-	-	48	48	15	9	-	6	4	6	6	7	-
South Berwick.....	348 00	174 00	174 00	40	21	18	-	-	10	6	4	8	4	4	4	4	4	4	-
South Thomaston.....	336 00	200 00	166 00	28	19	15	-	-	6	26	15	15	-	-	22	17	2	2	-
Springfield.....	1,862 00	500 00	250 00	22	92	50	-	-	55	47	12	2	-	28	11	12	12	4	-
St. Albans.....	250 00	150 00	125 00	20	38	20	-	-	22	26	-	2	-	25	22	22	2	4	-
Stetson.....	170 00	100 00	85 00	10	52	46	-	-	35	49	14	9	9	6	11	11	3	3	-
Steuben.....	163 00	83 00	81 50	10	35	24	-	-	22	18	2	1	1	6	12	6	6	1	-
Sullivan.....	144 00	200 00	68 62	8	36	27	-	-	36	5	5	16	36	11	12	3	3	5	-
Sumner.....	100 00	100 00	50 00	8	43	35	-	-	15	17	24	10	-	2	2	23	5	5	-
Thomaston.....	1,290 00	1,000 00	250 00	34	84	76	-	-	27	27	-	70	25	50	35	23	10	10	-
Thorndike.....	250 00	150 00	125 00	20	68	31	-	-	61	65	18	-	-	13	3	9	26	4	-
Topsham.....	900 00	500 00	250 00	32	30	22	-	-	13	12	7	28	-	13	52	13	18	4	-
Tremont.....	400 00	200 00	200 00	24	96	77	-	-	96	83	65	-	-	12	26	17	10	10	-
Trenton.....	200 00	100 00	100 00	18	72	59	-	-	55	55	58	23	-	6	18	13	12	6	-
Troy.....	300 00	150 00	150 00	30	108	34	-	-	40	29	14	6	-	6	23	5	18	18	-
Turner.....	240 00	250 00	120 00	16	66	55	-	-	66	37	30	13	-	5	18	18	12	1	-
Union.....	378 00	200 00	188 75	30	90	48	-	-	87	63	47	67	-	-	28	18	18	10	-
Unity.....	400 00	200 00	200 00	30	116	41	-	-	105	112	98	61	-	1	36	12	12	6	-
Vassalboro.....	613 00	500 00	250 00	36	52	34	-	-	45	46	46	14	-	-	28	18	18	1	-
Vassalboro.....	564 00	124 00	250 00	20	82	56	-	-	44	46	12	3	-	-	20	28	14	6	-
Vinalhaven.....	1,167 00	1,000 00	250 00	36	60	56	-	-	20	20	-	35	60	20	28	8	8	2	-
Waldoboro.....	750 00	500 00	250 00	52	180	48	-	-	48	39	17	18	10	10	20	20	17	2	-
Waldo.....	295 00	150 00	147 00	18	73	44	-	-	47	40	28	24	-	-	18	17	14	14	-
Wales.....	70 00	70 00	35 00	10	27	24	-	-	21	27	20	11	-	-	7	6	6	6	-
Warren.....	870 00	750 00	250 00	30	60	47	-	-	10	14	12	10	-	32	24	21	21	16	-
Washburn.....	386 00	200 00	190 37	23	73	63	-	-	63	63	51	40	28	5	31	29	6	4	-
Washington.....	250 00	125 00	125 00	20	95	83	-	-	79	86	51	47	35	-	6	6	6	4	-
Waterville.....	3,250 00	5,000 00	250 00	36	163	151	-	-	163	38	19	10	-	101	73	52	6	4	-
Wayne.....	242 00	200 00	121 00	26	48	35	-	-	48	39	19	10	-	3	12	6	5	5	-

RETURNS FOR THE YEAR ENDING JUNE 1ST, 1892—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.
Webster.....		\$333 00	\$200 00	\$196 25	37	72	37	33	33	15	13	2	-	-	-	-	-	7
Wells.....		500 00	500 00	250 00	40	108	29	34	25	19	15	6	-	-	-	-	-	15
Wellington.....	No. 1.....	55 00	28 00	27 50	10	16	13	15	5	5	5	-	-	-	-	-	-	3
Westbrook.....		2,400 00	2,500 00	250 00	36	129	119	42	42	71	15	-	-	-	-	-	-	33
West Forks.....		103 00	50 00	50 00	10	25	23	22	22	15	6	-	-	-	-	-	-	4
West Gardiner.....		162 00	200 00	81 00	12	30	24	25	26	10	11	-	-	-	-	-	-	9
Whitefield.....		430 00	200 00	210 00	30	135	114	110	118	64	12	-	-	-	-	-	-	25
Wilton.....	No. 9.....	547 00	297 00	250 00	27	39	28	16	13	70	12	-	-	-	-	-	-	9
Windham.....		157 00	500 00	77 37	11	40	36	40	39	40	37	22	-	-	-	-	-	10
Windsor.....		312 00	156 00	156 00	20	26	20	19	12	22	4	-	-	-	-	-	-	22
Winn.....		517 00	250 00	250 00	19	118	95	70	79	61	19	-	-	-	-	-	-	18
Winslow.....		322 00	250 00	161 00	20	76	50	56	64	31	31	14	-	-	-	-	-	22
Winterport.....		475 00	250 00	237 50	34	123	67	54	54	49	20	-	-	-	-	-	-	11
Winthrop.....		400 00	250 00	200 00	15	37	37	25	26	15	10	-	-	-	-	-	-	20
Wiscasset.....	No. 1.....	831 00	500 00	250 00	35	135	117	71	77	77	31	-	-	-	-	-	-	18
Woodstock.....	Village No. 4...	143 00	75 00	68 75	11	64	60	48	58	19	54	30	-	-	-	-	-	10
Yarmouth.....		1,386 00	1,200 00	250 00	36	52	45	35	24	24	24	-	-	-	-	-	-	9
		\$164,342 00	\$117,841 00	\$40,231 46	5,781	15,884	12,474	9,109	8,774	6,736	5,231	2,807	8,538	1,359	4,257	5,710	2,301	1,027

LAWS OF MAINE

RELATING TO PUBLIC SCHOOLS,

As in Effect till March 1, 1894.

[NOTE—Owing to the radical changes made in the school law of the State by the provisions of chapter 216 of the Public Laws of 1893, and to the fact that those changes do not take effect until March 1, 1894, it has been deemed best to postpone publication of a revised pamphlet edition of the law till a later date. But that school officers may not be without a copy of the law as in force till March 1, the following partial revision has been made.]

DUTIES OF TOWNS.

*[SECTION 1. A town at its annual meeting, or at a meeting called for that purpose, may determine the number and limits of the school districts therein, but they shall not be altered, discontinued or annexed to others, except on the written recommendation of the municipal officers and superintending school committee, accompanied by a statement of facts, and on conditions proper to preserve the rights and obligations of the inhabitants; but when in the judgment of the board, consisting of the municipal officers and school committee or supervisor, the number of scholars in any district becomes too few for the profitable expenditure of the money apportioned thereto, said board may suspend the school in said district and cause such money to be expended for the benefits of said scholars, in the adjoining district or districts. Said board shall make a record of its decision in relation to such school in said small district, sign the same and cause it to be recorded by the town clerk; and such decision shall

Towns may determine the number and limits of school districts.

School in a district may be suspended.

*Repealed after Mar. 1, 1894, by Chap. 216, Public Laws of 1893.

remain in force until annulled by vote of the town, or by the action of a subsequent board. Said board may reserve not more than half of the money appropriated to such districts, to be expended, in their discretion, for the conveyance of the scholars to and from school.]

How part of money may be used. * [SEC. 2. Any portion of a town too remote to be annexed to existing districts, and not having population sufficient to form a separate district, may be omitted in districting the town.]

Remote parts may be omitted. * [SEC. 3. A town may abolish the school districts therein, and shall thereupon forthwith take possession of all the school-houses, lands, apparatus, and other property owned and used for school purposes, which districts might lawfully sell and convey. The property so taken shall be appraised under the direction of the town, and at the next annual assessment a tax shall be levied upon the whole town, equal to the whole amount of said appraisal, or such part thereof as the town shall vote, and the remainder of said appraisal, if any, shall be levied by tax upon the whole town at the second and third annual assessments thereafter, or at the second alone, as the town shall vote, and there shall be remitted to the tax payers of each district the said appraised value of its property thus taken, in the same proportion, annually, as the tax therefor shall be levied, or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest. Upon the abolition or discontinuance of any district, its corporate powers and liabilities continue so far as may be necessary for the enforcement of its rights and duties.]

Towns may abolish school districts. so taken shall be appraised under the direction of the town, and at the next annual assessment a tax shall be levied upon the whole town, equal to the whole amount of said appraisal, or such part thereof as the town shall vote, and the remainder of said appraisal, if any, shall be levied by tax upon the whole town at the second and third annual assessments thereafter, or at the second alone, as the town shall vote, and there shall be remitted to the tax payers of each district the said appraised value of its property thus taken, in the same proportion, annually, as the tax therefor shall be levied, or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest. Upon the abolition or discontinuance of any district, its corporate powers and liabilities continue so far as may be necessary for the enforcement of its rights and duties.]

Property to be appraised. value of its property thus taken, in the same proportion, annually, as the tax therefor shall be levied, or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest. Upon the abolition or discontinuance of any district, its corporate powers and liabilities continue so far as may be necessary for the enforcement of its rights and duties.]

Tax therefor to be levied on town. value of its property thus taken, in the same proportion, annually, as the tax therefor shall be levied, or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest. Upon the abolition or discontinuance of any district, its corporate powers and liabilities continue so far as may be necessary for the enforcement of its rights and duties.]

—to be remitted to district for property taken. value of its property thus taken, in the same proportion, annually, as the tax therefor shall be levied, or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest. Upon the abolition or discontinuance of any district, its corporate powers and liabilities continue so far as may be necessary for the enforcement of its rights and duties.]

Certain powers and liabilities of districts continue. value of its property thus taken, in the same proportion, annually, as the tax therefor shall be levied, or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest. Upon the abolition or discontinuance of any district, its corporate powers and liabilities continue so far as may be necessary for the enforcement of its rights and duties.]

Whenever any town shall have abolished its school districts, as provided in section three of chapter eleven of the revised statutes, such action shall be held to abolish all union districts formed by said town in concurrence with other towns as provided in section seventy-one of said chapter, and all districts which may have been specially chartered by act of legislature. In case of the abolition of any such union district, when the school-house belonging thereto is situate within the town abolishing, such town shall take possession of said

*Repealed after March 1, 1894, by Chap. 216 of Public Laws of 1893.

house with all the appurtenances thereunto belonging, as in case of districts wholly within the town, but shall pay to the town or towns in which is situated the other part or parts of such district. for the benefit and use of such other part or parts, a sum equal to such portion of the value of said house and appurtenances as such part or parts shall be in equity entitled to, the same to be determined by agreement of the municipal officers of the towns out of which such union district has been formed, or in case such officers cannot so agree, by a board of referees by them agreed upon. In case the school-house belonging to such union district is not within the town abolishing, said town shall pay to the inhabitants of its part of said district, by abatement upon their taxes, a sum equal to their equitable interest in such school-house and appurtenances, the same to be determined by the municipal officers of said town. Whenever any town shall have abolished its school districts, such districts shall not be re-established within the three years next thereafter.]

*[SEC. 4. A town, at its annual meeting, may choose its school agents ; and vacancies may be filled as in case of other town officers not chosen by ballot.] Towns may choose agents.

*[SEC. 5. A town, at its annual meeting, may empower the school district agents instead of the superintending school committee, to employ the teachers, and when such power is granted to said agents it shall remain in force until otherwise ordered by a vote of the town at its annual meeting] Town may authorize agents to employ teachers.

SEC. 6. Every town shall raise and expend, annually, for the support of schools therein, exclusive of the income of any corporate school fund, or of any grant from the revenue or funds from the state, or of any voluntary donation, devise or bequest, or of any forfeiture accruing to the use of schools, not less than eighty cents for each inhabitant, according to the census by which representatives to the legislature were last apportioned, under penalty of forfeiting not less than twice nor more than four times the amount of its deficiency. Towns to raise for schools 80 cents per inhabitant. —penalty.

*Repealed after March 1, 1894, by Chap. 216, Public Laws of 1893.

School fund and mill tax to be withheld from delinquent towns.

SEC. 7. When the governor and council have reason to believe that a town has neglected to raise and expend the school money required by law, or faithfully to expend the school money received from the state, they shall direct the treasurer of state to withhold further payment to such town from the state school fund and mill tax until such town satisfies them that it has expended the full amount of school money required by law.

Towns shall provide school books, &c.

*SEC. 8. Towns shall provide school books for the use of the pupils in their public schools, at the expense of said town; and all moneys raised and appropriated for that purpose, shall be assessed like other moneys.

Distribution and preservation of.

*SEC. 9. School committees shall make such rules and regulations not repugnant to law, as they deem proper, for the distribution and preservation of school books and appliances furnished at the expense of the town.

School books, damages for injuring or destroying, how recovered of parent, &c.

SEC. 10. When a pupil in the public school loses, destroys, or unnecessarily injures any such school book or appliance, furnished such pupil at the expense of said town, his parent or guardian shall be notified, and if the loss or damage is not made good to the satisfaction of such committee within a reasonable time, they shall report the case to the assessors, who shall include in the next town tax of the delinquent parent or guardian the value of the book or appliance so lost, destroyed or injured, to be assessed and collected as other town taxes.

Cities and towns may instruct in industrial or mechanical drawing, and may support evening schools.

SEC. 11. Any city or town may annually make provision for free instruction in industrial or mechanical drawing, to persons over fifteen years of age, either in day or evening schools, under direction of the superintending school committee. †Cities and towns may raise and appropriate money for the support of evening schools in addition to the sum they raise for the support of common schools. Said evening schools shall admit persons of any age, shall teach only the elementary branches and shall be under the direction and supervision of the local school board.

*As amended, 1889. In effect August 1, 1890. †Act of 1889.

*[SEC. 12. The assessors and superintending school committee, or school supervisors of towns, may annually apportion twenty per cent of all money required to be raised by section six, and twenty per cent of all money received from the state for schools, except money received under section twenty-eight, among the districts in the several towns, in such manner as in their judgment shall give to the smaller districts, as nearly as may be, an equal opportunity for a common school education.]

SEC. 13. The assessors or municipal officers of each town, shall, on or before the first day of each May, make to the state superintendent of common schools, a certificate, under oath, embracing the following items:

I. The amount voted by the town for common schools at preceding annual meeting.

II. The amount of school moneys payable to the town from the state treasury during the year ending with the first day of the preceding April.

III. The amount of money actually expended for common schools during the last school year.

IV. The amount of school moneys unexpended, whether in the town treasury or in the hands of district agents.

V. Answers to such other inquiries as are presented to secure a full and complete statement of school revenues and expenditures.

SEC. 14. The state superintendent shall prepare and furnish to the town officers such blanks as he deems proper to secure the fiscal returns required in the preceding section. He shall return to the treasurer of state on the first day of July, annually, a list of such towns as have made such fiscal returns; and no school moneys shall be paid by the treasurer of state to any town, so long as it neglects to make such returns.

*[SEC. 15. When a school agent fails to return, in April, the number of persons in his district between four and twenty-one years of age, exclusive of those coming from other places to which they belong, to attend a college or academy, or to work in a factory therein, the assessors of the town shall cause an enumeration

- Their duty in apportioning money. thereof to be made. They shall annually apportion to each district, and to any inhabitants not embraced in a district, the money so raised, and all funds derived from any source for the support of public schools in their town, in proportion to the number of scholars aforesaid.]
- Excess, how appropriated. *[SEC. 16. A town raising more money than is required by section six, may, by vote, direct the excess to be apportioned to the several districts, as the assessors and superintending school committee determine.]
- School money how paid by towns. SEC. 17. No money appropriated by law for public schools shall be paid from the treasury of any town, except upon the written order of its municipal officers; and no such order shall be drawn by said officers, except upon presentation of a properly avouched bill of items.
- how avouched. SEC. 18. Every town shall choose by ballot at its annual meeting, a superintending school committee of three, unless already done, to hold office as provided in section eighty-six, and shall fill vacancies arising therein at each subsequent annual meeting or shall, in the same manner, choose a supervisor of schools, who shall perform the duties of said committee; and his election shall terminate the office of all members of such committee. No person is ineligible to the office of supervisor of schools, or of superintending school committee, on account of sex.
- Town to choose superintending school committee or supervisor. *[SEC. 19. The superintending school committee may appoint one of their number, who shall have all the power and perform all the duties specified in items five and twelve of section eighty-seven.]
- Sex no test of eligibility. SEC. 20. A town failing to elect members of superintending school committee* [or supervisor,] as required by law, forfeits not less than thirty nor more than two hundred dollars.
- Committees may appoint one of their number. †SEC. 21. The age of pupils allowed to attend the public schools of this state is hereby fixed between the ages of five and twenty-one years of age. Any person between the age of five and twenty-one years living at any light station not embraced within the limits of any
- Neglect to choose committee or supervisor. *
- Right to attend school defined. †

*Repealed after March 1, 1894, by Chap. 216, Public Laws of 1893.

†As amended by chapters 162 and 199, Public Laws of 1893.

school district, shall be admitted to any public school in this state without paying tuition. Such scholars shall be entitled to all privileges and benefits, and be subject to the same conditions, rules and regulations as scholars residing in the district in which they attend school. Towns may make such by-laws, not repugnant to law, concerning habitual truants, and children between six and seventeen years of age not attending school, without any regular and lawful occupation, and growing up in ignorance, as are most conducive to their welfare and the good order of society; and may annex a suitable penalty, not exceeding twenty dollars, for any breach thereof; but such by-laws must be first approved by a judge of the supreme judicial court.

SEC. 22. Such towns shall, at their annual meeting, appoint one or more persons, who alone shall make complaints for violations of said by-laws, and shall execute the judgments of the magistrate.

SEC. 23. Said magistrate, in place of fine, may order children proved to be growing up in truancy, and without the benefit of the education provided for them by law, to be placed for such periods as he thinks expedient, in the institution of instruction, house of reformation, or other suitable situation provided for the purpose under section twenty-one.

*COMPULSORY EDUCATION.

SEC. 24. Every person having under his control a child between the ages of eight and fifteen years, shall annually cause such child to attend, for at least sixteen weeks, some public school, which time shall be divided, so far as the arrangement of school terms will allow, into two terms each of eight consecutive weeks, and for every neglect of such duty, the person offending shall forfeit a sum not exceeding twenty-five dollars to the treasurer of the city or town for the use of the public schools in such city or town; but if such child has been otherwise furnished for a like period of time with the means of education, equal to that taught in the common schools of the state, or if his physical or mental condition is such as to prevent attendance at school or

*Act of 1887.

- when penalty shall not be incurred. application to study, such penalty shall not be incurred. Children living remote from any public school in the town in which they reside may be allowed to attend the public schools in an adjoining town under such regulations and on such terms as the school committees of said towns agree upon and prescribe, and the school committee of the town in which such children reside shall pay the sum agreed upon out of the appropriations of money raised in said town for school purposes.
- Children may attend school in adjoining town.
- *Sec. 25. Cities and towns shall annually elect one or more persons, to be designated truant officers, who shall inquire into all cases of neglect of the duty prescribed in section one, (Sect. 24,) and ascertain the reasons therefor, and shall promptly report the same to the superintending school committee, and such truant officers, or any one of them, shall, when so directed by the school committee or supervisor in writing, prosecute, in the name of the city or town, any person liable to the penalty provided in said section; and said officers shall have power, and it shall be their duty, when notified by any teacher, that any pupil is irregular in attendance, to arrest and take such pupil to school when found truant; and further, it shall be the duty of such officers to enforce the provisions of sections one hundred fourteen to one hundred sixteen, inclusive, of chapter eleven of the revised statutes. Every city or town neglecting to elect truant officers, and truant officers neglecting to prosecute when directed, as required by law, shall forfeit not less than ten nor more than fifty dollars to the use of the public schools in the city or town neglecting as aforesaid, or to the use of the public schools in the city or town where such truant officer resides. The municipal officers shall fix the compensation of the truant officers elected as prescribed in this section.
- Cities and towns shall elect truant officers.
- duties.
- Penalty for neglect.
- Compensation of truant officers.
- Boys of certain ages refusing to attend school to be sent to Reform school.
- SEC. 26. Every boy between the ages of ten and fifteen years who refuses to attend school as required in section one (Sect. 24) and who may be found wandering about the streets or public places of any city or town during the school hours of the school day, while the school of which he is legally a scholar is in session, on

*As amended by Chap. 206, Public Laws of 1893.

complaint of the truant officers as provided in section three (Sec. 25), shall be committed to the State Re-^{—proviso.}form School; *provided, however*, that it shall be the duty of every truant officer previous to making complaint under this section, to notify the truant or absentee from school, also the person having him under control, of the offence committed and the penalty therefor, and if the truant officer can obtain satisfactory pledges that the child will conform to section one of this act, he shall forbear to prosecute so long as such pledges are faithfully kept.

SEC. 27. Police or municipal courts and trial justices ^{Jurisdiction of officers.} shall have jurisdiction of the offences described in sections twenty-four, twenty-five and twenty-six.

FREE HIGH SCHOOLS.

SEC. 28. Any town which establishes and maintains ^{State aid to free high school.} a free high school as provided by this section and the seven following, for at least ten weeks in any one year, shall, on complying with the conditions hereinafter set forth, receive from the state one-half the amount actu-^{—amount.}ally expended for instruction in said school, not exceed-^{Proviso.}ing two hundred and fifty dollars; *provided*, that no town shall receive such state aid unless its appropriation and expenditure for such school, has been exclusive of the amounts required by law for common school purposes. Such aid shall be paid from the state treasury on and ^{How paid.} after the first day of each December, upon certification by the governor and council as provided by section thirty-five. But whenever a town or district desires to draw its state aid semi-annually, it shall be paid on and after the first days of June and December; *provided*, ^{Proviso.} that the superintending school committee of such town makes, semi-annually, before said days, the report required in section thirty-five.

SEC. 29. Any town may establish and maintain not ^{Free high schools, any town may establish two.} exceeding two free high schools; and in such case shall receive the same state aid as if the expenditures of both schools had been made for one. Two or more adjoining ^{—adjoining towns may maintain school.} towns may unite in establishing and maintaining a free high school, and both shall receive the same state aid as if such school had been maintained by one town. So long as any town declines to avail itself of the foregoing

- school dis- provisions, any school district, or union of districts
tricts may es- therein, may establish and maintain a free high school,
tablish. and receive state aid the same as the town might have
done ; *provided*, that no more than two such free high
schools shall be established in any town, and that the
amount of aid extended to the districts in any town shall
not exceed the sum that the town might have received.
- proviso. Two or more adjoining school districts in different towns
may establish and maintain a union free high school,
and, with the consent of both towns, may receive a pro-
portional part of such aid, to be determined as provided
by section thirty-five, but in no case to exceed the
amount that either town might have received. Towns
shall receive in trust and faithfully expend gifts and
bequests made to aid in the maintenance of free high
schools, and shall receive aid in such cases to the same
extent and on the same conditions as if such schools had
been established and maintained by taxation ; and any
town or district shall receive such state aid on any
expenditure for a free high school or schools, made from
the funds or proceeds of the real estate of an academy
or incorporated institution of learning, surrendered or
transferred to such town or district for educational pur-
poses ; but if any part of the money so paid by the state
is expended for any other purpose than the support of
such free high schools, as provided by this section, then
each person so misapplying said money forfeits double
the sum so misapplied, to be recovered in an action of
debt, in the name and to the use of the town, by any
inhabitant thereof ; and no town shall receive further
support from the state for any free high school, until
the amount so received, but misapplied, has been raised
and expended for such free high schools by such town.
- Towns shall receive and expend dona-
tions and be-
quests.
- Penalty for such free high schools, as provided by this section, then
misapplying money appro- each person so misapplying said money forfeits double
priated by the state. the sum so misapplied, to be recovered in an action of
debt, in the name and to the use of the town, by any
inhabitant thereof ; and no town shall receive further
support from the state for any free high school, until
the amount so received, but misapplied, has been raised
and expended for such free high schools by such town.
- Location. SEC. 30. Any town, or union of towns or districts,
voting to establish a free high school as herein provided,
may locate the same permanently, or vote that the terms
thereof be held alternately in such districts within the
town or towns as may be selected, and as may accept
said school. The district in which said school is thus
held, shall supply appropriate equipments, and furnish
a warm and suitable building for the same ; *provided*,
that such district may use its school-house for such free
- adjoining school dis-
tricts in differ-
ent towns
may establish
- School-rooms,
&c., how sup-
plied and fur-
nished.
- Proviso.

high school, when not required for ordinary school purposes.

SEC. 31. The course of study in the free high schools, shall embrace the ordinary English academic studies, especially the natural sciences in their application to mechanics, manufactures and agriculture ; but the ancient or modern languages and music shall not be taught therein except by direction of the superintending school committees having supervision thereof.* Such schools, when established by any town or union of towns, shall be free to all the youth in such town or towns on such attainments of scholarship as shall be fixed by the committees having supervision thereof. When such school is established by any district or union of districts, it shall be free in the same manner to the scholars within such districts, and open also to scholars passing the required examination from without such districts, but within the towns in which said districts are situated, on payment to the agent of the district in which such school is located, of such tuition, to be fixed by the superintending school committee or committees having supervision of the same, as is equivalent to the cost a scholar of maintaining such school, after deducting the aid extended by the state. Whenever in the judgment of the superintending school committees having the supervision of any free high school or schools, the number of pupils in the same may be increased without detriment, scholars from without the towns directly interested in such school or schools, may be admitted to the same on passing the required examination and paying such tuition as may be fixed by such committee, to the treasurer of the town in which the school is kept, when the school is maintained by a town or union of towns, or to the agent of the district in which the school is kept, when such school is maintained by a district or union of districts

Course of study, what it shall embrace

Exception.

Schools to be free to youth in town or district.

s. s. committees may admit pupils from without town on payment of tuition.

SEC. 32. Free high schools, established and maintained under the foregoing provisions, are subject to the laws relating to common schools, so far as applicable, except as otherwise provided. When established and maintained by a town, they shall be under the super-

Free high schools subject to the school laws, except in certain cases.

*As amended 1887 and 1889.

—established by towns, how managed.

—established by union of towns.

—established by districts.

—established by districts in different towns.

Towns may raise money to maintain free high schools.

Towns may contract with and pay academies and high schools for tuition of scholars.

—entitled to state aid for expenditure.

Superintending school committee to make annual return to state supt.

vision and entire management of the superintending school committee of such town. When established and maintained by a union of towns, such school shall be under the supervision and entire management of the school committees of such towns, who constitute a joint board for that purpose. When established and maintained by any district or union of districts in the same town, such school shall be under the supervision of the superintending committee of such town, or of the state superintendent, when the district or districts so elect, and under the financial management of the agent of the district in which such school is kept, who, in connection with said committee or superintendent, shall employ teachers for the same. When established and maintained by two districts in different towns, such school shall be under the supervision of the superintending school committees of such towns, who constitute a joint board for that purpose, and under the financial management of the agents of both districts, who, in connection with said committees, shall employ the teachers.

SEC. 33. Towns and school districts may raise money for establishing and maintaining free high schools, and erecting buildings and providing equipments for the same, in the same manner as for supporting common schools and erecting school-houses.

*SEC. 34. Any town may from year to year authorize its superintending school committee to contract with and pay the trustees or directors of any academy or high school for the tuition of scholars resident within such town, in the studies contemplated by the six preceding sections, under a standard of scholarship to be established by such committee; and the expenditure of any town for tuition in such academy or high school shall be subject to the same conditions, and shall entitle such town to the same state aid as if it had made such expenditure for a free high school.

SEC. 35. Superintending school committees having the supervision of free high schools, shall, annually, before the first day of June, make returns under oath to the state superintendent, on blanks prepared and sent out by him, of the amount appropriated and the

*As amended 1889.

amount expended by each town or school district for instruction in such free high schools during the current year; also of the amount appropriated and the amount expended for common school purposes by each town or school district maintaining the same; the number of weeks during which such schools have been taught; the wages paid each teacher; the number of pupils registered; the average attendance; the number of pupils in each branch of study pursued, and the amount received for tuition. If the state superintendent is satisfied that the provisions of the seven preceding sections have been complied with, he shall certify to the governor and council the sum which each town or district is entitled to receive from the state. Any town or district, dissatisfied with his decision, may appeal to the governor and council. The governor and council shall issue a certificate to the treasurer of the town, or agent of the district, for such amount as they adjudge such town or district entitled to receive from the state treasury. Any person connected with the management of such free high schools, either as teacher, agent, committee or supervisor, who in any way aids or abets in defrauding the state into the payment in support of said schools, of more than is contemplated by this chapter, shall forfeit not less than five hundred dollars, or be imprisoned in the county jail not less than one year.

SEC. 36. The trustees of any academy or other corporation formed for educational purposes may by a majority vote of such of said trustees as reside in the state, surrender the whole, or any part of the property belonging thereto, to the municipal officers of any town, or the trustees of any school fund in any town in which said academy or corporation is situated, for turning the same into a free high school as hereinafter provided, and said municipal officers or trustees, for the time being, shall be a board of trustees to take and hold said property for maintaining a free high school; and upon receiving said property, they shall use proper diligence to make the same produce income for the support of said free high school.

SEC. 37. When such vote is so passed, the treasurer of said trustees shall convey, assign and deliver to the

State superintendent to certify amounts to which towns are entitled.

Governor and council to certify amounts to treasurer.

Penalty for defrauding state.

Trustees of academies &c., may surrender property to establish free high schools.

Trustees of free high schools, duties of.

Property, how conveyed.

municipal officers of said town, or the trustees of such fund, all property belonging to said academy or corporation for the purposes indicated by the preceding section.

Income of property, how applied.

SEC. 38. The municipality accepting the property in trust, as named in section thirty-six, shall apply the income thereof towards the support of a free high school, to be kept within said municipality, at least twenty-two weeks in each year, and provide suitable accommodations for the same, and the superintending school committee or supervisor in said municipality shall determine the qualifications necessary to entitle any applicant to enter or attend said free high school, and no one shall attend it without the certificate of said officers to that effect.

Qualification of pupils, how determined.

Tuition to be paid by non-residents.

SEC. 39. All scholars residing within the municipality aforesaid, having such certificate, may attend said school without tuition fee, and all scholars not residents of said municipality, may attend said school, upon such terms and conditions as said school officers impose.

POWERS AND OBLIGATIONS OF SCHOOL DISTRICTS.

School districts are corporations.

*[SEC. 40. School districts, whether a part of one or more towns, which have exercised the privileges of a district for one year, are presumed to be legally organized; and all districts legally organized are corporations with power to hold and apply real and personal estate for the support of schools therein, and to sue and be sued. Executions against them may be satisfied as executions against towns are; and in all suits or business, they may be described by their numbers as fixed by the town, by the name which they have assumed, or if they have no certain name, by an appropriate general description.]

Executions against them, how satisfied.

Who are legal voters.

*[SEC. 41. Any person qualified to vote in town affairs is a voter in his school district.]

Notice of meetings, how given.

*[SEC. 42. School district meetings may be called by the agent, on the written application of three or more voters, stating the reasons and objects thereof. When there is no agent, or when he neglects or refuses, they may be called by the municipal officers, or any justice of the peace, on like application.]

*Repealed by Chap. 216, Public Laws of 1893, after March 1, 1894.

*[SEC. 43. On receiving such application, the agent or municipal officers, or justice of the peace, as the case may be, shall cause notices specifying the time, place and purposes of the meeting, seven days before the time appointed, to be posted in two or more public places in the district, one of which must be on the school-house, if any, or published in a newspaper, if any, printed in the town. The certificate of such agent or municipal officers, justice of the peace, or any person required by their warrant to give notice, returned at the time and place of meeting, is evidence that the notice therein stated has been given.]

Return of proper officer evidence of notice.

*[SEC. 44. Meetings of any school district which, prior to March twenty, eighteen hundred and sixty, were duly called by selectmen, or by an agent of such district, without application in writing, signed by any number of the legal voters thereof, and stating the reasons and objects of such meeting, are as legal and valid as they would have been if called upon such application.]

Meetings of school districts made valid.

*[SEC. 45. The district, at a legal meeting, may determine the manner of notifying future meetings.]

How notified.

*[SEC. 46. At such meeting, a moderator shall be chosen, with the same powers and duties as a moderator of a town meeting, but need not be sworn; and at the first meeting every year, a clerk shall be chosen, be sworn by the moderator or a justice of the peace, shall record all votes passed at district meetings during the year, and until another is chosen in his place and sworn, may certify copies from the records of such district, and correct errors, as provided in section ten of chapter three.]

Moderator to be chosen.

Clerk sworn.

*[SEC. 47. Every school district at its annual meeting, shall choose a school agent by ballot, unless chosen by the town; and may fill a vacancy in that office at a meeting called for the purpose.]

Choose agents

*[SEC. 48. A school district, at any legal meeting called for the purpose, has power.

Powers of a district.

I. To raise money for erecting, repairing, renting, purchasing and removing such school-houses and out-buildings as the wants of the district require; for purchasing or renting land therefor, and for yards and play

May raise money.

grounds ; for purchasing a library, utensils, black-boards, globes, maps and other useful apparatus ; for providing water for school-houses by means of wells or aqueducts, with necessary conveniences for the health and comfort of teacher and pupils ; and for enclosing the grounds and appurtenances of the school-houses.

Locate school-houses. II. To determine where the school-houses shall be located.

Sell them. III. To dispose of any school-house or other property, if necessary.

Regulate admissions to schools. IV. To determine at what age the youth therein may be admitted into schools kept by a master or mistress, and whether, and upon what terms, scholars may be admitted into their schools from other towns or places.

Instruct committee or supervisor when schools shall commence, &c. V. To instruct the superintending school committee or supervisor at what time the schools commence ; and the schools shall commence and continue as voted by the district, unless, in the opinion of the school committee or supervisor, it would be detrimental to the best interests of the district on account of contagious disease or other good reason] ; but in towns or cities that have abolished the district system, the school committee or supervisor shall determine the commencement, and duration of the schools therein.

In towns with no districts.

Use of school-house.

*[VI. To allow the school-house to be used for meetings of religious worship, lectures and other similar purposes.]

Graded district schools.

*[SEC. 49. Any school district maintaining graded schools, may raise for the support of schools therein a sum not exceeding that which it receives from the town in addition thereto.]

Committee to superintend money affairs.

*[SEC. 50. A district may choose a committee to superintend the expenditure of money legally raised by it, to examine and allow accounts, and to draw orders on the town treasurer for the amount raised.]

Minority dissatisfied, may appeal to town.

*[SEC. 51. When, at a meeting of a school district called for raising money for any particular purpose, a majority of the legal voters present are opposed to raising a sum sufficient, in the opinion of the minority, for such purpose, the municipal officers, on written application of five or more voters, made within thirty

days after such meeting, shall insert in their warrant for calling the next town meeting on town affairs, an article requiring the opinion of the town on the disagreement; and if the town thinks it necessary or expedient, they may require a sum sufficient for such purpose, if exceeding what the district was willing to raise, to be assessed on the polls and estates therein; and it shall be assessed, collected and paid, as if originally raised by the district; and thereupon the municipal officers shall appoint, in writing, three suitable inhabitants of said district, a committee to superintend the expenditure of the money for such purpose, with all the powers of a committee chosen by the district, in pursuance of the provisions hereof.]

Proceedings
in such cases.

*[SEC. 52. When, in the opinion of the superintending school committee, any district in their town unreasonably neglects or refuses to raise money for erecting, repairing, renting or purchasing a school-house or school-houses and out-buildings, such as the wants of the district require, or for purchasing or renting land therefor and for yards and play grounds, the municipal officers, upon written application of said committee, shall insert in their warrant for calling the next town meeting for town affairs, an article to see if the town will vote to raise money in such district for said purposes. Any sum so voted shall be assessed upon the polls and estates therein and collected and paid as if originally raised by the district, and thereupon said officers shall appoint three suitable inhabitants of the town a committee to superintend the expenditure of the money for such purpose, with the powers of a committee chosen by the district pursuant to law.]

When the erection, repairing, renting or purchasing of a school-house may be ordered and completed by the town.

*[SEC. 53. In school districts not having any legal voters to transact district business, money may be raised and expended in the manner and for the purposes specified in the foregoing section.]

Same in districts having no voters.

*[SEC. 54. Two or more districts, by vote at their district meetings, may unite to support a union school for advanced scholars, and appropriate therefor a portion of the school money assigned to each district. But if more than one-fourth of the voters present and voted

Districts may unite for support of union school.

Provision, if one-fourth object.

* Repealed after March 1, 1894, by Chap. 216, Public Laws of 1893.

ing at any meeting object, only the per capita share of the scholars attending such union school, shall be so appropriated, without the written assent of the superintending school committee.]

School districts may unite to maintain graded schools.

*[SEC. 55. Two or more districts may unite for the purpose of establishing and maintaining a system of graded free schools, for such time as they determine, when a majority of the voters present and voting at a meeting of each district, legally called for the purpose, so determines ; and the clerk of each district shall forthwith furnish the town clerk with a certified copy of such votes, who shall enter said votes upon the town records ; and thereafter such districts shall constitute one district, to be known by the name that its inhabitants adopt ; and have all the rights and powers and be subject to all the liabilities of other school districts for said time ; and, during said time, the town shall not alter or divide it, without the consent of a majority of its voters ; and at the expiration of said time each district shall resume its district organization, unless a majority of the voters in each, vote to continue the united district ; and at its annual meeting, it may raise money for the support of its schools, in addition to what it receives from the town, and not exceeding three-fifths thereof. Any school district maintaining graded schools may raise money for support of its schools as herein provided for districts composed of two or more districts.]

Proceedings in such cases.

Districts maintaining schools, may raise money.

Location of school-houses how determined, in case of disagreement.

Proceedings.

*[SEC. 56. At any district meeting called for the purpose of removing a school-house or locating one to be erected, if more than one third of the voters present and voting, object thereto, the clerk shall make a record of the fact ; and the municipal officers, on written application of any three or more of said voters, or of any committee of the district, made within thirty days thereafter, shall, as soon as may be, appoint a time and place in the district to hear the parties, and give the notice required for a district meeting ; after such hearing, they may decide where the school-house shall be placed ; and shall, within ten days, give a certificate of their determination to the clerk of the district, who shall forthwith enter it on his records ; and the district shall proceed to

*Repealed after March 1, 1894, by Chap. 216, Public Laws of 1893.

erect, or remove the school-house, as if determined by a sufficient majority of the voters present at said meeting; but no such officer residing in the district, shall have a voice in such determination; and when a majority of them reside therein, or do not agree, the superintending school committee shall do all the duties herein required of the municipal officers; and if the district refuses or neglects for sixty days, to carry such determination into effect, the municipal officers or said school committee, at the expense of the district, shall, if need be, purchase a lot for said house, and cause it to be erected or removed thereon.] In towns which have abolished their school districts, the location for the erection or removal of school-houses and requisite buildings and for play grounds shall be designated by vote of the town at any town meeting called for that purpose.

In towns with no districts.

SEC. 57. When a location for the erection or removal of a school-house and requisite buildings has been legally designated, and the owner thereof refuses to sell, or, in the opinion of the municipal officers, asks an unreasonable price for it, or resides without the state and has no authorized attorney or agent therein, they may lay out a school-house lot, not exceeding one hundred square rods, and appraise the damages, as is provided for laying out town ways and appraising the damages therefor; and on payment or tender of such damages, or if such owner does not reside in the state, upon depositing such damages in the treasury of such town or district for his use, the town or district designating it may take such lot to be held and used for the purposes aforesaid; and when such school-house has ceased to be thereon for two years, said lot reverts to the owner, his heirs or assigns. And any town or city may take real estate for the enlargement or extension of any location designated for the erection or removal of a school-house and requisite buildings and play grounds, as herein provided; but no real estate shall be so taken within fifty feet of a dwelling house.

Towns may lay out school house lots in certain cases.

Damages, how appraised.

How paid.

Lots to revert to owner if not occupied for two years.

Land may be taken for school-house lots, play-grounds, &c. not within fifty feet of a dwelling.

*SEC. 58. If the owner is aggrieved at the location of the lot, or the damages awarded, he may apply to the

Owners aggrieved, issue may be tried by jury.

*As amended after March 1, 1894, by Chap. 216, Public Laws of 1893.

county commissioners within one year, who may change the location and assess the damages, and the proceedings shall be conducted as in section eight, of chapter eighteen. If the damages are increased, or the location changed, such town [or district] shall pay the damages and costs; otherwise the costs shall be paid by the applicant.

School-house lots, erroneous location of, re-established and made valid.

*SEC. 59. Any town [or school district] which, by its officers or by a committee, has designated, located and described a lot upon which to erect, move or repair a school-house, and from mistake or omission has failed to comply with the law, whereby such location has been rendered invalid, may, on petition of three legal voters and tax payers thereof, apply in writing to the selectmen of said town, and have the lot, so designated or described, re-appraised by them.

Notice of appraisal and hearing to be given.

*SEC. 60. The selectmen of any town to whom such application has been made, shall forthwith give not less than seven nor more than twenty days' notice, to the [clerk of said district and to the] owner of such real estate, or to the persons having the same in charge, of the time and place by them fixed for such hearing, and shall, after examination and hearing of all interested, appraise the lot as set out and affix a fair value thereon, exclusive of improvements made, [by said district or] town either by buildings or otherwise; and shall, as soon as practicable, notify [the district clerk, and] the persons interested in said estate who had been notified as hereinbefore provided, of the sum at which said lot has been appraised.

Sum, how assessed and collected.

SEC. 61. The sum fixed as the value of said lot shall be assessed, collected and paid over as provided in section fifty-eight.

Tender to be allowed in payment.

SEC. 62. Any sum which has been tendered and is in the hands or under the control of the person owning or having charge of such land, shall be allowed in payment of said appraisal.

Land owners may appeal.

*SEC. 63. If [the district or] the persons owning or having charge of the land on which such location is made are dissatisfied with such appraisal, either party may with, in ten days appeal to the county commissioners of the county in which the land lies, by filing a copy of the proceedings and a claim of appeal with said commissioners,

*As amended after March 1, 1894, by Chap. 216, Public Laws of 1893.

and the determination of a majority of ³said ^{*}commissioners, [not residents of said district] shall be final.

*SEC. 64. When any [school district or] town has erected or moved a building upon such lot or in any way improved the same, such improvement shall inure to the benefit of such town, [or district] and the same may be as completely occupied and controlled by such town [or district,] as it would have been if such location had been in strict conformity to law.

SEC. 65. The legality of a tax assessed to build, repair or remove a school-house and to pay for a lot, shall not be affected by any mistake or error in the designation or location thereof.

*SEC. 66. A plan for the erection or reconstruction of a school-house voted by a town [or district] shall first be approved by the superintending school committee.

†[SEC. 67. A school district at a legal meeting, may determine what proportion of their school money shall be expended for the support of a summer school; and the school committee or supervisor shall expend it accordingly, if practicable.]

†[SEC. 68. When the school is kept in part by a mistress, and in part by a master, the district may determine by vote, or may authorize the superintending school committee to determine, from time to time, what description of scholars shall attend each.]

†[SEC. 69. Each district where more than one school is kept at the same time, may choose annually, or one-third in each year, a committee to determine what description of scholars shall attend each school, to classify said scholars, and to transfer them from school to school; and unless such election is for one year only, they shall at their first meeting, determine their respective terms of office by lot, and certify the result to the district clerk; they or the district shall fill vacancies as they occur; and they shall transmit a copy of their annual report, if printed, to the state superintendent.]

†[SEC. 70. A district may appropriate not exceeding one-tenth of its school money for any year, to purchase a school library and apparatus for the use of the schools therein, and may make proper rules for the

*As amended after March 1, 1894, by Chap. 216, Public Laws of 1893.

†Repealed after March 1, 1894, by Chap. 216, Public Laws of 1893.

preservation and management thereof. Adjacent districts may, by vote of each, unite for the purpose aforesaid.]

SCHOOL DISTRICTS FORMED FROM TWO OR MORE TOWNS.

Two or more towns may concur in establishing districts.

*[SEC. 71. Two or more adjoining towns may concur in establishing school districts from parts of each when convenient, in determining their limits, and in altering and discontinuing them; and they and their officers, except as herein otherwise provided, may exercise the powers and duties relating thereto, which a town may relating to its own districts. If such district has existed fifteen years, either town may disconnect its parts, without concurrence of the others, by leaving all the district property to what remains.]

How such districts shall be superintended.

*[SEC. 72. The superintending school committee, municipal officers, assessors, treasurer, collector, and constables of the town where the school-house of such district is situated, or has been located, or where the school is kept; or if there is no such school-house or school, such officers of the oldest town from which a part of such district is taken, shall have all the powers and perform all the duties relating to it, which they have and perform relating to districts wholly in their own town; and such assessors shall assess all taxes, voted by such district, according to a valuation made by them, uniform throughout the district. The powers specified in section fifty-six, may be exercised in such district by the concurrent votes of said towns, or the joint acts of the municipal officers or superintending school committees thereof, and application shall be made to each of them accordingly. Sections fifty-seven and fifty-eight apply to such districts.]

Assessors to apportion monies to such districts.

*[SEC. 73. The assessors of each town from which a part of such district is taken, shall annually apportion to it a share of the school money of their town, according to the number of scholars in such district living in their town]

Such district shall choose its agent.

*[SEC. 74. Such district shall annually choose its agent, and his contract shall bind each town in proportion to and not exceeding the amount which it is required to

pay him as aforesaid ; and all agents and officers thereof shall have the same powers and privileges and perform the same duties as in districts wholly in one town.] Powers of the officers.

ASSESSMENT AND COLLECTION OF MONEY RAISED OR BORROWED BY DISTRICTS.

SEC. 75. When a district votes to raise money for any legal purpose, its clerk shall forthwith, or within the time prescribed by the district, certify the amount thereof to the assessors of the town, and the time when it must be raised ; and within sixty days after receiving such certificate they shall assess it as they do town taxes, on the polls and estates of the residents and owners in the district at the time of raising said money, whether wholly in their town or not, and on the non-resident real estate in the district. They shall then make their warrant in due form of law, directed to any collector of their town or of the district, if any, if not to a constable, requiring him to levy and collect such tax and pay it to the town treasurer within the time limited in the warrant ; and they shall give a certificate of the assessment to such treasurer and may abate such taxes as in the case of town taxes. School district taxes, how assessed and collected.

SEC. 76. The assessors may include in their assessment such sum over and above the sum committed to them to assess, not exceeding five per cent thereof, as a fractional division renders necessary, and certify that fact to the town treasurer. Assessors authorized to assess 5 per cent overlay.

SEC. 77. The town treasurer shall pay the expense of assessing and collecting any school district tax out of the money of the district, upon the order of the selectmen. Assessment of school district tax, how paid.

SEC. 78. Section one hundred and forty-two of chapter six, and all other sections relating to the same subject apply to taxes assessed by or for school districts, so far as applicable ; but the district and not the town is liable. District taxes assessed without authority.

SEC. 79. The collector or constable, and the town treasurer, or treasurer and collector, if one person is both, each have the same powers and are subject to the same duties and obligations in relation to district taxes, as to town taxes ; and they and the assessors shall be Powers and duties of collectors; their compensation

allowed by the district for their services, a compensation proportionate to what they receive from the town for similar services.

Money at disposal of district committee.

*[SEC. 80. The money so raised and paid shall be at the disposal of the district committee, provided for in section fifty.]

District may borrow money to build school-house.

*[SEC. 81. A district, at a legal meeting called for that purpose, by a vote of two-thirds of the voters present and voting, may borrow money to erect a school-house, and to buy a lot therefor, on a time not exceeding ten years, payable in equal annual instalments, but for no other purpose, and in no other manner; and when they do so, the clerk shall forthwith certify such vote to the assessors and treasurer of the town.]

District may appoint agent to contract loan.

*[SEC. 82. The district may appoint an agent or agents to contract such loan, who may bind the district, and give the necessary security therefor, a copy of which shall be filed by him with the town clerk, and entered on the town records. The money thus procured shall be received by the town treasurer, applied for the purposes aforesaid, and paid out in the same manner as money raised by taxation for the same purposes.]

Duties of assessors in such cases.

*[SEC. 83. At each annual assessment of town taxes after such loan, the assessors of the town shall assess the amount of the instalment and interest for that year, on the polls and estates in the district, as if the district had voted to raise it, and it shall, in like manner, be collected and paid to the town treasurer, who shall pay each instalment and interest as it becomes due, on demand of the owner of the security.]

Districts may elect collector when sum raised exceeds three hundred dollars.

*[SEC. 84. A district voting to raise a sum exceeding three hundred dollars under the provisions hereof, may elect a collector by ballot, who shall give bond to the inhabitants thereof, with sufficient sureties, approved by the municipal officers; have the same powers and be subject to the same duties and obligations as a collector of town taxes; and receive such compensation for collecting and paying over such taxes as the district votes at the meeting when he is chosen. The district clerk shall file a certified copy of his election with the

*Repealed after March 1, 1894, by Chap. 216, Public Laws of 1893.

town clerk, who shall record it, and such record shall be evidence of the collector's election by the district.]

POWERS AND DUTIES OF SUPERINTENDING SCHOOL COMMITTEES.

SEC. 85. Members of superintending school committees and supervisors shall be sworn. Officers to be sworn.

SEC. 86. School committees, at their first meeting, shall designate by lot, one of their number to hold office three years, and another two years, and certify such designation to the town clerk, to be by him recorded. Supt. school committees when first chosen shall arrange terms of office
 The third member shall hold office one year; and each member elected to fill the place of one whose term expires, shall hold office three years. They shall fill all vacancies in their number until the next annual town meeting. Two members constitute a quorum; and if there is but one in office, he may fill vacancies; *provided*, however, that if the one thus remaining in office declines or neglects to fill such vacancies, the municipal officers shall fill the same; and they shall fill all vacancies arising in the office of supervisor until the next annual election. Vacancies, how filled.

SEC. 87. Superintending school committees shall perform the following duties: Duties.

I. They shall appoint suitable times and places for the examination of candidates proposing to teach in town, and shall give notice thereof by posting the same in two or more public places within the town at least three weeks before the time of said examination, or by the publication of said notice for a like time in one or more newspapers having the largest circulation in the county. They shall employ teachers for the several districts in the town, unless the town otherwise vote, as provided in section five, and notify the several school agents of the teachers employed and the compensation agreed to be paid. Five days constitute the school week, and four weeks a school month. Appoint time and place for examination of teachers. School week and month.

*II. On satisfactory evidence that a candidate possesses a good moral character, and a temper and disposition suitable to be an instructor of youth, they shall Instructors of youth, examination of.

*As amended.

examine him in reading, spelling, English grammar, geography, history, arithmetic, book-keeping and physiology; and the elements of the natural sciences, especially as applied to agriculture, and such other branches as they desire to introduce into public schools, and particularly into the school for which he is examined; also as to his capacity for the government thereof.

Certificate to teachers.

III. They shall give to each candidate found competent, a certificate that he is qualified to govern said school and instruct in the branches above named, and such other branches as may be necessary to be taught therein; or they may render valid by indorsement, any graded certificate issued to teachers by normal school principals, county supervisors or the state superintendent.

Direct course of instruction and text-books.

IV. Direct the general course of instruction, and select a uniform system of text-books, due notice of which shall be given; any text-book thus introduced, shall not be changed for five years unless by a vote of the town; any person violating this provision shall forfeit not exceeding five hundred dollars, to be recovered in an action of debt by any school officer or person aggrieved. *And when said committee have made such selection of school books, they shall contract, under section eight, with the publishers for the purchase and delivery thereof, and make such rules as they deem effectual for their preservation and return.

Purchase and preservation of book.

Examine schools.

V. Examine the schools, and inquire into the regulations and discipline thereof, and the proficiency of the scholars, for which purpose one or more of the committee shall visit each school at least twice in summer and twice in winter; and use their influence to secure the regular attendance at school of the youth in their town.

May dismiss teachers for sufficient cause.

†VI. After due notice and investigation, they shall dismiss any teacher, although having the requisite certificate, who proves unfit to teach, or whose services they deem unprofitable to the school; and give to said teacher a certificate of dismissal and of the reasons therefor, a copy of which they shall retain, [and immediately notify the district agent of such dismissal] which shall not deprive the teacher of compensation for previous services.

*As amended 1889. In effect August 1, 1890.

†As amended after May 1, 1894, by Chap. 216, Public Laws of 1893.

VII. Expel any obstinately disobedient and disorderly scholar, after a proper investigation of his behavior, if found necessary for the peace and usefulness of the school; and restore him on satisfactory evidence of his repentance and amendment.

VIII. Exclude, if they deem it expedient, any person not vaccinated, although otherwise entitled to admission. —exclude scholars not vaccinated.

†[IX. Direct or approve in writing the expenditure of school money apportioned to inhabitants not included in any district] —direct expenditures.

†[X. Prescribe the sum, on the payment of which persons of the required age, resident on territory, the jurisdiction of which has been ceded to the United States, included in or surrounded by a school district, may attend school in such district; and when such territory adjoins two or more districts, they shall designate the one where they may attend.] —prescribe sums to be paid in certain cases.

*XI. Determine what description of scholars shall attend each school, classify them, and transfer them from school to school [in districts] where more than one school is kept at the same time [and no district committee is elected, and they may authorize the admission of scholars in one district into the schools of another.] —classify scholars.

XII. At the annual town meeting, they shall make a written report of the condition of the schools for the past year, the proficiency made by the pupils, and the success attending the modes of instruction and government thereof, and transmit a copy to the superintendent of common schools. —shall make annual report

‡[Provisions shall be made by the proper local school authorities for instructing all pupils in all schools supported by public money, or under state control, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

No certificate shall be granted any person to teach in the public schools of this state after the fourth day of July, eighteen hundred and eighty-five, who has not

*As amended after March 1, 1894, by Chap. 216, Public Laws of 1893.

†Repealed after March 1, 1894, by Chap. 216, Public Laws of 1893.

‡Act of 1885.

passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.]

Annual statement.

SEC. 88. They shall annually make a statement containing the following particulars :

Particulars.†

I. The amount of money raised and expended for the support of schools, designating what part is raised by taxes, and what part from other funds, and how such funds accrued.

*[II. The number of districts and parts of districts in their town.]

III. The number of children between four and twenty-one years of age, belonging to their town [in each district, on the first day of April preceding.]

IV. The number of such children who reside on islands, or in any other part of the town not in any district.

—return of scholars.

V. The whole number and the average number of scholars attending the summer schools ; the whole number and the average, attending the winter schools, also the total number of different scholars attending school two weeks or more of the preceding year, as shall appear from the teachers' register returnable to said officers agreeably to section ninety-six.

VI. The average length of the summer schools in weeks ; the average length of the winter schools in weeks ; and the average length of the schools for the year.

VIII. The number of male, and of female teachers employed in the public schools during any part of the year.

VIII. The wages of male teachers a month, and the wages of female teachers a week, exclusive of board.

—returns to supt. of common schools.

IX. They shall give in their returns, the number of scholars corrected to the first day of April preceding the time of making said returns, and full and complete answers to the inquiries contained in the blank forms furnished them by law ; certify that such statement is true and correct, according to their best knowledge and belief ; and transmit it to the office of the state superintendent on or before the first day of each May. When but one member of the committee remains, he shall make said returns.

*Repealed after March 1, 1894, by chapter 216, Public Laws of 1893.

†As amended after March 1, 1894, by Chap. 261, Public Laws of 1893.

*[SEC. 89. If any school agent neglects to make the return required in section ninety-four, the school committee shall immediately make such enumeration and be paid a reasonable sum therefor, to be taken from the amount to be apportioned to the district of such delinquent agent.]

If agent neglects to make return of scholars, S. S. committee must.

*[SEC. 90. They shall return under oath to the assessors, on or before the fifteenth day of May, annually, the number of scholars in each school district, according to the enumeration provided for in sections eighty-nine and ninety-four]

Committee to return list of scholars in each district to assessors.

†SEC. 91. If any parent, master or guardian, after notice from the teacher of a school that a child under his care is deficient in the necessary school books, refuses or neglects to furnish them, the superintending school committee, on being notified by the teacher, shall furnish him with them at the expense of the town; and such expense may be added to the next town tax of the parent, master or guardian.

Committee to furnish books if parents or guardians neglect.

—delinquents may be taxed therefor.

*[SEC. 92. Superintending school committees and supervisors, on satisfying the municipal officers that they have made the returns to the superintendent of common schools required by law, shall receive for their services one dollar and fifty cents a day and all necessary travelling expenses, and no more, unless ordered by the town.]

Compensation of S. S. committee.

POWERS AND DUTIES OF SCHOOL AGENTS.

*[SEC. 93. Each school agent elected by the town or district, shall be sworn by the moderator, town or district clerk, or a justice of the peace, and continue in office one year, and until another is chosen and qualified in his stead; his duties and powers are as follows:

Agents to be sworn; powers and duties

I. In March or April, annually, to call a district meeting for the choice of an agent, and for other business, by causing notice to be given as provided in this chapter, which meeting shall be called by the agent, without application therefor.

—to call school meetings.

II. To provide fuel and utensils necessary for the schools, make repairs upon the school-houses and out-

—provide fuel etc.

*Repealed after March 4, 1894, by Chapter 216, Public Laws of 1893.

†Repealed by act of 1890.

buildings, and procure insurance of the same if the district so direct; but no more than one-tenth of the money apportioned to the district shall be expended for such repairs in one year, exclusive of fuel and insurance.

—if agent neglects, special agent may be appointed.

III. He shall, within the year for which he is chosen, perform all the duties required by law, and if he refuses or neglects so to do, so far as practicable, the municipal officers, on complaint of any inhabitant of the district, and after due notice and investigation, may appoint a special agent to discharge such duties, who shall be sworn, and have all the powers and perform all the duties of school agent for the district.

—to account for expenditures.

IV. To return to the municipal officers, prior to the expiration of his term of service, on account of his official expenditures, with the necessary vouchers.

—to notify committee or supervisor about schools

V. When school district agents are empowered by the town to employ teachers, they shall, before the commencement of a term of school, give written notice to some member of the school committee or to the supervisor, when it is to commence, whether to be taught by a master or mistress, and how long it is expected to continue.]

Agents to return list of persons from four to twenty-one years of age to S. S. committee.

*[SEC. 94. Each school agent shall return under oath as aforesaid to the assessors and school committee, in April, annually, a certified list of the names and ages of all persons in his district, from four to twenty-one years, corrected to the first day of said month, leaving out of said enumeration all persons coming from other places to attend any college or academy, or to labor in any factory, or at any manufacturing or other business.]

S. S. committee may perform duties of agent.

*[SEC. 95. In school districts not having legal voters, the school committee of the town shall perform the duties imposed upon school agents by specifications two and four of section ninety-three.]

DUTIES AND QUALIFICATIONS OF INSTRUCTORS.

Teachers to keep school register.

SEC. 96. Every teacher of a public school shall keep a register thereof, containing the names of all the scholars who enter the school, their ages, the date of each scholar's entering and leaving, the number of days

*Repealed after March 1, 1894, by Chap. 216, Public Laws of 1893.

during which each attended. the length of the school, the teacher's wages, a list of text-books used, and all other facts required by the blank form furnished him; such register shall at all times be open to the inspection of the school committee, and be returned to them at the close of the school. No teacher shall be paid for his services, until such register, properly filled, completed, and signed, is deposited with the school committee, or with a person designated by them to receive.

—not to be paid till register is completed.

*SEC. 97. The presidents, professors, and tutors of colleges, the preceptors and teachers of academies, and all other instructors of youth, in public or private institutions, shall use their best endeavors to impress on the minds of the children and youth committed to their care and instruction, the principles of morality and justice, and a sacred regard for truth; love of country, humanity, and a universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and all other virtues which ornament human society; and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, secure the blessings of liberty, and promote their future happiness; and the tendency of the opposite vices, to slavery, degradation and ruin. And it also shall be the duty of all teachers in the public schools of this state to devote not less than ten minutes of each week of the school term, to teaching to the children under their charge, the principles of kindness to birds and animals.

Instructors of colleges, etc., to inculcate morality, justice and patriotism.

—kindness to birds and animals shall be taught in public schools.

SEC. 98. Whoever teaches a district school without first obtaining a certificate from the school committee of the town, forfeits not exceeding the sum contracted for his daily wages, for each day he so teaches, and is barred from receiving pay therefor; and no certificate shall be valid for more than one year without the approval of the superintending school committee annually endorsed thereon; *provided*, that any town may, by vote, on an article in the warrant calling any legal meeting, employ its supervisor to instruct any of its schools and fix his compensation therefor. In such

Forfeiture for teaching without certificate.

Proviso.

*As amended 1891.

case the certificate hereinbefore mentioned shall not be required.*

SCHOOLS IN PLANTATIONS.

Powers of plantations to form school districts.

*SEC. 99. Plantations have the same powers and liabilities as towns, for electing committees or supervisors, treasurers, collectors, and for raising, assessing and collecting school money, to be apportioned and expended as in towns. The assessors of plantations may take a census of the inhabitants thereof, at the expense of the plantation, and when so taken, the money raised therein for schools shall be upon the basis of such census and not upon the census of the state.

District meeting, how called.

†[SEC. 100. School district meetings shall be called by the assessors of the plantation, on the written application of three or more legal voters in the district, stating the reasons, and objects thereof, and notice shall be given as for meetings in town school districts.]

School districts may raise money and choose committee to provide school houses

†[SEC. 101. Such districts, at meetings called for the purpose, may raise money and choose committees to hire, buy or build a school-house for their use; and the plantation assessors shall make a valuation of the real and personal estate in the district, whether owned by residents or not, including wild lands, assess the money so raised on the polls and estates, and commit the tax to the collector, who shall collect it and pay it to the treasurer.]

STATE SUPERINTENDENT OF COMMON SCHOOLS.

Appointment and term of office.

SEC. 102. The governor with the advice and consent of council, shall appoint a state superintendent of common schools, who shall be sworn and continue in office three years, or during the pleasure of the executive; vacancies shall be filled by a new appointment for a like term.

To have an office at the capitol.

SEC. 103. An office shall be provided for him at the seat of government, where he shall preserve all school reports of this state and of other states which he may receive, the returns of the school committees of the various towns, and such books, apparatus, maps, charts, works on education, plans for school buildings, models,

*As amended 1890, and after March 1, 1894, by Chap. 216, Public Laws of 1893.

†Repealed after March 1, 1894, by Chap. 216, Public Laws of 1893.

and other articles of interest to school officers and teachers as may be procured without expense to the state.

SEC. 104. His duties are as follows :

Duties.

I. To exercise a general supervision of all the public schools, and to advise and direct the town committees in the discharge of their duties, by circular, letters and personal conference, devoting all his time to the duties of his office.

—to exercise general supervision of schools.

II. To obtain information as to the school systems of other states and countries, and the condition and progress of common school education throughout the world; to disseminate this information, with such practical hints upon the conduct of schools and the true theory of education as observation and investigation convince him to be important, by public addresses, circulars, and articles prepared for the press; and to do all in his power to awaken and sustain an interest in education among the people, and to stimulate teachers to well directed efforts in their work.

—obtain and disseminate information relating to school systems, etc.

III. To take such measures as he deems necessary to secure the holding of a state educational convention once each year, with a view of bringing together the teachers, school committees, and friends of education, for consultation with reference to the interest of common schools and the most approved methods of instruction.

—take necessary measures for holding state educational conventions.

IV. If sufficient encouragement is afforded by the citizens, to hold in each county once during each year a public meeting or institute for teachers and educators.

—may hold county institutes.

V. To prepare and cause to be printed and distributed such portions of the proceedings of state institutes or teachers' conventions as he deems important in the furtherance of education.

—to publish abstracts of proceedings of such conventions.

VI. To prescribe the studies to be taught in the common schools, reserving to town committees the right to prescribe additional studies.

—prescribe studies to be taught.

VII. Annually, to report to the governor and council the result of his inquiries and investigations, and the facts obtained from the school returns, with such suggestions and recommendations as in his judgment would best promote the improvement of common schools.

—make report to governor and council annually.

—to compile, publish and distribute amended school laws.

*VIII. Biennially, as soon as practicable after the adjournment of the legislature, to compile and have printed in pamphlet form, three thousand copies of the amended school law of the state and distribute the same to the municipal and school officers of the several towns.

—issue circulars of information and advice in relation to new laws.

*IX. To prepare and issue biennially such circulars of information and advice to school officers, relating to new school enactments, as he deems necessary for the intelligent and effectual enforcement of such enactments.

Superintendent, to prepare and forward to town clerk blanks for school returns.

SEC. 105. Such superintendent shall prepare and print blank forms for all returns required by law, or deemed by him necessary, and shall, on the first day of each March, forward to town clerks, blanks for the annual school return, and registers for the school year commencing on the first day of April following; and said clerks shall forthwith deliver the same to the school committees of their towns.

To notify delinquent school committees; also, to return to state treasurer number of children between 4 and 21.

SEC. 106. He shall, on the first day of each June, notify the school committee of any town whose returns were not received at his office in May, and shall, annually, ascertain on the first day of July, the number of children between four and twenty-one years of age, in the towns from which returns are received, and furnish a list thereof to the treasurer of state.

TEACHERS' CONVENTIONS.

[I. 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 one thousand 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

*Act of 1889.

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.

II. 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.

III. The governor and council are hereby authorized to draw warrants on the treasurer of state for the payment of bills for the expenses herein provided for, when such bills shall have been approved by the state superintendent of common schools; *provided, however*, that no bills shall be so paid except those for advertising such conventions, and for actual traveling expenses of speakers and lecturers not residing in the counties in which such conventions are held.]*

NORMAL SCHOOLS.

Sec. 107. The northern normal school at Farmington, the eastern normal school at Castine, and the western normal school at Gorham, shall be conducted for the purposes and upon the principles herein set forth.

I. They shall be thoroughly devoted to the training of teachers for their professional labors Three normal schools, where located Their objects.

II. The course of study shall include the common English branches in thorough reviews, and such of the higher branches as are especially adapted to prepare teachers to conduct the mental, moral and physical education of their pupils.

III. The art of school management, including the best methods of government and instruction, shall have a prominent place in the daily exercise of said schools.

IV. Said schools, while teaching the fundamental truths of Christianity, and the great principles of Christianity and morality to be taught.

*Act of 1885, as amended by act of 1893.

morality, recognized by law, shall be free from all denominational teachings, and open to persons of different religious connections on terms of equality.

Principals of normal schools or normal departments in other schools, required to forward to superintendent statistics of students therein; and the information to be laid before the legislature.

V. The principals of the normal schools and of all other schools in which normal departments are supported, wholly or in part, by the state, shall keep a register containing the names of all students entering such schools or departments, the date of entering and leaving, their ages, number of days attendance, the length of the term, a list of text books used, and all other information required in the blanks furnished by the state superintendent. Such register and blanks shall be returned to said superintendent by the first day of each December, and the information so furnished shall appear in his annual report, for the use of the legislature.

Course of study arranged by superintendent.

SEC. 108. The course of study shall occupy two years with suitable vacations; and with the terms of admission shall be arranged by said superintendent, subject to the approval of the governor and council. The trustees may arrange for a course of study, occupying three years, for such students as elect to pursue the same.

Trustees may extend it.

Diplomas provided for.

SEC. 109. Any student who completes the course of study prescribed, and otherwise complies with the regulations of the school, shall receive a diploma certifying the same.

Applicants for admission qualifications of.

SEC. 110. Applicants for admission shall be sixteen years of age if females, and seventeen if males and shall signify their intention to become teachers and come under obligation to teach in this state for at least one year, and if they receive a diploma, two years after they have graduated; on these conditions shall be received without charge for tuition; but each pupil shall pay one dollar and fifty cents for incidental expenses of the school.

Tuition.

Trustees of normal schools, appointment of, &c.

SEC. 111. Said schools are under the direction of a board of seven trustees, five of whom shall be appointed by the governor, with the advice and consent of the council, for not more than three years under one appointment; and the governor and superintendent of common schools are, by virtue of their office, members of the board. Each of the trustees appointed by the governor shall receive ten cents a mile for actual travel each way,

—term.

—compensation.

and two dollars a day for his services when employed. —powers and duties of.
 Said board has charge of the general interests of said schools; shall see that the affairs thereof are conducted as required by law and by such by-laws as the board adopts; employ teachers and lecturers for the same; —report of.
 and, annually, on the first day of December lay before the governor and council for the information of the legislature, a financial statement, furnishing an accurate detailed account of the receipts and expenditures for the school year preceding.

*SEC. 112. For support of the three normal schools, twenty-four thousand dollars is annually appropriated, Annual appropriation of \$24,000.
 to be expended under the direction of said trustees, which sum the treasurer of state shall deduct for said purpose from any school money raised for the support of common schools. The governor and council may, Treasurer to deduct same from school moneys. Governor, &c., may draw warrants therefor on said treasurer in favor of said trustees. warrants in favor of trustees.

PENAL PROVISIONS AFFECTING SCHOOLS.

SEC. 113. Forfeitures under this chapter, not otherwise provided for, may be recovered by indictment, and shall be paid into the treasury of the town where they occurred, for the support of schools therein, in addition to the amount required by law to be raised; but the costs of prosecution shall be paid into the county treasury; any town neglecting for one year, so to expend such money, forfeits an equal sum to any person suing therefor in an action of debt. Forfeitures, how recovered and appropriated. Penalty of town for neglect to expend money.

SEC. 114. Whoever, whether a scholar or not, enters any school-house or other place of instruction, during or out of school hours, while the teacher or any pupil is present, and wilfully interrupts or disturbs the teacher or pupils by loud speaking, rude or indecent behavior, signs or gestures; or wilfully interrupts a school by prowling about the building, making noises, throwing missiles at the school-house, or in any way disturbing the school, forfeits not less than two nor more than twenty dollars, to be recovered as aforesaid, or on complaint. Penalty for disturbing schools.

*As amended by act of 1891.

Parents or guardians liable.

*SEC. 115. If a minor injures or aids in injuring any school-house, out-buildings, utensils or appurtenances belonging thereto; defaces the walls, benches, seats, or other parts of said buildings by marks, cuts or otherwise; or injures or destroys any property belonging to a school district, such district by the truant officer of the town, or any one of them, may recover of his parent or guardian, in an action of debt, double the damage occasioned thereby.

Penalty for defacing school houses, outbuildings, &c.

SEC. 116. Whoever defaces the walls, benches, seat, blackboards, or other parts of any school-house or out-buildings belonging thereto, by obscene pictures, language, marks or descriptions, shall be fined not exceeding ten dollars, on complaint made within one year.

STATE SCHOOL FUNDS.

Permanent school fund.

SEC. 117. The treasurer of state shall keep a separate account of all moneys received from sales of lands appropriated for the support of schools or from notes taken therefor, and of any other moneys appropriated for the same purpose; and such sum shall constitute a permanent school fund, which may be put at interest as the legislature directs. A sum equal to six per cent of the amount of such fund, and all money received by the state from the tax on banks, together with one-half the amount of the annual tax paid by savings banks shall be annually appropriated to the support of common schools, and distributed among the several towns according to the number of children therein between four and twenty-one years of age.

Treasurer to apportion school funds,

SEC. 118. The treasurer shall, immediately after the first day of July, apportion to the towns all state school funds for the year, according to the list of children furnished by the superintendent of common schools, as provided in section one hundred and six. The number of such children belonging to a town from which either the school committee or the municipal authorities have failed to make the returns required by law, shall be reckoned by taking the number used as a basis of the last apportionment, and deducting all such children set off to other towns, or incorporated into a new town within a year,

Basis when returns are not received.

*As amended by Chap. 206, Public Laws of 1893.

and one-tenth of the remainder, and the residue shall be the basis of the new apportionment. Immediately after making the apportionment, the treasurer shall notify each town of its proportion; which shall not be paid to any town until its return is made to the superintendent of common schools, nor so long as any state tax assessed upon such town remains unpaid.

Not to be paid until return is made.

SEC. 119. A tax of one mill on a dollar shall annually be assessed upon all the property in the state according to the valuation thereof, and shall be known as the mill tax for the support of common schools.

Mill tax for support of schools.

SEC. 120. This tax shall be assessed and collected in the same manner as other state taxes, and be paid into the state treasury and designated as the school mill fund.

How assessed and collected.

SEC. 121. This fund shall be distributed by the treasurer of state on the first day of January, annually, to the several cities, towns and plantations according to number of children therein, as the same shall appear from the official return made to the state superintendent for the preceding year.

To be distributed in January annually

SEC. 122. All of the school mill fund not distributed or expended during the financial year shall at its close be added to the permanent school fund.

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SEC. 123. Presidents of colleges are removable at the pleasure of the trustees and overseers, whose concurrence is necessary for their election.

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SEC. 124. No officer of a college shall receive as perquisites any fees for a diploma or medical degree conferred by such college, but such fees shall be paid into the college treasury.

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SEC. 125. If an innholder, confectioner, or keeper of a shop, boarding-house or livery stable, gives credit for food, drink, or horse or carriage hire to any pupil of a college or literary institution in violation of its rules, or without the consent of its president or other officer authorized thereto by its government, he forfeits a sum equal to the amount so credited, whether it has been paid or not, to be recovered in an action of debt by the

Innholders, stable keepers, and certain others not to give credit to students.

treasurer of such institution ; half to its use, and half to the town where it is located ; and no person shall be licensed by the municipal officers for any of said employments, if it appears that within the preceding year he had given credit contrary to the provisions hereof.

SCHOOL FOR THE DEAF.

Governor and council may send deaf persons to Hartford Asylum or to Portland School for Deaf.

* SEC. 126. Upon the request of the parents or guardians, the governor may, with the approval of the council, send such deaf mutes or deaf children or blind children as he may deem fit subjects for education, for a term not exceeding ten years, and thereafter in the discretion of the governor and council, in the case of any pupil, to the American Asylum at Hartford, Connecticut, or to the Portland school for the deaf at Portland, in the case of deaf mutes or deaf children, and to the Perkins Institute for the blind at South Boston, Massachusetts, in the case of blind children. In the exercise of the discretionary power conferred by this act, no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children. No such pupil shall be withdrawn from such institutions or schools, except with the consent of the proper authorities thereof or of the governor ; and the sums necessary for the support and instruction of such pupils in such institutions or school, including all traveling expenses of such pupils attending such institutions or school, shall be paid by the state ; provided, however, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sums by the parents or guardians of such pupils.

* As amended by Chap. 263, Public Laws of 1893.

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AT MEETING OF

STATE PEDAGOGICAL SOCIETY,

LEWISTON, DECEMBER 29-31, 1892.

ADDRESS OF WELCOME.

MAYOR W. H. NEWELL.

Ladies and Gentlemen:

It is a sound governmental principle that national greatness keeps pace with national intelligence. The people of New England early recognizing the truth of this fact, made wise provision for the education of its people; and from this idea has grown our educational system. This love for education and faith in its power, has ever been one of the best elements of New England character.

Aside from other considerations, the discussion of the principles and theories of education is especially profitable to you, because they pertain to your professional work; but the people are chiefly interested in the results, as measured by their influence upon the intelligence, morals and prosperity of society. In this spirit, we bid you a glad welcome; and we offer a hospitality the warmth of which, we trust, will make your stay as pleasing to you as it is gratifying to ourselves. And to your association, representing as it does the best phase of New England education, we present the freedom of our city, which is the home, not alone of business thrift and enterprise, but of excellent schools and institutions of learning, as well. Feeling the importance of such meetings, we welcome you,

and in the same breath, ask to participate in your deliberations, so that we may be, not only sharers with you in the pleasures of the occasion, but recipients of its benefits.

Education, in its true sense, comprehends the symmetrical development of the intellectual, the moral and the physical nature, and any system which aims to accomplish less than this, is a failure. It is not *one* sided, but *many* sided men and women that the world of to-day demands from our educational institutions. I do not underestimate the fact that there is a growing tendency toward special lines of work in business and in the professions; but you are called upon to consider such principles as form the *groundwork* of business and professional education, and leave that which is beyond to the specialist, to follow out that line of thought and study for which the peculiar characteristics of the individual indicate him to be best fitted. Somewhere within the scope of such a system, each finds his proper sphere, and all are benefited to a degree dependent upon conditions within their own control. The field is so vast that little of profit can be said to you whose profession necessitates a critical study of methods. I shall, therefore, confine myself to a discussion of the system and its demands, as it appears to the people, and leave to others the higher and more pretentious flights after truth in the discussion of pedagogics.

While it is admitted that our graded schools and higher institutions of learning have attained a high standard of efficiency, and are in touch with the best educational thought of the times, it must be acknowledged that the management of our rural schools is not characterized by intelligent and progressive ideas. It is a debatable question, even, whether they are, at the present time, equal in efficiency to those of twenty years ago. It is undoubtedly true that the massing of population and the concentration of wealth, consequent upon the growth and development of our cities and large villages, afford greater advantages to the pupil in longer terms of schools, a better course of instruction, and more efficient teachers. And while it may be conceded that this works somewhat to the disadvantage of our rural schools, it is true that their standard is not relatively so high as it once was, and that the line of separation is becoming more marked each year. Whether the truth of this statement be admitted or denied, every intelligent person understands that some remedy, through legislation or otherwise, should be devised, to bring them into conformity with the higher and more

progressive educational interests of the State. The indifference to the needs of our common schools is not the fault of the people. They are not in the position to appreciate the defects in the present school system, or to devise a remedy. But it is in the nature of things that the teachers themselves should be the first to recognize the condition, and take the initiative in the needed reform of the present impracticable and unprofitable methods pursued in the common schools of our State.

There are three efficient causes, all of which are, to some degree, responsible for the present status of our common schools; first, the lack of intelligent legislation; secondly, the inadequacy of either State or county supervision; and thirdly, the want of an *esprit de corps* among the teachers themselves. All of these are potential factors in the present stand-still policy, and hinder the unification of the different educational interests into a well ordered and progressive system. Through legislation the district system should be abolished. It has outlived its period of usefulness. Some sort of uniformity should be moulded from the present existing chaos, so that in the ten or twenty independent schools in each of more than four hundred towns of the State, there may be a conformity to a general system in the selection of text-books, the course of study, and the educational qualifications of the teacher. There should be State and county supervision by persons possessing, not only the requisite educational qualifications, but a practical knowledge of methods. The need is for practical men—not theorists; for builders—not iconoclasts. This matter has been allowed to drift until it has become a discredit to the State. The result has been retrogression, rather than advancement; and the great problem of better schools for the young remains still a problem, and its solution is still a matter of speculation.

Aside from this association, there is little interest apparent in the direction of organization among teachers of the State. Of the many, comparatively few belong to any educational association. There can be no pride of profession without organization. Indeed, there is no other profession which does not possess some standard of excellence to which a person must attain before he is recognized as a member. Such an association would, not only dignify the profession and increase the efficiency of the individual teacher, but would exert a potent influence upon public sentiment, and secure the needed legislation to correct the present existing evils.

The safety of a republic rests in the intelligence of its people; and, as a general rule, the intelligence of the people is circumscribed by the facilities for the acquisition of knowledge which are brought within the reach of the masses. Our school system is the pride of New England, and its proper management has been in the past, and should be in the future, the subject of solicitude. A generous support of our common schools will bear full fruition in better society, more intelligent citizens, and a greater respect for law. In the public schools the boy and girl, in their companionships and associations, become members of a small world, in which, to some degree, at least, they are surrounded by the same conditions with which they are to be surrounded in after life. They here, for the first time, appreciate the great American idea that all are upon an equality, and that each must achieve success by individual effort, or assume the responsibility for failure. Here, to the fullest extent, the pupil comprehends the idea of his own individuality, which is to become the touch-stone to success or failure in the great battle of life. The pupil's intellect is undeveloped. His character is in the formative period, and the habits of thought and study formed are to make or mar the symmetry of a life. The lesson of obedience learned, the habits of industry acquired, and the ambitions aroused,—all of which alike bear testimony to the character of the pupil and the excellence of the teacher,—will find their several counterparts in the life of the man and woman, and will thus benefit society by an increased wealth of average intelligence and good morals. Such influences as these, which are distinctively American in their scope and tendency, severally make up the essential characteristics of our common schools.

I approach this subject without prejudice toward private or sectarian schools; and it gives me great pleasure to say that they are doing a great work for their own especial peoples, and that they occupy a conspicuous place in the good order and well-being of society. But the point which I wish to make is this: that, under a republican government like ours, founded upon the equality of all, the public school offers the most satisfactory training to fit the pupil for the varying conditions and demands of society and business. The great majority of pupils do not go beyond the lower grades, so that, for this reason alone, the instruction should be practical. The desideratum should be to lay such a foundation of useful information as may aid the pupil in practical life, and create a desire for knowledge, so that he may supplement that which he has

already gained, by individual study and reading. Such, I conceive to be the purpose of our common schools; but, as has already been said, they have gradually drifted away from the track of their greatest usefulness, and have become, year by year, less practical in their tendency. And this happens in an age when the tendency in business and the professions is toward the practical, and success is measured by results, not by theories.

The public school is the foundation of the entire educational system. It furnishes the material for our higher institutions of learning. So that every teacher in the State is directly interested to make this institution practical, progressive and effective. It is not expected that the rural teacher, possessing limited education and experience, can lend material aid in the reformation of existing evils; but the remedy must be suggested and carried into execution by the teachers of liberal education and wide experience. It is the province of your association to formulate the plan, to lead the way, and for the common school teacher to follow a course which the combined wisdom of your association dictates to be the safest path to the desired end. While every other profession is progressive, teaching in the public schools still holds to its ancient landmarks. Competition crowds out the quack and the charlatan in other professions why not here? Simply because the teachers have failed to circumscribe the profession by a boundary line limiting the membership by proper educational qualifications. As has been already suggested, the remedy is two-fold: namely, through legislation and association; and these two steps would accomplish more for the cause of education than has been done for half a century.

I do not pretend to speak by the book, because my habits of thought and study lead me to a different line of work; but in what I have said, it has been my aim to voice the sentiment and ideas of the people. The teachers of Maine have a grand work before them in lines which affect not only the well-being of our citizens, but of themselves. The common school is the handmaid of civilization, and the school-houses which dot the hills and valleys of New England, are destined to be the mile-stones of progress to her people in the development of the intelligence, thrift and enterprise of her sons and daughters. While there is much to criticize, the the institution itself is wedded to all that is best and truest in New England character and history.

In closing, permit me to express the hope that your stay may be made memorable by results which wise counsels may bring forth.

BOOKS WHICH OUR BOYS AND GIRLS ARE READING.

DANIEL E. OWEN, Saco.

I am to say a few words on what the boys and girls are reading. Obviously you must not expect more than a general resumé of the subject. The tastes with which nature has endowed her creatures are legion and the study of the tastes in function under variable and varying conditions of inheritance, environment and cultivation cannot be other than a complex and at times, an obscure investigation. Moreover, chance plays an important part in the formation of literary taste. Children read whatever falls in their way. I once knew a boy who read the proceedings of agricultural societies and pronounced them entertaining. A considerable percentage of great readers became great readers not more from natural bent and inclination than from happening to be born into families of a literary turn. The home book-shelf is the earliest and often the most potent literary influence to which a child is subjected. Many readers are foreordained and predestined to lives of appreciation. But the home library is commonly a decidedly heterogeneous accretion and it is plain from this cause alone that to trace the course of school boys' reading, to search out the springs of their rude criticism, to account for their mysterious likes and dislikes, is no easy undertaking.

It should not be understood, however, that the student of children's reading has to contend with unmitigated chaos. He may be guided, always, by the reflection that under any and all circumstances *a boy is a boy*. Some time ago there wandered into the Dyer Library in Saco one of the worst boys in town, a boy profane of tongue, light of touch, and otherwise disreputable in character. He asked for a book on birds. He was very ragged and very dirty, so the librarian told him to go home, wash his hands, and come again. The next day he presented himself, ragged as ever, but clean. He was given the best book on ornithology that the library affords, a magnificently illustrated volume abounding in gorgeous full page plates. No boy from a cultivated home could have manifested more enthusiasm over the work than did this poverty stricken ragamuffin. For an entire afternoon he sat engrossed and demonstrated to the librarian and the other spectators beyond necessity for argument what every teacher knows that *a boy is a boy* and that there is no boy without some good in him. In the course of a con-

versation with the courteous librarian of the Portland Public Library a few weeks ago, I was told that the same books are favorites with boys of all classes and grades of society. The story when perusal is completed in the cheap tenement to-day is read in the parlor to-morrow. Boys are thoroughly democratic in their reading as they are in everything else.

The President says that my subject is, "Some Books that the Boys and Girls are Reading." Much of the reading that boys and girls do is not done in books at all. This is pre-eminently the age of periodicals and it is to newspapers and other periodicals that children are most partial. Of a total of 111 pupils from thirteen years of age upward I found that ninety-six per cent read a newspaper either habitually or occasionally.

There seems to be a sort of literary evolution from the illustrated story book of the child to the illustrated newspaper of the man. Of the lowest class at Thornton Academy, for instance, a class corresponding in grade to the fourth class for high school, fourteen per cent read a metropolitan daily; of the next higher class twenty-nine per cent; and of the second higher sixty per cent. So far as I can learn newspaper reading among school children is on the increase. Many conservative papers have recently introduced the feature of illustrations and not a few make a point of devoting one page to stories and other articles especially for children.

The evolution from story-book to newspaper is not without its well-marked intermediate stage. In the transition from knee-breeches to trousers there comes an epoch in every boy's life when he is too long for knicker-bockers and yet too short for pantaloons. During the nondescript sartorial interlude the boy enjoys an immense appetite, physical and intellectual, and he feeds the latter on the fiction of the weekly story paper and the dime novel. The story papers are many and in the last few years they have rapidly been becoming more. Among the boys whom I know *The Golden Days*, *The Golden Hours*, and *The Argosy* are favorites. Seventy per cent of the boys examined had one or more of these papers; the remaining thirty per cent had the *St. Nicholas*, *The Youth's Companion* and *The Scientific American*. . . A news dealer of long experience assures me that to some extent weekly story papers are taking the place of dime novels as reading matter for boys. If that is true it is a hopeful sign; for though the literary character of the *Golden Days* and other *Goldens* will not bear comparison with that of the

Youth's Companion or *St. Nicholas*, it is considerably above the plane of the dime novel.

And right here a word on dime novels. I am unable to present statistics on this feature of my theme; they are difficult to get as you may surmise; but I am able to say that their enormous sale is not due to juvenile demand alone. Boys are not the only readers of dime novels. Men buy them by the half dozen, and incredible as it may seem, women are fond of them, too. As for the boys, I wish to say, with becoming modesty, that in my opinion those who read them are too often made the subjects of censure and too seldom the objects of sympathy. The boy is by nature heroic. If left to his own inclination a man lives over again in his early years the childhood of the world. The virtues he emulates are the virtues of Achilles and Odysseus, the ambitions he cherishes imply the display of courage and bravery in their pursuit. What boy worthy of the name would not sacrifice the comforts of home to dwell with Robin Hood or to consort with Little John? In modern, highly-organized society there is small opportunity for the exercise of the heroic virtue; but the love of this practice lies deep in the boy's heart, and it is not an easy matter as some of us know to interest a boy in the true, the beautiful, and the good when he spends his spare time building figure-four traps and in saving his money to buy a gun.

I may as well say here what you do not need to be told; namely, that children, boys especially, do not like distinctly moral books. One of the boys whom I interrogated said he likes a moral story if the moral "isn't written out at the end," and another, "if it isn't put too strong!" So near as I am able to discover about thirty-three and one-third per cent of the boys are willing to admit an indifferent regard for what they style "goody goody books." I do not place much dependence in the figures because I think many of that thirty-three and one-third per cent answered in the affirmative because they *ought* to do so, while others, I am certain, have not learned to distinguish between a distinctively moral book and a book with a purpose. It will be found that children are not averse to stories written with a purpose even though they heartily despise too much ethics in a book. Of the girls sixty-two per cent like books that point a moral. Doubtless the finer grain of the feminine make-up accounts for the disparity in the figures.

Thus far I have said but little about girls' reading. A word on that.

There is a time in a girl's life when she grows old very fast. It is known as the budding period. At this age the girls discontinue reading the *Youth's Companion* which they have enjoyed in common with their brothers up to the age of thirteen and begin to peruse *Good Housekeeping*, *The Household* and similar papers together with large quantities of papered covered novels. The favorite girl's paper to-day is the *Ladies' Home Journal*. Immediately on receiving their copies seventy-nine per cent of the girls turn to the stories of the month; the other twenty-one per cent to the *Talks to Girls* and the articles on *Fancy Work*. I don't think I need to comment on these statistics.

So much for periodicals. The figures I have given you are the result of a somewhat protracted investigation. If they teach anything, it is, that upon the papers of the day more than upon any one class of books, paper novels not excepted, fall the lion's share of the responsibility for literary influence over young minds. This conclusion gains additional point when it is learned that while as we have seen only about four per cent of the pupils from thirteen years old upward do not read the papers; fifteen per cent—almost four times as many—of the same pupils upon examination could not recall the title of one book or the name of one author read in the six months immediately preceding. Several months ago I gave my classes the following question:

“What book of those read during the last six months, did you enjoy most?”

Twenty-seven per cent of the pupils were unable to frame a reply, either because all remembrance of books read had been effaced or because they had read so indifferently that no book had made a decided impression and no one more than another. In addition to the twenty-seven per cent of impassive readers about four per cent acknowledged that they liked none of the books they had read. This incurious, witless, aimless, forgetful habit of reading is an evil to the correction of which parents and teachers ought to set themselves strenuously. Such action is the more necessary on account of the rapid multiplication of public libraries and cheap editions, both of incalculable value and benefit when properly taken advantage of, but both tending to degrade books by making them common and cheap. It is a pedagogical axiom that the more you do for a person the more he expects and the less he appreciates your efforts. Therefore, the more public libraries founded, and the

more cheap editions published, the greater the need of impressing upon children the inestimable value of *books as books*. The more imperative the demand that we should teach the dignity of books, the individuality of books and the respect due to books which Milton has told us are not absolutely dead things but the almost living vehicles of thought.

Looking over my lists of favorite books I find that school children are fond of fiction as distinguished from more solid reading; that they prefer illustrated books to books without pictures even though the subject matter is inferior; and that above all they like short books and not long ones. For two years and a half I have been librarian of a small Sunday school library in Saco. I have learned that the average child judges the merit of a book by a superficial criticism of three articles: (a) Binding, (b) Pictures, (c) Print, and a great many of them never get over it.

"I can't read a book that lasts over a few hours," said a boy not long ago. "Now there is the Century War Book," he went on, "I like to look at the pictures, but I couldn't read that book; it's too big—I like the book best that I can read through at one sitting." "How much do you remember of such a book?" I interposed. "I remember enough," came the reply, "so that usually I can tell, on seeing a book whether or not I have read it. When I can't do that," he added, "I can always tell after I have read a chapter or two."

But despite all, the good taste of the children and their achievements in literature are remarkable. While they read many worthless books; while they devour novels with such avidity that they do not even taste them; while they seem in danger of losing a proper respect for books as books, at the same time they are reading much that is substantial. *Oliver Twist* and other works by *Dickens*, *Last Days of Pompeii*, *Ben Hur*, *Looking Backward*, *Arabian Nights*, *Robinson Crusoe*, and above all, *Tom Brown's School Days* are read and liked by the boys. James Fenimore Cooper is not much read and not much admired. The boys say that his books are too long, too wordy and not interesting enough. Hawthorne, to my surprise, is not liked and comparatively few boys know much about Sir Walter Scott.

Among the girls *Uncle Tom's Cabin*, also a favorite boy's book, maintains almost its pristine popularity; *Little Men* and *Little Women* and other books by *Miss Alcott*, *Mrs. A. D. T. Whitney*, *Mrs. Burnett*, *John Halifax*, *Gentlemen*, are a few of the really good books and

authors, that are widely read and as widely appreciated. It is a remarkable fact that the writers of their own sex for girls are few. Did you ever think that beyond those I have mentioned, the woman writers for girls, worthy of note, may be counted on your fingers?

I should add to what I have said that the most popular writer for boys to-day is G. A. Huntly. The "Huntly Books" as they are called have had an astonishing sale and they are constantly in demand at the public libraries. In Portland the books are not put on the shelves from one week's end to another, but are kept near the children's window for convenience. Huntly's books may be classed as historical novels and so far as I can learn are excellent reading for boys.

It is encouraging to note that here and there an intelligent board of public library management is awakening to a sense of its responsibilities and power and doing something to elevate the tone of public reading. The boys in Portland were formerly great readers of *Oliver Optic*. The authorities concluded that better books ought to be in the boys' hands so they withdrew *Optic* stories from circulation. For some time the boys persisted in calling for their old favorites, but when they found it useless they submitted gracefully and took to reading what they could get. There has been no appreciable falling off in juvenile patronage of the library.

IMPORTANCE OF THE GRAMMAR GRADE.

J. W. MITCHELL, Rockland.

Mr. President and Fellow Teachers:

There is one privilege enjoyed by the congressmen that is denied to the rest of mankind. When he delivers a speech, under permission to print, all through that speech which he did not deliver, is scattered proof (by the congressman) of the enthusiastic manner in which it was received by the audience that did not hear it. "Applause," say the parentheses; "great applause," "laughter," "loud laughter," cries of "good, good," and so on, all of which duly impresses the admiring constituents with the great importance of his congressman.

We teachers can't do it usually, but some of my friends in the audience may do me a similar turn if they will be awake to their opportunities and to my paper. Some of you, as you may remem-

ber, were present at Brunswick a few weeks since when I did this paper at the Master's Club. You may not remember it, you probably do not, but if by some variation of the laws of memory you do, will you not indicate to the uninitiated and unsuspecting audience where the parentheses are supposed to come in? This will be nearly as good as "leave to print."

Some time since I read an anecdote that pretty well illustrates the position in which I find myself to-night. A famous musician had given an organ recital and some of his audience were afterward exclaiming about it in the presence of the sexton. They said nothing about him, the organ blower, at all, and when he could stand their neglect no longer, he broke out, "His playing was very fine I admit, but what could he have done without a good blower? Why, gentlemen, I said as much to him, and he said, 'I have no doubt, sir, that you can pump pieces that I cannot play at all.'"

So it is, I presume, all the world over. Every man deems his business just a little the most important under the sun. Probably it is on this principle that I am brought forward now to make a special plea for the importance of the grammar grade. I am supposed to show that it stands just a little higher than anything else between and including the kindergarten and Johns Hopkins, for though my days have not been many on the earth yet they have all been spent in that grade, and I have no doubt that all the remainder will be. Now making due discount for the fact that I am speaking of my own business I will ask you to consider the following reasons why the grammar grade is very important. By the grammar grade, I would have you understand the three years next before the high.

IT IS IMPORTANT BECAUSE IT IS A PART OF THE GENERAL
STRUCTURE.

The grammar grade is the shaft of the column of which the primary and intermediate grades are pedestal and base, and the high school and college capital and entablature. All parts in the structure depend on each one. I think you will allow that this argument shows the grammar grade is as important, at least, as any other.

IT IS IMPORTANT BECAUSE OF THE NUMBERS ON WHICH IT OPERATES.

So far as the number of pupils in this grade is concerned it is more important than any grade above. Not one pupil enters the high

for five that enter the grammar, and not one enters college for twenty that enter the high. But by this argument it would seem to follow that the importance of a grade is inversely as its height, and that the primary grade is most important of all. I have no desire to break the force of the argument, though I am not here to make a plea for the primary.

IT IS IMPORTANT BECAUSE OF THE PRACTICAL CHARACTER OF ITS STUDIES.

Very few men in any ordinary business of life are using knowledge gained in any higher grade than the grammar. Only a small part of them were ever in any higher grade. I am far from claiming that the ability to use that knowledge effectively is not the result of culture gained elsewhere. I only claim that a good grammar school gives its pupils knowledge sufficient for ordinary business.

IT IS IMPORTANT BECAUSE IT SPECIALLY TRAINS TO GOOD CITIZENSHIP.

To train to good citizenship is held to be the proper work of our schools. In the grammar grade for the first time the pupil is directly and positively instructed as to the duties of good citizenship. But a small part ever receive other instruction in the public schools. Again it is in this grade that American history is taught. A good knowledge of the history of his country is an important part of the equipment of every good citizen. Do not forget to credit the grammar grade with its full due in this regard. The grammar school is the glue of the republic.

STUDIES OF GRAMMAR GRADE GIVE MORE DISCIPLINE.

The powers of observation are mainly to be trained in the lower grades. These years are to be spent in acquiring those facts of knowledge that are to be used in the higher instruction. Just at the age that the pupil enters the grammar school the character of instruction changes and the training is more for the powers of deduction. Those faculties that the man will employ are more exercised here than in any lower grade. It is here, too, that the pupils begin to learn *how* to study. The work increases in severity and for the first time requires work outside of school hours. The method of study is more like that in the high school and is an important preparation for it. About all the hard work pupils do below the high school they do in the grammar grade.

IT IS A CRITICAL TIME AS TO AIMS IN LIFE.

Just at this age the boys and girls are in the transition state from childhood to manhood and womanhood. Aspirations are awaking that they knew nothing of a few months before. The boys wish to go to work; the girls wish to keep books. All are affected with Utopian visions of a business life to be reached by the royal road of a business college. It is a critical time. Their unpruned experience is no assistance to them. They are in danger of making a fatally wrong choice. They never needed guidance before as they do now. But I can best say what is in my mind under the next head.

IT IS A CRITICAL TIME IN THE CURRICULUM.

Somehow the pupils feel that the work in the high school is not practical. Latin, algebra, and geometry have no practical application that they can see. They are not old enough to know that the end of knowledge is culture. I fear some never become old enough to learn this. All the studies they are pursuing seem to come to an end with the grammar school. Everything breaks square off. The high school is a new world both as to the nature of the studies and the method of teaching them. All these things conspire to make the pupil choose to end his education in the grammar grade. Added to this is the new born desire I have referred to to engage in the business of life.

There is but one radical cure. That child should be made, if possible, to set some object far ahead in life toward which all his ways shall lead. He should consider it well, then put it forever behind him as one of the settled questions of life. It should be to him a touchstone to tell the true from the false way. Whenever called upon to choose between two ways he should always be able to choose the right because it leads to his chosen work. If this can be done he will not stop to question whether he will enter the high. When in, he will not have to consider whether he shall go through. In settling the greater question of his occupation, all included questions like these were settled too.

Otherwise the pupil will succeed, if succeed he does, more by accident than design. He will be blown and drifted around as the winds of opportunity or the tide of desire may set. If he comes to success it will merely happen.

The age at which the pupil is in the grammar is one in which his ambition is easy to fire. The greatest good that can befall any child is to have a high purpose set before his eye toward which he shall move with no variableness neither shadow of turning.

The master of the high school little knows how much the success of his scholars depends on the personal work of the grammar master below in pointing out the right path to his boys and girls while yet their feet are halting at the beginning of two roads. It is one of the most precious and peculiar opportunities that comes to the grammar master.

IT IS IMPORTANT FOR THE IDEALS FORMED.

Many boys and girls come into the grammar school whose walks in life have been such that they have never been in intimate relations with any man whose tastes were much higher than their own. Now character is catching. All their days up to this time they have been under the instruction of a woman. I am far from speaking lightly in saying this. I know that women can do for her boys and girls a work of smoothing, refining, civilizing that a man cannot. But on the contrary I merely wish to say that somewhere in his course every child should be under the instruction and discipline of a man. I count this one of the reasons why the grammar grade is important that here the children have the privilege of going to school to a man. The child that has not has been defrauded. It is all expressed in the remark of a superintendent, that if the principal is the right kind of a man he is worth all he is paid merely for the boys and girls to look at. The principal of the grammar school should always be the right kind of a man. A man can touch a side of a boy's or a girl's nature in a way that a woman cannot; and once, at least, that side ought to be touched.

IT IS IMPORTANT BECAUSE IT IS HERE THAT THE PUPILS LEARN THE
HARD LESSON OF OBEDIENCE.

Again I must insist that the head of a grammar school should be a man. Once at least in his life every boy should know what it is to obey, not because he wishes to, but because he must. Once at least in his life he should be where he may not disobey no matter how much he may desire. It is a blessed thing for the boy who learns this hard lesson of obedience to law at the hands of a kind

but firm master rather than by conflict with the civil laws. Many children do not need this lesson, but many do not know the meaning of law till they fall under the discipline of the grammar school.

I do not mean to say that a man should use the brute power he has to enforce order, or that the discipline that comes in this way is healthful. On the contrary I regard that the most successful discipline that resorts least often to these extremes. Every higher means should be tried, but to a certain class of pupils the potential possibilities of a man's discipline are salutary. It is an easy and needful preparation for the harsher, less elastic discipline of the civil laws, and this quality of discipline can only flow from a man.

LASTLY, IT IS IMPORTANT BECAUSE IT IS A CRITICAL TIME IN THE
PHYSICAL LIFE OF THE PUPILS.

This is a theme that is almost never touched on. It is a point that is very little regarded by many teachers, but it is far from being the least important I have presented this evening. It is aptly termed the period of change of life. He is a wise man who gets his class through the last year of the grammar grade without serious damage to some pupil from this cause. The profound physiological changes taking place makes this a period of peculiar danger. I wish I might dwell longer on this point, indicating how the watchful and wise teacher may make practical application, but time forbids.

It is at this age, too, that that woeful descent is begun which has destroyed so many bright young lives. In perfect innocence many begin the downward way and the grammar master as no other man may draw them back ere yet their feet have taken hold on h. ll. This is in good truth a work of life saving, and every grammar school, if the master is on duty, may be a life saving station. He may fly the cautionary signal to better effect than any of his associates above him or below, *for he is in the region of storms.*

These, friends, are some of the reasons why the grammar grade yields not in importance to any other grade between and including the kindergarten and Johns Hopkins.

PSYCHOLOGY AND ETHICS IN SECONDARY SCHOOLS.

PRESIDENT B. L. WHITMAN, Colby University.

The ground may be fairly covered by considering :—

- I. What has already been undertaken.
- II. What it is worth while to attempt.
- III. What can be done under present conditions.

Taking these in order we notice :

- I. What has already been undertaken.

Sufficient instruction in psychology and ethics is already given to make the matter practically important. Responses to inquiries recently made enable us to judge fairly in this. Seventy-five schools have reported. Analysis of the reports gives the following results :

In eight schools instruction is given in psychology alone.

In one school instruction is given in ethics alone.

In fifteen schools instruction is given in both psychology and ethics.

In fifty-one schools no attempt is made to give formal instruction in either.

In quite a number of schools where no provision is made for formal instruction some practical work is attempted. Many principals commend this line of study. Several expect rearrangements of courses in the near future when it will be introduced.

It thus appears that of the schools making report one-third already give instruction in psychology and ethics and others expect to give such instruction soon. Taking the whole State, however, this large proportion probably would not hold. The attempt was made to reach every high school, normal school and academy in the State.

In the number reported are included, with one or two exceptions, all the academies and normal schools and all the larger high schools. As those not yet heard from are the smaller institutions, the probability is that few of them attempt anything outside the common branches. But making liberal allowance the proportion is not likely to fall below one-sixth.

The next consideration is :

- II. What is it worth while to attempt.

There are four main elements in the answer to this. They are not new, but are worth putting together.

1. The hold already gained.

Any matter important enough to engage the attention of our schools to the extent already shown is worthy of the consideration of educators. A mere fad could not hold the interest of the class of schools which report the most work in psychology and ethics. The normal schools consider such work indispensable. An academy course without it is counted seriously defective. Several of our most efficient high schools are engaged in it. In almost every case where improvements are contemplated it is proposed to teach it as a matter of course. A straw shows which way the wind blows. The waving of a whole field of grain is certainly not less significant.

2. Practical effects of the study.

Unless a study issues in benefit, time and effort will not long be spent on it. Of course benefit cannot be limited to material good. There is utility truer and larger than bread and butter studies ever dreamed of. Here we have a study which :

1. Promotes mental strength.

Other studies also do this. Any field of research offers means to this. Facts of any kind rightly approached and rightly handled will exercise spiritual power and make the mind sturdy. The value of psychological study, in so far as it may be allowed pre-eminence, lies in its peculiar combination of investigation and learning. The facts are not ready made. Even where they are easily within reach they have to be worked over into facts of personal experience before their place and worth can be determined. In this working over the student is brought face to face with some of the most important problems of life, for whose solution utmost endeavor is needed. The mind is girded up for service and power is wrought out through effort.

2. Aids acquaintance with self with all its possibilities of discipline and development.

The world has never been quite able to throw off the spell of those words of Solon of Athens, "Know thyself." The secret of all education lies in the student's knowledge of himself. Not until mental doors open from within can the process be counted satisfactorily advancing. This stage is reached only as the student comes to know himself and so to know his needs and possibilities.

Through proper realization of needs and possibilities lies the way to development.

3. Leads through acquaintance with self to larger knowledge of human nature.

It is not necessary to assume a supernatural basis for the statement concerning our Lord that "He needed not that any one should bear witness concerning man; for he himself knew what was in man."

Quite possibly he knew man because he knew *himself*. Perfect knowledge of the individual gives sufficiently accurate knowledge of the type. The man who has become acquainted with himself has at the same time become acquainted with a great many besides himself. Within certain limits easily suggested, analysis of the single drop is analysis of the ocean. Within similar limits as easily suggested, knowledge of man the individual is knowledge of man the type. If there were not a psychological method of nature by which instinctive valuation is put on character, psychological study would be simply indispensable to all who have to do in a large way with men. As it is, such study is indispensable in proportion as a man lacks what phrenologists call "human nature," by which they mean intuitive perception of character.

4. Gives finest preparation for study of literature and for any phase of investigation which depends for its power on analysis and portrayal of character.

A little reflection and observation will show that much reading and indeed much study is waste of energy simply from failure to note motives, separate permanent from temporary elements, and seek the personality which gives meaning to all. The student who has been taught to do these things with reference to himself will quickly learn to do the same with reference to others. Literature is the record and reflection of life, or at least of the power of life. Its purpose as inspiration and guidance will be accomplished only as its power can be brought to bear upon the reader. Such exercise of power is forcible only when through instinct or training the reader has learned to analyze and understand. For most men this means need of instruction in the laws of mental action.

3. Fundamental relation to other lines of study.

There is perhaps no better statement of this point than Sully's, "Psychology is a theoretic as distinguished from a practical science. A theoretic science concerns itself about things as they are, how

they happen to come to pass. A practical science concerns itself with things as they ought to be, or as we wish them to be. Practical science though thus contrasted with theoretic, is really very closely connected with it. In order to gain our end we must have a certain knowledge of the nature of the agencies we employ. Thus a sculptor must know something about the properties of clay and marble, a physician something about the functions of the body.

Viewed in this way, psychology forms the basis of a number of practical sciences. All the practical sciences, indeed, which aim at guiding or influencing our thoughts, feelings or actions, have their footing in psychology. Thus the principle of oratory, of legislation, and so on, are based on a knowledge of the properties and laws of the human mind. Psychology as a whole supplies the basis of education, or the practical science which aims at cultivating the mind on the side of knowing, feeling and willing alike."

This thought is worth turning over and over. Most of us would be surprised after enumeration of the different special sciences to find how large the proportion is with which psychology enters into fundamental relations.

4 Completeness given to course

To the end of time there will be difference of opinion as to the proper point for taking up the study of Psychology. One man says, "As fundamental it should precede the special sciences." Another says, "Just because fundamental it cannot be fairly understood without some previous work in lines of study which are based upon it." Fortunately the question of specific point is subordinate. The really important matter is to have the work done at some point. In general, largest results are likely to be secured in College courses by introducing it late in the course. Probably the same general rule will work well for secondary schools. After all, the main thing is to have it in the course. Without it, while the best kind of work may be done in specific branches, the pupil is likely to feel a certain incompleteness from failure to see his own relation to what he has learned and done. Academies and Normal Schools already give so large attention to the matter that the great part of what may be said has reference to high schools. Even with reference to high schools necessary limitations must be observed. For the pupils who look forward to college training formal instruction in psychology and ethics may well be allowed to wait. All they need will come to them in regular order. But the great

majority of high school pupils do not dream of college. For the great majority the high school is not a *preparatory* but a *finishing* institution. The high school is not primarily a fitting school. This is rank educational heresy, no doubt, but it has at least this advantage over most heresies, that it can stand putting alongside the facts. And this view is not inconsistent with the fact, which is emphatically a fact, that many of our high schools are doing their best work in connection with fitting students for college. It would be a good thing if every high school in the state could be brought into practical connection with our colleges. The high school is not primarily a fitting school, but many of its aims may be best carried out by working with reference to some higher institution. Constant stimulus is applied by such reference. Beyond question many high schools which fit pupils for college are thereby keyed up to better work in the general courses. It is the pupils in general courses that concern us now. Those who go to college are provided for. What shall be done for the much larger number who do not go? Unless they learn to observe the working of their minds before leaving high school they will never learn to do it except as, through lame and halting experience, they learn at infinitely greater cost. And unless before going out they learn something of the relation of the studies they have been pursuing, they will never learn it except slowly and painfully. Just as in the college course psychological study serves to subordinate and co-ordinate all the work of the course by bringing the student's self into new and true relations to it, so in the high school completeness may be gained by teaching the pupil where he himself belongs in it all.

The problem is not solved by saying, "Our pupils are worked to death because our courses are already overcrowded." If the matter considered in this paper meant only a smattering of another of the many departments of knowledge it would not be worth the time of busy men. Our schools already have as many lines of work as can profitably be managed. The questions likely to press us most during the next ten years concern quality rather than quantity. That is not the best course ideally or practically for which Heaven and earth have been ransacked to furnish additional branches of study. Much better ideally and practically is a carefully organized *system*. Central to that system and giving its value to every single element in it is the pupil's self. Until he knows himself the pupil

knows nothing as he needs to know it. In knowledge of self the new world opens in which alone the largest usefulness lies. How truly psychological study may serve to open that world every teacher can bear witness. To illustrate: In an examination paper recently given one question was, "What difficulties have you encountered and what benefits do you believe yourself to have received from your study of psychology?" The answers coming from students differing widely in ability and in moral purpose were interesting reading. Here are some of the benefits mentioned. "I know myself better." "A new field of thought has been opened to me." "I feel much better prepared for my work of teaching." "It has made me understand the meaning of certain habits and has taught me the means of self-control." "I believed the study of no earthly good, but became interested in spite of myself. I have found that psychology is not alone for ministers and professors, but for every day, commonplace people as well. I have awakened to the fact that I have been a student of psychology ever since I began to think, and did not know it." "It has given me a better idea of life, its purpose and possibilities." These confessions are especially commended to those who are accustomed to pooh pooh the study of the mind. They record the experience of college students, but they give a hint of what may be done for the much larger number of students who do not go to college. The man who knows himself and the processes of his mental development will not turn lightly aside from this thought. To him it will seem worth while to attempt, not exhaustive courses indeed, but instruction enough to show pupils the meaning of the power within them and the secret of its right exercise.

There remains the practical consideration:

III. What can be done under present conditions.

We are inclined to dwell upon what we should do if conditions were favorable. If teachers and committees and superintendents and supervisors were perfect, we should have perfect courses of study, no doubt. But we are not yet perfect and our courses are not perfect. Some things are in which might be out. Some things are out which ought to be in. Of the subjects actually treated not all receive the attention their importance merits. If anything is to be done with psychology and ethics it is to be done, not under perfect conditions, but under conditions as they exist. Wise action under present conditions, however, will bring about better conditions in the future.

Methods already followed suggest possibilities open to us.

In some schools separate text-books are used for the two studies.

That is excellent where circumstances permit. Books freshly and simply written and abreast of the times are available for students of every grade. There is no longer force in the objection that the subject is beyond any but mature minds. Exhaustive treatment of it doubtless is: but elementary treatises have been prepared which enable the comparatively young student to grasp the matter intelligently. The outstanding facts are emphasized and the great principles made clear, and it is these that profit most for life.

In some schools a single text-book is made to cover the entire ground. This is well especially where only a few weeks are allowed for instruction in such branches. Putnam covers the ground in fair working fashion. So does Hopkins in his "Outline Study of Man," though this is not the easiest book in the world for a high school class. Sully, Schuyler and Steele have also been used with good results.

In some schools nothing is attempted with text-books at all. Talks, conferences and lectures are relied on to cover the ground. Under right conditions they do cover the ground. Everything here depends upon the preparation and persistence of the teacher.

Some one of these methods or a combination of them is within reach of every teacher who believes in the importance of the subject. For the present only the third method can be used in many schools, especially in the smaller towns. But that can be used effectively. Text-book morality is of only incidental value at best. The thing aimed at is the application of the principles of right thinking and right doing so that right thinking and right doing shall produce results, or at any rate that the responsibility shall be laid on the pupil who, knowing the right, persists in going wrong. A good suggestion comes from one school in which the standing rule is to test every act of doubtful character by the question, "Is it right?" The deepest principles of life are involved in that question. In its answer the gist of psychological and ethical theory will find expression. Between that method of dealing with conduct in the concrete and formal class instruction there is room for every variety of effort. Given persistence in the teacher, the instruction would not be so fragmentary as one would expect. In a series of addresses the main

questions can be considered and at least tentative answers given to them. Preparation for such addresses is comparatively easy. New books are constantly appearing of a quality and cost making them useful and available. Besides those mentioned one may speak of Dewey, White, Baker, M'Cosh and Wayland as serviceable for elementary work; and, published within the last few months, James, Baldwin, Hyde, Seelye and Everett. The list both of old and of new books might easily be extended. Those mentioned suggest the number and variety of helps within reach. While preparing himself for his addresses the teacher will find that he has prepared himself for much besides. His mind will be quickened and the quality and quantity of his general work improved. Where formal courses can be put in, by all means let them be put in. Where text-books can be used, by all means let them be used. But where these desirable conditions are not at present possible the teacher need not feel that he is debarred from really first rate work. He may have to try his hand for a little at making bricks without straw. There are worse things than that and the chances are that after a few attempts have been made all the material needed will be found within reach.

The thought back of this topic is of interest to all teachers. In a deep sense we are makers of men. Our highest purpose is attained only as we teach our pupils how to make the most of them-selves. Sure way to that there is none save through personal knowledge of mind and heart. When we have helped our pupils gain that knowledge we have performed for them the greatest service a man can render his fellow. More than that we cannot do. Less we ought not.

MANUAL TRAINING IN THE PUBLIC SCHOOLS.

CHARLES F. WARNER. Cambridge, Mass.

Mr. President, Ladies and Gentlemen :

You have asked me to speak upon one of the most interesting and popular educational topics of the day. Ten years ago it might have been called a new subject, but, as there are now a dozen or more special schools of manual training already in successful operation in this country and we don't know how many more in preparation, and as there are hundreds of cities and towns, both in the East and the West, that have seriously adopted some form of manual training for their public schools, we would be thoughtless, indeed, not to realize that we have in hand not a popular craze, an interesting educational experiment, but, rather, a very serious phase of the school question. Manual training has come to stay and it does not hesitate to say it. It is correct in theory. It is consistent with the psychological principles pertaining to education. It helps to meet a great need especially among the industrial classes. It has been tested by experience sufficiently to prove its right to exist. There is no reason why it should take a doubtful place among the questions discussed in teachers' conventions.

In pleading for the introduction of a new method into the public schools it is customary to begin by showing up the defects of the old system. That is logical because evidently the first objection to dispose of is the cry of the conservative "Let well enough alone." But I have neither the time nor the disposition to find much fault. I thoroughly sympathize with the humanistic spirit that has dominated nearly all schools since the modern era of human progress began. I grant that it is the highest and most ennobling form of education for those who may receive it. But there is another side to the picture that has been gradually disclosing itself for several decades until the most optimistic people are forced to admit that it stares them in the face. It is the change brought about by the gathering of so many people in large towns and cities and the tremendous growth of the productive employments. The question of the practical in education is bound to be answered. We want to make the schools attractive and valuable to the children of the people. Can we not give them this practical thing that they

demand and at the same time produce as good an intellectual result as by the best of the old or book methods? Manual training offers a solution to this problem. Its position, therefore, is not that of an objector and fault-finder, but a helper.

It will not be possible, in the brief time to be given to this subject, to review the theoretical or psychological basis of manual training nor will it be necessary to say much upon this point to such an audience. It is not a new discovery, that true teaching is educating, leading forth the powers of the pupil, so that he may get a grasp upon things and ideas. Every teacher knows that it is best to lead his pupil from the concrete to the abstract and that he must keep his observation active continually if he would really teach him anything. To reverse the process, as is too often done or attempted, is to block nature and stultify faculties that should be developed. So we have been taught, by the masters of pedagogy for a century.

To present the object of thought to the pupil's mind is manifestly necessary. But of course, much depends upon the way in which it is presented. Attempts at object teaching have sometimes failed because the effort did not reach to the source of power. Seeing objects, qualities and relations at a distance is better than reading descriptions of what others have seen, but it is not so instructive as seeing and handling at the same time. The hand first teaches the eye how to see and then the eye guides the hand to a better performance of its duty. The improvement in one depends upon and keeps pace with the improvement in the other. Left to themselves these powers will attain a certain degree of cultivation, depending upon the natural demands made upon them. It is the teacher's business to multiply these demands, in wisely planned exercises, that shall invite the continued action of these faculties, according to the laws of their being.

Closely connected with this is another plain rule of teaching, which has some bearing on our theme. It is that the latent powers of children can be naturally developed only by exercise, by doing something that shall demand the right use of these powers. The teacher who merely gives information, who contents himself with the pouring in process is not an educator. Since children learn naturally by doing; since by the law of their being they are bound to be doing something continually, he is the true teacher who directs this incessant spirit of activity, confines its range to the

proper elements of school life and leads it into higher and wider realms as the years advance. It is here that teaching becomes habit forming and character-building. If modern psychology be right. We are told, in the figurative language of Professor James that when the mind has discharged itself once through the activity of a given nerve center and connected muscle in a given way, it is easier to do the same thing a second time and easier still the third time and so on, until a clear, open channel is grooved out and we have a habit; and habit is an important element in the formation of character. Such a description, of course, cannot cover so complex a process as that involved in the ideal education of a child, but it serves to give a just emphasis to the fact that the active and not the passive condition is the natural one to appeal to in the development of intellectual and moral power.

Another well known principle of teaching that has received especial notice of late is that the whole child must be put to school. Not one or a few faculties are to be exercised, trained and turned to a proper use, but all, so that the development may be well balanced, when it stops, or passes beyond the reach of the school. There are no schools where the one-sided tendencies of old methods are more seriously felt than in city schools, on account of the deadening effect of that necessary evil, the grades, and the thought scattering surroundings out of school. Hence we find the school boards multiplying the subjects to be taught, cutting down old ones and wedging in new ones. To put fourteen different subjects into a single year in the Boston grammar schools seemed like over-loading the decks; but it has caused no disaster. The reform moves along steadily and after the newness wears off, it will be discovered that there are not so many subjects as there are names. The great thing after all is not what we teach but how. These new subjects are coming in not because of the different kind of information which they impart but because they force upon the schools processes and methods which belong there and which cannot be dodged. The teacher in tool work upon wood or iron or the instructor in science by the laboratory method, for example, has no other course open to him but to deal with things. He must do something or nothing. There is no half-honorable escape for him in definitions, book-tasks and written examinations. He must show consistent results or confess his failure.

It must be plain to any observer that the main tendency of reforms in school methods may be expressed in one word—labora-

tory, or teaching by doing. It began with the kindergarten. It has remodeled the primary school. Even physical training is conducted upon an intellectual basis, not only for vigor of nerve and muscle, but for attention, precision, patience. Habits of thrift and economy are taught by a penny savings bank in the school-room, with the teacher as president, cashier and board of directors. Everyone who teaches chemistry, in these days, from a teacher's desk must apologize for it, and the few physical laboratories already in existence are constantly being visited by teachers who are drawing plans for one in their own school. The Cambridge school board has recently voted to put geometry, physical geography and physics into the grammar schools. The experiment of a physical laboratory is being tried in one of these schools this year. The teachers are given a free course in the Jefferson Physical Laboratory of Harvard University in preparation for the new work. They spend their Saturdays in this way. Even the use of books has felt this influence. Copies are given and the books are consulted. The idea is growing that books are tools that we must learn to use. The new education does not condemn books as some have falsely charged or carelessly assumed. We can't get along without them. But we are not going to assign any more pages to be learned, unless they are pages of memory gems or something of that nature. We shall state subjects, give references, and require an investigation. The day of glib recitations has passed. What we must have is more skilful questioning on the part of teachers and more thinking by the pupils, aiming, of course, at correct expression finally, but with a disposition to give due credit to any form of expression, even if it be but a rude drawing or crude piece of apparatus, so long as it holds a thought. An incident occurred in the Worcester schools the other day which is to the point. A quizzing visitor had the boy up under fire. The effort seemed altogether fruitless until the boy gave this encouraging reply: "I know what you want me to say, sir, but *that* question won't fetch it."

I have ventured to take this portion of my short allowance of time in calling to mind a few of the plainest principles and tendencies of modern education, because, I believe that manual training is consistent with and, indeed, a part of the whole great movement; and if it needs any defence it will rest its case so far as I am its advocate on educational grounds and the evidence of experience.

What then is manual training and what does it claim to do?

In the first place manual training has no place in our public schools, if it is not a means of intellectual training and put there for that purpose. An exhibit of the work of these schools is misleading to most persons. We admire the perfection of the workmanship, if it exist, because we can see it. But let it be understood always that it is not the *box* but the *boy* that we are making. Step into one of these schools and watch the proceedings. You will soon discover that you are not in a shop, but a laboratory, a school in the truest sense. Listen to the questioning and note the directions given by the instructors and you will see that the child's knowledge of geometry, algebra and physics is being drawn upon. If he is weak in these lines, he will find abundant reasons to strengthen himself and concrete illustrations to aid him in grasping principles.

The very term, manual training—hand education—is faulty if it be applied literally. One of the strongest objectors to handwork in the public school, from the kindergarten down, says: "You cannot educate the hand. It is the mind that is educated. You must educate the mind through the hand." Precisely. "*Educate the mind through the hand!*" So far is this from being an objection that it is the first text of manual training. The friends of this new system of school work advocate it only as a means to a higher end, for they believe with Whittier,

"That life is wisest spent
Where the strong working hand
Makes strong the working brain."

I may be pardoned a single illustration from our own forge room. After a number of preparatory exercises the boys are set to making a pair of tongs. Now this process might be described in the ordinary text-book way so that, after reading the description, one would have a clear idea, as the saying is, of how the thing is done. To a person of good judgment, clear imagination and a good verbal memory this kind of instruction is often satisfactory. Such a person would recite glibly the whole process but the only reason for satisfaction must be in the fact that, for him, the recitation ends it. He can't make a pair of tongs, and he has gotten nothing out of the lesson but a very little training of the memory. Contrast the manual teaching with such book teaching. (Showing several parts of the tongs at various stages of construction.) First the stock must be selected large enough to give the greatest cross dimensions at the

start. Both jaws are made in one piece, for convenience of measuring and comparing while hot. Handles are welded on. Before welding, the parts to be joined are up-set and scarfed. No borax is used if the fuel is clean and free from sulphur. A welding heat must be obtained. This heat must be taken at the cleanest point in the fire. Points of the weld must be touched first and struck at the same time that they touch the anvil. The processes are drawing out, drawing over, up-setting, shaping, pounding and welding. After being riveted it must be worked till cool.

Notice that all these points must be known in advance through preliminary exercises, so that the boy will know just how each particular point is to be brought out, in some cases without a second's delay. In welding, also, two boys must work together. Does this not all imply memory, judgment, attention, self-control, patience, the habit of fore-thought, followed by prompt and well directed action? Besides this, he has had before him illustrations of ductility, cohesion, expansion and contraction, combustion (some of this iron burns up in the air at the welding heat). He has made a pair of tongs but that is not all. He will never write at an examination that "hot iron may be hammered out like lead. Two pieces of it can be stuck together with borax. This is called welding."

Such, in general, is the spirit and tendency of this kind of teaching. A detailed statement of what it claims to do or what it has already done would be, perhaps, more to the point. There is time only for a brief outline.

1. It comes to the aid of the academic branches, such as mathematics and physics, and gives them a reality that they cannot otherwise possess. It offers a laboratory of applications in these subjects.

2. It gives to the child who is slow of speech an equal chance with those who are glib of tongue. Words are not the only means of expression. Not only do music, painting, and the rest of the arts sustain this proposition, but the products of the skilled labor of the intelligent artisan prove it as well. As illustrating this point I quote from a composition passed to me the other day by one of our boys. "Some teachers think that if a boy does not get his lessons very well, he is a sort of thick-headed person. Such a one can show that he is not by the way in which he executes a piece of work, given him to do." This boy, let me say, when he

first came in to my classes was extremely low in his high school studies. He seemed a perfect dunce to me till I looked up his standing in the wood-turning and forge rooms, and found that he stood among the highest there. It was evident that he was not lacking in ability but that he was simply neglecting his work in the high school department. I took him to the head master's office and we had a plain talk about his case. He frankly admitted that he didn't think the high school studies of any practical value, that he saw no good in anything outside of the shops. He was soon convinced of his error and has since been among the best in physics, and is doing better in geometry. I must confess, however, that he is still weak in English history. Perhaps Dr. Holmes would say that the root of the whole matter is that this boy did not choose the right ancestors. Whatever the cause, such cases are by no means rare. I don't wish to give the impression that manual training attracts only boys of this kind. The leader of our present class fitting for the institute of technology, is from the manual school. The second in rank is from the high school only. Others from the manual school stand high and I believe there are no very dull ones in this class. For the most part, boys who do well in one department do equally well in the others. The same rule of equality generally holds good with regard to failures. Manual training will not do the impossible, but it has been the means of encouraging many a boy who comes loaded down with false ideas and the name of being a dullard, to make what is for him a great effort to throw off the burden and make a beginning in intellectual progress.

3 Manual training has had a marked effect upon the attendance in high schools. Statistics show a gain ranging from twenty to thirty-three per cent of the boys. Does this not show that the most excellent high schools of the purely academic sort fail to attract many boys whose parents are able to keep them in school until they are nineteen or twenty years of age? Some come because they like to work with tools, others because it is in line with what they intend to do for a living. They accept the conditions always imposed, of half the time or more in study of a purely intellectual character, which some of them would escape if they could. Now those educators who object to technical high schools, must admit that they add much to the intellectual product of the schools, because these numbers are not taken, as the increase in attend-

ance shows, from the high schools largely, but rather from those who would not otherwise go beyond the grammar schools. Indirectly the grammar schools also feel this influence, as might be expected, and as I have been informed by several masters. The importance of any fitting school depends to a large degree upon the liberality of the higher schools to which it leads.

4. Manual training is exerting a wonderful moral influence by simply keeping boys busy. This feature operates not only during school time but in many schools out of school hours; for so evident is this advantage that many, like the Cambridge school, are kept open and in operation till half-past five on school days and also on Saturdays. It pays for the extra cost. I took a count one day last week and found there were twelve boys doing voluntary work in carpentry, eighteen in wood-turning, twelve in blacksmithing and eight in the machine room. Besides this there were eight boy janitors at work and as many more employed in various ways about the building. Among these boys you will find some who, in a purely literary school would be out of place; some who were considered rather wild in the grammar schools, lazy and indifferent to all books that did not have yellow covers or a shade of yellow about them somewhere, some good fellows of an executive turn, who feel their mastery over nature, even to the extent, sometimes, of vandalism; all turning their activities into constructive lines, too busy to think of anything else. Such voluntary work is always done under the eye of the regular teacher, for nothing must be undertaken that is not well finished. You will not find half completed or poorly executed pieces of work about the building, nor are such ever taken away. This is a point that surprises some people who fail to realize that the school does not exist for its material product, to turn out boxes, cameras, piano-lamps, etc., but to put a premium, forced if necessary, upon forethought, patience, skill and industry.

One of the strangest boys I ever knew, came to us four years ago. With a bad grammar school record behind him, he had come to be regarded as one of the almost hopeless cases, not from the intellectual standpoint, evidently, but from the moral. He seemed to have very little self-control. He could not apply himself to books nor keep any promises with regard to conduct, and yet he excelled in mechanical drawing and did all of his manual work very creditably. He had found at last one element of school life that

answered to his peculiar nature. He left us without a diploma and, after one year's experience, is now in charge of a department in the manufactory of Curtis, Davis & Co., with twenty-two men on his pay roll. Practical life seems to show that he has some manhood and the manual school, since it had him last and fitted him for his place, may take to itself some credit. Another member of the class, one of the good boys, is doing equally well and has ten men under his charge. Eight others hold good positions with the Blake Pump Co. The manual element in education has put these boys where they can do something at a comparatively early age, without being obliged to give up the essentials of a high school course.

5. I will mention one more point only, in which manual teaching has a manifest advantage over purely intellectual instruction, and that is, if you will allow the expression, in the compelled honesty of the pupil's work. It is not a pleasant topic to refer to but it is present with us continually in school work. Much of the copying, suggesting, substituting that is so common is doubtless not regarded by the pupils who engage in it so serious a matter as it seems to us. It is often done thoughtlessly because it can be so conveniently done. The plan of the school seems often to favor it, so that it is difficult for the pupil to avoid it if he would. For example, think of an examination in geometry written by fifty pupils at ordinary school desks, in one room and in charge of one teacher. Is such an arrangement consistent after we have said every morning at the opening of school, "lead us not into temptation"? Contrast with this a test manual exercise, in which each boy is required to furnish a piece of work, each one, perhaps, different from all the others, made to drawings and submitted when done to the instructor's calipers. One piece cannot serve for the whole class, nor for two of its members. Each one must do something for himself.

Illustrations of these and other points might be multiplied if there were time. I have taken these cases from the school with which I am most familiar. But the same testimony comes from other technical high schools and also from grammar schools where manual training enters into the teaching. A visit to the Lincoln School in Brookline will convince the most skeptical of the value of industrial teaching in grammar schools. Here shop work in carpentry and wood-turning for the boys, sewing and cooking for the girls are combined with frequent lessons in physics, chemistry,

geometry and drawing in five of the six grades and they seem to have kept everything that is essential of the ordinary grammar school studies. You will find the work in English, in arithmetic, in geography and in technical grammar to compare favorably with that in these schools where nearly all the time is given to these branches. Tool work of some kind is possible in any grade. I brought with me for your examination a few illustrations of knife work done by primary school children in Boston. They bear the evidence of being genuine in their very crudeness. At eight years the child can make an imperfect paper cutter, at sixteen a pair of tongs or contribute his part to a well finished marine engine.

Before leaving this subject with you I must say a word or two about methods. Two typical forms of manual training have been imported from abroad—the Russian and the Swedish or Sloyd. In adapting these to our schools a combination is often found desirable, but it is not difficult to recognize in a mixed method the distinguishing features of the two main systems. The Sloyd makes a complete and useful thing the basis of every exercise from the very first. To make something is the apparent end in view. Processes are taught incidentally; new ones whenever the pupil comes to them in his work. The Russian system aims first at the elementary processes, taking the higher ones in due order and keeping the pupil at work to learn how to produce this or that particular effect upon his materials with certain tools, for example a mortise and tenon joint, a dove-tailed joint or a weld. The Sloyd is more concrete and more entertaining, because of the interest in the completed article. The objects selected are those in frequent use at home and in sports, such as pen holders, paper cutters, spoons, tool-chests, fish-line reels, etc. The Russian is, in a sense, abstract, systematic, and more exacting, because it is not at once apparent why all the practice is needed. An illustration might be drawn from music. We teach children to sing by letting them sing songs; simple at first, and more difficult as their power increases but always a song. But in learning to play the piano a number of comparatively uninteresting exercises have to be practiced before the march can be played. The first is Sloyd or Swedish; the second, Russian.

Again, the Sloyd does not aim at speed of execution, even where rapid production is, from an industrial stand-point, very desirable. Hence it does not call for power-driven machinery as loudly as the

Russian does. It produces many articles slowly by hand that could be quickly turned off in a lathe, though it will use the lathe, occasionally, if necessary. More of the art element and just as much mechanical precision seems to be one of the maxims of the Sloyd. Hence you will often see much time and effort spent in wood carving with beautiful results.

A room where Sloyd work is being done is generally more quiet than you would expect. The teacher is not an artisan, showing the pupils how to produce this or that effect, but a teacher suggesting and guiding, rather than directing. He may be a specialist, who has never himself made anything much different from the articles in the Sloyd school-room. There is no strong suggestion of industrialism about him. In the Russian school, on the other hand, you will often find the artisan giving instruction; not as in the old apprentice times, when the inquiring boy was ordered to do a certain thing as he was told to do it and ask no more questions about it, but reasons for every process are given and proved in the construction. It is the intelligence of the work-shop that controls everything here. In the Sloyd the educational feature is more prominent than the practical. In the Russian, both features are about equally prominent.

Both systems make the working drawing the immediate basis of their work. Their use of drawings differs principally in this, that in the Sloyd the drawing is always made from a perfectly finished model, which is examined and measured by the pupil, while in the Russian the dimensions are given, the drawing made according to directions and then the idea is expressed in wood, iron or some other material. The Swedish method is to analyze first and then build, using the drawing as a guide. The Russian plan is synthetic from the start to the finish. Its use of the working drawing is more difficult than the Swedish but it is nearer the practice of mechanics.

The comparison might be extended, but enough has been said to indicate in a general way some of the points to be considered in placing manual training in the public schools. Evidently the Sloyd system is the better suited to earlier school ages—say from nine to thirteen. Interest in the finished article will have a strong influence here. In the last year of the grammar school and in the high school such an interest need not be depended upon. The difficult working drawing of the Russian cannot profitably come earlier

than at fourteen years, as a rule, unless there has been preliminary training in the Sloyd school when it will be as quickly appreciated by a grammar school boy of the first grade as by anybody. That is saying a good deal for a working drawing is a language in itself. This system can undoubtedly be carried successfully throughout the whole school course, but the practical features of the Russian plan have, in fact, appealed most strongly to the schools of higher grade. Perhaps the ideal method would be to combine the two in the later years of the course. Such, indeed, seems to be the tendency in the high manual training schools. They are Russian in plan but their use of the finished piece is getting more and more common.

Whichever plan be adopted, it is better to do a little and do it well than attempt more than can be properly done. Much as I believe in practical methods, I would prefer well directed book-work to careless or aimless laboratory practice in any department. Teachers must train themselves for this work. True they are already doing a variety of things. Prof. Briggs says "The teachers professorship is not a chair but a settee." Tools will help to make that settee shorter. You cannot saw off the arms, nor the back, nor the legs, but you can cut out the empty middle. You can waste less time in geography; you can cut down the needless arithmetic reviews; you can teach less technical grammar. This will help you to lead the children nearer to nature their greatest teacher.

THE TEACHING OF ENGLISH.

MILDRED BRITTON FAIRFIELD, Lewiston.

Mr. Fiske tells of a time in the history of the United States when ministers publicly thanked heaven "that in spite of all temptation to belong to another nation" we had been born Americans. At this time, he says, we ignored or affected to forget everything not American and went so far as to call people from across the water Europeans.

It might be well for us now to thank heaven that we have outgrown such childishness and have open hands, hearts and brains as becomes a new people, in a new country, trying to build a new idea. But while we thank heaven, somewhat Pharisaically that we are as we are, we might also add a petition that all our openness, which extends to "open harbors" lead not to our own destruction as Anglo-Saxon Americans. In 1886 the governor of Minnesota issued his Thanksgiving proclamation in twelve different languages, i. e., English, German, French, Swedish, Norwegian, Italian, Polish, Bohemian, Dutch, Indian, Chinese and Finnish.

We really stand alone, a unique country, the only one in the world in which one tongue is spoken throughout its extent. We have provincialisms, colloquialisms, but no dialects. But may we not trouble for the future of our America when a proportion, even though a small proportion of her citizens carry on the business of their lives in other tongues than ours; when the voter cannot read the ballot which he casts? Are we worthy of our ancestry and our inheritance if we begin to lose love of and reverence for the language bequeathed to us, the language which frames our constitution, which defines our liberties and which has been and is giving to the world the good and the best in literature, science and philosophy?

We teach German in our schools because of its commercial advantage. Spanish is coming forward for the same reason. We study French for its brilliancy, Latin and Greek because a knowledge of the classics is necessary to what we term an education. But we criticize the style and diction of authors from Shakespeare down with the English of the street, of the kitchen and at best of the familiar conversation of friends.

It is as an American woman, proud of being born an American, that I would urge you to consider the teaching English in our schools as we should teach a foreign language—teach it so that we may read, write, and speak it more than intelligently—elegantly; teach it so that we may know its beauties, appreciate the variety of meaning and shades of meaning which it affords; teach it so that we may preserve its purity and enrich its variety, so that American English may be like Parisian French, perfect English as that is perfect French.

When children come to school they have learned to talk, to use spoken language as a means of communication for ideas more or less primitive or indefinite.

The object of the first language teaching is two-fold—to give children greater power through reading and writing and to give the accuracy and precision necessary for the possession of definite knowledge to their speech. To these objects there should be added a third—practice in the vowel and consonant elements of our language for the purpose of acquiring distinct, accurate and elegant speech.

This divides our English teaching into three distinct sets of recitations—reading, oral language, or conversation lessons and phonics.

My friend, Prof. Boone, author of *The History of Education in the United States*, gives as one of the principles to be observed in teaching the following truth—as in the history of the race every science has been preceded by its art, so in teaching let the art of doing precede scientific action.

By phonics as a study is not meant phonetic spelling or any spelling by sound. We mean simply exercises with the sounds of letters and drill upon these and their combinations for correct, rapid, and precise articulation, enunciation and vocalization. Such exercises will react upon the reading and speech of the pupils and may be of great assistance in spelling when the pupils have first acquired the power of holding the form of a word in their minds long enough to reproduce it.

Ability to write or orally spell a word is in no way different from ability to lay or draw a square or other geometric figure—it is simply making visible a form already known to the pupil as a whole, which, being known as a whole he may, when the time comes, analyze into its elements.

Dr. Guilmette's permutation of the vowel and consonant sounds probably affords the best drill after the sounds have been learned by themselves.

Our grandparents and perhaps our parents and ourselves were taught grammar in order that they might speak correctly. Nowadays we put language teaching in our schools that children may acquire the habit of correct speaking.

The one case in which an art is practised before the science is taught. Language, its accuracy and grammatical correctness, should never be lost sight of from the day pupils enter school, and must form a part of every subject taught. There is but one thing more important than language, and that is thought.

Better, a thousand times better, ideas awkwardly expressed than words well put together but barren of ideas. The idea must always come first and the development of this idea by questions from the teacher to a definite, exact statement makes the idea doubly the pupil's and tends toward clearness of statement thereafter. So much of language should be taught in every lesson.

The language recitation by itself offers an opportunity for various kinds of work, and for a variety of experiments to discover what is best. As a rule such work in scientific grammar, ends in the analysis of the sentence and the classification of words and the telling of simple stories and narratives. But analysis and classification are scientific modes of procedure. To create is artistic, to dissect scientific. We do not wish our children to be a race of iconoclasts but rather the authors of beautiful thoughts, the doers of noble deeds and the lovers of helpful lives. We cannot overestimate the effects of habits of thought upon actions and we are helping to build souls not *savants*.

Miss Phelps once wrote a story about a "little girl who wondered." She wondered about people, she wondered about things, and because she wondered, she lived cheerfully in spite of poverty and pain.

The end of education is to give us power. It is easy to see what power is gained from reading, from writing, from arithmetic; but such power is arbitrary and of little use unless we have a mental power behind.

In order to do her best for a child, the teacher must know what he thinks and the conditions under which he thinks.

Language lessons in the primary grades offer probably the best opportunities for the deliberate exercise of the mind of the child and for observation on the part of the teacher. In this case knowledge becomes of secondary importance and ideas about facts and things of the first importance. It makes little difference what subject is selected for the exercise of the mind—botany, geology, zoology, geography, history, any or all—so long as the children are interested and will talk and the teacher listen, encourage, correct, question.

The danger of such work after the children are acquainted enough to talk freely is a lack of definiteness in each lesson. Whatever the subject selected, that subject must be talked about and no other; the conversation must be definite and serious and the views of the class must be discussed as gravely as a bill in Congress.

Suppose the story of Gemila, the child of the desert, has been told the class, what an occasion for discussion—the ways of the people, how they differ from our ways, what we like in them, what we do not like, why we would prefer our life to that of Gemila, and if the class be old enough, a geographical comparison of our neighborhood with the Arab's home and a summing up of the whole in writing.

There is nothing so stupid as the note books or examination papers of high school or college students who repeat to you verbatim as to the facts and literatim as to the ideas you have given them. It must be a well drilled mind that can keep Prof. A's ideas entirely apart from Prof. B's and never intimate to either that they agree or disagree.

Knowledge may be power, but ideas move the world. It is useless, worthless to build up a beautiful language unless we have ideas worthy of expression.

Language teaching in the primary grades should be to urge the pupils to think and to express their thoughts orally and in writing, fluently, precisely and elegantly; and in the grammar grades pupils may begin to learn why this is correct and that is incorrect, but begin to learn it when it will be a help and not a hindrance to expression. "I know but cannot tell" is never heard from pupils properly drilled in language for with them to know *is* to tell. They know how and are waiting to learn why. *How* is art. *Why* is science.

And we must read that we may know what others thought and how others lived. DeQuincy deplored the introduction of encyclo-

pedias because he said that men would not remember if they could so easily look up what they wished to use. So one of the dangers of reading is that it is easier to enjoy people's ideas than to think for ourselves. Reading among grown people and children is too often only mental dissipation and enervates rather than stimulates the mind. So the mind should be urged to take pleasure in thinking before it knows how too well to enjoy other people's thoughts.

As a rule, reading is taught too early and too long a time is consumed in learning to read. Three years is long enough for the average child to learn to read as well as he will ever read within his comprehension, and to pronounce far beyond his comprehension. If he needs more than the first three years of school to do this let reading begin the second year of school, and the first year be spent on such training as will enable him to do the work in less time later on. This, I am aware, is not a popular view, but I am convinced that it would be a saving of time and of energy for both pupil and teacher. Drudgery should always be avoided and there is no greater drudgery than the intermediate stage of reading if it be prolonged.

It really makes little difference what a child is taught when he first enters school. All early work is for mental awakening and development, and those subjects which most quickly and healthfully arouse and stimulate the faculties should be first taught. From a purely critical examination, reading would not be placed among such subjects, but for convenience and from habit it is one of the subjects selected for early school work. That method of teaching reading, therefore, is the best, which will, while teaching the child to read also gradually awaken his power of observation, attention and precision, and strengthen their growth. Whatever the method chosen its use extends only over the first year or half year's work. All that is necessary after that period is practice which must be continual. The test of reading is not alone ability to pronounce. If it were the spelling book would take the place of the reader. The real test is ability to read so that both listener and reader can give the thought of the writer. The great hindrance to really good reading in our schools is the lack of really good reading matter. The twaddle in the shape of stories printed in the average second and third readers is enough, to make the lesson a bore to the children, and the class work degenerates into a pronunciation drill with a few attempts at elocution thrown in for variety. The best of our read-

ers are made up of disconnected short stories which fail to arouse any continued interest in the class.

Every child is an artist in this wise—he will find out how to do the thing he wants to do. In reading and the whole of language work the success depends more largely than in other branches upon the interest and enthusiasm of the pupils. Make them like it, make them love it and then they will do the work. Good English is like good music, more in sweetness and in meaning to the educated than to the uneducated ear. The best in literature is none too good for our children—best from point of style, of diction, and of interest.

Culture is in no ways to be despised and culture comes from habit and association. Seeing and hearing good English leads to the habit of speaking and writing good English.

Nothing is too good for the American people, therefore let us offer them nothing but the best.

TOPICAL METHOD OF TEACHING.

President WILLIAM DE W. HYDE, Bowdoin College.

The superior value of Latin, Greek, and mathematics for mental discipline, lies in the precise and frequently recurring points which they present. Some one has found by actual count more than two hundred definite acts of judgment, involved in an accurate translation of the first three lines of Cæsar's Commentaries. The classics and mathematics are the easiest subjects to teach; because they present a maximum of points or topics, in a minimum of space. To the skilful teacher a page of Virgil or Homer is fairly bristling with interrogation points. And the conscientious student can find more topics for study and investigation in one of these pages, than in a whole chapter of physiology or history.

Yet history and civil government and the elements of science and philosophy must be taught. Every teacher knows how hard it is to make these studies of equal disciplinary value. Every student remembers with sorrow the wasted hours and futile efforts he has spent over his lessons in these subjects.

Can these difficulties be overcome? Can the studies be made as satisfactory subjects for teaching, and as definite objects for learning, as Latin, Greek and mathematics? I think they can, if they

are rightly taught. And the right way of teaching them is what I mean by the topical method.

The topical method of teaching these subjects consists in doing for them what classics and mathematics do for themselves. The mass of matter to be taught must be broken up into clear and precise heads, or points or topics; and then these points or topics must be repeated, and utilized almost as frequently as are the rules of arithmetic, the formulæ of algebra, the axioms and fundamental propositions of geometry, the declensions and conjugations and rules of syntax in Latin and Greek.

If the constant recurrence of definite points, the utilization of previous attainments for the solution of new problems and the presence of the total subject at all times, is the secret of the superior teachableness and disciplinary value of Latin, Greek and mathematics, then all that is necessary to make physiology and history and English literature and kindred subjects equally teachable and equally valuable is to introduce into these subjects the three elements of definiteness, recurrence and unity.

In teaching Latin, Greek and mathematics you have a perfectly definite set of problems or topics to be mastered in advance each day; and in order to master these new problems you are obliged to carry with you in available form all that you have learned before. In order to teach with equal effectiveness history and descriptive science the teacher must mark out precisely the points the students are expected to learn in advance; he must permit nothing once learned to lie unused, and he must keep the whole subject before their minds all the time.

How can this be done? I will tell you first how it can not be done. Merely giving out the lesson will not do it. When a teacher says to a class, "Take for the next lesson from the top of page forty to the bottom of page forty-six," he has not done his duty by them. It is not treating the class fairly. It is like sending a child into the pantry to pick up a breakfast for himself, instead of cooking it and serving it upon the table.

It is a great deal easier to send the child to the pantry. When we are busy there is a great temptation to do it. We know it is not so well for the child. It becomes a matter of chance whether he eats the right things or the wrong thing, or whether he eats anything at all. It is equally a matter of chance whether he gets the proper mental nourishment out of pages forty to forty-six inclusive.

He is quite as likely to pick out the doughnuts and cookies as the bread and meat; the anecdotes and subordinate details as the main principles and leading truths. He is still more likely, in his attempt to learn the lesson in the mass, to learn nothing in particular. Have we not all seen children wasting and worse than wasting their time and energy repeating over and over in senseless monotony the precise phrases of the subordinate sentences of a textbook. Not knowing what they are after they make a desperate and frantic attempt to crowd into a mind devoid of all curiosity or interest something or other which will serve the purpose of a recitation. When scholars study in this wretched way, it is the teacher's fault. Giving out lessons and hearing recitations is the smallest part of a teacher's business. These things are about as large a part of good teaching as starting and timing a horse upon the track is of the work of developing and training a trotter. Any fool who can hold a stop watch can give the word and take the time. It takes a man who knows a great deal about horses to develop the greatest possible speed. Any fool that can hold a book and count pages can give out lessons and listen to their repetition. The person who will really teach must know a great deal about his subject, still more about his scholars; and above all must know how to awaken the greatest possible curiosity in the scholar and interest in the subject.

The teacher should present the advance lesson each day in as systematic and interesting a manner as possible. It is a good plan to place an outline of the main headings on the board. Let the scholars copy this outline into their note books. Let the teacher also keep these same headings in his note book. Then with this outline before the minds of both teacher and scholars, let the teacher take up the heads one by one, and make a clear presentation of it to the class. During this presentation by the teacher there should be no taking of notes by the class. There should be no especial effort on the part of the class to remember what is said. The aim should be simply to awaken their interest and hold their attention. It is not the note book of paper, nor the more subtle note book of memory, but the understanding at which this exercise is aimed.

After this lecture by the teacher, which may well occupy the last half of the period assigned to the recitation, the class go to their seats or their rooms. They do not remember much of what was said. The headings in their note books do not mean much to them.

Has not the time and labor been wasted. Yes, it would be if the work were to stop here. It does not stop here, however. Wait until tomorrow. The scholar takes up his book to learn the lesson. He asks himself, "What is this lesson about?" He takes out his note book and reads the first heading. Now he knows precisely what he is after. He has the book on which his information is to hang. Then he takes up his text-book. The sentences and paragraphs are not blind and dull and meaningless as they would be if he were to attack them in the mass with a mind unprepared. They are answers to the question he is bringing to them.

They are telling him the very things he wants to know. More than that. The answers are not altogether new and strange. They have a familiar aspect. They are old acquaintances, and the work of study consists simply in deepening that acquaintance into friendship. There is no excuse for mumbling over the exact words of the text-book, in the frantic effort to tread them down into the musty mow of memory. His pure purpose now is to extract from these sentences the ideas which bear upon the topic in hand. The scholar learns his lesson easily, naturally, rationally.

Then comes the recitation. The teacher takes up, not the text-book, which ought never to be seen at the hour of recitation in the hand of a teacher any more than in the hand of a scholar, but the note-book, and calls upon one scholar to tell what he knows about one head topic, another to explain another. The teacher does not have to cast about for the right questions to ask. That work was done yesterday. There is no anxiety or trepidity on the part of the scholar who has studied the lesson faithfully. He knows that nothing strange and unexpected is to be sprung upon him, but that he is to reproduce what he first heard from the teacher, and since has read in the book. He is not at the mercy of that most fickle and unreliable of all our powers, mere verbal memory. His reliance is upon his understanding, which, when it has once thoroughly mastered a subject, does not easily let it go.

When each lesson is thus reduced to definiteness and precision of topics, the actual recitation of the advance lesson can be compressed into a small portion of time. There will be ample time for gathering up into their unity and consecutiveness the lessons that have gone before. Teaching does not consist merely in dumping day after day a heap of facts at the door of the pupil's intelligence. It aims to organize these scattered facts into a system of orderly

relations, and to enable the pupil to see each fact in its rational and necessary connection with the total science of which it forms a part. The purpose of a review is not the simple repetition of what happened to be learned yesterday. It is to bring the total subject before the mind, and to connect the new lesson with all that has been learned in previous lessons. It is to keep alive the sense of the unity and interrelation of all that has been acquired up to date. It is to help the student to see the total subject developing from day to day before his mind into a coherent system of facts and laws. Such a comprehensive and rational review of the total subject, not of course covering everything at each exercise, but selecting some line of sequence which leads up to the special lesson of the day, is perfectly practicable when the topical method of teaching is faithfully and intelligently employed.

The definiteness of each day's lesson renders possible the recurrence of the main points of all previous lessons in so far as they have connection with the topics of the advance lesson. And this union of definiteness and constant recurrence gives unity and rationality to the subject as a whole.

There has been a great deal of discussion as to whether the lecture method or the text-book method is the better. Each has its advantages and its disadvantages. The advantage of the lecture method is in the fact that instruction comes clothed in the personality of the teacher, and the lesson becomes a living, human thing. The disadvantage lies in the limited amount of matter that can be presented; in the waste of time spent in dictation, and waste of energy and attention in copying; and frequently in the inferior treatment of the subject. For the average writer who has taken the pains to print his book, and has succeeded in winning his place in open competition with the world, is likely to make a better presentation of his subject than the average teacher, who has not been compelled to meet these objective tests. Printing has rendered the lecture method obsolete. It is a relic of the time when there was but one book of a kind in an institution, and that book was chained.

On the other hand the text-book method gains in fulness and quality of matter presented; but it lacks the personal, human quality of the lecture. Facts which are met only in a text-book seem dull and dry and dead. If the lecture system dates from the time when books were scarce, the text-book system is a relic of the time when good teachers were even more scarce.

The topical method, as I have described it, combines the advantages, and avoids the defects of both the lecture and the text-book methods. Truth comes fused in the personality of the teacher, yet time and attention are not wasted in dictation and copying, and the matter presented is not limited to the capacity of the teacher and the duration of the exercise. The book, or books are used, but they are used as means, not as ends, and they are given life and interest through the previous introduction of the teacher.

This method had its origin in the teaching of history in colleges and universities, and where instruction presupposes the use of many books of reference, instead of a single text-book. It can be successfully applied to nearly all departments of study; notably to English literature, civil government, psychology, ethics, and to the natural sciences in combination with laboratory work. It can be used just as well where there is a single text-book as where there are many books of reference. Though the use of more books than one is a great help in emancipating the mind from slavery to books, and in developing the mastery of subjects instead of the committing to memory of words.

It can be used in the high and grammar schools just as effectively as in the colleges and universities. Indeed it is more essential in the earlier years, when the power of study is less developed. It should be coupled with frequent requirement of abstracts made by the scholars themselves, so that they may acquire the power to utilize the method in their own reading, and in private study. A principle which is good at one stage and in one department of education is likely to be valuable in all studies and all institutions. History is not so very different from literature, nor philosophy from physiology. And the college and the university is simply the grammar and high schools over again, dealing with harder problems and bigger boys and girls.

In presenting this subject, I have not entered into the psychological principles which underlie it. The fact that every mental state is a unit, and that the more unity we give to a subject, the more readily it is assimilated by the mind: the fact that the mind cannot deal effectively with very many new ideas in the same hour without exhaustion and confusion: the fact that the more numerous the forms and the more varied the associations in which a subject is presented, the longer it will be retained, and the easier it will be

recalled: the law that we "perceive only what we preperceive," and find readily only what we are on the lookout for, the principle that we really know only what we keep in mind by daily recall and constant use:—all these admitted psychological principles underlie this method, and are the sound scientific basis on which it rests. I have simply told you as the result of my own experience, what I find works well with my own classes. I offer it to you in the hope that, with such modification, whether of limitation or amplification as you may find necessary, it will be a help to you as teachers in teaching; and in absolute certainty that if you will give it a fair trial, it will help your scholars to study wisely, enthusiastically and effectively.

COURSES IN LITERATURE FOR PRIMARY AND GRAMMAR GRADES.

Superintendent J. E. BURKE, Waterville.

Of the many subjects confronting educators to-day, there is none deserving more deliberative consideration than that of literature in our elementary schools. And this arises because of two conditions,—the one an outgrowth of the other. First, pure literature occupies an unimportant position within the school-room; secondly, and consequently, impure literature holds vantage-ground outside the school-room. Thus, while our pupils graduate from common school, high school, and academy, and enter upon their freshman year in college with little acquaintance and no familiarity with the master-builders of their own language, the champions of thoughtless writings improve their opportunity. Into every available household, and into every school Eden, they send their serpentine messengers to deprave the taste and poison the intellects of our boys and our girls. Their diligence should awaken our vigilance. Do not indulge the delusive hope that you can dislodge unwholesome reading by lectures or scoldings. You have been too long inactive, and it has become too firmly intrenched. This can be accomplished only by the substitution in its stead of a literature that is pleasing, beautiful and refined; and, upon the principle of the "survival of the fittest," vain-glory shall be superseded by delicacy, levity by gravity, exaggeration by truth. But for the attain-

ment of this end, a radical change must be effected in our scholastic system.

It would be highly presumptuous, indeed, in the presence of this convention, to discourse upon the kindly influence which literature exerts upon the mental faculties and moral sensibilities of the child during the delicate period of character formation. It enlarges his vocabulary and dictates his choice of words. It supplies him with large thoughts and the ability to grasp and comprehend them. It quickens originality and kindles imagination. It creates a fine perception of the beautiful and the true. But its force is not exhausted upon the enrichment of the mind. Literature awakens consciences as well as stimulates intellects. It envelops the scholar in an atmosphere of pure and holy thoughts and elevates his soul from depths of materiality to realms of spirituality.

Now, the most finished product of our school activities, that for which the spindle must hum and the loom weave, and for which all labor and energy must be expended, is the embodiment of character in the noble man, the gentle woman. All else must be subordinated to the perfection of a high moral character. And there is nothing which can contribute so effectively in developing this divine attribute as communion with those genial guides and lovable companions whose words comprise the literature of our time.

In our school system, therefore, literature should be the sun, attracting and controlling all related subjects. Instead, it has become a satellite with purposeless roamings. The system requires readjustment.

I plead for the enthronement of literature in its fitting place in the hierarchy of studies, by the incorporation into our curriculum of courses in author-reading continuous from the primary to high school grades. At the same time, I protest against the extravagant misappropriation of the graded reader, especially in the more advanced grammar grades. For memoriter and elocutionary drill, the selections in many of these readers are excellent, and for such good offices should be heartily recommended. But they are at best compilations of isolated fragments and fail signally in stimulating a love for good authors. When they are closely followed, reading degenerates into the droll monotony of word-calling; and I have often thought that the summons to re-read for the twentieth time some uninteresting "piece" must come to the ear of the scholar with the same mournful ding-dong as does the vesper curfew to the

peasant: "put out the lights of your imagination and go to sleep." Children are not content with fragments, they desire entities. Place in their hands masterpieces in their entirety, that they may follow the lines of thought pursued by the authors, and get a glimpse of continuity, order and relation.

That fifty per cent of the children who enter school leave before the age of eleven; that seventy-five per cent have left at the age of twelve, and that only about fifteen in one hundred ever reach the high school, are facts of startling significance. They bring us face to face with two unwelcome inferences. The majority of children must either acquire a literary taste at an early age under the guidance of the teacher, or, what is deplorably to be lamented, must be left to drift unwarned and undirected into the dangerous shallows of ephemeral literature.

All our most effective instrumentalities of culture, then, must be concentrated in our elementary schools, and courses in author-study must have a beginning secure and deep in the primary grades. That implies an undertaking beyond the comprehension of the pupil, the primary teacher may remark. But wait! When we have devoted the same thought and energy in behalf of literature that we have expended upon other studies now successfully taught, we may find our labors rewarded in this direction as well.

We are altogether too prone to underestimate the mental capabilities of the scholar throughout all grades of his school career. Even when literature is not assigned becoming prominence, it is not of unusual occurrence to see children in primary departments enthusiastic over the personality of a favorite author. Small beginning, it is true; but something is infinitely greater than nothing. By the extension of this incipient earnestness through the grammar grades, our boys and girls shall have acquired at graduation an acquaintance with several standard authors, and shall be possessed of a definite plan for future reading,—an invaluable compass, without deviation or declination, to guide them into ports of knowledge.

The progress of literature marks the development of the human mind from its earliest infancy to its latest maturity. From the age of myth and fable to modern scholasticism there are innumerable stages, with an exhaustless fund of literary treasures which can be readily adapted to every period of mental growth. Starting with the myth-making epoch, the child should here erect his first literary landmark. Others should be established to denote his pro-

gress through the avenues immortalized by Homer, Virgil, Dante, Shakespeare, and modern writers, until he grasps the vital truth that link follows link in endless succession in the chain of literary progress. Harmony, evolution and design gradually unfold themselves. He learns to associate the simplicity of the first myth with the profundity of the later truth. He has climbed a lofty height for intellectual discernment where he can replace superficiality by depth of thought and feeling.

In the arrangement of courses, the relation of literature to other studies pursued must be considered. Any subject that is detached and isolated is likewise profitless. Unity is everywhere essential. Therefore, the co-ordination of all the studies is a matter of gravest educational importance. Biography, history, travel and geography should be made mutually helpful and dependent, covering the same period and illustrating one another, thus combining to produce a symmetrical mental development; and all of these, in turn, should be made to co-operate in the cultivation of a taste for wholesome reading, which is the supplement and complement of all the studies of the elementary school.

In the introduction of courses in literature, moreover, do we not secure a settlement of the vexatious English grammar question? Masterpieces placed in the hands of the pupil regain the domains now usurped by diluted language lessons, and the scholar acquires first principles from the lips of authorities. Then, with a comprehension of the vernacular, he is prepared for an intelligent understanding of technical grammar based upon a literature with which he has become familiar.

In outlining this course, I would not confine the vision of the child to his native land. The humblest scholar in our schools is the resultant of all past human endeavor. He is the inheritor of all that the ages have bequeathed to mankind. And as the diamond of India shines none the less brilliantly beneath the rays of the New World's light and reflects the material forces of an early formative period, so should the gem of truth, wherever found, become the ornament of the scholar and reflect the spiritual forces which have moulded civilizations.

However, the position of prominence should be assigned to American authors. Their works are peculiarly our own. In them are set to sweetest music the emotions, sentiments and pulse throbs which lie at the basis of our national integrity, and in exquisite

prose are portrayed that devotion to principle, that intense love for liberty and equality, as well as the heroic chivalry and the sturdy manliness, which characterized the fathers. Our American authors inspire reverence for these nation builders, and emulation of their virtues, wherein rests the promise of the future. They incite a patriotism which is deep-seated and far-reaching. Holy thoughts produce noble men and gentle women; these, in turn, make thoughtful citizens. All studies are important and should be well taught and wisely taught. The intricacies of mathematics discipline the mind, and geographical acquirements deepen culture. But in a few years our boys and girls will encounter problems which neither recognize racial boundaries nor are susceptible of demonstration by rule. The future social, industrial and political questions, so momentous because they involve our national perpetuity, require for their solution that culture of heart, as well as brain, which comes from communion with the pure and beautiful in literature.

Here we meet the responsibility of the teacher. The world is looking toward America. The hope of Columbia is in her elementary grades of instruction. The teacher is the pupil's polar-star. Hence the imperative necessity that she bestow unreserved friendship and confidence upon these masters of thought, that visions of the beauty and moral loveliness presented in literature may dawn upon her to be reflected with undiminished power in the habits of thought and reading, the motives and the actions of those entrusted to her guidance. Let us hope she may thus strengthen herself for the burdensome task allotted her, and succeed in the future as she has in the past, in leading the pupils of America to higher planes of thought, loftier conceptions of life, worthier aspirations and a broader spirituality.

PHONETIC TEACHING OF THE ALPHABET.

DR. J. H. HANSON, Waterville.

It is no part of my present purpose to discuss any one of the methods in vogue of teaching children to read. Whatever method may be adopted, I am willing to assume, and do assume, that every primary teacher, who is at all competent to fill her place, does teach to some extent at least the sounds of the letters. I wish merely to emphasize the importance of continuing the practice of phonetics through the entire period of the primary and the grammar school. The brief practice now limited, as I am compelled to believe, to the first year or two of the primary school, is soon entirely forgotten by the child, and he carries into the grammar school no practical knowledge of the alphabet except the names of the letters. The teacher of the grammar school assuming that the work has been sufficiently done in the primary, and having more work in his own proper grade than he can well do, the practice of phonetics is not resumed to any considerable extent there, and the pupil passes on to the high school and the academy as ignorant of the alphabet as when he left the primary school.

In the ungraded schools, which constitute the great majority of the schools in the State, the case is still worse. Here the pupils are fortunate if they chance to learn what phonetics means, or that the alphabetic characters represent sounds at all. It is not my intention, in any of the statements which I may make, to exaggerate. If any of you think them too strong or untrue, criticism is invited. I shall be happy to be set right. I thoroughly believe that I am criticising a very serious defect in the teaching of the lower grades, and one of great magnitude. The charge I bring is that the alphabet is not learned in these grades. If you ask me how I know this, my answer is, "by their fruits ye shall know them." Eighty per cent of all the pupils who come to me are almost totally destitute of any knowledge of the alphabet except the names of the letters. The classification into vowels and consonants is generally understood. But nearly everything beyond that is a blank. They are unable to define vowel or consonant. And the idea that the alphabetic characters are nothing but signs to the eye of sounds produced by the voice and other organs of speech seems never to have entered their minds, or at least to have

found any lodgment there. Least of all are they able to produce these sounds at will. They do it easily enough in their combinations in words, but they do not know that they do it; and hence when they undertake an analysis of a word by giving each sound by itself, a complete failure is the result. The terms usually found in the school books of the upper grades, especially in the Latin and Greek grammars, such as surd, sonant, liquid, mute, aspirate, subvocal, labial, lingual, palatal convey no clear idea whatever to their minds; and the teacher in the high school or academy is compelled either to let his pupils go on in their ignorance and fail to comprehend fully their Latin, Greek, German and French pronunciation, or to stop several weeks and teach them what ought to have been taught in the lower schools so thoroughly as never to need touching afterwards.

Reading is an art generally regarded as second in importance to none of those pursued in the schools. It is the one first commenced and longest continued; and yet facts compel us to admit the correctness of the almost universal verdict of intelligent people that the schools produce few good readers. Is it possible that we have struck one of the most fruitful sources of this unwelcome fact? That a complete, accurate, practical knowledge of the alphabet is fundamental here, no one will hardly question.

That the primary and grammar and ungraded schools do not succeed in any very high degree in securing for the children this complete, accurate, and practical knowledge, I do not believe that any one who is conversant with the facts, will attempt to deny. We see, then, where we are, and why we are there.

Is there a remedy? Yes. Ample and all sufficient. We have only to make use of the means placed within our reach. Phonetic teaching begun in the kindergarten, continued through the primary and carried to the very end of the grammar school course will do it.

Let the children be first taught the vowel sounds; i. e. taught to make them with their own voices: and all the vowel sounds there are in the language. And as preliminary to success in this, make a classification of the vowel elements on some rational, common sense basis. There is no sense in calling some vowels long and others short. The English language has no long vowels and no short ones. The terms are misleading and ought to be abandoned.

I have adopted a very simple and unobjectionable notation which I have found very convenient, and you shall have the benefit of it.

a 1 fate; a 2 fare; a 3 fat; a 4 far; a 5 fast; a 6 fall.

i 1 pine; i 2 pin.

e 1 mete; e 2 met.

o 1 note; o 2 not; o 3 noon.

u 1 few, tube; u 2 tub; u 3 full; u 4 fur.

Diphthongs—ou= a^4+o^3 ; oi= a^6+i^2 .

Diphthongal vowels— a , i^1 , o^1 , u^1 .

Explosives— a^3 , a^3 , i^2 , e^2 , o^2 , u^2 , u^3 .

Consonants—p t th f c k ch sh s h.

b d th v ġ j zh z.

Liquids—l m n r ng.

Nasals—m n ng.

Semivowels—w v.

The peculiar characteristic of the explosive elements is, that they are incapable of prolongation. The least drawl of voice in their utterance changes them instantly into something else, o^3 becoming a^6 , a^5 a^4 , a^3 a^2 , i^2 e^1 , e^2 a^1 without the vanish, u^2 u^4 , and u^3 o^2 . Therefore, in the drill on the vowels the utmost accuracy is required.

How shall this accuracy be secured? By daily practice on some of the words in the reading or spelling lesson, or both.

When the children have thus been made thoroughly familiar with the sounds of the vowels and can produce them accurately, let the consonants be commenced and treated with the same painstaking care and thoroughness, until every child can produce each one of them with perfect ease.

When the pupils are sufficiently advanced in age and attainments, the classification of the consonants into surds, sonants, liquids, mutes, subvocals, labials, palatals, and linguals should be presented and taught. This will probably be the appropriate work of the grammar school and the more advanced classes in the district school. This drill ought to be persistently pursued in these schools, until the pupils have secured a complete mastery of the subject. It should be as easy and natural for them to analyze the words phonetically as to pronounce them in the ordinary reading exercise.

Be careful in giving the consonants to avoid exaggeration. Give them as nearly as possible the same force and quality that the ear observes when the words are correctly pronounced. Mischievous boys are very fond, especially in a concert exercise, of giving the p's, the k's, the ch's and the s's about five times as much force as they ought to have.

Is any one inclined to think that this practice is impracticable because it imposes an additional burden upon the already over-

worked teacher, and also because there is not time for it? Let it be remembered that the most important thing undertaken in the primary and grammar school is the teaching of reading; and that the teacher is bound by every consideration of conscience and duty to adopt and practice the means best adapted to secure the end; namely, not merely the ability to read, but the ability to read well. The phonetic practice here advocated should, therefore, be a part of every reading lesson; and ten minutes of drill in phonetics per day will be all sufficient, if continued through the primary and grammar schools courses, to make the pupils masters of the alphabet.

What will be some of the fruits of this kind of training?

1st. An accurate and observant ear will be developed in the pupil. He will hear correctly and know what he hears; a condition of things absolutely necessary to good reading.

2d. A general critical habit will be engendered. This is above all price. The pupils will notice the speech of one another, of their teachers, parents, ministers, of everybody indeed, and will be inclined to criticise all errors in pronunciation.

3d. The letter r will be restored to its rightful place in New England speech. Our ears will no longer be saluted with good *mawning*, nor shall we hear such utterances as *ahm*, *fawm*, *paht*, *buttuh*, *highuh*, etc.

4th. *Laughin* and *whisperin* will no more be heard in the school nor anywhere else.

5th. The h will be clearly expressed in *when*, *which*, *wheat*, and all other words of the class.

6th. It will be as easy to say *shrill*, *shrink*, *shrewd*, *shrimp*, as it is now to say *shall*.

7th. Such pronunciations as *often*, *open*, *forsaken*, *broken*, in which the vowel of the last syllable is distinctly heard will be among the things of the past, and we shall no longer hear from the pulpit, "I my cross have *takun*."

8th. The phonetic drill here urged will establish the proper relation between accented and unaccented vowels, and will render it perfectly easy for the reader to avoid the over-exactness on the one hand, which savors of pedantry and the extreme looseness on the other which is hardly less than slovenliness.

9th. The pronoun *your* is almost universally pronounced like *yore*, and the diphthongal vowel u¹ is by a majority of people pro-

nounced like *oo* in *moon*. Phonetic practice will cure both of these errors.

10th. The most difficult combinations of consonants, such as *s-t-s* in *masts*, *forests*, *lists*, &c., will by phonetic practice become easy.

11th. Another most desirable result, provided all the lower schools in the country adopt and carry out the practice, will be the removal, ultimately, of all provincialisms in pronunciation from the English language in the United States. One's birthplace will no longer be betrayed by his speech. Our beautiful vernacular tongue will sound in California as it does in Maine, in Mississippi as it does in Minnesota.

12th. A writer in a recent number of the *New England Journal of Education* speaks of the numerous instances of mispronunciation which he heard at Saratoga last summer, and cites the following examples taken from his note-book: *Dívorce*, *casually*, *ínance*, *prócess*, *discíplinary*, *pátron*, *mónograph*, *státus*, *prédecessor*, *prógress*, *présentátion*, *unprécedented*, *símultáneous*, *interrátional*. I do not believe that such an exhibition as that could have possibly been made, if all the teachers assembled at Saratoga had ever been thoroughly trained in phonetics.

13th. By phonetic practice much time may be saved to the pupil in acquiring the art of reading. A writer in the *Forum*, who criticises most severely many things in the St. Louis schools, says: "One thing however may be learned of St. Louis, namely, that when phonics are well taught, and they are well taught in that city, the children make very rapid progress in overcoming the mechanical difficulties in reading. At St. Louis the children certainly read as well at the end of four or five months as those attending many of the schools where no phonics are taught read at the end of two years."

We give the enemies of our public schools too much occasion for their criticism and hostility. The fruits are not forthcoming which they think they have a right to expect. The remedy lies in teaching fewer subjects and in doing more thoroughly what we undertake.

I will close this paper by reciting a clipping taken from a recent Boston newspaper of high standing. It shows what some people think of us.

"The charm of correct pronunciation and grammar and of a discriminating choice of words can hardly be over-stated. But the

indications multiply on every hand that the opportunities afforded the average American child of hearing pure spoken English are steadily become fewer. The public schools are doing very little in the way of promoting correct speech, and the Nation is probably entirely right in saying that, as a rule, the only class who now pay attention to the use of the English language are the ministers. In Europe, correct speech and a good accent mark social position. An offence in the use of language betrays the same lack of breeding as eating with one's knife at table. It will be a good day when the conventions of society in the United States stamp ungrammatical and slangy speech and slovenly pronunciation with the opprobrium that now attaches to one who picks his teeth with his fork."

USE OF TOBACCO AMONG SCHOOL BOYS.

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The limits of this paper are too narrow to admit of an exhaustive discussion of the subject assigned. The object in placing the topic upon the programme was doubtless to bring before this body of teachers some practical suggestions that might aid us in dealing with a widespread evil. To such suggestions I shall chiefly devote myself after briefly stating such approximate conclusions as seem to be fairly well established. I am not called upon to discuss the tobacco question in its entire length and breadth, but only to consider its use among school boys. It is estimated that seven boys out of every ten form the tobacco habit before reaching manhood. For the class of boys usually found in our colleges and secondary schools, this estimate is probably too high, but I am of the opinion that fully one-half even of this class have some practical knowledge of tobacco before reaching maturity. Not a few boys form the habit very early, as early as the sixth, fifth or even fourth years, while very many of them form it by the time they are ten or twelve. In most cases the habit is formed without the knowledge of parents and against their wishes and is for a long time successfully concealed from them. The number of cigars and cigarettes used varies from one or two a week to as many per day, and is then increased sometimes to fifteen to twenty or even more than that per day.

Chewing is often found more convenient than smoking, as it is more easily concealed, and therefore takes its place or supplements it.

The motive which leads young boys to use tobacco is nearly always the desire to imitate their elders. No temptation is quite so overwhelming to the average small boy as to see a lad a few years his senior standing on the corners of the streets, daintily holding a cigar or cigarette between his fingers and, with an air of conscious superiority emitting a wreath of smoke from his mouth. It is the small boy's highest ambition—his ideal of greatness—to do that very thing; and in order to realize that ideal he will disobey parents, run the risk of detection, part with his last penny, and endure the horrid nausea which follows the first indulgence. As to the effects of the tobacco habit upon growing boys we have the unanimous testimony of teachers of all grades, from the college to primary, the most of it based upon close observation, and some of it upon carefully collected statistics.

The chief physical effects are these: a stunted growth; impaired muscular power, so that the tobacco user seldom excels in the power of endurance or in athletics sports; weak eyes; poor digestion; derangement of the nervous system, often resulting in insanity; and irregular action of the heart, sometimes ending in instant death.

The mental effects are as follows: a dulling of the perceptive powers; weakening of the memory; confusion of the reasoning faculty, and sometimes utter imbecility. Statistics collected in a large number of institutions of learning in the Old World and in this country show that among the best scholars the percentage of tobacco users is the smallest; that as we go down the grade the percentage increases, until, among the poorest scholars, the habit is almost universal. But there is one effect that is worse than any of these. The boy soon learns that he has to contend with a terrible habit, which he cannot easily break. The worst of it is that he often believes himself totally unable to break it. He realizes that it is doing him untold harm, but he believes himself to be a slave. The sense of personal degradation, the loss of self respect which follows such a belief is thoroughly demoralizing and fatal to all hopes of reform. Until he thinks he can he cannot; and reason does not rule but appetite. Add to this that the habit facilitates associations not the most desirable, that concealment from parents is usually practiced, and that each indulgence involves a measure of falsehood, deception, and dishonor; and the case is sufficiently

serious. These effects are not occasional but some or all of them invariably follow the use of tobacco among boys. Nor do they depend upon the amount used although they are proportional to it. They follow in some measure whenever it is used.

What can be done to check this evil? First. It is evident, when we consider the prevalence of the habit among school boys and its effects as above enumerated, that the importance of the subject justifies its appearance upon this programme. What can be done?

At a risk of not meeting the approval of all I must place first what seems to me primary, disclaiming all intentions to be personal. I regard it of fundamental importance that the example of the teacher be one which it is entirely safe for the pupil to follow. I know that a parent or teacher may say to a boy: "You are a boy and I am a man. What injures you may not harm me. You must not do this though I do it" and may be able to enforce his command. But surely, it will be much easier for him to enforce it, if he weights it with the power of personal example. And can he not for the sake of the boy forego a needless indulgence even though it be harmless. And then has the teacher or parent thought just how he can make it clear to a bright boy that what is to the lad one of the most deadly poisons is to the man harmless. One of the most difficult influences to counteract in fighting the tobacco habit is the example of parents, teachers and visiting officials who are addicted to it. Example is the only efficient teacher of conduct.

Second. I am of the opinion that much might be done by the publication of some scientific leaflets for general distribution among teachers, parents and scholars. These leaflets should explain simply and briefly the real nature of tobacco, that nicotine, its chief element, is one of the most deadly poisons known to man, that poison is poison, in whatever doses or form taken, and has no place in the physical economy of man, that poison should be taken only to counteract the virus of disease, and then as prescribed by physicians. They should contain some information as to how chewing tobacco, cigars and cigarettes are prepared, the indescribable filth of many of the processes; the fact that some of them, notably cigarettes, contain some other things almost as bad as tobacco. They should also give some hints as to the expensiveness of the tobacco habit. By all means they should tell as much as possible

about the effects of tobacco upon the body and the mind, as observed by teachers and others.

Third. Teachers should, in some way, instruct their boys concerning the nature of tobacco and warn them against its use. This should be done before they are sufficiently advanced to begin the study of physiology and should be supplemented by some instruction as to the power of habit, though the psychology of habit cannot yet be taught. Especially should the teachers of the grammar and even primary grade attend to this, for the tobacco habit is most frequently formed before reaching the secondary school.

Fourth. In all schools below the college, whenever it is practicable, the use of tobacco should be unconditionally prohibited by rule and the rule should be enforced with all possible vigor. A rule which forbids it only in certain places or at certain times, unless accompanied by faithful instruction, is worse than no rule at all, for by forbidding it only in certain places it implicitly permits it in others and recognizes it as intrinsically harmless. Poison is just as fatal when taken in the street or in the fields or woods as when taken in the school-room itself. For many schools, however, I recognize that such a rule is impracticable. They must fall back on moral suasion. Finally when by such means as these, public opinion has been so educated that legislators will themselves set a right example, such a law as that now upon our statute books or a better one may be enforced with excellent results.

REPORT OF COMMITTEE ON SCHOOL SAVINGS BANKS.

In the first place obtain permission of your school officers. Better still, let them take the matter in hand if they will and arrange matters themselves. It will work easier under their auspices. Try to get other teachers to join in a like move. You will not be so lonesome.

Explain your plan fully to the officers of your local savings bank and make a satisfactory arrangement as to the relations of your proposed school bank. Be very sure that you are fully understood and that the bank cordially agrees. You may not find them ready. They object to the vexation of a multitude of small accounts. If you cannot make an arrangement that promises success, you had better make none at all. It is far better not to try twice than to fail once.

Having made satisfactory arrangements with the bank, announce to your pupils what you propose to do, explain the method and the benefits but do not unduly urge, and above all do not in any way attempt to coerce. Whatever is done in this line must be done by the free will of your pupils. To attempt to make it a general thing for the school will result in failure. A baby may lead a horse to drink; but a regiment of cavalry cannot make him drink when there.

Announce that on a specified Monday you will take your first collection. Monday is a better day than any other. The depositors are sure to be on hand to deposit and all the world knows that Monday is the worst morning in the week for attendance. It is also better for other reasons which you may infer as the plan unfolds. The Saturday before was pay day.

Before that Monday morning see that the public and especially parents of your pupils know what you propose doing. Get an extended notice in your local paper with favorable comment, if possible. If you can, see the parents personally and present the matter. Or, failing in this, send to each parent a letter setting out the matter. Such letters are easily made with the duplicating apparatus now so common. If you can do no better, dictate a letter for the parents and have the pupils copy and take home.

Also before that Monday, think just what you will do and how you will do it. Leave nothing to chance and good luck. Prepare

your blanks and books to do business. Here is where the rub comes. You may have to do this at your own expense, and reckon it your good deed done that day. Write J. H. Thirry, Long Island City, N. Y., and he will send you blanks and all the information you want. Don't forget to enclose stamps for he is doing a great work of philanthropy and ought not to pay his own postage. If you can do no better, you can make your own blanks at almost no cost with any common duplicating apparatus. J. W. Mitchell of Rockland will send you specimens of such home made blanks. If you think of starting a bank, you had better write to both these parties. Specimens of all blanks referred to below may be had on application.

When the Monday comes that was appointed, select a careful pupil for clerk and one to bring deposits to the desk. Call your roll. As each pupil's name is called he answers "Yes" or "No." If not present, make the usual mark in your register. If he answers "No" make "0" in the register. This shows that he was present but made no deposit. If he answers "Yes," his deposit is at once brought to the desk. You enter the amount in your register. This serves also to show that the pupil was present. You also make out a card for the depositor and charge his deposit on it. This card is given to the depositor with his receipt. The clerk also on his sheet enters the name of depositor and amount of deposit.

Don't you self fail to deposit. Do this for your own good and to encourage your school. Do not make a large deposit necessarily. If any pupil shows any sense of shame at presenting a few cents only, encourage him and point out that it is not how much that is the great end but the habit of saving

When you have finished your roll, give an exercise in addition. Have the clerk read his list of depositors with amounts of deposits, depositors repeating amount if correct, all pupils writing amount, you following on your roll to make sure that you agree.

"John Williams, five cents" The amount being correct, John Williams says, "five cents." Pupils all write for addition. While pupils are adding, count your deposits. If your deposits agree with their additions, all is well. If not, make it well at once. Here are three separate checks and a mistake can hardly occur.

The first morning this may take a half hour or more for a room of fifty pupils; but after the machinery wears smooth with use it will not take more than fifteen minutes. If you have no pupil in

school who can aid as clerk, you can very well do without. By alternating the studies so that they will fall in this hour by turns, no one study will suffer more than another.

When you find that everything agrees, foot your column of deposits with amount. Have clerk certify to footings and items of his sheet. Take clerk's sheet and keep it in some place separate from your register that you may not by any possibility lose all original source for proving your accounts.

As soon as may be after this, certainly during that day, put the deposits in the bank with which you have made arrangements. To avoid all confusion the banks will be called City Bank and School Bank respectively. The City Bank will issue a book to the "general account of the School Savings Bank." This deposit is not at once passed to credit of the individual depositors for reason that will appear but is credited to the general account. This money can only be drawn out on an order signed by a parent and yourself, nor can any part of it be transferred to accounts of individual depositors except on an order signed by yours If and another person selected by the depositors, as for instance the superintendent.

Send the money to the bank as soon as may be, always. At recess, send one of the pupils, a trusty boy or girl, if the bank is not too far. Or send by one of the pupils or take it yourself at the noon hour. Or send it in any way you please, so it is safe. The bank book should be brought to you. If you can use your pupils as messengers, it is best to do so, for it gives them a practical introduction to the bank.

As soon after as may be, in a special book for the purpose, open an account with each depositor. Credit him with his deposits and dividends and debit him with his withdrawals. The book should be a common journal with double money columns. Short extend each day's deposit and long extend the amount deposited for the month. Once each quarter, after the last Monday, strike a balance.

After you have entered the deposits for any day prove the correctness of your work by copying on a separate sheet of paper your entries for that day. If they foot the same as the amount of your deposits there is hardly a possibility of error. If not, they should be made to. The success of your undertaking will depend in great measure on keeping your accounts straight. Prove all entries after this manner. It is an excellent check on errors.

If you have a pupil who is equal to it, let him be your accountant. It will be a most excellent thing for him and much easier for you. Have him do this work in school hours in your presence. Make sure that he has tried all checks against error; examine his accounts yourself often; and depend upon it, the accounts will be as correct as you could keep them yourself. Experience has shown that pupils of the grammar grade can do this and do it beautifully. The more you can weave this work into your school work, the larger part the pupils take, the greater will be your success.

On each month after the last deposit, send to the bank with which you are depositing a list of those depositors to whose personal accounts any amount is to be transferred from the general account, together with the amount to be transferred in each case.

Banks do not allow interest on amounts under a certain sum. Till a depositor has reached this amount, the bank has no separate account with him. When he does reach it however, his name is sent into the bank and the amount of his deposit is transferred to his personal account from the general account and a book is issued to him. Before this his deposit is kept in the general account. After the book is issued, his deposits are at first made part of the general account, and each month transferred to his personal account. Banks object to many small deposits. This monthly list sent to the bank will contain then the names of all depositors who have within the month reached an amount that would entitle them to draw interest and are to have books issued to them, also the names of those who, having books, have deposited fifty cents or more.

All deposits made by the school savings bank are first credited by the City Bank to the general account then these amounts are transferred monthly, the general account is debited with the gross amount so transferred, and the accounts of the specified depositors are credited with the specified amounts. No transfers are made save at the end of the month.

The benefit of this arrangement is that the city bank is not perplexed with a lot of small accounts, and your small depositors in the school bank are getting interest, whereas they would get none if they deposited in their own names; for, as will be seen, the main part of this general account is the sum of those individual deposits that are less than would entitle the depositors to interest at the city bank. But, if there are many depositors, this general account will

be of good size and the dividend on it will be a respectable amount. This dividend may be divided among those depositors who have no book and whose deposits are yet carried in the general account. This is clear gain to them, for not one of them would have a cent of interest if they all had their deposits in the city bank in their own names.

The distribution of this dividend is a simple matter. Ascertain at the bank under what rules they apportion dividends and apportion this dividend to your small depositors in the same manner. A little thought will show you that this will always leave a few cents undistributed under this plan. Carry this to the credit side of the remainder account. It might very properly be used to help pay the necessary expenses of the school bank. An account of all the expenses of the school bank should be kept

When books are issued to the depositors, let them keep them themselves, if they desire. It is a better plan for you to keep them, but some pupils may be particular to keep their own books, and if this is likely to prove an obstacle, let them do so. In any event, let the pupils take their books home once per month

If you hold the bank books of the pupils, try to arrange to keep them in some safe place. It may be possible to get room for them in some private safe near the bank. If not, keep them in the safest place you can arrange, your own boarding place, for instance.

The books will need to be taken to the bank once each month, when the monthly list is sent in. If the pupils hold their own books, require them to have their books to pass in with their last deposit in each month. Should anyone fail to present his book, do not have his deposit transferred until he does so. Always keep a few cents in the general account, if possible, not transferred. It will keep the book holder tied to the school bank.

If any depositor wishes to make a withdrawal, let him present his order any Monday morning. The order must be signed by parent of depositor. Pay this order from the deposits of the morning. Send the order into the city bank together with the depositor's book. There the depositor's individual account will be debited and the general account credited just as though the cash had been deposited. Try to have the depositor leave something to his account, if not more than a few cents. It keeps his account open with the city bank.

During vacation the depositors will have their books. The city bank will then treat them like other depositors. At the beginning of the next term a list of all depositors having books is sent to the bank and a statement showing what deposits or withdrawals have been made, is returned.

In a school of more than one room with a principal, the principal of course takes the responsibility and labor of the school savings bank. The assistants then have no care beyond taking the deposits and passing to the principal. The clerk's record may be passed in with the deposit. When two adjoining but separate schools can do so, it is well by mutual agreement for them to act together as one school in this matter.

Were it not for the desolating district system that is preventing so many good things for our schools this plan would work with special effect in our country towns. But where the teacher is changed once each term or oftener, nothing that requires continuity can be carried out.

It would prove a special help to some savings banks by bringing the bank to every one's door. It would be a peculiar help to the people for a like reason. Think of the possibilities for good in it. Under these circumstances, it would probably be necessary to do business with the bank through some merchant or other responsible person who is often visiting town.

Probably the best arrangement that our schools can make is through the local loan and building association, if you are so fortunate as to have one, and can arrange with them. The method of operation is somewhat different, but its necessary modifications will suggest themselves. The loan and building association holds the depositor rigidly up to a uniform deposit monthly.

From time to time give talks on the matter of economy and allied subjects. Point out that few men in jail have bank accounts. Teach how dividends are apportioned at a bank.

You may think that this will make much work and responsibility for you. Not so. Fifteen minutes each Monday morning will suffice to gather in your deposits, make your record in your register, prove the correctness of this record and get a duplicate account by the clerk. If you have an accountant it will not take fifteen minutes more per week to show you that the accounts are all correct and straight. Once each month you may have a half hour's work on the monthly report. The other details are trivial.

Varying circumstances may make a modification of this plan advisable. Do not hesitate to make a change if you think it best. In following out this plan or any you may adopt, remember Mr. Thirry's excellent maxims.

1. Make the mechanism as simple and sure as possible.
2. Reduce to the minimum the work and responsibility of the teacher.
3. Give the school savings bank all the educational value possible.

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